Book Reviews

Arms, Caroline, ed. *Campus Strategies for Libraries and Electronic Information.* EDUCOM Strategies Series on Information Technology. Bedford, MA: Digital Pr., 1990. 404p. $34.95 (ISBN 1-55558-036-X). LC 89-16879.

While texts on electronic information seldom find their way into Christmas stockings or birthday wrap, library directors ought to buy the latest book from EDUCOM as a gift for their favorite computer center director or university administrator. This third volume in EDUCOM's strategy series entices the reader to consider how and why academic libraries will play an increasingly critical role in higher education. The book is intended to stimulate campus planning and greater cooperation between computing and library professionals. If read by those two groups, it will succeed.

Patricia Battin, president of the Commission on Preservation and Access, introduces the book by analyzing the impact of technology on higher education. Her vision of the evolving "electronic university" calls for direct delivery of information services to the scholar's workstation. This vision becomes a unifying theme of the book as authors of later chapters articulate the same objective in institutionally specific ways. Battin's introduction is a thought-provoking statement of the challenges and opportunities facing universities in a technologically saturated environment.

Caroline Arms both edited the book and contributed three chapters. She outlines the technological context in which library automation has developed and prognosticates the advances and decision points that will shape electronic information services in the future. These chapters will be particularly informative for the nonlibrarian or the librarian who lacks background in the application of computer and communications technologies. Nonlibrarians will also appreciate the two chapters that provide an overview of the mission, organization, products, and services of the two national library utilities, OCLC and RLG.

The majority of the book is dedicated to separately authored chapters from ten universities. Each chapter outlines achievements in automation of library services and plans for the future. Institutional reports were gathered from universities of varying size and with differing disciplinary strengths. Included are Brigham Young, Clemson, Columbia, Cornell, Carnegie Mellon, Georgia Institute of Technology, Johns Hopkins, Northwestern, University of Illinois at Urbana-Champaign, and the University of Southern California.

Consistent with the objectives of the book, the institutional chapters focus heavily on campus planning. Readers will be struck by the strong sense of mission and goals that have guided initiatives in the universities covered. For example, Miriam Drake, Director of Libraries, notes that in 1984 Georgia Tech's president stated that "he wanted the institute to have the most technologically advanced library in the nation." Given this objective, librarians formulated a project named Library 2000 that continues to guide the aggressive application of new technologies at Georgia Tech. Similar ventures are reported by other universities such as the Teaching Library at the University of Southern California and the Mercury project at Carnegie Mellon.

The university chapters also detail organizational changes that resulted from

the introduction of automation or were instituted to encourage the effective utilization of new computing and telecommunication technologies. Paula Kaufman, formerly Acting Vice President for Information Services, describes the evolution of Columbia's Scholarly Information Center as an organizational unit that functionally integrates library and computing activities. Authors of the section on the University of Illinois relate how that school contributed to the development of ILLINET, the statewide library network dedicated to resource sharing.

Most librarians, computing professionals, and administrators should find this book surprisingly readable despite its often technical subject matter. Jargon and acronyms are kept to a minimum, and a glossary provides concise, meaningful explanations of library and technical terminology. Important concepts are emphasized throughout the book by enumerating them in sections separated from the text. This stylistic practice, along with liberal use of tables and charts, enables the reader to focus readily on each author's essential points.

Although the book is well edited, there are a few weaknesses. First, it suffers somewhat from attempting to address multiple audiences. Most librarians will be familiar with the information in the chapters on OCLC and RLG, while computing professionals may find discussions of technology elementary. Second, the format of the university chapters becomes somewhat tiresome as each author relates the history of automation at his or her institution. Third, various authors forecast the future of library services and electronic information. By the time the book was published, however, some of the future had become the present, and readers who keep up on the literature will be aware of important developments not covered in the text. These weaknesses are minor and do not seriously detract from the value of the book.

Campus Strategies for Libraries and Electronic Information is an important book for decision makers committed to affording faculty and students the most advanced information services possible. I highly recommend it to administrators and computing professionals who need to become familiar with issues surrounding the application of computer technology in libraries. I do not recommend the book to those looking primarily for advice on selecting an integrated library system or other specific computer-related products. Although there is certainly ample discussion of specific integrated systems, there is no direct comparison of systems currently being marketed. This is not a failing of the text, because its purpose is to encourage sound planning as a process, not to influence technological decisions.

The publication of *Campus Strategies for Libraries and Electronic Information* at the beginning of the new decade is more than fortuitous. As noted by the president of EDUCOM, Kenneth King, it is part of EDUCOM's continuing effort "to promote the rational and effective use of information technology in higher education." This book is a noteworthy contribution toward that goal and should be read by decision makers who will shape the scholarly information systems of the 90s.—*Randy J. Olsen, Brigham Young University, Provo, Utah.*

Frank, Francine Wattman, and Paula A. Treichler. *Language, Gender, and Professional Writing: Theoretical Approaches and Guidelines for Nonsexist Usage.* New York: Modern Language Association, 1989. 341p. paper, $14.50 (ISBN 0-87352-179-X). LC 88-38161.

After almost a decade of discussion and debate, the Executive Council of the Modern Language Association adopted in October 1980 a revised statement of editorial policy for the Association's major journal, *PMLA*. The new guidelines "urge[d] contributors to be sensitive to the social implications of language and to seek wording free of discriminatory overtones." Those deceptively simple sentiments opened the floodgates of reaction and response to the adoption of these new guidelines for