abeth Sawyers, Health Sciences Library, Ohio State University, Columbus.

SantaVicca, Edmund F. *Reference Work in the Humanities.* Metuchen, N.J.: Scarecrow, 1980. 173p. $9. LC 80-18783. ISBN 0-8108-1342-4.

The title of this book may lead the reader to expect a treatise on reference work in the humanities. This work actually presents a variety of reference questions and case studies organized by subject. The subjects covered are philosophy, religion and mythology, literature, music, fine arts, and theater arts; there is also a chapter on interdisciplinary problems. Each subject area has a set of exercises, divided into three sections: questions, search problems, and case studies. The exercises are designed to familiarize readers with the disciplines that make up the humanities; to introduce the reader to the difficulties and complexities of the reference interview; and to provide search problems for every subject area using appropriate examples. Unfortunately, the author does not provide solutions to search problems. The appendix gives some examples of possible solutions in a few subject areas, but it seems that a book of this type should have solutions, or at least some suggestions on finding answers to the questions posed. This is also true for the case studies; no examples of possible solutions are given. Even if the main function of this work is to serve as a workbook in a classroom situation, suggested solutions appended at the end of the book would have enhanced its usefulness.

The approach employed in this book helps the reader to understand how to translate the language of the library user into the terminology of potential retrieval systems in a given library situation. Often too much emphasis has been placed by the library science curriculum and by practicing reference librarians on the nature and reference qualities of specific reference titles, and too little emphasis on understanding how these qualities come into play in the process of reference work. In this respect the author is successful in identifying a number of questions that help to distinguish the difference between these two processes.

In the absence of other titles in the area of reference service in the humanities, this work is a good beginning. The questions selected in the exercises are phrased in a variety of ways, having varying degrees of clarity and ambiguity and differing levels of depth, which may help the reader to understand the kinds of questions he/she will encounter. A major weakness is the lack of a bibliography or notes suggesting further reading. This is a serious flaw in the book. One cannot help but compare this work with *Reference Books in the Social Sciences and Humanities* by R. E. Stevens (Stipes, 1977). The latter work is broader in scope and provides extensive information on several hundred specific reference books in the social sciences and humanities. (Stevens' title referred to here is out of print. Available is *Reference Books in the Social Sciences* by R. Stevens and D. Davis [Stipes, 1977].) Had these features been present in SantaVicca's book, they would have considerably increased its value.—*George V. Hodowanec, Emporia State University, Emporia, Kansas.*

ERIC Clearinghouse on Information Resources. *ERIC Basics; a Sound/Microfiche Instructional Package.* Syracuse, N.Y., 1979. 53-frame color microfiche, 12-minute audiocassette. $10. (Available from: Information Resources Pubs., 130 Huntington Hall, Syracuse University, Syracuse, NY 13210.)

This unusual pairing of media formats, a cassette and microfiche, is attractively boxed and easy to use. Its aim is to teach the uninitiated how to use the two ERIC indexes, *Resources in Education (RIE)* and *Current Index to Journals in Education (CIJE)*, in order to access the ERIC document collection and periodical literature in the field of education. It succeeds admirably. The narrators assume nothing yet are not insulting. A woman gives clear instructions on how to load and follow the fiche, and these instructions are repeated at appropriate points. A man presents the content, and again is concise and clear. Visually, the fiche frames are simple yet effective; the use of color and the repetition of cover shots of the three sources discussed (*RIE, CIJE,* and the *Thesaurus of ERIC Descriptors*) reinforce the information that

is being heard. A fiche alone could never begin to address the specific details given on the cassette, but a cassette alone would lack the visual impact. In short, the combination works well for this presentation.

To demonstrate the use of the *ERIC Thesaurus* in combination with *RIE* and *CIJE*, the user follows the steps in a sample search on the College Entrance Examination. The notations for each descriptor (date the term was added and the number of times it has been used) as well as the abbreviations for related terms (UF for "use for" and NT for "narrower term," for example) are all defined as part of the explanation of the descriptor page. The differences in coverage of the two indexes and the arrangement of each are detailed, and there are sample entries from the document sections showing the abstract, identifiers, and availability of the item. The author index and institution indexes are also shown. A clear distinction is made between ERIC documents available on fiche in over 700 libraries, and journal articles that must first be accessed by journal title in the library's card catalog. The program runs twelve minutes with the last two to three minutes being devoted to a review of the presentation. Recommended for the beginning education major, anyone approaching ERIC for the first time, and individuals who wish to review the ERIC tools, this program would be a worthwhile addition to any library instruction collection.—*Jean W. Farrington, University of Pennsylvania, Philadelphia.*

Library Instruction and Faculty Development: Growth Opportunities in the Academic Community. Edited by Nyal Z. Williams and Jack T. Tsukamoto. Ann Arbor, Mich.: Pierian Pr., 1980. 98p. $10. LC 80-82263. ISBN 0-87650-125-0.

This collection of papers, presented at the Twenty-Third Midwest Academic Librarians' Conference (Ball State University, May 1978), attempts to analyze the symbiotic relationship between the faculty development and library instruction movements. Although the literatures of both movements are expanding rapidly and consume the time and energies of many an institutional committee, there has been little dialogue

and cross-fertilization between the two. The changing student population, growing financial pressures, exponentially increasing sources of information, and the appropriate use of technology in higher education are joint concerns. But, as Ray Suput writes in the foreword, the specific focuses of faculty development and library instruction are mismatched—the former is faculty-oriented and the latter is student-oriented. The authors (representing librarians, faculty, and library and institutional administrators) address opportunities and strategies for enhancing interaction between the two movements.

Participants Jesse McCartney and Paul Lacey draw upon the work of faculty-development proponent Jerry Gaff as they detail three approaches to development: personal, instructional, and organizational. Dwight Burlingame suggests that library schools must be agents of change in equipping librarians with essential research and teaching skills that allow them to assume a more credible and substantial role in faculty development. The ability of library instruction to strengthen the bond between research and teaching is discussed by Patricia Senn Breivik. She advocates participation by librarians in the research planning process and in the construction of "real life" learning experiences for students. William Stephenson characterizes faculty as "disciplinary chauvinists"—a description that may explain the success of discipline—and course-specific bibliographic instruction. Evan Farber describes just such a successful approach in his review of Earlham College's library program.

Panel discussants Sharon Rogers and George Gardiner decry the status differential between faculty and librarians implied by several of the speakers and outline strategies to neutralize the differential. Finally, John Barber makes a plea for social insight, while Marilyn Ward contends that librarians should help change faculty self-perceptions from subject specialists to teachers.

The conference's emphasis is definitely on Gaff's notion of faculty instructional development. Too little attention is given to the librarian's (and library administrator's) function in organizational development.