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-

ography is relatively brief and, as will be pointed out later, does not contain some important works in the areas of systems theory and librarianship. The author is "concerned with the problem of providing a program development model for librarians. . . . Pragmatic considerations are introduced, in the main, only as needed to serve the theoretical construct."

The first task for the reader is to get through Ralph Blasingame's foreword (the foreword is only one page shorter than chapter one and has two more footnotes). I was not sure whether Blasingame was trying to convince the reader, the dissertation committee, the author, or himself that the book was "the first coherent planning approach to individualized library program development" and was worthy of doctoral study.

Goldberg involves himself in an intellectual exercise and philosophical discussion of systems and planning theory as well as model development. His writing indicates he is up to the task. After indicating that

there are seven criteria used as a guide in developing a planning model, he proceeds to an evaluation of existing models as used in the development of his own PIES model. Goldberg discusses PPB, CIPP, MBO, and other relevant works.

Knowledgeable library planners will note that Goldberg seems to have an aversion to "business-oriented" planning developments. Goldberg not only missed some of the best planning literature written in other fields, but also in librarianship. William McGrath's 1973 work concerning the Cornell Library planning experience was not utilized and was certainly apropos. One is left with the impression that Goldberg read only non-business material (Cornell used the American Management Association model). It is interesting to note that his criticism of business jargon did not keep him from using micro and macro concepts that are very much a part of economic planning models.

Goldberg develops for the reader his PIES (Planning, Implementation, Evalua-

tion, System) model. His best contribution is found in his explanation of the EFDR chain (Evaluation, Feedback, Decision, Recycling). Although this, too, is already in library planning literature, it has never been explained better. Goldberg's result is very similar to a 1965 framework for planning and control systems. Of course, that was done by a "business" person.

Few librarians will question the value that intellectual methodology offers library decision makers in selecting among alternative models for library planning. All that Goldberg develops is correct. It has to be, for it is well documented in the literature. The result is a reinvention of the wheel. Admittedly, it is nicely reinvented. What bothers me most about the book is that it runs the risk of being used as a reason not to plan. That is, potential planners might question the value of planning if it took a whole volume just to describe a model. Planners might become so involved with the intellectual process that they end up not able to do any planning.

The fact is, there are many planning models being used by library planners. This was true when Goldberg began his research. I would have much preferred it if Goldberg had spent his time and energies describing how planning was being done successfully. Planning was alive and well in Nebraska, Washington, Tulsa, New York, and other places. Librarians could have benefited from a study of these successful models, and most importantly, librarians could have benefitted from Goldberg's pen being put to this activity.

Library management is moving forward in new ways which will affect far more than program development. Every activity is already being affected. Not only are programs being planned, so are projects. It is not a matter of choosing a "closed" or "open" model, but a matter of getting started with any model. Borrowing from an English proverb—goose, gander, and gosling are three sounds, but one thing.—*Robert E. Kemper, Director of Libraries, Northern Arizona University, Flagstaff.*

Bryan, Harrison. *University Libraries in Britain: A New Look.* London: Clive Bingley; Hamden, Conn.: Linnet, 1976.

192p. $8.50. LC 76-15273. ISBN 0-85157-218-9 Bingley; 0-208-01532-9 Linnet.

Granted leave from the University of Queensland in 1957-58, Harrison Bryan undertook a six-month visit to university libraries in Great Britain, preparing a thesis recording his views of English academic librarianship. Unfortunately for the profession, eight years were to pass before the Libraries Board of South Australia published his report, entitled *A Critical Survey of University Libraries and Librarianship in Great Britain.*

Eighteen years later in 1975, Harrison Bryan, now university librarian of the University of Sydney, again had a study leave to survey English university libraries. Happily, only one year was to pass before the report of his new survey, the volume under review, was published. It is an excellent report.

In his introduction Bryan warns of the problems of covering adequately the sixty-one libraries he visited in a six-month period. He terms himself a "taster of libraries," albeit one who has supplemented his brief visits with further reading and study.

There are two particular features to this volume which give it a very special value. First, as "a new look," the volume uses the previous report from 1957-58 as a base against which comparisons are made of English academic library development. It was a period of major growth for all academic libraries, reaching its peak with the Parry Report of 1967, giving official support to the need for increasing financial support to university libraries, but coming back rudely to earth less than a decade later with the 1976 report of the Atkinson committee (reviewed in the July 1977 issue of *C&RL*) with its concept of the self-renewing library. Bryan anticipates the conclusions of this committee in his discussions of collections and buildings.

Second, throughout the volume Bryan compares the state of English academic libraries with the condition of those in his homeland. Bryan's pride at Australian achievements is evidenced throughout. But for the non-English non-Australian reader this volume has a double value as it intro-