

mainly practical guides to the elements of library user education or reviews of the literature on a particular aspect of that very broad and much discussed subject. Although some of the essays have no scholarly apparatus, most make reference to many of the old chestnuts in the field, for example, Lubans, *Educating the Library User*, and Roberts, *Library Instruction for Librarians*, and to numerous articles in the journal literature. Except in one chapter, there is a conspicuous absence of frequent references to two books now considered classic texts: Beaubien and others, *Learning the Library*, and Oberman and Strauch, *Theories of Bibliographic Education: Designs for Teaching*. If the book is meant to serve as a beginning textbook for on-the-job training, it would have benefited by the inclusion of a general selected bibliography.

After chapter 1, which introduces the need for the volume, the essays loosely follow the progression of organizing to do bibliographic instruction, from setting objectives to evaluating results. A few chapters seem to be dropped in at random: the results of the ARL survey, for example, and an excellent and well-documented essay by Linda Lucas, "Educating Librarians to Provide User Education to Disabled Students." The specialized nature of Lucas' chapter makes it seem out of place in this book and raises the question of the absence of similar essays on other special groups, such as minority students in Head Start-type programs or international students, who are appearing on campuses in rapidly growing numbers, presenting fertile ground for the library instruction librarian.

There seems little really new in this slender volume. The title has an appealing draw, but Ormondroyd's chapter is about the only one that actually delivers on its promise.—Paula D. Watson, *The Library, University of Illinois at Urbana-Champaign*.

**Douglas, Mary Tew.** *How Institutions Think*. Syracuse, N.Y.: Syracuse Univ. Pr., 1986. 146p. \$19.95 (ISBN 0-8156-2369-0). LC 86-5695.

In *How Institutions Think*, the noted anthropologist Mary Douglas brings the dis-

tanced and objective perspective of her discipline to an examination of modern society. While she acknowledges the role of calculated self-interest in human life, she notes correctly that the prevailing zeitgeist of individualistic calculation hardly requires that the importance of rational choice be defended. Her emphasis is elsewhere, on demonstrating the inherently social nature of individual cognition, the a priori role of society in dictating the very categories and terms of thought that ultimately defeat simple reductionist efforts to find the causes for individual choice and action.

Douglas draws widely from sources in and out of the social sciences in building her case. Her eclecticism in finding the strands of her argument in Mancur Olson's classic *Logic of Collective Action* (which brilliantly draws the limits of collective action), in examples drawn from social psychology and from the history of science, and even in the nomenclature used by California vintners, makes this short book a stimulating, but also a difficult, adventure in the history of modern thought.

The main threads of Douglas' argument are drawn from the genius of the French sociologist Émile Durkheim and Ludwik Fleck's studies of the philosophy of science. Her selection of Durkheim—who was primarily a student of primitive societies, and of Fleck, a student of modern society's defining institution—follows strategically and deliberately from her premise that it is both too convenient and very wrong to exempt modern society from an objective functional analysis of thought systems on the assumption that organic, unspoken, and sacred belief systems structuring individual thought can be found only in primitive societies.

Much of Douglas' analysis is devoted to refuting various theoretical efforts to balance the books of social exchange in an attempt to redeem informed self-interest as the exclusive motor of social action. Instead, Douglas argues that only by accepting the values and thought categories of the larger group can individuals claim a sense of their identity. Indeed, she argues that true intellectual freedom must begin

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with the recognition that moral choices are never made in isolation, but have a social basis: "For us, the hope of intellectual independence is to resist, and the necessary first step in resistance is to discover how the institutional grip is laid upon our mind" (p.92).

It would be an arbitrary exercise to suggest reasons why this book should appeal particularly to academic librarians. Catalogers and indexers may find interesting Douglas' discussions of the social elements in our common classification of our world. As administrators of public institutions, directors will respond to her emphasis on values that transcend individual calculation. And certainly selectors should be aware that here is a volume worthy of their attention. But it is as thinking individuals interested in understanding their society and their place within it that librarians will respond to her ideas, which allow us to see the social ether that surrounds and shapes us, but of which we are too often unaware.—Paul Metz, *University Libraries, Virginia Polytechnic Institute and State University, Blacksburg.*

**Morris, John.** *The Library Disaster Preparedness Handbook.* Chicago: American Library Assn., 1986. 129p. \$20 (ISBN 0-8389-0438-6). LC 86-1155.

**Hickin, Norman.** *Bookworms: The Insect Pests of Books.* London: Sheppard Pr., 1985. 176p. \$30 (ISBN 0-900661-38-0).

There has been a plethora of literature issued in the last few years on how to prevent and recover from a disaster, as well there should be. Disaster preparedness is an element of preservation that does not require buckets of money (though it may indeed require buckets) or a professionally staffed conservation lab, and yet the benefits of preventing a disaster and of a quick, knowledgeable recovery from one are potentially enormous. Many of the publications reflect the planning process and the plans created by individual institutions. A lot of it is repetitious but almost all of it contains some useful information. However, this book is not just another disaster preparedness handbook. Rather than presenting an outline of what a comprehensive disaster preparedness plan

should contain or a list of supplies one may need to salvage wet, muddy library materials, this book contains chapters with such titles as "Problem Patrons" (including angry patrons, rowdy teenage gangs, and drug users), "Theft and Mutilation of Books and Materials," and "Planning and Design for Safety and Security." There is a chapter on recovery from water damage, but it is not a how-to on salvaging various types of library materials. It describes automatic water-warning systems and freeze- and vacuum-drying as salvaging techniques. Much of the chapter is a case history of the flood at Stanford University's Meyer Library, including an excellent flow chart designed by Sally Buchanan that describes the decision-making and routing steps the books moved through on their way from the freezer back to the shelves.

In other words, disaster preparedness as discussed here means loss control rather than contingency planning. And therein lies its usefulness. The information it contains is largely supplemental to other works on preparedness.

The strength of this book is directly related to the expertise of the author. John Morris is a loss control consultant who has specialized in libraries and museums, so he can speak pointedly to the specific concerns of library staff. The discussion of the planning and design of facilities as they relate to loss prevention are thorough and practical, as is the review of security programs, problem patron management, fire protection and prevention, and insurance. Simple and inexpensive strategies are given along with more costly and sophisticated ones. All are liberally interspersed with firsthand accounts of the multitude of calamities with which Morris has had experience. The information on materials preservation and conservation, on the other hand, is cursory and not particularly useful.

The *Handbook* provides a foundation of information that enables librarians to analyze critically and upgrade their own existing situations. Perhaps more importantly, it can provide a basic understanding of the available means of protecting libraries and their contents so that staff can effectively