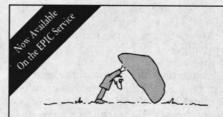systems perspective. The reaction papers grouped at the end offer more personal views and in their references to the main text provide useful entries to interesting points in the earlier chapters. On the whole, the emphasis on management issues keeps the volume refreshingly free of the sort of location-specific writing for which library literature has been so often criticized. (It is worth noting, though, that four of the eleven contributors as well as the editor have some connection with the Colorado Alliance of Research Libraries or the CARL system.) For those who have kept up with OPACS, NREN, e-mail, and Internet, this is hardly an essential text, but one could do worse than to browse here while waiting for the wild visionary who will show us what lies beyond the horizon.—*Robert Wolven, Columbia University, New York.*

Library Communication: The Language of Leadership. Ed. by Donald E. Riggs. Chicago: American Library Assn., 1991. 188 p. $30 (ISBN 0–8389–0581–1). LC 91–34565.

The sixteen essays in this volume address two obvious themes: libraries need leadership, and leadership requires communication. Regrettably, the essays work better separately than as a book. Together they do not define the topic systematically, nor do they move toward any particular end. This book neither persuades us nor demonstrates its point. The words "language of leadership" and their permutations appear repeatedly in titles and section headings: "Language, Leadership, and Librarians," "Leadership Language," "The Language of Library Leadership." But the reader expecting to learn about language, written or spoken, will be disappointed. Most often the essays consider communication as the transmission of information; some refer to body language, gestures, and speech; some to the organization of libraries.

Repetition serves as the collection's primary rhetorical device. The writers reiterate the sender-message-receiver model of communication, or repeat popular

saying ("Managers do things right; leaders do the right things"), or draw on the Myers-Briggs Type Indicator. Not surprisingly, the bibliographies often cite the same sources.

Characteristically, many of the essays begin with easy, self-evident, or unsubstantiated generalizations: "Perhaps no area of library leadership receives so much criticism as the area of communication"; "Communication is one of the most discussed topics in libraries"; "Conflict is one of our most difficult areas for communication because we generally feel strongly about the issues involved in the situation." Similarly, many conclude vaguely: "In short, growing to greatness as a library communicator is a never-ending process"; "Through the preceding steps and the use of positive communication skills, we can take our position of leadership"; "An appropriate response, then, to those who urge greater leadership from librarians, and for those who desire to exert more leadership in the world outside the profession, is attention to increasing our communication skills."

The writers often admonish us: "Being a good listener is the other essential part of communication and should not be forgotten." Urging us to believe that communication is important, the essays exhort us to communicate well, but after reading several, one cries, "Communicate what?" A few give practical tips or examples. These range from reorganizing the library to using body language carefully: "If standing, place your feet as parallel as possible (inward indicates subordination)."

Five noteworthy contributions provide substance. Eugene S. Mitchell's concise "Review of Leadership Research" directs readers through the literatures of management and librarianship. Peggy Johnson writes clearly about openness, trust, and intuition in personal communication in "The Role of Empathy in Managerial Communication." John M. Budd's "Leading through Meaning: Elements of a Communication Process" distinguishes between information and meaning. Rosemary Huff Arneson's "Me-

diation: A Language of Leaders" describes the potential of the formal process of mediation as a management tool. Richard H. Moul's "Discourses of Vision and Necessity: The Information Age, the Library, and the Language of Leadership" offers concepts with which to perceive and criticize our professional discourse.

Unfortunately, this book does not succeed on its own terms and falls short of its potential. It probably will not make better leaders. Had the editor articulated a deeper vision and had the writers reflected on one another's work, they might have worked together toward one common end and produced a book that added up to more than the sum of its parts.

Rather shamefully, the book lacks an index. Of all people, librarians and the editors of ALA publishing should know the value an index adds to the book.

This book exhibits the problem with leadership everywhere in our country today: hollow words and generalities instead of deeds and substance. Like bad politicians, we aspiring library leaders stand here mouthing platitudes with our feet carefully parallel, claiming a position of leadership and hoping no one will notice we are doing nothing.—*Marcia Pankake, University of Minnesota, Minneapolis.*

From Memex to Hypertext: Vannevar Bush and the Mind's Machine. Ed. by James M. Nyce and Paul Kahn. San Diego, Calif.: Academic Press, 1991. 367 p. $40 (ISBN 0–12–523270–5).

Vannevar Bush could well be to electronic information theory what Panini is to the study of language or Melvil Dewey to library science. As director of the Office of Scientific Research and Development, Bush oversaw the massive scientific bureaucracy created for weapons research during World War II. An engineer by trade and a pre-war pioneer in the development of electromechanical analog computing devices, Bush grew concerned as the war came to a close about the future of scientific research. In a 1945 essay, Bush explained it this way:

There is a growing mountain of research. But there is increased evidence