

McBride, K. R. (2006). [Unfinished Business]. *College & Research Libraries*, 67(6), 580-582. [ISSN: 00100870] Record available at <http://0-search.ebscohost.com.wncln.wncln.org/login.aspx?direct=true&db=llf&AN=502895183&site=eds-live>

*Unfinished Business: Race, Equity, and Diversity in Library and Information Science Education*; Ed. Maurice B. Wheeler. Lanham, Md.: Scarecrow, 2005. 203p. alk. paper, \$38 (ISBN 0810850451). LC2004-12515.

*Unfinished Business* is a collection of essays exploring, in detail, issues of prime importance to library and information science education. The book is arranged in three parts: "Environmental and External Forces," "Student Recruitment," and "Faculty and Curriculum Issues." The list of contributors includes professors in LIS education, librarians from academic and public libraries, and students in master and doctoral programs. The authors present perspectives on topics ranging from race, to financial aid, minority recruitment and mentoring, and curriculum reform, with a mix of personal experiences and research-based findings.

Chapter one sets the tone with an historical look at *Brown v. Board of Education*. Authors Elizabeth Figa and Janet Macpherson map the 52-year journey with an eye towards its impact not only on education as a whole but also specifically on libraries and library and information science education. What follows is a look at the legal landscape and the "legal cases that set precedents about the issues of race and education prior to *Brown*." Figa and Macpherson examine the pre and post-*Brown* status and circumstances of black librarians, black libraries, and library schools. They identify four themes that are repeated throughout the subsequent chapters: 1) recruitment of faculty and students of diverse backgrounds; 2) support of minority students in school;

3) development of curricula that reflect multicultural, gender-specific, and social issues and 4) issues of race that affect recruitment and advancement of librarians. The wealth of legal and social information and statistical data in this chapter leaves the reader with the sense that 52 years later the power of *Brown v. Board of Education* still reverberates throughout library and information science education.

DeEtta Jones in "Evolving Issues: Racism, Affirmative Action, and Diversity," examines the debate surrounding race and the inherent difficulties in trying to define what some believe to be either a social or a biological construct. Chapter two also includes a timeline highlighting the "major occurrences that have determined the current state of affirmative action in the United States," including the 2003 affirmative action cases at the University of Michigan and the transformation of national discourse from affirmative action to diversity.

In chapter three, "In Union There Is Strength: Library and Information Science Educators and Librarians' Associations of Color," authors Dunkley and De la Pena McCook review the challenges involved in recruiting and retaining librarians of color and the role played by librarians' associations of color. The

Black Caucus of the American Library Association (BCALA); National Association to Promote Library and Information Services to Latinos and the Spanish-Speaking (REFORMA); American Indian Library Association (AILA); Asian/Pacific American Librarians Association (APALA); and the Chinese American Librarians Association (CALA) all have a history of "advocacy and diligent efforts to enhance service to and inclusion of people of color ..." LIS faculty also have an advocacy role to play in increasing the number of students and faculty of color within the profession. Dunkley and De la Pena McCook interviewed several faculty members of color who are actively involved in professional organizations. The analysis of these interviews underscores how important it is for library faculty of color to maintain a connection with their respective associations of color. As members of an underrepresented group, faculty of color are in a unique position to provide mentoring opportunities for students of color.

In chapter four, Trina Holloway provides a first-hand account of her entrance into the library profession and her experience as a recipient of the American Library Association (ALA) Spectrum Initiative. Holloway states that "while the initiative is doing its part, we who are currently enrolled in accredited library programs, as well as those already a part of the profession must also do our part." The remainder of the chapters in part one of *Unfinished Business* are further explorations of the external environmental (i.e. social) impact on library and information science education.

Part two includes three chapters that examine issues related to using recruitment to the profession to create a more diverse workforce. Teresa Y. Neely investigates what the literature reveals about the recruitment of people of color and concludes that "to date, no one solution or method has been proven to be the most effective or successful for recruiting diverse peoples to the profession of librari-

anship." She goes on to pose the question of how "individuals, associations, library educators, and others affiliated with the profession of librarianship" can sell the idea to diverse populations that a career in library and information science can be "rewarding and fulfilling." Neely describes the considerable barriers to successful recruitment, including, but not limited to, negative images of librarians; low, noncompetitive salaries; and increased competition from related information professions. "The evidence is clear librarianship is in a recruitment crisis."

Laurie Bonnici and Kathleen Burnett discuss the efforts of Project Athena, a "federally funded, multi-institutional effort to recruit new library and information studies (LIS) faculty ... to stem the tide of projected shortages of information professionals and the faculty to educate them." The authors emphasize the need to recruit new doctoral students to become faculty to educate the next generation of librarians.

There is much discussion in the library literature about the need for mentoring within the profession. Indeed, there are a number of professional mentoring opportunities within the myriad of ALA divisions. Lorlene Roy discusses the many opportunities for LIS faculty for recruiting and mentoring students of color, focusing not only on how programs are organized but also listing criteria shared by successful mentoring programs. Roy concludes with recommendations for LIS faculty on how support of mentoring through publication, research, teaching, and engagement can have a positive effect.

The final section of *Unfinished Business* tackles faculty and curriculum issues. The authors collectively examine the impact of technology on library education; curriculum reform and the role that diversity plays; challenges of tackling diversity within the classroom setting; and faculty development as a tool for helping students attain a level of cultural competency that enables them to func-

tion successfully and provide effective information services within a racially and culturally diverse society."

Given what we know are the challenges in increasing diversity within our professional ranks, it is imperative that we begin to address these inequities within the arena of library and information science education as well as within our profession. We cannot hope to increase the number of librarians of color unless we begin recruiting people of color into library and information science schools.

This is a situation that affects all of us, and each of us has a stake in the success of this effort.

*Unfinished Business* provides perspective on how far we have come in examining issues of race, equity, and diversity within our profession. Progress has indeed been made; however, as the title suggests, there is still much work to be done. This book serves as a no-holds-barred wake-up call on the future of our profession.-

- Kelly Rhodes McBride, Appalachian State University