

electronic publication may not be possible if much of the editorial and peer review apparatus must be retained to accommodate the academic reward system. Interestingly, only Arnold mentions in this context the role of the print journal with an electronic version, as, for example, with Project Muse at Johns Hopkins University Press. This seems an attractive transitional vehicle for gaining scholarly acceptance—available over the Internet, but with all the trappings of a traditional journal.

Two articles deal specifically with the acceptance of electronic information in the library. Bryce Allen's article on personality types and organizational attitudes to change is interesting, but his solutions often seem too general. His focus on personality issues neglects institutional politics and priorities in areas such as the relationship between the library and the computing center. Gay Dannelly's article on resource-sharing covers that topic well, but also goes beyond it to deal briefly with some of the core collection development issues such as leasing, access fees, and preservation of the historical record.

This issue of *Library Trends* is required reading for anyone who is beginning to grapple with electronic journals, electronic information generally, or the changes in scholarly communication. Most of the essays attempt to establish the state of the art and lay out the questions rather than solve the problems, so those who already have experience in the field might want to look only for the areas that still trouble them.

The one major perspective that is missing in the collection is the publisher's. Many in the library community and some in the scholarly community believe that academe must regain control over its product. Lancaster's survey of the priorities of university administrators suggests that the necessary money will not be available in the near future, and it seems probable that we will be deal-

ing with commercial publishers, university presses, and scholarly societies for some time to come. The essay by Donald King and José-Marie Griffiths provides useful data on the costs of paper and electronic journals. Publishing is also discussed in passing elsewhere, but a survey of the ways in which publishers of all kinds are attempting to deal with the issues of electronic information would have been extremely useful.—James Campbell, *University of Virginia, Charlottesville, Virginia.*

Ostler, Larry J., Therrin C. Dahlin, and J. D. Willardson. *The Closing of American Library Schools: Problems and Opportunities.* Westport, Conn.: Greenwood Pr., 1995. 158p. \$49.95. (ISBN 0-313-28461-X).

The title of this book will get the attention of those especially concerned with education for the profession—and not only our profession—but the content will not hold it for long. This short text contains no information on actual library school closings and no attempt at a serious analysis of closings. J. D. Willardson of the College of Education at Brigham Young University (BYU) contributes a twelve-page sketch of historical trends and forces in American higher education. Larry Ostler and Therrin C. Dahlin, librarians at BYU and part-time library school instructors (presumably at the now closed BYU library school), contribute sixty pages, briefly discussing the history of library education and the social changes affecting it, the nature of the profession of librarian, the need for strategic planning, and the importance of accreditation for schools and certification for practitioners; and then offer a proposal to revamp the system of library education. Their idea is to introduce an undergraduate degree program that would include information and education on basic library operations and philosophy and would teach skills that would prepare students for paraprofessional work in libraries. After three

years of practical experience, graduates of this bachelor's degree program might then enter a master's degree program, perhaps for a duration of two years; and some might even go on to a doctoral program. Although the undergraduate degree program is described as an information studies program, apparently intended not to be narrowly focused on libraries, the only specific content the authors discuss is instruction in cataloging. Courses would focus on practical skills such as bibliographic description and subject analysis. The master's degree program would, they say, be heavily theoretical. Graduates would become "the leaders in cataloging organizations," perhaps as administrators or master catalogers. (Nothing is said to suggest any concern for the design or development of computer-based bibliographic systems.)

After this depressingly retrograde scenario, however, there is a sudden and unexpected change of tone. A four-page concluding chapter abruptly suggests that the force of new information technologies will make librarians redefine their work; that the term *librarian* has become anachronistic; and that what may be needed is a new type of information professional who is expert in the new information technologies and educated in a new sort of professional school of information studies or communication and information systems, which would result from library education joining forces with educators in (unspecified) information and communication fields.

Then come seventy-five pages of appendices, including the Academy of Certified Archivists' "Role Delineation," the ALA's standards for accreditation as revised in 1992 and the official ALA statement on accreditation, and, rather mysteriously, thirty-nine pages from the official announcement of a new Ph.D. program in library and information management at Emporia State University. Why these items are thought worth reprinting in this context is unfathomable, and why

anyone should be expected to pay fifty dollars for a short book half of which is devoted to them is a real puzzle. The discussion in the first half is not rewarding enough to justify the cost of the book. It is true that the last few pages of discussion, with their surprise proposal, do perhaps have some value as a social indicator; however, given the tone of the rest of the discussion, it is a real surprise to find that these authors are prepared to give up the title "librarian" and the institution of the graduate library school. It is as if the authors came to a bridge at the end of their story and, perhaps to their own surprise, crossed it. Unfortunately, they got there too late for their book to be of interest to the rest of us. However, the fact that they could cross that bridge suggests that many others may be prepared to do likewise.—Patrick Wilson, *University of California, Berkeley*.

Grotzinger, Laurel A., James V. Carmichael Jr., and Mary Niles Maack. *Women's Work: Vision and Change in Librarianship*. Occasional Papers no. 196/197. Champaign, Ill.: University of Illinois Graduate School of Library and Information Science, 1994. 132p. \$15. (ISSN 0-276-1769).

Women, Information, and the Future: Collecting and Sharing Resources Worldwide. Ed. Eva Steiner Moseley. Fort Atkinson, Wisc.: Highsmith Pr., 1995. 296p. (ISBN 0-917846-67-2).

Many books on library issues these days are obsolete before they appear in print. It is a pleasure to report on two books that will have a longer shelf life. The first is a collection of historical essays honoring the centennial of the University of Illinois Graduate School of Library and Information Science. The second is the published proceedings of an international conference at Radcliffe College in June 1994 sponsored by the Schlesinger Library on the History of Women in America, which