of efficient use. Her book can be highly recommended as a basic text for both class and self-instruction.—*Mary W. George, Harlan Hatcher Graduate Library, University of Michigan.*

Oluwasanmi, Edwina; McLean, Eva; and Zell, Hans. *Publishing in Africa in the Seventies.* Proceedings of an International Conference on Publishing and Book Development held at the University of Ife, Ile-Ife, Nigeria, 16–20 December 1973. Ile-Ife, Nigeria, Univ. of Ife Pr., 1975. 377p. cloth $16.50; paper $10.50.

This volume is not merely concerned with publishing in the narrow sense but also writing, reading, and librarianship. Most of the contributors to the volume are from Nigeria.

The conference recommendations, eight in all, follow the brief introduction; there next appear summaries of conference papers, twenty-six of them; the contributed papers, presumably in full (twenty-one in all); appendixes of more or less formal speeches; and, finally, a good index. To most readers of this journal, only a few of the names will be familiar in a list of one hundred participants which included the distinguished novelist, Chinua Achebe.

The discussion, rather repetitious, deals with the history of missionary presses, state publishing houses, and academic presses. Particularly noteworthy is the lengthy essay by S. I. A. Kotei of the Department of Library Studies, University of Ghana, on "Some Cultural and Social Factors of Book Reading and Publishing in Africa."

Unfortunately, there is no explicit discussion of the economic role of expatriate publishing houses in Africa. Keith Smith in "Who Controls Book Publishing in Anglophone Middle Africa?" *Annals of the American Academy of Political and Social Science* 421:140–50 (Sept. 1975), provides preliminary data on his investigations.

The significant result of this conference on publishing in Africa in the 1970s was the start of two serial publications, both edited by Hans Zell in England: the biannual *African Books in Print* (London: Mansell, 1975–   ), updated by the quarterly *The African Book Publishing Record.*

This volume is well produced and will be read and referred to in years to come, not only by students of librarianship and publishing (for example, see Thomas Lask, "Program Is Established at Hofstra [University] to Teach Courses on Book Publishing," *New York Times,* Oct. 21, 1975, p.40), but by persons concerned with developments in the Third World.—*Hans E. Panofsky, Curator, Melville J. Herskovits Library of African Studies, Northwestern University Library, Evanston, Illinois.*

Beeler, Richard J., ed. *Evaluating Library Use Instruction: Papers Presented at the University of Denver Conference on the Evaluation of Library Instruction, December 13–14, 1973.* Library Orientation Series, no. 4. Ann Arbor: Pierian Pr., 1975. 97p. (LC 75-677) (ISBN 0-87650-062-9)

That many librarians are involved in programs of library instruction, and are experimenting with a wide variety of approaches, is evident from the many articles, conferences, and workshops devoted to the subject. However, less readily available is information about program evaluation. This collection of seven papers provides a step toward remedying the situation.

There is general agreement among the papers' authors that objectives are a prerequisite for evaluation design and development and that accountability to management is an important function of evaluation. Of interest to readers as well will be the range and diversity of topics covered. Emphasis is placed on the evaluation of instructional, and not orientation, programs.

The first paper is by Thomas Kirk, science librarian at Earlham College and chairman of the ACRL Bibliographic Instruction Task Force. Although structurally flawed, the paper is one that should be read by all who are, or will be, involved in the evaluation of instructional programs. He reviews past research, provides critical discussion of evaluation attempts and studies of selected instructional programs, and provides some practical suggestions.

The second paper, by Richard R. Johnson, experimental psychologist and program manager for the Exxon Education Foundation, deals with the purposes and methodology of data collection.

The remaining papers—with the exception of the one by Rowena Weiss Swanson dealing with questionnaire design—provide summaries of specific instructional program studies. These papers were presented at the conference by a group of panelists which included Patricia Culkin, Betty Hacker, Richard Stevens, John Lubans, and Marvin Wiggins. Their findings will be helpful to those who are planning programs of library instruction or instruction evaluation. For example, one item worthy of note is the students' apparent preference for mediated instruction to asking librarians for help (Kirk, p.7; Culkin, p.43; Lubans, p.76).

The reader will also find helpful the occasional citations to selected readings, sample questionnaires, and tabulated study results that accompany the papers in this anthology.—*Peter P. Olevnik, Head of Reference, Drake Memorial Library, SUNY College at Brockport, New York.*

Foster, Donald L. *Managing the Catalog Department.* Metuchen, N.J.: Scarecrow, 1975. 209p. $6.50. (LC 75-19081) (ISBN 0-8108-0836-6)

The reader of this "how-to-manage" volume may feel that there is more here than he or she wanted to know, but there is scarcely a word that the manager does not need to know. The book is packed with information on modern management, theory and practice, appropriate to the large or small library department.

While the catalog department is often considered the most structured department in the library, and the author does consider the traditional department, the elements in its administration differ very little from those in other areas of technical and readers' services. The title could well have been *Managing a Library Department with Special Reference to the Cataloging Operation.*

In the past, many believed that an efficiently operating flow of work from receipt to shelf-readiness of materials, with appropriate bibliographic records prepared and distributed, constituted good management. Of course, there was concern for the people performing the work, but it involved some mixture of biddable staff members with an innate or somehow-learned ability

in human relations on the part of the manager.

With revision in attitudes toward work, life-style, and commitment resulting from the realization of the individual's legal and moral rights and psychological needs, the organization of the work-flow has become relatively simple in comparison to the complications of the human elements to be reckoned with in its accomplishment.

The department head, responsible to the library administration, the staff, the work, the patrons, the profession, and to himself, must "delegate authority, motivate others, maximize skills, and upgrade performance standards," while making it clear to everyone in and outside the department who is in charge. Mr. Foster, in terse phraseology and a near-absence of jargon considers all the elements of leadership, from staff recruitment through adjustment to change, in seven of the ten chapters. Along with the first three chapters on the modern department, the department head, and current issues in cataloging, Mr. Foster has managed