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Rubin, and "Health Science Librarian," by Agnes Roach stress the direct aid to the community. "Emerging Patterns of Service for Citizens' Groups," by Joan Dorrance, "The Curriculum Consultant Role of the School Library Media Specialist," by Margaret Grazier, and "Video and Cable," by B. K. L. Genova place the library in a facilitator's position.

The contributors as a group have provided the reader with timely and appropriate examples drawn from excellent bibliographies. The volume as a whole balances succinct histories of services with predictions of their eventual success or failure. Together the selections create a statement about change and adaptation, giving the reader a sense of the universality of the patterns of service and the necessity of continual change.—*Damaris Ann Schmitt, Meramec Community College Library, St. Louis, Missouri.*

Allerton Park Institute, 24th, 1978. *Supervision of Employees in Libraries.* Rolland E. Stevens, Editor. Urbana-Champaign, Ill.: University of Illinois, Graduate School of Library Science, 1979. 113p. \$9. LC 79-10860. ISBN 0-87845-051-3.

Individuals currently in supervisory positions and those aspiring to become supervisors will find these proceedings stimulating and potentially useful. The intuitive beliefs of the authors, reinforced by their own supervisory experiences, are the mainstay of this work. The authors also make use of appropriate research results to support key viewpoints. Supervisory issues discussed cover the gamut from the theoretical to the practical.

On the whole this is a needed and important contribution to library management literature. Authors and the titles of their contributions give the scope of the volume: "The Importance of Good Supervision in Libraries" (Hugh C. Atkinson), "Contributions from the Theory of Administration toward Understanding the Process of Supervision: Barth's Distinction" (Lars Larson), "The Research Basis of Employee-Centered Supervision" (Richard J. Vorwerk), "An Overview of Supervision in Libraries Today" (Martha J. Bailey), "Leadership and Employee Motivation" (Donald J. Sager),

"The Role of the Supervisor in Training and Developing Staff" (David R. Dowell), "Making the Transition from Employee to Supervisor" (Panel Presentation), "Interaction Skills and the Modern Supervisor" (Richard Calabrese), "Handling Employee Problems" (Elaine M. Albright), and "Equal Employment Opportunity Principles and Affirmative Action Principles in Library Supervision" (Agnes M. Griffen).

While the volume encompasses a variety of supervisory topics, several themes tend to be repeated. Often addressed as insights or guidelines to effective supervision, they include: (1) the importance of evaluation, training, and motivation as essential elements of the supervisory process; (2) the need to study the situation, defined broadly to include characteristics and predispositions of the employees and the supervisor, the nature of the tasks supervised, and other significant factors in the work situation; and (3) the importance of making people feel recognized and worthwhile.

Another recurring theme stressed by several of the authors concerns the limitations of library supervisors as found in the library research literature and from their own observations. David Dowell probably hits the nail on the head as well as anyone in his comments on the failure of library supervisors to fulfill their training and other supervisory responsibilities, as follows: "Many see themselves as workers first and supervisors second. They fail to realize that supervising is as much their responsibility as is the work of their unit. They feel guilty if they are not doing as much of the routine work as their subordinates. Therefore, little time and energy are left for uniquely supervisory activities" (p.65).

A highlight of the collection is a section candidly summarizing the reactions of five (three in university libraries) recently appointed supervisors to their new responsibilities. The transition from employee to supervisor is vicariously described along with the inevitable attendant problems they had in adjusting to former peers and even supervisors. Their attempts to solve these and other problems are interesting and should be valuable to others in similar situations.—*Michael B. Binder, Fairleigh Dickinson University, Rutherford, New Jersey.*

Tanselle, G. Thomas. *Selected Studies in Bibliography*. Charlottesville, Va.: Published for the Bibliographical Society of the University of Virginia by the University Press of Virginia, 1979. 506p. \$15. LC 79-12476. ISBN 0-8139-0829-9.

These *Selected Studies in Bibliography*, selected by Tanselle, himself, upon the initiative of the Society, consist of eleven articles reproduced by offset from their appearance originally in *Studies in Bibliography* over a sixteen-year period, 1963-79. As such, they represent but a fraction of Tanselle's contributions to both the theory and practice of bibliography as well as to textual criticism. Formerly a member of the English faculty at the University of Wisconsin and more recently named as vice-president of the John Simon Guggenheim Memorial Foundation, he has become a major figure in American bibliography. His two-volume *Guide to the Study of United States Imprints* (Cambridge, Mass.: Harvard Univ. Pr., 1971) is characteristic of his thoroughness and industry.

This particular collection of papers, by design I suspect, falls into three divisions. The first three articles (dating from 1969, 1974, and 1977) are devoted to "studies of the theory and tools of bibliography, chiefly descriptive." The three following (from 1967, 1970, and 1971) are concerned with the "analyses of the problems that occur in dealing with bindings and paper in descriptive bibliography." Five articles (1972-79) examining "textual criticism and editing" round out the work. All reflect admirably Tanselle's "extraordinary thoroughness and copiousness of investigation."

The man's intake, intelligent structuring, and elucidation of all things bibliographical is prodigious. His "Descriptive Bibliography and Library Cataloging" indicates he knows at least as well as some professional catalogers (and better than some others) the *Anglo-American Cataloging Rules* and their applicability to rare book cataloging. Few catalogers, however, aside from those associated with the select number of truly significant rare book libraries, will find themselves able to indulge in the labor-intensive descriptive cataloging procedures he advocates. (It should be noted, however, that Tanselle is no ivory tower