librarians working with children, to instances of students attempting research projects without adequate instruction from their teachers and of teachers lacking the necessary information literacy skills to direct the students appropriately. Ten recommendations are given in their paper, "Information Literacy: Helping Librarians Apply the Research to Teaching Information Skills to Patrons: The Importance of the Human Interface." The most important, perhaps, is the seventh, addressing and beseeching school and public librarians to assist teachers in integrating information literacy into their disciplines.

Williams, School of Information and Media at The Robert Gordon University in Scotland, describes research measuring the integration of the school library resource center into the overall teaching and learning process in her article, "Learning to Learn: An ICT Training Model to Support Professional Development and Change in School Libraries." The model aids librarians in conducting a needs assessment, focusing and training on the results, reflecting on their progress, and devising professional development plans.

Also noteworthy are the contributions of Viviane Couzinet, Université Paul Sabatier, and Susie Andretta, University of North London. Couzinet documents the challenges encountered by French school documentalists and subject teachers in their new curriculum, which requires that information literacy and study skills be collaboratively taught to students. Andretta describes the development of an information literacy module for first-year college students using the ALA's definition of information literacy. In "Information Literacy for 'Mere Mortals,'" she discusses the results and highlights suggestions for future implementation.

The second set of contributions, dealing with global continuing professional education, examine distance learning, Web-based courseware, Web development software, cooperative exchanges between countries and special libraries, and government information policies on distance learning. Librarians—from Albania, Croatia, India, Sweden, South Africa, New Zealand, Canada, and the United States—emphasize collaboration models, tutorials, information competency programs, and the effects of such programs on students. Three papers deal with assessment, accreditation, and certification issues.

The papers included in *Continuing Professional Education for the Information Society* are useful and well written. Programs, modules, studies, and implementation experiences with primary and secondary students are of particular interest. Members of the American Association of School Librarians can appreciate that their colleagues around the world are encountering similar difficulties and triumphs. Institutions with schools of education or information and library studies would benefit greatly from the research and discussion presented in these papers.—*Janice M. Krueger, University of the Pacific.*

Delivering Lifelong Continuing Professional Education across Space and Time: The Fourth World Conference on Continuing Professional Education for the Library and Information Science Professions. Eds. Blanche Woolls and Brooke E. Sheldon. Munchen: K.G. Saur (IFLA Publications 98), 2001. 283p. 68 Euro (49.80 Euro for IFLA members) (ISBN 3598218281). ISSN 0344-6891.

This book publishes the proceedings of the Fourth World Conference on Continuing Professional Education for the Library and Information Professions held in Chester, Vermont, in February 2001, as a preconference to the annual International Federation of Library Associations and Institutions (IFLA) conference. The three preconference subthemes included "creating the delivery mechanisms: effects of new technologies," "engaging staff in lifelong education over space and time," and "where do we go from here?" In addition to the keynote address and presented

papers from the 2001 preconference, this book also includes selected papers from the previous three preconferences.

In his keynote address, Ken Haycock (Graduate School of Library, Archival and Information Studies, at the University of British Columbia) reviewed the outcomes and recommendations of two ALA-sponsored Congresses on Professional Education, in addition to those of other studies of successful professional development programs. Haycock's address not only provides an overview of the current state of planning and development for librarian continuing education but also creates a context for the themes presented by the other presenters.

The papers included in this book represent an international perspective on continuing education for library professionals. Contributors represent all areas of librarianship, including graduate schools of library science, libraries, and service providers. The authors discuss issues related to the delivery of professional development both within their own countries and globally, review current practices, present case studies, discuss models of technology use for continuing education, and propose methodologies and practices for future development and implementation. Several interesting and creative uses of technology are described.

Two papers are particularly noteworthy. Anne Clyde's essay describes the International Association of School Librarianship's School Libraries Online Web site. This site combines the use of various technologies to foster professional development for school librarians as well as to share information about, and encourage research in, school librarianship. Another noteworthy essay by Lesley Moyo describes Africa Virtual University. This interesting project provides continuing education opportunities in Africa; Moyo presents it as a model for the library profession. Moyo also focuses on the advantages of, and barriers to, technology-based education in Africa: financial, cultural, technological, and content issues. Several other

papers in the book also discuss these issues within the framework of providing professional and continuing education for librarians in developing countries.

The papers are arranged in the order they were presented at the preconference as indicated in the table of contents. However, there are no divisions within the book itself. Given that the preconference was focused on subthemes, a separate table of contents or index providing access to specific papers addressing those themes would have been helpful. The last five papers, which serve as appendices, are not clearly labeled as being from previously held preconferences or as appendices. A note at the end of the foreword does indicate their status; however, it does not match the individual papers with a particular preconference. The print throughout the book is small; figures representing screenshots from Web sites also are small and at times blurry, making them difficult to read.

Despite these stylistic difficulties, this volume of proceedings is recommended reading for anyone interested in the topic of professional continuing education for librarians. Those involved with the use of technology in education also may be interested as many of the essays provide good examples of the effective use of technology in learning that may be adopted in other contexts.—*Barbara J. D'Angelo, Arizona State University East.*

Longino, Helen E. *The Fate of Knowledge*. Princeton, N.J.: Princeton Univ. Pr., 2002. 233p. alk. paper, $49.50, cloth (ISBN 0691088756); paper, $16.95 (ISBN 0691088764). LC 2001036267.

The Fate of Knowledge is, in a general sense, a treatise on the philosophy of knowledge and the epistemology of science. More narrowly, it is an exploration of a matter of considerable moment and dispute in that domain, namely, the role of social relations in the production and content of scientific knowledge. In her exploration, Longino, professor of philosophy and women's studies at the University of Minnesota, offers an impressive clarifica-