projects found elsewhere. Paul Ginsparg and John Unsworth, for example, have written prolifically about their respective endeavors.

A number of Harvard scholars and administrators are included. Anthony Appiah, professor of African-American Studies and Philosophy; Richard De Gennaro, former Roy E. Larsen Librarian of Harvard College; Karen Price of the Harvard Graduate School of Education; and James Wilkinson, director of the Derek Bok Center for Teaching and Learning contribute thoughts and theories to the conference and support for the notion of library as gateway. In addition, Billy E. Frye, provost of Emory University, provides an administrative viewpoint. The other non-Harvard contributors approach the topic in various ways. Some essays focus on situating the changes faced by libraries today into a historical context. Others discuss how the evolution of teaching and learning affects the role of the library. Richard Rockwell refers to the gateway library as a process, not a place; and Peter Lyman points to how libraries will cease to be unique physical collections but, instead, be part of a "global reference room."

Dowler comments extensively in introductions to each section, a postscript, and an essay of his own in part IV. He notes that the arrangement of the essays may not make sense to everyone and encourages the reader to jump around and explore as necessary so as to establish a virtual cohesiveness. This reviewer found the readings somewhat disjointed, but all were well written and had something to offer. Of particular value was Jan Olsens description of the Mann Library Gateway project at Cornell University. This model of a library gateway was viewed via their Web site (http:/ /www.mannlib.cornell.edu) and is compelling in its simplicity of design and ease of use. The creators of this Web site earned the first ALA/Meckler Library of the Future Award for their efforts.

It is evident that the choice of essays was purposely arranged to lend support for Dowlers proposal that the gateway concept be implemented at Harvard. The description of Harvards "radically decentralized library syste" illustrates what a patchwork quilt of collections and services it is, how many of the collections are difficult to access, and on how idiosyncratically they are arranged. Dowler asserts that in the past, Harvards collections were available through a system of status, privilege, and presumed competence. This status-based system has been challenged by an increase in interdisciplinary scholarship, the development of a core curriculum, and the rise of networked information systems. In the Harvard context, the gateway concept is a positive move in equalizing access to information.

Dowler says, "the aim of the gateway is to provide the space and services that will help students and scholars to integrate the use of research sources in all formats." He claims that good service means availability, predictability, and reliability. To alleviate the tension between the myriad specialized environments and the desire for centralized resources and services, the library gateway concept is an attempt to transform a historically based, distributed library system into a seamless electronic resource. Considering that Harvards strength is in its vast and unique printed collections, accepting and sharing in a new world of open, networked resources also will require significant changes in worldview for the universities, librarians, and administrators. Will they be able to accept it? In this collection of essays, the authors challenge Harvard to look to its future.—*Eleanor I. Cook, Appalachian State University, Boone, North Carolina.*

Lancaster, F. W., and Beth Sandore. *Technology and Management in Library and Information Services*. Champaign, Ill.: Univ. of Illinois Graduate School of

Library and Information Science, 1997. 322 p. $39.50. (ISBN 0-87845-099-8). LC 97-146794.

In the preface to this work, F.W. Lancaster and Beth Sandore state that they are writing about "the logical intersection of technology and management in the context of libraries and other information centers." This is a topic that is very much in vogue, as shown by a recent historic event the first joint LITA/LAMA National Conference held in Pittsburgh in October 1996, titled "Transforming Libraries . . . Leadership and Technology in the Information Age." The authors consider this book to be of "greatest relevance to managers of large libraries or library systems, particularly those in the academic arena." They also point out the books potential for use as a library school text. Indeed, the format of the first few chapters, with outlines or major points encapsulated in easy-to-read boxes, would lead one to believe this was a primary rather than a secondary use. This format, however, is not consistent throughout the book; mores the pity.

The authors state up front that they did not aim at being comprehensive in their coverage of the major issues examined. They have chosen not to address the many legal ramifications of technological advance (such as copyright in the electronic age) or general issues which are not exclusive to technology (such as "fee or free"). The book is divided into three main sections: (1) effects of technology on the institution and its management; (2) effects of technology on services and users; and (3) special issues in the management of technology.

The book combines the qualities of a bibliographic essay with those of a status check on what libraries actually are doing, or should be doing, to manage library technology. The major issues and trends in each area discussed are laid out succinctly and are supported with considerable reference to a vast body of professional literature. The authors contribute very little of their own opinion on these topics, except inasmuch as the inclusion/omission of the premises described and the bias inherent in the manner in which the arguments are presented sheds light on their point of view. This is not a theoretical book but, rather, a discussion of the issues, within a well-documented context, for the practicing librarian and the library school student. One advantage of the "long view" approach taken here is that one is able to see what happens when a library makes major changes in the way it does business. A prime example is the decision made in the 1980s to decentralize cataloging at the University of Illinois at Urbana-Champaign. The authors document that an internal task force report issued in 1990 identified a number of concerns about how this was actually working out and recommended that this practice be abandoned.

The authors excel at highlighting the salient points characteristic of the various stages of technological development in libraries, from the belief that we have moved from automating current processes to providing new user services, to the realization that automation has brought with it the need for greater standardization in order for us to implement effective integrated systems and facilitate resource-sharing. The point that technological advances have resulted in heightened expectations in both traditional and automated areas of service is well taken.

The list of references is extensive. Some readers may approve of the single bibliographic list approach. Others, myself included, prefer references to be either appended to the end of each chapter or grouped by chapter at the end of the text. The bibliography could perhaps be faulted for inclusion of too many references to research done in the 1980s, or even 1990s, which do not take into account the impact of the Internet or the Web. I also think a reference to thermal paper in fax machines as being the norm, and therefore

less than optimal, might indicate the authors are not as aware as they should be of current technological advances. Some of the descriptions of current academic library practices, which have been enhanced by technology, omit crucial details. One example is the description of the use of OCLCs PromptCat service in conjunction with vendor approval plans. The example fails to differentiate between blanket approval plans, in which the library retains all items received, and approval plans in which titles are reviewed individually and either retained or returned. This difference is integral to being able to use PromptCat successfully. Moreover, there is some repetition throughout the book, but perhaps this is unavoidable because the three main sections are not mutually exclusive.

However, these are minor caveats to a clearly written, interesting, and succinct outline of how technology and managers are inextricably linked. There is much here for the neophyte manager as well as for the seasoned old-timer. I found myself making extensive notes on areas to explore and questions to ask at my own institution, particularly in chapter 6, which addresses automated systems in collection management. This chapter will be of great value to both the collection manager and the researcher. According to the authors, the potential utility of comparing collection purchases with collection usage, departmental profiles, and student course enrollment has been little explored, in part because "many libraries seem unconvinced of the value of the data." Continued budgetary stringency in many libraries, combined with the need to look for ways to compress or move some library collections to storage, make this an extremely valuable chapter.

I recommend this text to all who seek an in-depth appreciation of how technology has affected both internal practices and user services in the library. In the summary chapter, the authors state their belief that we still have a long way to go in managing the transition of the library "from one primarily physical to one primarily virtual."—*Gillian M. McCombs, University at Albany, SUNY.*

Rodgers, Terry. *The Library Paraprofessional: Notes from the Underground.* Jefferson, N.C.: McFarland, 1997. 361 p. $45, alk. paper. (ISBN 0-7864-0222-9). LC 96-26371.

In this book, Terry Rodgers chronicles the history of the library paraprofessional and describes how the modern day paraprofessional a designation that represents more than 50 percent of all people who work in libraries is doing.

The first section of the book is an overview of what has transpired over the past thirty-five years. Citing a wide range of sources, Rodgers describes the lack of respect often given the paraprofessional. This low opinion appears to stem from the differences (or lack thereof) between the MLS-holding professional and the non-library-degreed staff. The lack of respect for paraprofessionals persists in spite of the fact that in most libraries the paraprofessional is expected to do what traditionally has been thought of as professional-level work. (A trend that also represents a considerable savings in salary money for the institution.)

The second section of the book traces the earlier history of the library paraprofessional. In tracking the various currents that make up the history of the worker in the library, Rodgers gives us a view into the social and work history of women—as women were and still are a majority of library employees—for the past hundred years. Women workers in the library faced grueling hours and high intellectual and social expectations but were rewarded with low pay, and even lower respect, by their male supervisors. Even when a large percentage of women left the library field to take higher- paying jobs during World War One, conditions for those who remained and those who came after did not change significantly.