

Book Review

Marvin W. Peterson, Robert T. Blackburn, Zelda F. Gamson, Carlos H. Arce, Roselle W. Davenport, and James R. Mingle. **Black Students on White Campuses: The Impacts of Increased Black Enrollments.** Ann Arbor: Institute for Social Research, The University of Michigan, 1979, 384 pages, \$16.

In books written by committees, as opposed to a single author, the struggle for consensus, the uneven qualities of tone and style, and the varied perceptions and gradations of insight all present difficulties. Fortunately, the present work suffers from none of these defects. Marvin Peterson and his colleagues at the Institute for Social Research (ISR) demonstrate the ability to turn a research project report into a sociological drama. This feat requires talent and skill. Each of the writers knows how to write and write well.

The work is divided into five major parts: (1) "The Onset of the Complex Issue," (2) "The Determinants and Dynamics of Change," (3) "Institutional Impacts and Responses," (4) "The Mid-seventies Perspective: Integration Segregation or Pluralism," and, (5) "Evolution or Revolution: The Process Reviewed." Each part has three to four chapters on the topic. The book concludes with six appendices (research design, interview guides, and empirical findings), a valuable bibliography, and a commendable index.

The dimensions of the problem are well-organized. The background of civil rights activity is swiftly covered and connected to higher education in an excellent chapter by Zelda Gamson and Carlos Arce. Here the genesis of the black studies programs, the institutional response, the development of remedial programs, and a careful literature review are discussed.

The portion which was most intriguing to this reviewer was the chapter by Mingle, "Faculty and Departmental Response Patterns: Individual and Contextual Predictors." Here one could see self and colleagues, commitment turned into action, words translated into deeds. Nine departments that "typically provide required general education courses and, hence, have high black enrollments, especially at the introductory level" were examined. The conclusion that ". . . the faculty and departments in this study have been relatively unaffected by and unresponsive to the increases in black enrollments in their institutions" is disturbing. We are indebted to the authors for discussing such an important subject in such a detailed, clear and cogent fashion.

This book should be required reading within the educational community. Certainly students of educational administration, higher education, and institutional development (policy studies) will want to make themselves aware of its findings. The work also has much meaning to sociologists, educators,

and those involved with social change and social problems or working in complex organizations.

The confusion over the *Bakke* decision and the recently decided *Weber* case mean that the institutional struggles with competing claims from minorities and women will continue. In order to know where we are going in higher education, it is perhaps well to know where we have been. While aspects of the story are not particularly uplifting, nevertheless the book is a valuable socio-historical resource that should be consulted with care by those who do care.

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