

control: changing and linking search keys. The last is a good example of a clear and simple exposition on a complex topic that is currently widely discussed, but with a great deal of confusion.

Although this book does read like a textbook, it succeeds in meeting the goal of introducing the bibliographic and technological concepts needed by librarians—all librarians, including technical services, public services, administration, and computer librarians. Though bibliographic control is not considered by many to be an interesting topic, this book succeeds in presenting the "intellect" of the issues as well as their theories and pragmatics. It is certainly required reading for administrative people and should, indeed, be read by novices as well as seasoned professionals.—*D. Kaye Gapen, University of Alabama, Tuscaloosa.*

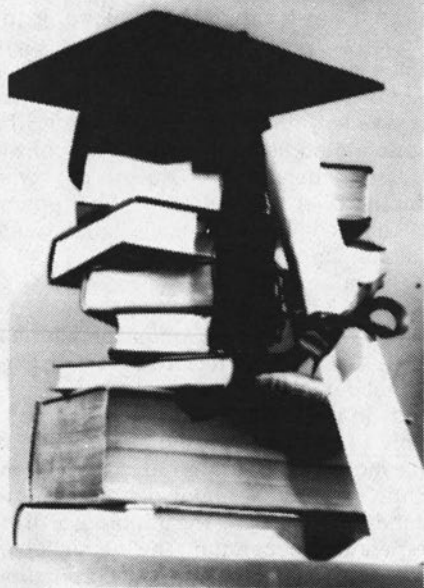
The Impact of New Technology on Libraries and Information Centres. Report of the Library Association Working

Party 1981-82. Phoenix, Ariz.: Oryx, 1983. 54p. \$10. ISBN 0-85365-925-7.

The stated purpose of *The Impact of New Technology on Libraries and Information Centres* is to cover a wide range of issues broadly and to highlight areas needing more investigation. Issues ranging from employment to library design are among those the report mentions (one cannot use the word *covers* in reference to a report that devotes seven lines to copyright and four lines to system security). However, the report does do what it set out to do—and considering the scope of the topic and the length of the book—it does it very well.

The report is divided into three sections: one explaining the background and purposes of the study; another defining the components of "new technology" and reviewing some of the major social and commercial ramifications; and a third discussing the impact of technology on libraries and information centers in particular. Most readers who are even peripherally involved in the world of technology are all

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too familiar with the information and speculations included in this report. For the uninitiated, however, this report provides a quick and painless entry into the information era.

The report is perhaps most useful as a reminder of all the work that still needs to be done. Various areas are identified as being in need of investigation, and not all of these are as obvious as the need to develop standards for information systems. For example, the report mentions the problems that may arise if commercial database vendors continue to ignore the need for archival records.

The report is by no means comprehensive or packed with new insights, but it was never meant to be. Instead, it offers us something extremely valuable in a time of information overload—a short summary of how the world around us is changing and what those changes mean to us as both human beings and as librarians.—*Carlton C. Rochell, New York University.*

Breivik, Patricia Senn. *Planning the Library Instruction Program.* Chicago: American Library Assn., 1982. 146p. \$10 paper. LC 82-8827. ISBN 0-8389-0358-4.

During the past decade most bibliographic instruction programs were launched at the "grass roots" level, usually by one interested librarian or a small group who saw the need for the library to provide something beyond one-on-one instruction at the reference desk. Even when there was time for careful planning of such a program, there was often not wide support for developing yet another labor-intensive service. The emphasis frequently was on results and quick successes rather than on laying the groundwork for an ongoing program. But times have changed, bibliographic instruction has achieved a certain status, and a decade of experience has generated a book which focuses on planning, a crucial but difficult component of any program.

Planning the Library Instruction Program grew out of two 1978 seminars, sponsored by the Columbia University School of Library Service, for academic librarians involved in instruction programs. Although

it is aimed at school and academic libraries, the special concerns of public libraries also are considered and provide some interesting contrasts.

Other books on establishing bibliographic instruction programs, such as Renford and Hendrickson's *Bibliographic Instruction: A Handbook* and more recently Roberts' *Library Instruction for Librarians*, have concentrated on teaching methods with brief coverage of the planning elements. Breivik's extensive treatment of the planning process may seem overwhelming at first, but she raises all the right questions and suggests a system for documenting and organizing this complicated undertaking.

In addition to the usual pro-and-con comparisons of teaching methods used in bibliographic instruction, she evaluates the methods against characteristics of a "good learning experience." This evaluation clearly emphasizes the needs of the learner over the temptation to use a method that is in vogue or simply convenient.

Breivik accomplishes her goal of providing a "clear understanding of the educational and political milieu in which library user-education programs must exist." She considers the trends in education which emphasize lifelong learning, the nontraditional student, and the development of independent learning skills. She argues convincingly that library instruction supports these trends much more directly and effectively than traditional classroom methods which tend to encourage passive learning.

Charts and illustrations are generally clear and well chosen to reinforce the text. The "Selected Reading List" is too selective and brief, but the chapter notes expand the choices for further reading. The chapters are logically arranged and clearly defined.

Planning the Library Instruction Program is especially appropriate for those developing bibliographic instruction programs or for those who are contemplating changes in an established program. It is equally valuable for those who manage ongoing successful programs because it is a strong reminder that bibliographic instruction