

mine the fiduciary obligations of trustees. Baughman allows the rulings of court cases to define the role of trustees rather than relying on traditional perceptions. He cites one case in which the trustees, on the advice of the president, attempted to close a college. The court ruled that the trustees' actions were neither necessary nor legal.

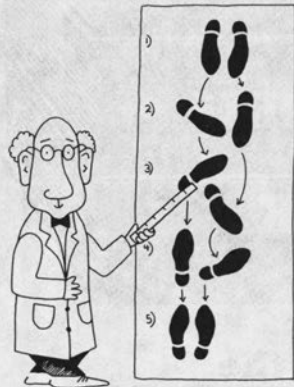
Although predominantly a serious and thought-provoking book, Baughman makes the rash comment that the trustee should know more than the "pedantic" professional administrator. This is an unjustified and unsubstantiated misrepresentation of that group. It is likely that trustees will often know less about the specifics of an organization than professional administrators, which is all the more reason for trustees to remain committed and alert, always expecting adequate information.

Baughman has taken what could be a very dry subject and turned it into an engaging study. It is obvious from the quality of the book that a great deal of work has gone into both the research and the writing. The book is of interest not only to

trustees and administrators of nonprofit organizations but also to librarians, many of whom work for charitable nonprofit institutions and can be directly affected by the involvement or lack of involvement of trustees.

As a result of his investigation, Baughman establishes that although trustees are given great discretion in the management of their institutions, they must realize that they serve as guardians and managers of the country's richest treasures which are designated exclusively for the public good and must be administered according to the donor's wishes. The author concludes his work with a very helpful set of guidelines for board members of nonprofit organizations.—Daniel A. Savage, *Redeemer College, Ancaster, Ontario, Canada.*

Robbins, Jane Borsch, and Douglas Zweizig. *Are We There Yet? Evaluating Library Collections, Reference Services, Programs, and Personnel.* Madison, Wisc.: School of Library and Information Studies, Univ. of Wisconsin-Madison, 1988. 152p.



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This monograph is a compilation of five tutorials dealing with evaluation that Robbins and Zweig prepared for a continuing education course that appeared in *American Libraries* between October 1985 and February 1986. Included as well are seven companion pieces that were required readings for participants in the course.

The text is broken into five lessons, the first of which is a basic introduction to the purpose and process of evaluation. The four subsequent lessons each take one aspect of library operations—collections, reference services, service programs, and personnel—and show how the evaluation process can be applied. Supplementing each lesson are previously published articles that discuss the particular topic and evaluation, although not necessarily the same process advocated by Robbins and Zweig.

Because of the format of the course, the lessons are relatively brief; they run about seven pages in length and only give an introductory overview. Nevertheless they

are clear, informative, and as thorough as can be expected under the circumstances.

The title "Are We There Yet?" is the question the authors feel should be asked as opposed to "How good is it?" when applying the evaluation process to an activity. To them their "question sees evaluation as a process of checking on a regular basis to determine how much progress has been made towards a stated goal" (p.1). Evaluation, they feel, is an essential tool in the administrative function of a library and provides for better decision making and improved operations. Therefore, a library needs to have a planning model (or process) by which it can focus its direction and make necessary evaluations along the way.

Having laid this foundation, they then provide a seven-step evaluation process which can be utilized in a variety of instances for library operations. As noted, the remaining lessons show how the process can be applied.

The supplemental readings help to enhance the material the authors provide,

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but not surprisingly, these vary in tone and quality. They range from a brief overview of evaluation by Mary Jo Lynch entitled "Measurement of Public Library Activity: The Search For Practical Methods" to a long survey article entitled "Evaluating the Collection" by George S. Bonn. Also included is a particularly good work called "Personnel Evaluation as an Impetus to Growth" by Ernest R. De Prosop.

Because the intended purpose of the course was to provide an overview of evaluation to a wide audience of practitioners, efforts have been made to show applications in a variety of library settings: public, academic, and school. As such, some of the examples may appear less appropriate than others. This shouldn't deter the reader, however, because the authors have done a good job of presenting their information in an appropriate and very readable format. They have taken a complex process and made it understandable to the general reader.

Unfortunately poor proofreading mars this otherwise admirable effort. Numer-

ous errors occur, the worst of which is missing or altered wording making some sentences totally unintelligible. It is too bad that some of the same thoroughness advocated for the evaluation process couldn't have been applied to the production of this work.—Robert Logsdon, *Indiana State Library, Indianapolis.*

Seibert, Warren F., and others. *Research Library Trends, 1951-1980 and Beyond: An Update of Purdue's "Past and Likely Future of 58 Research Libraries"* (Lister Hill Technical Report, LHNCBC 87-2). Washington, D.C.: Department of Health and Human Services, 1987. 181p.

As the title indicates, this report is an update of the earlier title, *Research Library Trends, 1951-1980*, published in 1965. The original data spanned the years 1951 through 1964 and were the foundation for forecasts of selected trends through 1980. The Purdue studies (p.xii) also updated the statistics through 1972. This volume presents some estimates of future trends through 1990.



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