this increasingly popular subject. It is a welcome contrast to the testimonials and the advocacy that constitute so much of the literature of this subject. Young pinpoints "the lack of conceptual definition, spotty research, uneven financial support, and insufficient endorsement outside of the library" as issues deserving particular attention at a time when budgetary constraints make this kind of program especially vulnerable. He offers some interesting and challenging suggestions for those programs.

Lynden's "Library Materials Budgeting in the Private University Library" is perhaps the best of the contributions in this volume. It is an updated version of a somewhat longer report he prepared in 1978 as the outgrowth of a Council on Library Resources fellowship that enabled him to study in detail the library materials budget policies and processes in twelve of the largest private academic university libraries in the United States. While of special interest to those in large private academic libraries, it contains information and ideas that should be of value to us all. It is particularly interesting to note that of all of these libraries Harvard fared best in the 1970s, at least in part because of its careful and accurate study in 1966 of the needs of the future. Lynden suggests the importance of such planning for all academic libraries, although he finds that few studies are currently under way even among these twelve libraries.

Of the remaining three essays only Simonton's "AACR 2: Antecedents, Assumptions, Implementation" has much value. It is a good summary of the major issues and directions and offers some thoughtful comments about the future of catalog code revision. Sodt's essay, "Individual Decision Theory: An Overview," like most efforts to interpret the techniques of other fields for librarians, is full of jargon and has little relevance despite his effort to suggest, in conclusion, possible applications to librarianship. Mangla's essay, "Library Education in India, Pakistan, and Bangladesh," which continues a series of articles dealing with library education in other parts of the world, is of very limited interest both because of the content and because it represents only secondary-source material on Pakistan and Bangladesh and is two to three years out of date already.

All in all this is one of the more useful volumes in the series for the academic librarian

and suggests again that the series is at least worth keeping an eye on. —*Norman D. Stevens, University of Connecticut, Storrs.*

Rizzo, John R. *Management for Librarians: Fundamentals and Issues.* Contributions in Librarianship and Information Science, no.33. Westport, Conn.: Greenwood, 1980. 339p. $35. LC 79-8950. ISBN 0-313-21990-7.

About six years ago, there was little written on management processes for librarians. This problem was particularly acute if you sought a comprehensive treatment geared to graduate students in library science taking a survey course in management. Fortunately, times have changed: there are now a number of books available and several anthologies.

A major impetus behind the increase in text offerings has been the growth of attention paid to librarians as managers as libraries have become more complex. Anything that helps one learn about the management environment of libraries has become attractive. Effective management skills play an important part in the role of the professional librarian, and therefore acquiring those skills is a valued goal among many students. From this perspective, then, we find a new candidate for consideration as the text in a library management course. What does it have to offer?

For starters, it offers a comprehensive set of topics that are relevant to library management, and it does so in a way that is thought-provoking. It suffers somewhat in its moderate use of material derived from the library science literature. It suffers more from its lack of concrete examples to illustrate its theoretical approach to management issues.

Let's look first at the content coverage. The book is divided into thirteen chapters. The first six chapters are concerned with management processes: planning and evaluation, control and organizing. The next seven chapters are devoted to behavioral aspects of management: motivation, group behavior, employee appraisal and training, and leadership.

The chapters are written in a clear style. Important issues are discussed that are not covered in any other library management texts. Chapter 2 on organizational effectiveness and efficiency is particularly noteworthy. It provides the framework within which management activities and responsibilities are ex-

amined. Each chapter closes with some suggested readings, mostly from the organization theory and business literature.

The author, John Rizzo, is currently professor of management at Western Michigan University and editor of the *Journal of Library Administration*. He provides in his preface a brief note stating that this book "is more about management than about libraries." He further points out that "library administrators face concerns all other managers share, regardless of what product or service their organization offers." This statement supports his belief that librarians should start thinking in broader terms than libraries and develop an outlook that includes an understanding of the universalities of management. This is a sound approach.

Many readers will wish that the book had more library-related examples of management concepts. Samples of forms and documents can be enlightening for those who are unfamiliar with concepts discussed. In spite of the lack of such examples, the drawing together of a vast number of management ideas and concepts for a library audience is welcomed.

The reviewer recommends the book to all serious students of library management and suggests that it would make a good text for graduate library science courses when supplemented with other materials.— *Rosemary Ruhig Du Mont, University of Kentucky, Lexington.*

Bender, David R. *Learning Resources and the Instructional Program in Community Colleges.* Hamden, Conn.: Library Professional Pubs., 1980. 295p. $19.50; $14.50 paper. LC 80-14567. ISBN 0-208-01754-2; 0-208-01851-4 paper.

Author David Bender, executive director of the Special Libraries Association, brings his previous experience as a consultant and teacher concerned with educational technology and library media to a subject on which he is well qualified to speak. In the foreword, Bender tells his readers, "A major goal of this book is to document the role of the learning resources program and the relationship of media innovations to instructional techniques found in community colleges." While doing the former, his success in meeting the latter half of that goal is rather limited. He has more

successfully produced the "reference tool for community college program planners" he mentions later.

In the introduction, Bender carefully delineates the book's preparatory steps: setting the study's parameters, the population identification, a literature review, the questionnaire construction, data collection, tabulation and analysis of questionnaire responses, the site visits to selected community colleges, and the construction of a set of guidelines and subsequent validation of these statements by a panel of experts.

In his background material Bender deals briefly with the characteristics of the community and junior college. He views community-college planners and developers as educational-change agents. One might desire more explicit application of the work by Ron Havelock on innovation and dissemination to the setting of the learning resources center (or the service functionary by any other name, since Bender goes into some detail on actual designations of media services).

The author's enthusiasm for the community-college learning resources program is obvious: "A learning resources program which is truly part of the college's instructional program will provide for rich inquiry and discovery experiences in support of learning activities. Media are the liberating factor which makes possible the widest sharing of human experiences through the senses as well as through the mind." His study supports his contention well.

While one chapter discusses the fundamentals of staff development and another touches briefly on related research, the heart of the book is Bender's study. The report is well handled and a welcome contribution to the literature. The results are interesting and certainly of value to anyone in the field. For example, twenty-two instructional services are listed and ranked by popularity and the level of usage. Three services reported either light or nonexistent use. The information reveals that LRCs are not tied to traditional library programs; it is evident that their existence depends on their innovate adoption of information services to a particular student/faculty clientele.

The guidelines offered are basic and certainly acceptable. There is little new in this part of the book, but a more structured ap-