

tant function. This is to provide a picture of developmental trends at the interface between library user, librarian, and the new technology, which gives ample weight to maximizing possibilities for all three.—Robert B. Marks *Ridinger, Founders Library, Northern Illinois University, DeKalb.*

**Adams, Mignon S., and Jacquelyn M. Morris.** *Teaching Library Skills for Academic Credit.* Phoenix, Ariz.: Oryx Pr., 1985. 211p. \$29.50. LC 83-43238. ISBN 0-89774-138-2.

**Kumar, Girja, and Krishan Kumar.** *Philosophy of User Education.* New Delhi, India: Vikas, 1983. 247p. \$30. ISBN 0-7069-2288-3.

Nowadays it is difficult for a book on bibliographic instruction to stand out on the shelf. Such a plenitude of them crowd in. But *Teaching Library Skills for Academic Credit* is an exception—a pragmatic guide to BI that earns its appellation. A shopworn word in librarianship, *pragmatic*

must be used carefully. With this in mind, part 1 explores theory and practice and thankfully is short on theory; academic librarians are well aware of why BI should exist. How to devise a profitable library course is more germane to current interest. Here this book excels. Establishing, planning, then developing materials for the library course constitute succinct, procedural chapters. Not to discourage the juggernaut of BI, a section on program survival forewarns of possible impediments to success. Although satisfactory, this section could have been lengthened with incognito examples of failure. In the chapters on teaching and evaluating the library course, old wounds open afresh. If academic librarians are overcognizant of the need for BI, they are equally sensitive to the fact that they are not always perceived as classroom teachers—that is, until they prove themselves. In light of this compromising position, the ideas put forth are highly requisite—so much so that, again, further elaboration would not seem tedious. Some academic librarians come to BI already in possession of a pleasant, communicative style. But for those unsure of their ability to teach, this crash course will be of assistance. Part 1 aptly demonstrates that whereas the theory behind BI satiates, exemplary practice whets the appetite.

Part 2 considers eighteen case studies of actual BI programs, some of which are heartening to hear about in that they surpass the usual one-credit-hour course. This is not to disparage the mainstay of most academic libraries, but to point out that progress has been made. Miami University offers "EDM 252: Scientific Information Sources" (full semester); Penn State, "Library Studies 470: Federal and Legal Information Resources" (team taught with law professor, fifteen weeks); Mankato State, "Sociology 206: Careers in Criminal Justice" (library component ten to twelve-hour module); and Paterson College, "ELED 609: Research Seminar in Elementary School Subjects" (team taught with education professor, sixteen weeks). Team teaching appears to be the wave of the future for specialized BI courses; understandably so since profes-

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sors do not want to relinquish their suzerainty. As asked for in Part 1, weaknesses of some of the programs are reported in these case studies—but not serious drawbacks or anything resembling failure. Too often promotion eclipses critical judgment; perhaps another book on BI dilemmas will correct the imbalance. Otherwise the case studies engage attention and satisfy curiosity to know how others go about BI.

Adequate documentation appears throughout with an extended bibliography at the end. An appendix offers a checklist of teaching techniques—sort of a reinvalidator for those eager to assault the classroom. This study is recommended for its strong pragmatic approach to, and for its update on, advances in BI.

In reading *Philosophy of User Education*, by the Indian authors G. Kumar, Jawaharlal Nehru University librarian, and K. Kumar, head of the department of Library and Information Science, University of Delhi, one reckons that experimental user

education is predominately an American and British endeavor. Practically every footnote references a familiar U.S. study with Project LOEX cited often. What was expected—a review of strictly Indian philosophy on the subject or possibly an Asian survey—did not materialize. Not a criticism in itself, just somewhat of a surprise. If this book bore only a title one would guess, at least from the opening chapters, that an American had written it.

In textbook fashion a historical perspective begins the study. The Monteith College experiment leads off; next, Earlham, Swarthmore, Wabash, Hampshire colleges, and the University of Texas–Austin are recognized for their pioneering efforts in user education. The concept of the library-college is examined and aligned with independent study; both intended to fill the library with self-motivated students revived from classroom anesthesia. The second chapter on institutional framework explains why the American experience has been scrutinized: because of

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democratic birthright user education is a natural outgrowth—academic librarians can challenge tired orthodoxy on campus and expected to be heeded. Here, Indian librarianship makes an appearance to admit that experimentation in user education has been slight to nil at home. The following chapters on the teaching function of librarians and teaching methods will be old hat to American readers; though, in Asia, the telling will probably stimulate discussion. The fifth chapter concerns less developed countries and user education; now the stimulus will be reversed to intrigue American readers. Technology transfer is the main voice of its plea. In the last chapter the anticipated philosophy unfurls. S. R. Ranganathan's five laws of library science acknowledged, the doctrine reverts to American ideals and ac-

complishments. Without imploring, Indian librarianship is shown the path to tread in the future.

Some minor annoyances crop up in this book. The paper is cheap, and typographical errors mar its pages. What would not be sexist language in India surely will be detected in this country. Footnotes accompany the text, but no bibliography. The appendixes are reprints of an instructional development model and analyses taken from U.S. journals. At any rate, it is recommended for its clear restatement of the user education movement in the West, for its entreaty to assist less developed countries to benefit from user education, and for its underlying purpose to awaken India to the promise of user education.—*Bill Bailey, Newton Gresham Library, Sam Houston State University, Huntsville, Texas.*