

library will generate trust, confidence, and high productivity and disagreements will be "openly and candidly discussed without rancor." Such a vision is consonant with analysis that confuses delegation—a basic hierarchical mechanism—with group decision making and professional collegiality with participatory management. It is also consonant with a vocabulary filled with "inputs," "outputs," "throughputs," and "feedback," as well as one which utilizes the designation "professional librarian."

Participative Management in Academic Libraries has a strong messianic tone, as though its author had accepted the mission of leading us out of darkness and into light. Alas, its result is to add to the darkness by muddling and distorting the situation it attempts to analyze and explain.—*Eldred Smith, Director of Libraries, University of Minnesota.*

Robinson, Thomas E. *The Teacher: Key to Library-Centered Instruction*. Learning for Living Series. Norman, Okla.: The Library-College Associates, Inc., 1976. 104p. \$5.00. LC 76-40059. ISBN 0-9177706-01-3.

Schuster, Marie. *The Library-Centered Approach to Learning*. Palm Springs, Calif.: ETC Publications, 1977. 112p. \$8.95. LC 76-54328. ISBN 0-88280-047-7.

While both of these books espouse the concept of the library-college, they are significantly different in coverage. The Robinson book is the first of a series to be published twice annually by the Library College Associates, so after a very brief discussion of the library-college concept and its jargon it concentrates on the "teacher." "Teacher" in this case is defined broadly and encompasses both classroom teachers at all levels and librarians at all levels. The Schuster book on the other hand tries to cover the whole library-college concept and its application especially at the elementary and junior high level.

The Teacher, while philosophically dedicated to the importance of the library in any educational system, admits that the library cannot on its own initiative forcibly penetrate and invade the teacher's planned procedures. This is a fact of life to which any librarian who has tried can attest.

Without the support and cooperation of the classroom teacher, any program of library-college, library instruction, or bibliographic instruction will achieve only marginal successes. While libraries or librarians cannot forcibly penetrate the classroom, many have taken leadership roles and have implemented successful programs both in and out of the classroom.

Unfortunately, this book does not discuss any strategies or tactics for libraries to follow if they want to help implement the library-college concept. A full half of the book discusses ways of carrying out the concept, but it begins with several classroom teachers already convinced of the worth of the idea. For librarians with access to receptive teaching departments this section does contain many useful methods of incorporating the library into the classroom, but for the librarian struggling with a recalcitrant teaching faculty it is of little use.

The Schuster book comes very close to the genre of inspirational writing. The biggest flaw of the book is its failure to recognize the multiplicity of ways the library-college concept can be carried out. It presents independent study as the *modus operandi*. We are told that learners respond differently to different forms of media and that all forms of media should be made available to the learners. What we are not told in this book—but research is showing—is that not every learner can cope with independent study. Studies of PSI (Personal Systems of Instruction) have shown that some students want and need a very rigid, highly structured method of instruction. This book would have been of more use had it gone beyond just one teaching method.—*Benedict La Bue, Reference/Bibliographer, University of Colorado, Boulder.*

Eighteenth-Century English Books, Considered by Librarians and Booksellers, Bibliographers and Collectors. Proceedings of a Conference Held at San Francisco, June 25-28, 1975. Chicago: Association of College and Research Libraries, 1976. 97p. \$5.00 (payment must accompany order).

As a participant in the conference recorded in these *Proceedings*, I am delighted to have this record of the ten papers there

presented, plus the addition of one highly relevant paper. The program, splendidly conceived by Donald G. Eddy of Cornell with the advice of Robert Barry, Jr., and Herman W. Liebert and brilliantly executed by the speakers, leaves no doubt in the mind of any reader that eighteenth-century English books as viewed by "librarians and booksellers, bibliographers and collectors"—and editors—offer many opportunities for study and interpretation, as well as many challenges. It makes equally clear that in the world of books there is close interdependence between all interested parties.

A listing of the speakers and their topics would carry this review far beyond its allotted compass, but the names of William B. Todd, John W. Joliffe, William J. Cameron, G. Thomas Tanselle, Donald G. Eddy, Patricia Hernlund, Keith I. D. Maslen, Donald F. Bond, Robert Barry, Jr., William P. Barlow, Jr., and Alexandra Mason are a guarantee that the important matters under consideration were considered by those well qualified to deal with them. In this distillation of the knowledge, advice, and experiences of several experts anyone at all interested in the books of this period will find much of value.

In a little more than four pages, Herman Liebert has caught the essence of the conference, summarizing in his usual perceptive and witty style all aspects of the proceedings. His final remarks are a call to dedication on the part of all who are concerned with the literature of the eighteenth century: "We must . . . carry on our constant tasks of finding, identifying, buying and selling, collecting and perserving eighteenth-century books and manuscripts. . . . We are, in fact, all serving one of the highest aims there is: we are working together to preserve and understand one section of man's cultural heritage." For those concerned with this work, and for those who would comprehend its importance, these papers are recommended highly.—*William E. Conway, W. A. Clark Memorial Library, University of California, Los Angeles.*

Concepts, no. 2. Littleton, Colo.: Libraries Unlimited, 1977. 80p. \$8.00 U.S. and Canada, \$10.00 elsewhere. LC 76-56238. ISBN 0-87287-138-X.

Several books on library management have been published in recent years. Most were designed to be used in administration courses by students who have had little or no work experience. This book was written for the person who has been away from graduate school for about five years and is just beginning to realize what he or she needs to know about management.

Although the book is not limited to specific types of libraries, it was designed for larger organizations (i.e., libraries with at least fifty FTE employees; 400,000 titles; and \$750,000-plus budgets). It was prepared for the upward-mobile manager, the person who has a planned approach to a directorship.

The book is divided into six chapters. Chapter 1 defines the upward-mobile library manager, defines managing, and discusses the managing process and the challenge of the managerial environment. Chapter 2 presents superior-subordinate concepts, upward-mobile definitions, authority concepts, and views on management theories. Chapter 3 explores the personal environment of the upward-mobile library manager, covering career change, power, achievement, and affiliation concepts. It includes recommended starting points and psychological guidelines. Chapter 4 presents the director's point of view as perceived by the library manager, giving a "breadwinner" explanation of the directorship. It includes alternatives for decision and elements of decision making. Chapter 5 develops the subordinate's point of view through the concept of expectation. Chapter 6, concerning the concept of adaptiveness, gives guidelines for applying directorship by objects and the benefits and challenges of directorship by objectives. There is a bibliography of books selected from the business management literature.

In view of the current interest in participative management, the "breadwinner" concept of the director is an interesting one. No matter how or where decisions are made in the organization, to those who receive services or contribute funds to the library,

Kemper, Robert E., and Ostrander, Richard E. *Directorship by Objectives*. Challenge to Change: Library Applications of New