

the title is mistaken. A little bit of luck, perhaps, but it was a combination of personality, intelligence, hard work, and character that made him such a successful teacher and permitted him to do all the other things he did and did so well. Readers of this book who have not known David will regret not having met him; those who have known him will appreciate him all the more.—*Evan Ira Farber, Earlham College (Emeritus).*

**McMullen, Haynes.** *American Libraries before 1876.* Foreword by Kenneth E. Carpenter. Westport, Conn.: Greenwood Pr. (*Beta Phi Mu Monograph*, no. 6), 2000. 179p. \$62.50, alk. paper (ISBN 031331277x). LC 99-043164.

Here is a work of extraordinary effort. *American Libraries before 1876* presents a compilation of descriptive statistics concerning the history of libraries in early America. Presumably, this work represents Haynes McMullen's lifetime endeavor. His interest began early in his career when he came across a thirty-page publication issued by the U.S. Bureau of Education in 1876. It was an extensive table identifying American libraries containing at least three hundred volumes. By his own confession, the author tells us that "many years ago I fell in love with [that] table."

Over the next fifty years, McMullen went on to collect information antecedent to that offered in the table. In *American Libraries before 1876*, he is careful to define his terms and explain his charts and graphics, giving readers access to detailed information about libraries in the colonies, and later in the young republic, including their numbers, characteristics, founders, and types of collection. Each of these categories is treated in a separate chapter. At the book's end, there are a useful glossary, a selected bibliography, and an index that belies the detail found in some one hundred fifty pages of categorization.

The statistics are interesting, but the book's organization is not user-friendly; would that it had been arranged more

handily. Although preliminary pages listing illustrations (nineteen tables and six figures) and closing appendices might make for a quick-reference tool, the textual presentation is of less certain merit.

McMullen asks interesting historical questions, for example, "Why did [Americans] establish so many [libraries]?" His less interesting answers include: because they wanted them, because the colonists were "bookish," because "Benjamin Franklin and his friends set an example," because business was good or times were prosperous, but not because of density of population. Later, he asks, "Why were the new kinds of libraries appearing in the years before 1875 ... being established in the older parts of the country?" Again, his response is unsatisfying. To the latter, he says, "The answer is clear: Americans in the older parts ... continued to introduce new kinds of libraries ... and people in the newer states made little or no contribution to the variety of libraries that were available." Included in the reasons for the popularity of the social library is "as fiction increased in popularity in the early nineteenth century, these libraries became better able to meet the *emotional needs* of their users. In most social libraries, novels seems [sic] to have made up only a small part of the collection; however, some records indicate that fiction circulated heavily" (italics mine).

It is this generalized speculation and conjecture that leaves the publication wanting. Had it been a collection of graphs and charts with the current text largely in explanatory footnote, the book could function well as a reference tool. But as a series of unanswered inquiries, it might be most useful for library school history courses and for doctoral students seeking dissertation topics.

This book clearly involved enormous effort, the painstaking collection of data, and an undeniable joy in discovery. The chapter notes attest to the author's familiarity with historical scholarship in numerous fields, not the least of which is library history. Library schools would do

well to own a copy. but this reviewer, a great fan of libraries and their history, cannot recommend it for other collections or purposes.—*Judith Segal, Western Washington University.*

**Rehman, Sajjad ur.** *Preparing the Information Professional: An Agenda for the Future.* Westport, Conn.: Greenwood Pr. (*Contributions in Librarianship and Information Science*, no. 93), 2000. 192p. \$57.50, alk. paper (ISBN 0-313-30673-7). LC 99-462056.

In the past two decades, there has been a great deal of interest in, and concern about, education for librarians in the United States. After fifteen (almost 25% of the total) of the library and information science (LIS) schools closed between 1978 and 1993, many of the remaining schools made changes in their curricula and their emphases, often resulting in the ALA-accredited master's degree becoming just one of several programs being offered. This restructuring of LIS education has been met with misgivings by many in the profession, resulting in a sharply defined difference of opinion between some practitioners and educators about what LIS schools should be doing to prepare librarians of the future.

Many practitioners think that LIS educators are not interested in what practicing librarians want and expect from the schools, especially in terms of requiring courses in core competencies such as cataloging and in producing new librarians who will work in areas where there are national shortages. The dropping of the word *library* from the names of some of the schools also is seen by many practitioners as a signal that the schools are disassociating themselves from the library profession. On the other hand, many educators feel that practitioners are unaware of the competitive reality of contemporary higher education and unrealistic about what they expect from graduates emerging from what are still primarily one-year master's programs.

So over the past few years, there has been a great deal of discussion about LIS

education. The ALA-sponsored Congress on Professional Education in the spring of 1999 and a large number of periodical articles have addressed different aspects of this topic, but the focus has almost always been internal, looking only at LIS education in the United States and Canada. In *Preparing the Information Professional: An Agenda for the Future*, Sajjad ur Rehman, professor of Information Science at Kuwait University, provides a more comprehensive global view of LIS education. The major purpose of his book is to provide a rationale and a methodology for taking the demands of individual LIS markets (determined primarily by the surveying of library managers) and using them to shape LIS curricula, both in graduate and undergraduate programs. Rehman discusses three groups of LIS schools: those in North America; those in the United Kingdom and Australia; and those in three groups of developing nations, South Asia (including Bangladesh, India, and Pakistan), Arabian Gulf nations (Bahrain, Kuwait, Oman, Qatar, Saudi Arabia, and the United Arab Emirates), and East Asia (Malaysia and Singapore).

The book falls naturally into three sections. The longest, the first seven chapters, is devoted to a description of the concept of competency-based education, a review of the literature of its use in the LIS field, and a description of a study done in Malaysia in the mid-1990s. This study asked Malaysian middle- and top-level library managers to identify the knowledge and skill competencies they wanted to see in entry-level librarians in academic, public, and special library settings. The competencies desired in each of these settings are described in separate chapters that compare the findings of the Malaysian study with the results of studies from other places.

The second section of the book describes a study that looked at the perceptions of senior library managers in different types of libraries in the Arabian Gulf region. The managers were asked to differentiate between the competencies and educational preparation of parapro-