

ment and the assessment of student learning outcomes taken by accrediting agencies and individual universities and colleges. Chapters 3 and 4 focus on information literacy and ways of assessing outcomes in this key aspect of student learning in which most tertiary libraries become involved. Although instruction in information literacy has some relevance to public libraries as well, as the authors note, Chapter 5 outlines some of the alternative existing performance measures used by public libraries, focusing on the distinction between outputs and outcomes and emphasizing the need for public libraries to also identify measurable outcomes to meet demands for accountability from stakeholders.

Academic libraries contribute more than just information literacy training to the endeavors of students and faculty in tertiary institutions. Outcomes assessment must also include the impact of the collections and services offered by libraries on institutional outcomes themselves. Chapter 6 attempts to grapple with this difficult question. It starts with some of the statements of the Association of College and Research Libraries (ARCL) Taskforce on Library Outcomes and attempts to show how questions such as “By using the library do students improve their chances of having a successful career?” and “Are undergraduate students who used the library more likely to succeed in graduate school?” which are full of hidden and potentially confounding variables that could lead to biased and unhelpful responses can be converted into more researchable questions, such as:

- What do the students need to learn?
- Is the library helping them learn it?
- How is the library doing that?
- How well is the library doing it?
- How can the library sustain and improve its effort?

These questions need to be read in conjunction with Chapter 7 and Appendix I, which jointly outline methodologies and the development of a research framework that would help libraries collect and analyze data to begin to answer these crucial questions. Appendix I, in fact, deserves to be included in the main body of the text.

Chapter 6 also provides some insights about how public libraries might address similar questions by focusing on the “service responses” identified in the recent American Library Association (ALA) manual *The New Planning for Results*.² It identifies one service response, *Access to government information*, as an example of how public libraries can measure the outcomes of a key response to enhance the evaluation available from existing methods of measuring inputs, processes, and outputs.

Chapters 7 and 8 turn the reader’s attention to the use of research to provide evidence of the desired change in library users as a result of using the library’s services; they describe a range of methods, and how they might provide evidence of positive outcomes, including methods such as developmental portfolios; analysis of research outputs and theses; tests, surveys, and interviews.

One other key form of evaluation, the authors persuasively argue, that is integral to outcomes assessment is satisfaction and service quality. Judiciously used to evaluate library services and the broader learning and research activities of tertiary institutions *both* satisfaction and service quality can provide meaningful information about which ser-

vices and activities students and faculty value, as well as those they consider to have been well delivered. Although public libraries have not made as extensive use of service quality instruments to date, they could find these useful in accounting for their outcomes.

A concluding chapter stressing the importance of making a commitment to accountability and outcomes assessment helps set the agenda for the future: the need to improve the, as yet, imperfect assessment of learning outcomes; to develop a terminology and syntax, or a “discourse” for analyzing outcomes; the need to develop better relationships between libraries and faculty; and for public libraries to engage in these forms of assessment and “develop partnership roles with public education, and other segments of the community, including the business community.”

A number of appendixes providing examples of good practice or amplifying the main text (e.g., the example given earlier of the Southern Association of Colleges and Schools Criteria for libraries) complete the volume.

Overall the book has a powerful message: that assessment of outcomes is necessary to provide the evidence of institutional effectiveness that is required in the current climate of accountability and that in tertiary institutions the major focus of this must be student learning outcomes, along with research outcomes of faculty and research students. Outcomes assessment, as defined in the manual:

Seeks to document how libraries contribute to the learning process, and in the case of universities, to the research process. For public libraries the focus is on ways that the library meets its service responses, and the extent to which these service responses are met.

This is an endeavor that concerns us all, and *An Action Plan for Outcomes Assessment in Your Library* makes an invaluable contribution to that endeavor and the debate about the advancement of outcomes assessment. Readers should be grateful to Herson and Dugan for combining their unique expertise to help that debate forward as well as for the many wise and practical recommendations in the book.—**Rowena Cullen, Senior Lecturer, School of Information Management, Victoria University of Wellington, PO Box 600, Wellington, New Zealand <rowena.cullen@vuw.ac.nz>**.

NOTES AND REFERENCES

1. Anne Morris, Margaret Hawkins, & John Sumsion, *The Economic Value of Public Libraries* (London: Resources, The Council for Museums, Archives and Libraries, 2001); Library and Information Society of New Zealand Aotearoa, *Guidelines for Implementing the Value-Added Library Methodology (V+LM)* (Wellington: Library and Information Society of New Zealand Aotearoa, 1999).
2. Sandra Nelson, *The New Planning for Results: A Streamlined Approach* (Chicago: American Library Association, 2001).

Digital Preservation and Metadata: History, Theory, Practice, by Susan H. Lazinger. Englewood, CO: Libraries Unlimited, 2001. 359p. \$55.00. ISBN 1-56308-777-4.

Appropriate preservation and metadata management are critical if digital and digitized resources are to stand any chance of surviving over time with their intellectual integrity uncompromised. Despite the amount of resources information institutions are committing to information technology, digitization projects, and the acquisition of digital library

resources, insufficient attention is being given to the “intellectual preservation” needs of materials of long-term value. One of the key reasons for this is a lack of awareness and technical knowledge. Indeed, librarians and archivists seeking to preserve their digital resources face a paucity of authoritative published sources to help them in taking informed action. Although several major research projects, such as Cedars, CAMiLEON, and InterPARES, are currently underway, little guidance on the topic for practicing librarians and archivists has recently emerged in print.

Lazinger, a faculty member in the School of Library, Archives, and Information Studies at the Hebrew University of Jerusalem, addresses this paucity in a guide that provides a survey of just about everything accomplished and ongoing in the field over the past 10 years. The book is organized into two parts with nine chapters. The first part, “Theory: Issues, Models, and Standards in Digital Preservation,” addresses strategic issues such as what electronic data should be preserved, how much will it cost, and standards for interoperability. The second part, “Selected Electronic Data Archives,” compiled by Helen Tibbo of the University of North Carolina, Chapel Hill, is intended to integrate the perspective of practice by providing the reader with a very brief summary of and contact information for existing programs and cultural heritage digitization projects. Each theoretical chapter ends with a summary (although these can be confusing because they frequently introduce new or extraneous material).

Unfortunately, for all the promise of the title and the pressing need for a text of this kind, this is a disappointing book. Rather than providing a good starting point for novices, or a strategic decision-making tool for senior library management, this book, in turn, oversimplifies or pitches the reader into excess complexity. The book is less a synthesis and analysis of the history and theory of digital preservation and metadata, than it is a somewhat undigested, summary of research and practice. The author introduces little new of her own to this summary. For example, her section on selection criteria for digitization would be more helpful to information practitioners if she had pulled together the variables and outcomes of different projects into a decision-making framework. Another weakness of this and other chapters is the lack of close analysis of how understandings, definitions, and costs have evolved over time. The end of the book lacks any conclusion or speculation about the future. The bibliography, potentially useful because of its broad coverage, relies heavily on Web resources. Although this is not surprising, given how little is yet published in the mainstream literature, Web citations are not the most enduring or reliable.

In sum, in an area that is evolving so rapidly, the author might have been wiser to have spent more time examining the underlying issues and principles that should guide judicious preservation and metadata development practices. As it stands, *Digital Preservation and Metadata* is not as useful for library collections as it should be.—**Anne Gilliland-Swetland, Department of Information Studies, University of California, Los Angeles, 212 GSE&IS Building, Box 951520, Los Angeles, CA 90095-1520 <Swetland@ucla.edu>.**

Double Fold: Libraries and the Assault on Paper, by Nicholson Baker. New York: Random House, 2001. 370p. \$25.95. ISBN 0-375-50444-3. LC 00-059171.

Baker, a novelist and frequent writer for *The New Yorker*, has lambasted libraries and librarians before. In the early 1990s, he argued that librarians foolishly discarded tons of valuable information when they jettisoned card catalogs for their online counterparts. In a 1996 expose, he accused San Francisco public librarians of mismanagement and miscalculation, claiming that they had tossed away thousands of valuable books when they moved to a new building. Now Baker focuses on the Library of Congress, the Council of Library and Information Resources (CLIR), and the Commission on Preservation and Access, to name but a few of the organizations he targets. He has individuals in his sights as well. Daniel Boorstin and Sidney Verba take some hits, as do Patricia Battin of Columbia and Peter Sparks, all members of the professional library community whom Baker charges have actually betrayed their trust to the American people—their responsibility to preserve the cultural heritage of the nation.

Double Fold takes its name from the standard practice of doubling the corner of a volume’s page as a test of durability—a practice that Baker’s regards as unscientific and inconclusive at best—but the book’s subtitle, *Libraries and the Assault on Paper*, is really what the book is about. Baker contends that librarians have instigated a kind of campaign against hardcopy journals and traditional monographs. Through a well-constructed, well-financed conspiracy, librarians have attempted to replace many of the nation’s newspaper and book collections with microfilm. Librarians, he reminds us, insist that they have had little choice in the matter. Because of the highly acidic nature of the paper used in the publication of many of these old books and newspapers, the collections will likely turn to dust within decades anyway. Microfilming, and now digitization, are the only way that the intellectual content of these books and magazines can be retained.

Baker buys none of this, especially the part about the dangers of acidic paper. He charges librarians with misrepresenting the facts, if not outright lying (at times he more graciously maintains they have overstated their position), to glean funding from a gullible public and to free up stack space for new acquisitions. Older library books and newspapers, Baker chides, are not disintegrating into dust in the stacks.

Many 19th century, highly acidic journals and books may be yellowed and dog-eared, but they are far from unusable. They may even last for centuries in their present condition. Librarians, in their zeal to ease storage concerns and in their fascination with Central Intelligence Agency postwar microfilming, have mortgaged one of the country’s greatest cultural heritages, original full runs of bound newspapers.

In his scathing depiction of the rise of microfilming and of librarians’ love affair with the medium (Baker hints at links with the State Department and the military intelligence community), Baker does his homework. He visits the Library of Congress, interviews national library leaders, phones key librarians around the country, scours the professional literature, and assiduously footnotes his account.

But Baker’s revisionist recounting is not dispassionate