Important insights stem from Dosas writing. To give just a few examples: Information is value laden, far from neutral, and may be disruptive and at worse imperialistic; indigenous information systems have the ability to harness initiative, creativity, and motivation which may be impeded by imported systems; and the main impact of consultants is felt after they have left the scene of their intervention. Dosa also explores topics such as South—South cooperation; equity and the information economy; and ideological and social influences on environmental information transfer. One of the most impressive of her insights concerns the theory/practice gap, especially where this is exacerbated by tensions between imported and indigenous systems.

In introducing the concept of information fatigue, Dosa writes: "people are tired of hearing about supersystems and superproducts, they just want the right information when they need it." It is a pity, however, that the rest of this book is not so forthright. There is, unfortunately, a rather tired air to much of it and a distinct feeling of déjà vu. The importance of cultural sensitivity and respect for indigenous information systems and practices by those purveying international aid now is so established that it hardly needs spelling out at great length. The consequence of republishing a set of articles is that there is considerable repetition. Too many of the contributions culminate with a plea for more research and lack what is missing from so much academic writing of this type: a clear, unambivalent, and challenging idea of what the author is thinking.

Disappointingly, the author has failed to provide an up-to-date overview of the field. In this way, she could have drawn the readers attention to the ageless truths in her writing while explaining the passages that now are of historic interest only. Instead, she has engaged the services of a colleague to write an introduction which does little more than pick out general themes and explain the structure of the book.

The books technical quality is high. A comprehensive bibliography of twenty pages is divided by theme and subdivided into international and country studies. The index is separated into name and subject sections. The former is a comprehensive listing of citations whose full bibliographic description is found at the end of each paper. The latter contains some quaint references, for example, "electronic mail, see computer-mediated communication (CMC)." It also highlights some of the jargon that permeates the text: "criticality resonance," "quality circles" and "parallel organizations" are just a few unfortunate examples.—*Christopher Merrett, University of Natal, Pietermaritzbúrg, South Africa.*

Gateways to Knowledge: The Role of Academic Libraries in Teaching, Learning and Research. Ed. Lawrence Dowler. Cambridge, Mass.: MIT Pr., 1997. 240 p. $35, alk paper. (ISBN 0-262-04159-6). LC 96- 31423.
Gateways to Knowledge is a collection of essays addressed primarily to a Harvard audience. The papers were given at a conference supported by the Council on Library Resources as part of the strategic planning process at Harvard College Library. A steering committee of librarians oversaw the process, and many other librarians, scholars, and administrators from Harvard participated.

Editor Lawrence Dowler, associate librarian of Harvard College for Public Services, uses the concept of gateway to elaborate on the changes that the colleges library system needs to address as it prepares for library services into the next century. To this end, many of the essays delve into the current advances being made in the technological transformation of scholarly information. Though most of the authors tie their remarks to the theme of a changing Harvard, some rehash progress reports of electronic text

projects found elsewhere. Paul Ginsparg and John Unsworth, for example, have written prolifically about their respective endeavors.

A number of Harvard scholars and administrators are included. Anthony Appiah, professor of African-American Studies and Philosophy; Richard De Gennaro, former Roy E. Larsen Librarian of Harvard College; Karen Price of the Harvard Graduate School of Education; and James Wilkinson, director of the Derek Bok Center for Teaching and Learning contribute thoughts and theories to the conference and support for the notion of library as gateway. In addition, Billy E. Frye, provost of Emory University, provides an administrative viewpoint. The other non-Harvard contributors approach the topic in various ways. Some essays focus on situating the changes faced by libraries today into a historical context. Others discuss how the evolution of teaching and learning affects the role of the library. Richard Rockwell refers to the gateway library as a process, not a place; and Peter Lyman points to how libraries will cease to be unique physical collections but, instead, be part of a "global reference room."

Dowler comments extensively in introductions to each section, a postscript, and an essay of his own in part IV. He notes that the arrangement of the essays may not make sense to everyone and encourages the reader to jump around and explore as necessary so as to establish a virtual cohesiveness. This reviewer found the readings somewhat disjointed, but all were well written and had something to offer. Of particular value was Jan Olsens description of the Mann Library Gateway project at Cornell University. This model of a library gateway was viewed via their Web site (http://www.mannlib.cornell.edu) and is compelling in its simplicity of design and ease of use. The creators of this Web site earned the first ALA/Meckler Library of the Future Award for their efforts.

It is evident that the choice of essays was purposely arranged to lend support for Dowlers proposal that the gateway concept be implemented at Harvard. The description of Harvards "radically decentralized library syste" illustrates what a patchwork quilt of collections and services it is, how many of the collections are difficult to access, and on how idiosyncratically they are arranged. Dowler asserts that in the past, Harvards collections were available through a system of status, privilege, and presumed competence. This status-based system has been challenged by an increase in interdisciplinary scholarship, the development of a core curriculum, and the rise of networked information systems. In the Harvard context, the gateway concept is a positive move in equalizing access to information.

Dowler says, "the aim of the gateway is to provide the space and services that will help students and scholars to integrate the use of research sources in all formats." He claims that good service means availability, predictability, and reliability. To alleviate the tension between the myriad specialized environments and the desire for centralized resources and services, the library gateway concept is an attempt to transform a historically based, distributed library system into a seamless electronic resource. Considering that Harvards strength is in its vast and unique printed collections, accepting and sharing in a new world of open, networked resources also will require significant changes in worldview for the universities, librarians, and administrators. Will they be able to accept it? In this collection of essays, the authors challenge Harvard to look to its future.—*Eleanor I. Cook, Appalachian State University, Boone, North Carolina.*

Lancaster, F. W., and Beth Sandore. *Technology and Management in Library and Information Services*. Champaign, Ill.: Univ. of Illinois Graduate School of