

The price is steep but *The Challenge and Practice of Academic Accreditation* offers an excellent account of current accreditation practice and reform theory. A bibliographic essay provides a foundation for further investigation. This book is highly recommended for librarians preparing for accreditation. It also holds interest for all readers concerned with the vital and permeating issue of institutional assessment in higher education.—**Paul Coleman, University Librarian, West Texas A&M University, Canyon, TX 79016.**

Cultural Diversity in Libraries, by Donald E. Riggs & Patricia A. Tarin. New York: Neal-Schuman, 1994. 226p. \$39.95. ISBN 1-55570-139-6.

For several decades society has been concerned with assimilating all ethnic groups into the American cultural tradition. The phrase “cultural diversity” has become an intricate part of our everyday vocabulary. These words can have various meanings, but, according to E.J. Josey, “Cultural diversity refers to the equal participation of men and women in organizations, regardless of their race, ethnicity, or gender.”¹ Since the early 1980s librarians have been questioning and pondering how to reach the diverse compositions of the library service communities.

Cultural Diversity in Libraries is an attempt to introduce the library staff to issues involved in implementing cultural diversity programs and procedures associated with the cultural diversity aspect of the information process. The first four chapters present a thorough background to what has been happening in our society and in libraries since the 1960s regarding cultural diversity. An essay by Zaida I. Giraldo helps to explain misunderstandings about non-discrimination in the chapter on “The Myths and Realities of Affirmative Action.” Giraldo includes five myths most people wonder about but sometimes are reluctant to verbalize. Another notable chapter is “Creating a Multicultural Environment in the Library” by Frances E. Kendall. Kendall’s description of factors which sometimes impede the evaluation process concludes a section that discusses how to provide a successful multicultural environment for employees in an organization.

Communication is vital in managing a diverse staff, and Barbara MacAdam’s essay, “Supervising a Diverse Staff,” presents several options involving verbal exchange between supervisors and staff personnel, and how an easy transition can be made during the day-to-day operations of the organization. Other essays discuss diversity in the areas of collection development, programs and services in branch libraries, undergraduate libraries, and special exhibits focusing on cultural diversity.

This source does not explain “how we did it,” such as Curry, Blandy, and Martin’s *Racial and Ethnic Diversity in Academic Libraries* (New York: The Haworth Press, 1994), but, rather, it is a “what can be done” guide.

Except for a minor subject page omission in the index (e.g., “communication,” pp. 139-145), and no identification of contributors, *Cultural Diversity in Libraries* is an important beginning document to help implement cultural diversity programs in all libraries.

REFERENCES

1. Deborah A. Curry, Susan Griswold Blandy, & Lynne M. Martin, eds., *Racial and Ethnic Diversity in Academic Libraries* (New York: Haworth Press, 1994), p. 6.—**Joyce G. Taylor, School of Library and Information Science, Library 011, Indiana University, Bloomington, IN 47405.**

Intercultural Communication Training: An Introduction, by Richard Brislin & Tomoko Ishida. Thousand Oaks, CA: Sage, 1994. 222p. \$17.95. ISBN 0-8039-5074-8. LC 94-43061. (Communicating Effectively in Multicultural Contexts, No. 2).

Intercultural communication, equally referred to as cross-cultural communication, is an ever-growing, critical field of study. As we become more interdependent across borders and oceans, the need to exchange thoughts and ideas as well as goods continues to be of major importance. Attempting to create exchanges in a manner that both sides can understand and relate to is the subject of much study and publication.

Intercultural Communication Training draws upon the extensive field of cross-cultural communication. From that basis, the authors have narrowly focused the discussion to developing training for “face-to-face communication among people.” Based upon the combination of two established approaches, a four-step program is described in some detail. Building awareness and recognizing the importance of training for intercultural communication is the first step. Gaining knowledge of the culture in the area of interest, and recognition of emotional reactions to sometimes stressful situations and skill building to assist interaction, follow. Each step is clearly defined and broken down into easily digestible segments of information in the chapters devoted to explaining the program. Prior to focusing on the training concepts is an examination of the importance of a needs assessment segment. In the preface, the authors indicate that they would have liked to devote more attention to this matter, but as further readings are recommended the discussion seems sufficient.

While the first half of the work deals with the components of a training program, the last half examines the program as a whole. The final chapters discuss putting a program together, the evaluation process, and a look at the future of the field. Examining the completed training program and discussing its role in the context of the field assist in providing a well-rounded perspective to finish the work.

The book is clearly written and includes many examples and analogies to illustrate the authors’ main points. The editors, Gudykunst and Ting-Toomey, as well as the authors are recognized scholars. Brislin and Ishida extensively draw from and refer to the discipline’s literature as exhibited in the bibliography. The realistic examination of the challenges in this type of training is laudable as is the authors’ attempts to provide answers to typical problems that trainers may run across in the course of their work.

The authors’ collaboration presents information not only useful for setting up an intercultural training program but also helpful for those attempting to ascertain the elements of a good program as well as for those interested in the general subject matter. This work will enhance the collections of libraries that support communication and business programs in particular.—**Sachi Yagyu, Charles Von der Ahe Library, Loyola Marymount University, 7101 Loyola Blvd., Los Angeles, CA 90045.**

Marketing of Library and Information Services: Library Trends, Winter 1995, Vol. 43, no. 3, pp. 289-513, edited by Darlene E. Weingand. Champaign, IL: University of Illinois Graduate School of Library and Information Science, 1995. \$18.50. ISSN 0024-2594.

This issue of *Library Trends* is a response to the challenge that librarians face when "great strides in technological development are matched by equally unsettling movement in the social fabric." The articles address differing facets of marketing and the application of marketing techniques to librarianship.

Weingand provides an excellent overview of marketing and defines evaluation concepts clearly and in a practical manner. Cram's treatment of the marketing audit stresses the competition among academic units (library, media center, and computer services) and the benefits of using marketing techniques to strengthen the library, but fails to address such issues as student retention and how a library using good marketing skills can help its institution to draw more students.

Significant benefits that can emerge as a result of using marketing techniques are the identification of nonusers of library services, a shift to a more holistic client-centered organization, and the contribution of the library to the strengthening of its institution. As the authors note, marketing can assist strategic planning by focusing on clients and the context of what libraries do—their programs and services. Clearly, marketing complements such planning.

By being mindful of the "cognitive universe," as Hamon suggests, the library speaks the language of the consumer or patron and addresses that person's information needs as well as the needs of donors and tuition-paying parents. The concept of the marketing audit forces librarians to gain a fresh perspective on their products, programs, and services. Other contributions to the work illustrate how marketing can be used to determine the effectiveness of various formats, technologies, and methods for delivery of services. Dimick's article, however, with its poor choice of metaphors and jokes, is not up to the standard of the other articles. In summary, the issue shows that marketing can be a tool for both planning and evaluation.—**Nancy A. Persons, Dickinson College, P.O. Box 1773, Carlisle, PA 17013.**

Measurement in Information Science, by Bert R. Boyce, Charles T. Meadow, & Donald H. Kraft. San Diego, CA: Academic Press, 1994. 283p. \$59.95. ISBN 0-12-121450-8.

The authors of this textbook all have many years of experience in information science—as practitioners, researchers, and faculty members in schools of library and information science, computer science, and probably other university departments as well. Each has enjoyed a long and productive career as an information scientist and has been intimately involved with various measurement problems in the field. Among them they have authored several previous books. In short, there are probably no better choices of scholars to have written the introduction to measurement in information science.

The five units of this book are: a general "Introduction to Measurement" (four chapters, 44 pages); "Mathematical and Statistical Concepts," including an introduction to probability theory, measures of central tendency and variability, correlation and regression, hypothesis testing, as well as clustering, similarity, and set membership measures (three chapters, 50 pages); "Measures of Information Phenomena," focusing on informetrics and bibliometrics (two chapters, 29 pages); "Measures of Databases and Information Retrieval," including an introduction, measurement of databases, the retrieval process, retrieval outcome, and users (five chapters, 89 pages); and "Information System Measures," treating software metrics and measures of information services (two chapters, 28 pages). There is also a 17-page "Measurement Index," a list of books and articles for

"Recommended Reading," and a carefully-prepared index to the volume.

This is a difficult book to review. It is extremely well written, seems to be relatively error-free, and includes a great deal of useful information. Thus, the text has much to recommend. But, in the end, my endorsement is only lukewarm because it is not clear to me (nor I think to its authors) for whom the book is intended. To this reviewer, the result is a book that tries to do too much and ends up doing too little.

To treat so many topics in so little space, the depth of treatment obviously must suffer, and it does, for almost every topic. For example, in "Measures of Bibliographic Phenomena," two pages are devoted to citation indexing, two pages to growth of literatures, one to obsolescence, one to Bradford's law, and three to information theory. This is barely enough to whet one's appetite. In "Models of Information Retrieval Systems," one page each is devoted to the vector space model, the probabilistic model, and the fuzzy set model. In "Statistical Tests and Correlation," chi-square is dealt with in two pages, regression and correlation in one page each. Typically in these short sections, formulas may be provided and terms are properly defined, but there are no examples and the information is presented, giving little or no context of how or why the measures might be used. Nor is there much discussion of the related research literature. However, each chapter concludes with a list of works cited, which will get the reader started on the wider literature.

Some readers may disagree, but to this reviewer, it would usually make more sense to read about these ideas in the context of the subject being studied rather in a separate book devoted to "measurement." So, for example, models of information retrieval (IR) systems would be studied in the context of a theoretical course on information retrieval, perhaps using Gerard Salton's *Introduction to Modern Information Retrieval* (McGraw-Hill, 1982); statistical concepts would be studied in the context of a course in research methods or statistical methods, and would use a textbook in one of these fields, and so forth.

On the other hand, if one offered a course in "measurement in information science," this book would be excellent as a text. It would also serve as a useful reference tool or handbook treating, in an introductory manner, measures employed in information science. Notwithstanding the caveats I have stated, this book should probably be purchased by any academic library having an interest in information science. There is nothing heretofore published that is like it.—**Stephen P. Harter, Professor, School of Library and Information Science, Indiana University, Bloomington, IN 47405.**

The Mosaic Handbook for Microsoft Windows, by Dale Dougherty & Richard Koman. Sebastopol, CA: O'Reilly & Associates, 1994. 204p. \$29.95. ISBN 1-56592-094-2.

Since this work includes the Enhanced Mosaic browser from Spyglass, Inc., on two disks, it may be more appropriate to consider this as a software package with extremely good documentation than a traditional handbook. For most collections, the narrow focus of this volume on a single company's web browser will make it an inappropriate purchase.

When documenting Enhanced Mosaic, Dougherty and Koman do not waste words on fluff. They need only 10 pages for a clear and concise description of the program's various buttons and menus, which includes generous illustrations. When the topic is more complex, they take their time; they provide, for