

Racial and ethnic diversity

In their introduction to *Racial and ethnic diversity in academic libraries* the editors state that '(o)ne of the most striking characteristics of the discourse of diversity is its tendency to evade definition.' Elusive as definitions might seem, it is clear that they are as diverse as the issues they seek to define, and as varied as the styles of the chapters of the book.

A collaborative offering of views, strategies and experiences, this book is handily divided into areas ranging from employment practice to collection building, from teaching, to dealing with racism and discrimination. It examines working with students, not just as students, but both as users and as staff.

Relating as it does to the American experience, it has a to-be-expected emphasis on African-Americans and Hispanics. Nevertheless, this text has relevance for Australian libraries. Moreover, its usefulness extends beyond universities to serve as a valuable tool for the profession as a whole.

Chapters of particular interest include Lorna Peterson's examination of issues in teaching in librarianship. A thoughtful discussion on minorities in library schools, it explores the pitfalls of categorising students by ethnicity and ignoring other characteristics, such as economic and educational levels - both of which are as critical as an individual's cultural heritage. Kathleen E Bethel of Northwestern University Library agitates for increased language sensitivity in cataloguing, in order to achieve improved access to African-American materials - the principles of the chapter have an

applicability beyond its American focus.

This practical and lively book presents useful, down-to-earth advice and insight for librarians. The chapters are well-referenced and have bibliographies, and the book itself is indexed and has an 'eclectic' bibliography. A useful addition to any library

dealing with these issues.

Racial and ethnic diversity in academic libraries: Multicultural issues is edited by Deborah A. Curry, Susan Griswold Blandy and Lynne M. Martin and is published by the Haworth Press, Inc., New York, 1994. 374 pp. \$49.95 (US) ISBN 1-56024-656-1.

Elizabeth Marks

Management ready-reference

Moving up to management: a practical guide from basics to boardroom is an excellent book and very good value. It is ideal for new practitioners and for those studying or planning for management careers but it is certainly useful for more experienced managers who want either a refresher read or a ready reference tool to help with the problems we all encounter. Ideally, the book is general in its approach, it does not focus on particular management or employment environments but addresses the universal issues facing all levels of management. It can certainly be recommended for all library managers and those with management aspirations.

The book is excellently set out, clearly divided into four parts broken down into twenty chapters:

- i) Taking over — an introduction to the varying aspects and levels of management for those who are 'moving up' or 'moving in' to management roles.
- ii) Leadership — subjects covered in this part of the book include all the essential such as teamwork; self-motivation; motivating others, both individuals and groups;

and delegation to both individuals and groups.

iii) Time management

iv) Communications — verbal, written, electronic communications; negotiating; and dealing with difficult situations and people.

Point form summaries at the end of each chapter, subject headings which break the chapters down in bite-sized chunks, the wide use of point form lists, and a detailed index provide very helpful guidance and direction.

Of particular interest is the unique afterword entitled *What to read and how to read it* including the subject headings of 'shortcuts' and 'classics'.

It is difficult to find fault with this book, it is well and very succinctly written, a real ready reference book for the desk of all levels of manager in all employment environments.

Thornely, Nick and Lees, Dan. *Moving up to management: A practical guide from basics to boardroom*. London: Arrow Business Books, 1994. 218pp. A17.95 paper. ISBN 0099415216 (Distributed by Random House)

Deborah Cronau

Instruction for information access

The contents of this Haworth volume have, as in others of the stable, appeared in one of its journals, in this case *Science & Technology Libraries*, volume 14, number 2, 1993.

The majority of the articles cover a variety of approaches in user-education programs in science and technology library environment with the areas of health science and natural sciences receiving the bulk of attention. There are some useful examples of user education activities in some of the papers, whilst others frustratingly refer to examples they have derived or used, in their bibliographies. It is in-

teresting, and as an academic, rewarding, to read of the close liaison most of the authors have had with academic colleagues in formulating their instructional programs, most of which are based on a class-driven assignment scenario.

The paper by John A Mess covering the *Use of Role playing in Bibliographic Instruction* offers a different approach to learning about the bibliographical world. He gives as one example that of chemistry students acting out a sleuthing exercise to identify chemical(s) used to poison a victim. He documents the procedures involved in this active learning proc-

ess, one which Mess believes is a powerful educative tool. It is certainly one which will be attempted at one Australian library school.

For those of you who are very involved in user-education, a look through these papers is a must, and you may choose to seek the journal from your library in the first instance. I suspect that you could also find the collection of papers in the one volume of this book quite useful.

Steinke, Cynthia, Ed. *Instruction for Information Access in Sci-Tech Libraries*. Norwood (Australia): The Haworth Press, 1993.

Kerry Smith