

concerned about rules than service. All three confess that the faculty (from whence they came and to which they returned) do not understand administration but *think* they know what administrators do. (Shades of Herbert White's comments vis-à-vis faculty who *think* they understand libraries and librarianship!)

In an earlier paper on "Defining the Academic Librarian," this reviewer suggested that librarians, in addition to their basic skills, need to understand the history and development of higher education.<sup>2</sup> As a former director and dean, I can fully appreciate the frustrations of which these three ex-deans speak. But I do not buy their argument that deans have little power, nor do I think their examples substantiate that view. Hazard Adams is right, though, about the importance of administrators returning to the faculty (p.8). Most deans have a limited time to be effective; fixed terms for deans/directors is one way to ensure that the length of their administrative terms does not outlast their effectiveness. In a recent article, Anne Woodsworth has suggested other avenues to deal with the problem of middle managers in service areas who have no place to go after their term of service in one position.<sup>3</sup>

Other observations that should be useful to librarians are Morris's chapters on "Salary, Promotion, and Tenure," "Outreach," and "Governance"; Martin's principles in chapter 18, "To Rise Above Principle"; and Adams' essay on "How Departments Commit Suicide." Academic librarians have been struggling

with similar problems for a long time. One wishes that these issues were more often discussed in the context of higher education at annual conferences.

In the last twenty years, Jossey-Bass and other publishers have issued numerous books on higher education. There have been a few good "how to" textbooks and several decent histories. But these three authors chose a different genre for sharing their experiences in administration at the decanal level, that of personal observation. In such a genre, background and bias are obviously present. But so are insights that are often not present in other approaches. Many librarians will find that they can relate well to many of the illustrations and principles.

What these authors do best is provide the reader with their observations on the very human failings of academicians and the structure of the academic enterprise. Librarians need to understand both the personal element and the structure of higher education better. These books, generally well written and often entertaining, should help them.

1. *The Journal of Academic Librarianship* 3:311-12 (November 1977).
2. Edward G. Holley, "Defining the Academic Librarian," *College & Research Libraries* 46:462-68 (November 1985).
3. Anne Woodsworth, "Library Directors as Middle Managers: A Neglected Resource," *Library Administration & Management* 3:24-27.

—Edward G. Holley, *School of Information and Library Science, The University of North Carolina at Chapel Hill.*

## BOOK REVIEWS

*Leadership for Research Libraries: A Festschrift for Robert M. Hayes.* Ed. by Anne Woodsworth and Barbara von Wahlde. Metuchen, N.J.: Scarecrow, 1988. 255p. \$25 (ISBN 0-8108-2129-X). LC 88-6634.

The authors note in the introduction that this book is "in celebration of a leader in the library and information profession, still at the zenith of his professional activities, who has significantly impacted infor-

mation policy, library services, and education for information and library science in many countries." The occasion is the decision of Robert M. Hayes to relinquish the Deanship of the Graduate School of Library and Information Science at the University of California, Los Angeles, to devote himself to research and teaching.

The festschrift includes an assessment of the impact of Robert Hayes, ably chronicled by Dorothy Anderson. Beyond the

details of his contributions as a scholar, educator, and administrator in local, national, and international areas, Anderson goes on to describe explicitly Hayes' qualities in multiple leadership roles. She notes that "he embodies many apparent contradictions—he is both scientist and humanist, he is capable of both vision and action—he is both self-confident and self-critical. Yet whatever his self-perception, colleagues and admirers everywhere regard him as a person of singular strength and intellectual clarity. He is seen as a statesman, a diplomat, an ambassador."

There are ten essays, whose authors, as Warren J. Haas points out in his preface, are alumni of the UCLA Senior Fellows program, a management program initiated in 1982 "designed especially for established librarians of great promise," and funded by the Council on Library Resources. Since the Senior Fellows represent some of the "best and brightest" in our profession, it seems all the more important that we note carefully what they have to say on the matter of leadership. The book, therefore, will be of great inter-

est, not only because leadership is a hot topic currently, but also because it has been written by both acknowledged and emerging leaders in the profession. The essays address the topic in the context of the library profession and with some emphasis on the research library environment. The intent of the editors is to help alleviate "the lack of research and literature on leadership in the field."

Several of the essays examine new and evolving organizational environments. An example is Sheila Creth's interesting discussion of the inherent difficulties for the manager in moving away from traditional hierarchical structures and creating opportunities for leadership throughout the organization. In another piece on organizational change, Beverly Lynch describes how "decision making is [now] shared between the human component and the automated system," and she somewhat gloomily predicts that the high cost of personnel to serve patrons may cause libraries to discourage on-site library use.

In one of the several essays on leader-



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ship development, it is refreshing to have that giant in the area of credentialing, Keith Cottam, say, "Too much time has been spent the last several years examining minimum qualifications and credentials for librarians. . . . The field has become emotional and overly sensitive about the issue when the more important concerns should be with what an academic degree represents in knowledge, skills and abilities, and in how professionals use their competencies."

While Cottam presents a model for would-be entrepreneurs and risk takers, the chapters by June Lester and James Williams specifically discuss the roles of library schools and library organizations in leadership development. Many library educators will probably disagree violently with Williams' statement that "library school is not the appropriate setting for leadership training and development," but he does present a strong argument for staff development programs, mentoring relationships, internships, etc. In contrast to Williams' point of view, Lester discusses the current status of educating for leadership in schools of library and information science, and thoughtfully addresses some of the impediments for library school faculty who are not always in harmony with practice on the "optimal direction and pace of change," and who find it difficult to both meet the university demands for research and at the same time project themselves as "an easily translatable role model for practicing librarians." Worthwhile reading for those

who administer and teach in library education!

As in many compilations of this kind there is some unevenness of quality and style and, as the editors point out, certain overlaps and redundancies in some of the essays. In most of these, however, the problem is not so much lack of content as it is an attempt to cover too much ground. An example of this is Ellen Hoffman's tantalizing treatment and analysis of phases in the careers of leaders. Almost every paragraph calls for fuller explanation, elucidation, and examples, as when she writes, "The unpredictable nature of a career can be seen, not as the result of accident, but as the outcome of complex reciprocal interactions between an individual and the environment. The potential products of these interactions are, of course, so numerous as to easily appear accidental." Hoffman's essay is extremely useful for those seeking predictors of leadership attainment.

The festschrift also includes a detailed bibliographic essay on leadership (Charles Lowry) and review of several organizations, such as CLR, ARL, OCLC, RLG, LC, etc., and their role in leadership and policy development affecting academic libraries and librarians (Dorothy Gregor).

Beyond the galaxy of admirers of Robert M. Hayes, educators and others interested in leadership development for the profession will find this festschrift rewarding.—Brooke E. Sheldon, *School of Library and Information Studies, Texas Woman's University, Denton.*

## OTHER PUBLICATIONS

Adeney, Bernard. *Just War, Political Realism, and Faith*. ATLA Monograph Series. Metuchen, N.J.: Scarecrow, 1988. 237p. \$25 (ISBN 0-8108-2152-4) LC 88-16605.

*Audiovisuals, 1988/89*. Ed. by Malcolm H. Brantz and Lynn White. University of Connecticut Health Center. 430p. \$28.

*Books For College Libraries, 1988/89*. 3d ed. Project of the Association of College and Research Libraries. Chicago: American Library Assn., 1988. 2,786p. \$500/set (ISBN 0-8389-3353-X).

*Business Acronyms*. Ed. by Julie E. Towell. Detroit: Gale Research, 1988. 414p. \$60 (ISBN 0-8103-2549-7).

*Business Serials of the U.S. Government*. Ed. by Priscilla C. Geahigan and Robert F. Rose. Chicago: American Library Assn., 1988. \$11.95 (ISBN 0-8389-3349-1). LC 88-3428.

*Cambridge Encyclopedia of the Middle East and North Africa*. Ed. by Trevor Mostyn and Albert Hourani. New York: Cambridge Univ. Pr., 1988. 504p. \$39.50 (ISBN 0-521-32190-5). LC 88-10866.

*Dictionary of Literary Biography: Afro-American Writers, 1940-1955*. Ed. by Trudier Harris. Detroit: Gale Research, 1988. 389p. \$95 (ISBN 0-8103-4554-4). LC 88-21423.

*Employment Creation Policies and Strategies: An*