

Public Library on the Occasion of the Seventy-Fifth Anniversary of the Establishment of the Jewish Division of the New York Public Library. Selected and with a preface by Charles Berlin. New York: New York Public Library and Ktav Publishing House, 1976. 518p. \$35.00. LC 72-12075. ISBN 0-87068-204-0; 0-87104-515-X, NYPL.

The expanded title gives—in a nutshell—all the important facts of this publication. All of the reprinted articles and works have some bearing on the Jewish Division, by authorship, subject matter, or source, the majority having been reprinted from the *New York Public Library Bulletin*.

Among the articles selected are such classics in Hebrew printing history as Joshua Bloch's "Early Hebrew Printing in Spain and Portugal," "Venetian Printers of Hebrew Books," "Hebrew Printing in Riva di Trento," "Hebrew Printing in Naples," and "The Library's Roman Hebrew Incunabula."

Other authors represented are Isaiah Sonne with his article on the nonconverted Jews behind the expurgation of Hebrew books, Abraham Berger with his account of the Jewish Division and its work, and Aron Freimann with the "Gazetteer of Hebrew Printing," now very much in need of revision. The omissions and outdated information are most felt in this latter item. Not only must the list of places which used Hebrew printing be expanded (it is hardly conceivable that Jewish communities in, let us say, a city of the size and importance of Marseilles have not utilised Hebrew type, even up to 1946 when the gazetteer was first revised and published separately), but also the information furnished can stand correction, sometimes with little effort. Thus, a brief examination of the editions of Bernhard von Breydenbach *Peregrinationes in Terram Sanctam* proves that the earliest date of a Speyer edition to contain a Hebrew alphabet is not November 24, 1502, but rather July 29, 1490. Similarly, examination of early cognate materials often leads to unsuspected Hebrew printing. Thus in Spey's *Epistola Pauli ad Galatas* (Heidelberg: Mylius, 1583) one finds Rabbinic type used on title page and *passim*, which documents the usage of Hebrew type

in Heidelberg four years before the *Biblia Sacra Hebraice, Graece, et Latine* of 1587, which in the author's own words was "probably non-existent." Other statements, such as "probably contains Hebrew type as in later editions," are in need of attention. It should not be too difficult with the aid of the readily available short title catalog films to clear up questionable entries for this period.

Mention should also be made of the reproduction in this work of the exhibition catalog, "The People and the Book," on Jewish life in America, the illustrations of which are poorly reproduced, and Joshua Bloch's classification schedule peculiar to the New York Public Library which may be of interest to the user.

In general, the work is valuable because it brings together in one volume materials of interest to the bibliographer and other interested individuals who may not have easy access to it otherwise. It is a fitting memorial to the library and its staff, especially Joshua Bloch, who headed the Jewish Division for more than a quarter of a century.—*Miroslav Krek, Brandeis University Library.*

Marchant, Maurice P. *Participative Management in Academic Libraries*. Contributions in Librarianship and Information Science, Number 16. Westport, Conn.: Greenwood Press, 1976. 260p. \$17.50. LC 76-8740. ISBN 0-8371-8935-7.

Maurice P. Marchant identifies two specific objectives for this book. First, it attempts to "test the application of participative management theory to academic libraries." Second, it is "a pioneer work in the construction of a mathematical model of an academic library [which] can be used for future decision-making and planning."

With regard to Professor Marchant's first objective, one may legitimately turn to chapters 6-10, which Edward Holley's foreword describes as "the heart of the book." In two of these chapters (those dealing with planning and circulation) Professor Marchant concludes that no relationship can be found between management style and effectiveness in either activity. His analysis of staff satisfaction concludes that it is "a function of many things," including

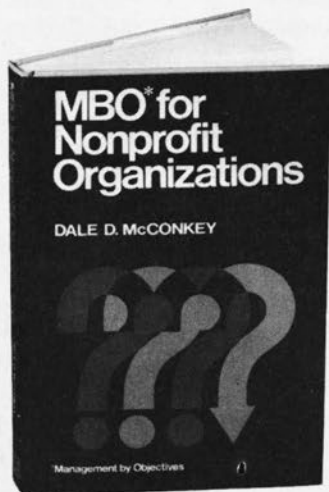
management style—"provided the relations are really causal." With regard to uniformity of evaluation, he notes that "support was found for the hypothesis that participative management helps to unify staff appraisal of the library, but the evidence is weak." In the extended analysis of "library evaluation," a relationship is found—particularly in the perception of library staff—between library effectiveness and staff satisfaction (e.g., participation). After eighty-one pages of analysis and explanation, all based upon data collected by questionnaires from librarians, faculty, and library administrators at twenty-two universities, one is inclined to wonder as to just what has been proved.

To a reader such as myself, who is unversed in mathematical analysis and model building, the analytical model that is developed in the book seems certainly complex and possibly impressive. When evaluated against the author's findings, however, one wonders again. Do we really need control variables, profiles of organizational characteristics, systems scales, inter-

vals, causal interference rationale, and correlation and regression analysis to tell us that staff morale is important for an effective and productive academic library or that the involvement of librarians in the professional decisions that are made within such a library is going to produce better decisions? If these principles aren't evident from our experience, they are exceedingly well presented in at least a score of contemporary management texts which are readily available in any academic library.

The problem of applying such concepts within a practical library situation is not the need to establish their validity, but the high degree of skill that is required to utilize them most effectively within an extremely complex environment. Quite frankly, *Participative Management in Academic Libraries* is little help here. Indeed, the view of the academic library that underlies this book is oversimplified and grossly distorted. There are the "good guys" (the oppressed staff) and the "bad guys" (the administrators). If the former can be freed from their bonds and the latter enlightened, the

How nonprofit organizations can profit from MBO.



Learn how MBO is working in all kinds of nonprofit organizations . . . government agencies . . . hospitals . . . research institutes . . . postal services . . . youth organizations . . . labor unions . . . churches . . . and much more. Find out how it can work for YOU! Published by AMACOM, a division of American Management Associations.

MBO for Nonprofit Organizations

by Dale D. McConkey \$12.95 223 pp.

library will generate trust, confidence, and high productivity and disagreements will be "openly and candidly discussed without rancor." Such a vision is consonant with analysis that confuses delegation—a basic hierarchical mechanism—with group decision making and professional collegiality with participatory management. It is also consonant with a vocabulary filled with "inputs," "outputs," "throughputs," and "feedback," as well as one which utilizes the designation "professional librarian."

Participative Management in Academic Libraries has a strong messianic tone, as though its author had accepted the mission of leading us out of darkness and into light. Alas, its result is to add to the darkness by muddling and distorting the situation it attempts to analyze and explain.—*Eldred Smith, Director of Libraries, University of Minnesota.*

Robinson, Thomas E. *The Teacher: Key to Library-Centered Instruction.* Learning for Living Series. Norman, Okla.: The Library-College Associates, Inc., 1976. 104p. \$5.00. LC 76-40059. ISBN 0-9177706-01-3.

Schuster, Marie. *The Library-Centered Approach to Learning.* Palm Springs, Calif.: ETC Publications, 1977. 112p. \$8.95. LC 76-54328. ISBN 0-88280-047-7.

While both of these books espouse the concept of the library-college, they are significantly different in coverage. The Robinson book is the first of a series to be published twice annually by the Library College Associates, so after a very brief discussion of the library-college concept and its jargon it concentrates on the "teacher." "Teacher" in this case is defined broadly and encompasses both classroom teachers at all levels and librarians at all levels. The Schuster book on the other hand tries to cover the whole library-college concept and its application especially at the elementary and junior high level.

The Teacher, while philosophically dedicated to the importance of the library in any educational system, admits that the library cannot on its own initiative forcibly penetrate and invade the teacher's planned procedures. This is a fact of life to which any librarian who has tried can attest.

Without the support and cooperation of the classroom teacher, any program of library-college, library instruction, or bibliographic instruction will achieve only marginal successes. While libraries or librarians cannot forcibly penetrate the classroom, many have taken leadership roles and have implemented successful programs both in and out of the classroom.

Unfortunately, this book does not discuss any strategies or tactics for libraries to follow if they want to help implement the library-college concept. A full half of the book discusses ways of carrying out the concept, but it begins with several classroom teachers already convinced of the worth of the idea. For librarians with access to receptive teaching departments this section does contain many useful methods of incorporating the library into the classroom, but for the librarian struggling with a recalcitrant teaching faculty it is of little use.

The Schuster book comes very close to the genre of inspirational writing. The biggest flaw of the book is its failure to recognize the multiplicity of ways the library-college concept can be carried out. It presents independent study as the *modus operandi*. We are told that learners respond differently to different forms of media and that all forms of media should be made available to the learners. What we are not told in this book—but research is showing—is that not every learner can cope with independent study. Studies of PSI (Personal Systems of Instruction) have shown that some students want and need a very rigid, highly structured method of instruction. This book would have been of more use had it gone beyond just one teaching method.—*Benedict La Bue, Reference/Bibliographer, University of Colorado, Boulder.*

Eighteenth-Century English Books, Considered by Librarians and Booksellers, Bibliographers and Collectors. Proceedings of a Conference Held at San Francisco, June 25-28, 1975. Chicago: Association of College and Research Libraries, 1976. 97p. \$5.00 (payment must accompany order).

As a participant in the conference recorded in these *Proceedings*, I am delighted to have this record of the ten papers there