Switzerland, a less challenging, more welcoming world, might have been the greater impetus.

Doubleday's book comes with a suite of appendices culled from the archives and a full bibliography of and about Tschichold.—*Michael Ryan, Columbia University.*

Edwards, G. Edward, and Patricia Layzell Ward. *Leadership Basics for Librarians and Information Professionals*. Lanham, Md.: Scarecrow, 2007. 246p. alk. paper, $40 (ISBN 0810852292). LC 2006-26885.

According to a recent *New York Times* article, more than 25 percent of librarians will reach the customary retirement age of 65 by 2009. Many respondents to a recent ALA survey are not willing to wait even that long: almost 30 percent of those who plan on retiring by 2010 are ages 45 to 54. This means that many of us may soon find ourselves, by accident or ambition, in a leadership position. If you are reading this and thinking, "But I took that management course in library school," this book, which explains that management and leadership are not the same, is for you. It includes discussions of leadership, borrowing terms and advice from business gurus such as Peter Drucker, and emphasizes the qualities of—and gives practical advice for—leaders in the library profession. The book's three sections are titled "Background," "Developing Leadership Skills," and "The Experience of Leadership." The inclusion of practical tips for the workplace, in addition to advice for personal development, make the work an effective combination of self-help and textbook.

Librarians Evans and Ward open by explaining the differences between a manager and a leader, and many of the contrasts are nuanced and thought provoking (for example, "The manager *does things right*; the leader *does the right thing*"). They emphasize a vexing problem: though most leaders come from the ranks of management, the qualities required in the two positions are almost complete opposites. Acknowledging that leaders come from different backgrounds, the authors inform the prospective or new leader what to do, using general tips that could work in many situations, starting with how to weather others' expectations. Sometimes they offer unusual advice such as asking the opinions of ex- and nonusers of the service or department.

In this first section, the authors analyze the traits of a good leader including traditional academic dissections of the field such as the Behavioral Approach. This is followed by indirect advice from Rudy Giuliani and Irish explorer Ernest Shackleton on how to lead in the post-9/11 world. The traits mentioned serve as a checklist of qualities to develop or hone. Along with inner strengths, the authors wisely mention practicalities, such as frontline experience, that will help in gaining the acceptance of others. Emphasizing that a good leader brings out the best in his or her followers, they describe the differing characteristics of the various generations in the workplace today, and how these parties can be encouraged to accommodate each other. While Evans and Ward maintain that "*everyone* has leadership potential," they acknowledge, in a section that asks, "Do You Want to Become a Leader?," that it is not for everyone. They describe the difficulties involved (such as the effect on one's personal life) and provide tips and tools for self-assessment.

Sprinkled throughout the book are information boxes: those labeled "Try this" invite readers to, for example, consider more and less successful leaders; others quote or paraphrase "The Expert[s]"; "Check This Out" boxes contain annotated citations; and other random boxes are labeled as appropriate.

The book's no-nonsense approach continues in the second section, which begins with an explanation on how to lead a team, and continues with information on developing one's political skills (start on day one!), and how to think and act

strategically as a leader. There is no ivory-tower-speak here; for example, Evans and Ward warn against "using *team* to refer to what is actually committee work in the mistaken effort to appear 'current.'" They imply that leaders must not be afraid to embrace their roles, even if it displeases others; explaining that when team members are "empowered," the leader still retains most of the responsibility. Emphasis is placed on finding where the real power lies in an organization (which can be difficult to determine) and not being afraid to use this knowledge: difficult but essential advice for us professional helpers. Most useful to new leaders will be the step-by-step instructions on writing vision, values, and mission statements, and citations to examples written for ALA, OCLC, and the U.S. and U.K. National Archives.

The rapid pace of technological change in the past decade causes its own problems. The librarians who experienced this rapid change may be too overwhelmed to step back and analyze what the changes mean, and those entering the field tend to take the technology for granted and therefore probably have never analyzed it. For these reasons, the chapter on e-leadership for librarians makes this book stand out from other leadership titles. It describes changes in patron expectations, and how to deal with the paradoxes involved in this new milieu, among them the need to make "swift but mindful" decisions. Evans and Ward offer eminently practi-

cal suggestions, such as hiring freelancers for specific tasks, observing proper "netiquette," and enabling some staff to "telework." They go as far as to suggest precise phrasing for communications between e-group members, to elicit the most useful responses and to counteract feelings of isolation. Tips for e-mentoring are also offered.

The last section of the book provides a few paragraphs each on various aspects of life as a leader ("Perfectionism," "Following Through"). The topics chosen are relevant and interesting. However, the space devoted to some topics, such as gender issues, is lamentably short. Serviceable bibliographies on each chapter's topics are provided. This book will be a worthwhile purchase, enabling prospective leaders to prepare for the challenge or decide that it is not for them and helping current leaders to become more effective.—*Etta Thornton-Verma*, School Library Journal.

Jenkins, Paul O. *Faculty-Librarian Relationships*. Oxford, England: Chandos (*Chandos Information Professional Series*), 2005. 166p. $55 (paper); $99.95 (cloth) (ISBN 1843341166; 1843341174).

"A university is just a group of buildings gathered around a library," wrote historian and novelist Shelby Foote. This is a tenet shared by many in the academic community, and, no doubt, most academic librarians. But it is not held by all members of the campus community or general public, cautions author Paul O. Jenkins in his brief, succinct, and engaging work *Faculty-Librarian Relationships*. This clearly written book, peppered with quotes such as the one from Foote, is aimed at academic librarians (and those entering the field); its goal is to explore the differing viewpoints on the topic and bridge the gap between those who do and do not think the library is the center of the campus universe.

The book, very rationally organized, with tables and bulleted summaries, is divided into five chapters. It begins with