

The Application of Expert Systems in Libraries and Information Centres, edited by Anne Morris. New York and London: Bowker-Saur, 1992. 241p. \$65 ISBN 0-86291-276-8. LC 91-38751. Acid free paper.

This book is advertised as a definitive guide to expert systems in libraries, but the introduction makes a more realistic claim that the work is a review of progress "in applying expert systems to library and information work." The text opens with an overview of expert systems and closes with projections for the future of expert systems in libraries. The chapters on knowledge-based indexing and on rule-based systems, natural language processing, and abstracting are indeed related to "information work," but they are nearly impenetrable in style and content and they have little practical application to library work. The chapters on reference work, cataloging, and information retrieval are more understandable. They provide a good review of the literature and offer some good explanations and solid insights.

The index is uneven, e.g., some personal names are included while others are not, and there are many acronyms and abbreviations but no cross-references or spelled-out forms. Each chapter ends with several pages of bibliographic references, many of which are dated early to mid 1980s. Typographical errors abound in some chapters. Some are merely distracting, such as the two misspelled words in the second sentence of the book (p. vii). Others seriously undercut credibility, e.g., "Van Newman" instead of "von Neuman" (p. 2). Although much of the content is well done, the problem areas are substantial enough that I can't recommend this book.

Artificial Intelligence and Expert Systems: Will They Change the Library? (University of Illinois, 1992) is much more readable, has numerous bibliographic references that are equally up to date, and covers the topic with more relevance for libraries. Even better is the substantial *Library Hi Tech* special issue (v. 10, no. 1-2, 1992) on "Artificial Intelligence, Knowledge Systems, and the Future Library." Although the focus is artificial intelligence, the content and insights provide useful information for the application of expert systems in libraries.—*R. Bruce Miller, Associate University Librarian for Technical Services, University of California, San Diego.*

The New Leaders: Guidelines on Leadership Diversity in America, by Ann M. Morrison. San Francisco: Jossey-Bass, 1992. 335p. \$29.95 ISBN 1-55542-459-7. LC 92-20107.

This book is excellent—a "must read" for library administrators and supervisors, indeed all library professionals. Morrison, co-author of the well-known book, *Breaking the Glass Ceiling: Can Women Reach the Top of America's Largest Corporations?*, bases the discussion and recommendations contained in this publication on research conducted in 16 organizations. The objective of the research on diversity was to "identify the most promising tools and techniques now being used to foster diversity at the managerial level in organizations and to provide specific guidelines for planning and implementing a diversity effort."

The book has three sections: Leadership Diversity as Strategy, Leadership Diversity as Procedure, and Leadership Diversity as Action. Each section has chapters devoted to exploring specific issues in depth. The focus is on creating increased opportunities for women and people of color in professional and managerial positions.

Straightforward discussion presents obstacles, challenges, and risks involved for administrators who either ignore diversity issues or who respond to it as an organizational goal. And there is frank discussion around the topic of barriers that are widespread in organizations for women and people of color. The most critical barriers to advancement were identified as: prejudice; treating differences as weaknesses; poor career planning; a lonely, hostile, unsupportive working environment; lack of organization savvy on the part of nontraditional managers; greater comfort in dealing with one's own kind; and difficulty in balancing career and family. *Prejudice, though, still remains the "number one barrier."* The author states that prejudice creates a filter through which "flaws are imagined, weaknesses are exaggerated, and failures are attributed to the nontraditional manager's sex or ethnicity rather than to individual differences."

The included list of diversity practices within the organizations studied can be helpful to library professionals in determining what they might do to strengthen their own organizational efforts in this regard. The author indicates that there are five steps in a continuous cycle of actions required to create diversity in an organization: discover diversity problems in your organization, strengthen top-management commitment, choose solutions that fit, demand results and revise the goals, and use building blocks to maintain momentum. A chapter is devoted to exploring each of these action steps in depth.

The author concludes by acknowledging that creating diversity is a "struggle"—complicated, time-consuming, and expensive—but that the potential benefits are compelling.—*Sheila D. Creth, University Librarian, University of Iowa.*

Becoming a Fundraiser: The Principles and Practice of Library Development, by Victoria Steele and Stephen D. Elder. Chicago: ALA, 1992. 139p. \$22 ISBN 0-8389-0589-7. LC 92-11940. Permanent paper.

Libraries are increasingly under pressure to maintain traditional services and roles while at the same time expand rapidly into information access via computer systems and telecommunications. Because budgetary allocations are often unable to adequately accommodate both avenues of development, librarians are turning to fundraising to provide new money.

Victoria Steele and Stephen Elder have written an excellent book for library leaders who are considering embarking on a development program. Their book aims to fill the current gap in the library fundraising literature which the authors believe is "unfocused, undeveloped in its thinking and approaches, and sometimes just plain wrong." Written in a clear and engaging manner, *Becoming a Fundraiser* is not only highly informative, it is a good read and will appeal to the novice fundraiser as well as the seasoned professional.

Unlike other books on fundraising that tend to become too technical too quickly, and often intimidate the reader along the way, this book provides a succinct and workable overview of the main components of a successful program. Included are well-thought out chapters on the personal traits of a successful fundraiser (self-knowledge is vital, the authors say); the basic concepts of a program and how to organize an effective one (major giving, annual giving, donor relations, and support groups such as Friends); development staffing (building a team); understanding, initiating, and evaluating a development program; getting to "yes" with major donors; Friends groups and how to use them effectively; how to make your events worth the trouble; demystifying fundraising from foundations, corporations, and planned-giving prospects; and, communicating strategically about your library (the value of a public relations office separate from the development office).

Appropriately, the authors stress that leadership is the most important ingredient to fundraising success and debunk the myth that development officers are responsible for raising money. "Successful fundraising depends on the leadership and participation of the library director. The goal of the development program is to enhance the library's independence. Therefore, fundraising is judged to be effective not principally on the basis of dollars raised, but to the extent that gifts contribute to the strategic vision for the library." Development officers serve as "Sherpa guides," helping the library director meet and cultivate promising prospective donors, and letting the director and the donor get the glory.

Other books on library fundraising such as *Raising Money for Academic and Research Libraries: A How-To-Do-It Manual for Librarians* (Neal-Schuman, 1991) cover more or less the same territory but nowhere is there a more well-written, coherent and enjoyable book on the topic than this one. Its thoughtfulness and its nuggets of wisdom provide a view of fundraising that makes one positively eager to launch a program. Although it is addressed primarily to those in leadership positions, anyone interested in the art of fundraising would find this book extremely valuable.—*Janis Apted, Head, Library Development and External Relations, University of Michigan.*

The Online Catalog Book: Essays and Examples, by Walt Crawford. New York: G.K. Hall, 1992. 546p. \$50 ISBN 0-8161-1996-1. LC 92-13843. Permanent paper.

This book, as indicated by its title, attempts to take a two-track approach to answering the ever-present library questions: What is available in the way of automated catalog design? What do they look like and what functions do they provide? And what *should* a good online catalog provide its users, now and in the future?

Taking the last question first, *The Online Catalog Book* devotes its first section to essays by Walt Crawford covering topics from coherent interface design to expanding the online catalog (e.g., adding noncatalog information resources to the catalog). None of these essays is exhaustive in nature, but they do serve as good introductions to the problems addressed (however, brief

essay-specific bibliographies would have been helpful). The essays cover technical topics well (e.g., the ubiquitous Z39.50) and reflect the author's library user-oriented views on more subjective matters.

Overall, I found little to dislike in these essays, other than to doubt the utility of Crawford's assertion that a "mediocre catalog coupled with nearby user-oriented librarians will provide better user service than a first-rate catalog with no users in sight." What good does pining for a librarian at every user's shoulder do when an ever-increasing number of our users dial- or telnet-in to our catalogs, and make their decisions about the usefulness of our library resources without ever coming into contact with any library personnel? Wouldn't it be more useful if we embraced the concept that library catalogs themselves should, in practice, reflect all the best qualities of a good librarian?

The "Examples" section of the book is quite useful; each entry, be it for NOTIS or Bibliotech, is preceded by a helpful introductory essay. Unfortunately, Internet addresses are not given for all mainframe-based systems, for those who wish to explore on their own.

Overall, I would highly recommend Crawford's work to anyone who is studying online catalog design, considering the purchase of a new automated catalog, upgrading to a new system, or anyone who wishes to contemplate how far the world of library automation has come in recent years.—*Bruce Gilbert, Head of Library Systems, Drake University Libraries, Des Moines, IA.*

Academic Libraries Achieving Excellence in Higher Education: Proceedings of the 6th National Conference of the Association of College and Research Libraries, edited by Thomas Kirk. Chicago: Association of College and Research Libraries, ALA, 1992. 498p. \$49.95 (paper) ISBN 0-8389-7622-0. Acid free paper.

This volume is a compilation of the theme papers, contributed papers, and program sessions of the sixth ACRL conference held in April 1992. The theme of the conference, "Academic Libraries Achieving Excellence in Higher Education" is the unifying idea carried out in the 93 presentations covered. The subjects range from genealogy to technology and librarians from all regions and all sizes of academic libraries are represented.

The work begins with the four theme papers presented by Julian Bond, Paul Saffo, Catherine R. Stimpson, and W. David Penniman. This is the first time the theme papers have been included in the ACRL conference proceedings.

The second section consists of 52 contributed papers arranged under the categories: "Academic Librarianship," "Bibliographic Control," "Bibliographic Instruction," "Collection Management and Development," "General Administration," and "Technology." The papers range in length from 3 to 15 pages. Many include charts, graphs, survey results, questionnaires, and extensive bibliographies.

The third section contains 37 "representations" of the program sessions—that could mean panel discussions, formal papers with reactor panels, or audience participation. The papers vary in length: two are lists of