

ship development, it is refreshing to have that giant in the area of credentialing, Keith Cottam, say, "Too much time has been spent the last several years examining minimum qualifications and credentials for librarians. . . . The field has become emotional and overly sensitive about the issue when the more important concerns should be with what an academic degree represents in knowledge, skills and abilities, and in how professionals use their competencies."

While Cottam presents a model for would-be entrepreneurs and risk takers, the chapters by June Lester and James Williams specifically discuss the roles of library schools and library organizations in leadership development. Many library educators will probably disagree violently with Williams' statement that "library school is not the appropriate setting for leadership training and development," but he does present a strong argument for staff development programs, mentoring relationships, internships, etc. In contrast to Williams' point of view, Lester discusses the current status of educating for leadership in schools of library and information science, and thoughtfully addresses some of the impediments for library school faculty who are not always in harmony with practice on the "optimal direction and pace of change," and who find it difficult to both meet the university demands for research and at the same time project themselves as "an easily translatable role model for practicing librarians." Worthwhile reading for those

who administer and teach in library education!

As in many compilations of this kind there is some unevenness of quality and style and, as the editors point out, certain overlaps and redundancies in some of the essays. In most of these, however, the problem is not so much lack of content as it is an attempt to cover too much ground. An example of this is Ellen Hoffman's tantalizing treatment and analysis of phases in the careers of leaders. Almost every paragraph calls for fuller explanation, elucidation, and examples, as when she writes, "The unpredictable nature of a career can be seen, not as the result of accident, but as the outcome of complex reciprocal interactions between an individual and the environment. The potential products of these interactions are, of course, so numerous as to easily appear accidental." Hoffman's essay is extremely useful for those seeking predictors of leadership attainment.

The festschrift also includes a detailed bibliographic essay on leadership (Charles Lowry) and review of several organizations, such as CLR, ARL, OCLC, RLG, LC, etc., and their role in leadership and policy development affecting academic libraries and librarians (Dorothy Gregor).

Beyond the galaxy of admirers of Robert M. Hayes, educators and others interested in leadership development for the profession will find this festschrift rewarding.—Brooke E. Sheldon, *School of Library and Information Studies, Texas Woman's University, Denton.*

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