

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

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-