

the director is the person who is responsible legally for all official activities of the library.

Other writers have stated that affirmative action and unionization reduce the director's power. However, the director still controls the situation through his or her powers to influence decisions on hiring, firing, promoting, assigning raises, and granting permission to engage in professional activities.

The chief feature of the book is its humor. Although it includes amusing titles and illustrations, the humor is in the text. But the humor has a wry twist, such as (p. 70) "Try to change those situations which you can change and adapt cheerfully to those you cannot change."—*Martha J. Bailey, Physics Library, Purdue University, West Lafayette, Indiana.*

Writing Objectives for Bibliographic Instruction in Academic Libraries. A Summary of the Proceedings of Sessions of the Midwest Federation of Library Association, Detroit, Oct. 1-2, 1975. n.p.: Midwest Federation of Library Associations, 1976. 234p. \$4.00. (Available from Director's Office, Library-Learning Center, University of Wisconsin-Parkside, Kenosha, WI 53140.)

This conference, initiated by the ACRL Bibliographic Instruction Task Force, examined the use of behavioral objectives in academic libraries. The task force and the other groups that sponsored the conference (the Wisconsin Library Association, the Wisconsin Association of Academic Libraries, the ALA Instruction in the Use of Libraries Committee, and the Midwest Federation of Library Associations) hoped thus to provide both a theoretical background and basic practical advice on how to write objectives for bibliographic instruction.

The first two speakers, Johanna Herrick and Carla Stoffle, presented the theoretical rationale. In their lectures they gave reasons why librarians should use behavioral objectives, defined objectives in general educational terms, and related their use to bibliographic instruction.

The rest of the conference consisted of workshops for small groups to practice using objectives in various types of bibliographic instruction: printed bibliographies,

slide/tape presentations, lectures with transparencies, library exercises, and separate courses. These workshops were led by Hannelore Rader, Katherine Schlichting, James Kennedy, Cecily Little, and Sharon Lossing.

The problem of translating workshops—based largely on discussion and "hands-on" experience—into print is met by providing summaries of each workshop. Despite this difficulty, there is a great deal of useful information that can be gleaned from this part of the proceedings. The summaries contain many concrete ideas, practical suggestions, and examples of how libraries are using objectives.

It seems appropriate that academic librarians should turn to the field of education for strategies to improve their teaching techniques. The proceedings of this conference, though flawed by a lack of editing necessary for quick publication, make available some of the important concepts brought out in the lectures and workshops.

Definitions and examples are abundant throughout, and there are written objectives for each segment of the conference. This is interesting because it provides an excellent illustration of how objectives are used in an actual situation. The topic is timely, the participants are some of the foremost leaders in the area of bibliographic instruction, and the information should be useful to anyone involved in library instruction.—*Janet L. Ashley, Assistant Librarian, James M. Milne Library, State University of New York, College at Oneonta.*

Goldberg, Robert L. *A Systems Approach to Library Program Development.* With a foreword by Ralph Blasingame, Jr. Metuchen, N.J.; Scarecrow, 1976. 172p. \$7.00. LC 76-18157. ISBN 0-8108-0944-3.

Robert Goldberg's book was undertaken as partial requirement for the Ph.D. degree in librarianship at Rutgers. Although it carries a 1976 copyright, the book seems much older and could have been written at least three years earlier.

The volume is comprised of the typical six parts of a dissertation. Goldberg's writing ability, however, is far superior to that of the typical doctoral candidate. The bibli-