The remaining papers—with the exception of the one by Rowena Weiss Swanson dealing with questionnaire design—provide summaries of specific instructional program studies. These papers were presented at the conference by a group of panelists which included Patricia Culkin, Betty Hacker, Richard Stevens, John Lubans, and Marvin Wiggins. Their findings will be helpful to those who are planning programs of library instruction or instruction evaluation. For example, one item worthy of note is the students’ apparent preference for mediated instruction to asking librarians for help (Kirk, p.7; Culkin, p.43; Lubans, p.76).

The reader will also find helpful the occasional citations to selected readings, sample questionnaires, and tabulated study results that accompany the papers in this anthology.—Peter P. Oleonik, Head of Reference, Drake Memorial Library, SUNY College at Brockport, New York.


The reader of this “how-to-manage” volume may feel that there is more here than he or she wanted to know, but there is scarcely a word that the manager does not need to know. The book is packed with information on modern management, theory and practice, appropriate to the large or small library department.

While the catalog department is often considered the most structured department in the library, and the author does consider the traditional department, the elements in its administration differ very little from those in other areas of technical and readers’ services. The title could well have been Managing a Library Department with Special Reference to the Cataloging Operation.

In the past, many believed that an efficiently operating flow of work from receipt to shelf-readiness of materials, with appropriate bibliographic records prepared and distributed, constituted good management. Of course, there was concern for the people performing the work, but it involved some mixture of biddable staff members with an innate or somehow-learned ability in human relations on the part of the manager.

With revision in attitudes toward work, life-style, and commitment resulting from the realization of the individual’s legal and moral rights and psychological needs, the organization of the work-flow has become relatively simple in comparison to the complications of the human elements to be reckoned with in its accomplishment.

The department head, responsible to the library administration, the staff, the work, the patrons, the profession, and to himself, must “delegate authority, motivate others, maximize skills, and upgrade performance standards,” while making it clear to everyone in and outside the department who is in charge. Mr. Foster, in terse phraseology and a near-absence of jargon considers all the elements of leadership, from staff recruitment through adjustment to change, in seven of the ten chapters. Along with the first three chapters on the modern department, the department head, and current issues in cataloging, Mr. Foster has managed
to provide a checklist with commentary on all the essentials of managing. How to construct a department manual, work with a consultant, analyze systems, and face a computer are included along with all the other tools, techniques, and activities which determine accountability.

This is an invaluable contribution certainly for the new administrator, but perhaps even more for the seasoned department head who has lived through, but not always well, the changes in personal attitudes and must continue to exert every talent and skill to do what must be done for goal fulfillment under present economic restrictions.

No longer is there the excuse that books on management are provided only by the business field. Library department heads now have one of their own.—Dorothy P. Ladd, Associate Director for Technical Services, Boston University Libraries.

OTHER PUBLICATIONS OF INTEREST TO ACADEMIC LIBRARIANS


La documentation et ses langages; Rapport des travaux du premier congrès tenu à Québec, du 2 au 5 Octobre 1974. Montréal: ASTED, 1975. 82p. $4.00