

development and the acquisition of new knowledge and skills.

The goal of a grant-sponsored collaboration between West Virginia State College and the National University of Benin was to improve library services in their respective regions. This paper addresses the collection development and acquisitions activities of this project along with concomitant issues associated with language barriers, unreliable communications infrastructure, and cultural differences. The paper concludes that the best way to acquire materials is "either to do it in person or to hire a person or business with dealings in Benin to get them for you." Starting a special collection requires institutional and administrative support for additional personnel, facilities, budget, and technical resources. This author, too, feels that collection policies are critical for defining the purpose and profile of the collection. Suggestions for selecting, purchasing, and shipping materials are detailed.

"Providing Access to Sources for India Studies at Indiana University Libraries: Piecing a Quilt" describes an initiative by Indiana University academics and administrators in cooperation with the consulate general and the local Indo-American community. The librarian was asked to develop collections to support a curriculum offering language instruction in Hindi and Sanskrit and classes in the philosophy, religion, and culture of India. Networking with organizations and agencies, both within and without the university system, fostered success in supplemental fund-raising, selection, technical processing, and the continual expansion of the collection's profile. Web links provide access to electronic resources at other CRL member libraries that include full-text journals and e-books. An appendix presents tips for selection in an unfamiliar language, searching databases

in transliteration, and using standard reference tools to identify and clarify title information.

The articles on popular fiction and poetry collections each qualify for the designated "different" from this collection's title. Because they are not subjects, their social, historical, and literary values can be easily overlooked. A classic, textbook case in favor of popular fiction in academic and public libraries presents a course of reasoning that challenges mainstream views of librarians and points up contradictions reflected in traditional collection policies for literature. The value of popular and genre fiction (including works by authors of color) is judged by their effect on the reader and by the prominence of such works in popular culture; they should not be judged by traditional literary standards. The author provides guiding principles, criteria, and procedures for selection, and concludes with general and focused bibliographies, review resources, reader's advisory services, and Web sources as tools for developing popular fiction collections.

The value of works by local and regional poets and writers is that they enhance the historical record because they articulate the feelings and document and interpret the quality, meaning, and value of human experience in a given time and place. —*Rashidah Z. Hakeem, University of Mississippi.*

Bastian, Jeannette Allis. *Owning Memory: How a Caribbean Community Lost its Archives and Found its History.* (Contributions in Librarianship and Information Science, no. 99). Westport, Conn.: Libraries Unlimited, 2003. 106p. alk. paper, \$59 (ISBN 031332008X). LC 2003-54609.

When the people living in a particular place gain sovereignty, lose it, or have it transferred to some other country, what

happens to their records? The answer varies according to the circumstances of the change. In the case of Kuwait, when occupied by Iraq, records and artifacts were trucked wholesale to authorities in Baghdad who were intent on denying that the “recovered province” ever had sovereignty. In places such as Bosnia, where the goal was ethnic cleansing, the archives were simply burned even as identity papers were taken from the expelled people. As Jamaica and the Bahamas approached independence, the British made additional investments in the colonial archives to ensure that they would be preserved *in situ*.

But what happens in a case in which an entire colony is sold as property in a commercial real estate deal? Just such a situation occurred in 1917 when the Danish West Indies was transferred to the United States in exchange for \$25 million. The treaty permitted the colonial archives to be removed to Copenhagen, and most of the records were, with the exception of recent police, court, and land records. The renamed United States Virgin Islands was put initially under the administration of a not very sympathetic Navy and eventually became a responsibility of the Department of the Interior. With the creation of the U.S. National Archives in 1936, a Danish-speaking employee surveyed the content and condition of the remaining records and, in a series of shipments, nearly all the remaining records were sent to Washington, except for land and legislative records. Although the treaty with Denmark included a stipulation that the records would be available for use by the citizens of the Virgin Islands, for practical purposes they were inaccessible, located in distant Copenhagen, with others nearly as difficult to consult in Washington.

What happened when a people were separated from their records? Nationals relied almost exclusively on oral tradition

to create their history. When this history was at variance with the history prepared by nonnative historians, conflicts arose. One of the most interesting aspects of this volume is the historiography of the territory, and several well-illustrated examples of “our” history versus “their” history are revealed through an examination of four “national” holidays.

An individual pursuing family history, even of a family that might extend back more than a score of generations and whose ancestors rarely moved more than fifty miles from their place of birth, might be relatively easy for European Americans. Success is usually more difficult for African Americans, but for citizens of the U.S. Virgin Islands, it is nearly impossible because most of the relevant records are kept in distant repositories. In time, more of the records may be accessible via microform or electronically, but currently only a few are available in these formats, despite the desires of sympathetic archivists in the holding repositories.

Dr. Bastian was Director of the Territorial Libraries and Archives of the USVI for a dozen years and currently directs the Archives Management Program at Simmons College. This book is apparently based on her dissertation for the University of Pittsburg, but it is entirely readable, without the usual conventions of “dissertationese.” She does an excellent job of discussing the philosophical questions concerning a community’s records, the interplay of documentary history and oral history, the methods of professional and lay historians, and the technical problems of ownership, custody, and provenance. However, her principal goal is to make arrangements that will permit citizens of the Virgin Islands to “go back and fetch it” — to allow the people to have access to resources for the development of their own histories. Without actually calling for the repatriation of the records

to their place of origin, this is clearly her preference.

The National Historical Publication and Records Commission of the United States, the International Council on Archives, and UNESCO all have acknowledged the importance of colonial records as a product of both colony and metropolitan country, and they encourage access and joint-custody arrangements to permit functional access to both parties. Nor, it seems, is Denmark unsympathetic. Some Icelandic sagas were repatriated in the 1970s. The problem, of course, is to determine what the limits of such efforts should be. Shall the British return the Elgin marbles to Greece? And shall Greek obelisks be returned to Egypt? — *Charles Wm. Conaway, Florida State University.*

Cooperative Efforts of Libraries. Ed. William Miller and Rita M. Pellen. New York: Haworth, 2002. 273p. cloth \$59.95 (ISBN 0789021870); paper \$34.95 (ISBN 0789021889). LC 2002-156756.

The virtue of cooperation among libraries is so ingrained into the profession as to have become a virtual cliché. Most academic librarians have worked in a consortial environment at least once at some time during their professional lives. But at least one such academic librarian, this reviewer, can still manage a relatively parochial underappreciation of the breadth, depth, and creativity of the cooperative enterprise among libraries. This collection of seventeen essays by thirty-one authors, also published as vol. 16, nos. 1–2, of *Resource Sharing & Information Networks* (2002), offers a comprehensive makeup course in library cooperation.

Part I, "Regional and State-Wide Cooperation," passes over the more familiar territory of OCLC and regional networks (e.g., SOLINET) to examine statewide activity in larger states, regional efforts among smaller states, and collaborations within large

metropolitan areas. Reporting on statewide programs includes Virginia's VIVA-based adaptation of vendor-supplied catalog records for full-text poetry databases, complete with sample records and examples of most common errors found. Readers also will discover the Minnesota State Colleges and Universities System's response to legislatively mandated cooperative collection development. In today's reality of overlapping consortia, many librarians will find Carolyn Sheehy and Bernie Sloan's description of Illinois's long (late 1960s) history of academic library cooperation and the state's 2002 initiative to unite several related collaborations under a unifying council both instructive and helpful.

Linkages with narrower topical, if not geographic, focus will appeal to more particular interests. Dottie Hiebing and Timothy Johnson share the birthing pains associated with New York City's multitype METRO consortium's work with OCLC's virtual reference software. Their chronological account points to the effects of differing levels of institutional interest, but also to valuable and organizationally healthy responses. As reported by Susan Curzon, the California State University developed a systemwide collaboration to encourage the development of shareable approaches to enhancing "information competence." Though created to advance the state's commitment to information literacy, this model has important, generalizable applications in systems relying more on voluntary participation by individual institutions as opposed to mandated cooperation (e.g., Minnesota's collection development project).

The articles of Part I provide an effective overview of collaborations old and new, narrowly focused and more generally supportive of broader missions. However, they are somewhat limited by their descriptive, "how-we-did-it-good" motif. Most authors were project partici-