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BOOK REVIEWS

Opportunities for Minorities in Librarianship. Edited, with an introduction, by E. J. Josey and Kenneth E. Peeples, Jr. Metuchen, N. J.: Scarecrow, 1977. 201p. \$8.00. LC 77-375. ISBN 0-8108-1022-0.

The editors of this career-oriented volume saw a need to focus on inequalities in the nation's employment by addressing the underrepresentation of minorities in the library profession. Their work shows early that, at the training level, what is true in

the library profession is also true in other disciplines, as the National Board on Graduate Education found in its study *Minority Group Participation in Graduate Education* (Washington, D.C., 1976). The report illustrates the nation's failure to ensure equality of education and job opportunity for minority men and women, as supported by the fact that such groups represent a small fraction of graduate enrollment. It further points to the need for improved participation of minorities in the nation's graduate programs.

Josey and Peeples argue that, in recent years, minority librarians have considered and/or utilized new strategies and approaches to recruit their members into librarianship and regard this small volume as a tool for achieving this end. By admission, the book is geared to young minority group members, who, unlike other young people who choose careers as a result of neighborhood models, have few models to influence them in their career choices. Thus *Opportunities for Minorities in Librarianship* aims to "stimulate their thinking to consider a career in this field." In addition, the editors look upon the work as a useful tool for librarians, counselors, and other educators to introduce librarianship to their students and as a guide to introduce specific or narrow aspects of librarianship to library school students or others investigating a career in librarianship.

This collection of twenty-two essays is arranged in six parts and almost equally divided under topics on Native Americans, Chicanos, Afro-Americans, Puerto Ricans, and Asian Americans and librarianship and minority library specialists. With one exception, the authors are themselves members of those minority groups discussed in the essays. Some seize this opportunity to write about their experiences as librarians; others aim to introduce the profession to members of their minority group, and all aim to serve as a source of inspiration for the uninspired.

With the exception of the Afro-American writers, the authors point out the marketable skill of the minorities included in these essays and the advantage they have over many other Americans because of their much needed bilingual and bicultural background. The common threads running through the essays are the underrepresentation of that particular minority group in the library profession and the demand for minority librarians, particularly in the larger cities as well as in those cities that contain large numbers of Native Americans, Chicanos, Puerto Ricans, and Asian Americans. The authors argue that minority librarians are vital to their communities; for example, the Native American librarian is needed on the reservation to communicate with its residents, or the Chicano librarian is needed to communicate with the Spanish-speaking barrios. All groups argue

that their members are naturals to fill positions in certain areas or communities because they can relate much more closely to the needs and interests of their minority members.

As a recruiting mechanism, one or more essays under a particular ethnic heading describes the potential job market for the minority group, the duties by type of job, and sources of scholarships. Too often, however, there is an overlap on certain points, such as in sources of scholarships and ALA's minority recruiting programs.

The relatively short supply of minority librarians has also been attributed to the absence of visible role models that minority librarians may wish to emulate. As example, for the Afro-American, Patricia Quarterman finds no Pam Grier and O. J. Simpson types among the profession. It would seem, however, that librarianship might need to seek other strategies for attracting minority members to the profession, especially since librarianship never has been or may never be sensational. Even with this caveat, however, only one essayist, Charles Townley, gives the reader names of minority librarians and describes their contributions to the profession.

For minority librarians, C. K. Huang effectively summarizes the problems minority groups still face by asserting that such groups continue to live "in a joint situation of frustration and aspiration." But some problems seem special to one or two of the groups. According to Huang, the problem is compounded for the Asian American librarian because of inappropriate educational background and because the Asian American, who is the Chinese, the Japanese, the Filipino, and others, is a small minority composed of many nationalities and races within themselves. Unlike other minority groups, they never can be organized as "one." On the other hand, Native Americans recognize their crucial plight, as illustrated by the fact that fewer than ten Native Americans were working as professional librarians in academic libraries at the time the article was prepared. A serious weakness of the work, however, is the conspicuous absence of the Cuban American librarian, who faces essentially the same problems as those groups who are included in the work.

In this much needed work, the level of readability is uneven; some of the essays are much more scholarly and others much more popularly written. This approach helps to mold the work into its purpose—to attract the nation's young early and to guide the more mature student into career choices. Even so, the problems of these groups are much more easily enumerated than the solutions. The work should still serve its purpose well and indeed should go a long way toward encouraging minority groups to enter the profession and to stimulate the nation to commit itself to ensure equality of education and job opportunities for all minorities and to honor that commitment. While necessary and well intended, the few federal and other institutional efforts initiated to counteract this problem have been too meager, too restrictive, too temporary.—*Jessie Carney Smith, University Librarian and Federal Relations Officer, Fisk University, Nashville, Tennessee.*

Personnel Development in Libraries. Edited by R. Kay Maloney. Proceedings of the Thirteenth Annual Symposium Sponsored by the Alumni and the Faculty of the Rutgers University Graduate School of Library Service. Issues in Library and Information Sciences, no.3. New Brunswick, N.J.: Bureau of Library and Information Science Research, Rutgers University Graduate School of Library Service, 1976. 115p. \$6. LC 77-5023. ISBN 0-8135-0843-6. (Distributed by Rutgers University Press.)

This volume constitutes the proceedings of the thirteenth annual Rutgers GSLS Alumni/Faculty Symposium, which was held in April 1975. It includes an introduction by the editor, three papers, a discussion section, and a selected annotated bibliography.

The discussion section—about a sixth of the book—should have been left out. It is marred by typos (management's "bag of tracks"!), and the discussion groups too often wound up discussing tangential issues. At times, the groups seem to have missed the speakers' points altogether. The bibliography seems adequate, though its 102 annotations might have been briefer and more informative, and it might have focused less narrowly on 1970-1975.

The three papers themselves make a total of only forty-four pages. For those not abreast with the current literature, Jeffrey Gardner's paper could be useful. Gardner reviews the inadequacy of salary increments as a motivating device, then describes two "new" approaches: peer review and performance goals. Myrl Ricking's paper suggests that "task analysis" might help "define, at long last, what the profession of librarian really is." Unfortunately, as Ricking points out, her paper provides little practical advice, since task analysis is "exacting . . . irritatingly detailed . . . and very expensive."

Paul Strauss' paper is the most interesting of the three. He makes the point that job enrichment and career ladder programs frequently fail because they do not recognize that many workers prefer externally imposed work-structures while other workers reject such externally imposed structures. His distinction between "structure abetted" and "structure threatened" individuals is useful as still another means of sorting out the difference between professional and nonprofessional tasks.

The "personnel" referred to in the book's title are actually professional librarians rather than library employees in general. The personnel methods described are more appropriate for a large library than for a small one. Peer review, for example, takes place on a collegewide basis rather than in-house in a small institution. The book's focus is therefore much more narrow than its title implies, while the book's brevity in itself restricts its usefulness.

The application of modern personnel techniques to libraries is probably for the good, especially when those techniques enhance the likelihood that librarians will be able to maintain and develop their professional skills. However, this particular volume lends little to the dialogue.—*Peter Dollard, Alma College Library, Alma, Michigan.*

Levine, Jamie J., and Logan, Timothy. **On-Line Resource Sharing: A Comparison of BALLOTS and OCLC.** A Guide for Library Administrators. San Jose, Calif.: California Library Authority for Systems and Services (CLASS), 1977. 121p. \$5. (Available from California Library Author-