

search libraries have earned the Ph.D.

Under "employment-positions-jobs," the studies revealed that catalogers have been studied more than other LIS specialties. Various changes (e.g., new cataloging rules and the implementation of online catalogs) are obvious reasons why catalogers have received so much attention. Generally, these studies found that positive changes in the profession include heightened job interest, better use of individual abilities, increased understanding between technical and public service areas, and the development of a greater flexibility among librarians when coping with emergencies. Negative trends include fragmentation of time, lack of consistency in cataloging, problems with training, and difficulties in developing expertise in multiple areas.

Under "attitudes and behaviors," librarians are described as having very positive attitudes toward the technology they use in searching. Special librarians appear most interested in studying their image. The results of some studies found special librarians to be risk-taking, introspective, and judgment oriented. Academic librarians focus mostly on faculty status issues whereas public librarians concentrate on personalities, programs, and the professional skills of children's librarians. Unquestionably, librarians are concerned about the lack of effective communication between librarians and technologists. The author is to be commended for the historical sketch of the changing role of the librarian from late 1800s to the current time.

Under "institutions," the author included viewpoints (extracted from the studies) about the different types of librarians (principally, academic, school, special, and public).

There are essentially no data on how librarians in one type of library perceive their counterparts in other types of libraries. This is an area that warrants additional research. Three areas were not touched on at all in the journal studies, yet they illustrate interesting research questions. They are: (1) What are the in-

formation-seeking habits of librarians? (2) How frequently do librarians use libraries for nonjob needs? and (3) How different or similar are librarian library users from other library users?

This work contains 165 carefully selected resources on the description of librarians. If one is interested in conducting research on librarians, the bibliography would be an excellent starting point.

Notwithstanding the fact that this publication includes findings on librarians from all types of libraries, there are several good reasons why academic librarians should consult this well-organized, easy-to-read work. Not least among them is that academic librarians will learn basic concepts that will enable them to better understand themselves. Moreover, this occasional paper is essential reading for anyone planning to conduct research on the image and roles of librarians. —*Sha Li Zhang, Wichita State University.*

**Willinsky, John.** *Learning to Divide the World: Education at Empire's End.* Minneapolis: Univ. of Minnesota Pr., 1998. 304p. \$22.95, alk. paper, cloth (ISBN 0-8166-3076-3); paper (0-8166-3077-1). LC 97-43232.

As South Africa moved from apartheid to liberation, it was fashionable to say that the past should be forgotten and a line drawn across the nation's history. Now that the inevitable and predictable continuities have reasserted themselves, such comments are rarely heard. They are made to look all the more unrealistic in the light of writing, such as Willinsky's, that traces the extent to which the imperial way of knowing the world has survived within educational systems following the demise of empire.

Imperialists subscribed to the doctrine, familiar to librarians, that knowledge represents power. Indeed, their desire to know, coupled with economic and political interests (labeled tellingly by the author as "intellectual mercantilism"), caused them to behave in ways characteristic of librarianship—cataloguing, classifying, ordering, and creating what

Willinsky aptly describes as the "Imperial archive." In such fashion, the West took possession of the world, contextualizing it in terms of identity and difference, center and periphery, civilized and primitive. Empires were founded on information collected on the basis of perceived scientific objectivity but were so thoroughly grounded in a desire for power that the acquisition of knowledge frequently involved repression. Even at its most benign, information was used to divide colonizer from colonized. At its most bizarre, imperialism treated the world as a blank sheet, relabeling virtually every geographical feature and thereby proclaiming sovereignty.

The documentation and exhibition of information gave rise to those monuments of imperialism—the museum and the botanical garden. They tended to measure the otherness of their exhibits, if only subconsciously, against a Western norm. This was particularly true in the case of ethnology, the focus of massively attended exhibitions and fairs. By the late nineteenth century, exploration had become an event stage-managed by the press in celebration of empire. The non-European world had been turned into a spectacle in its own right, a process accentuated by one of imperialism's less savory intellectual pursuits, race science/eugenics.

Willinsky is particularly interested in the residual nature and influence of colonial education, which he characterizes as alienating, weighted with contradictions but not without altruism. He describes T. B. Macaulay's project to educate Indians to be English in taste, opinions, morals, and intellect as "chilling," without advancing a comprehensive reason why or considering in detail that the bureaucrat class brought up in this way contained powerful potential leaders of independence movements. However, he does concede that female teachers of the empire challenged traditional attitudes toward women in indigenous societies.

The second half of Willinsky's book considers the extent to which imperial concepts of the "other" pervade modern educational texts in history, geography, language, and literature. In the chapter on geography, for instance, he identifies the extent to which the subject has served imperial ends, especially in its division and characterization of the world for the purpose of economic exploitation. An interesting example of geography as a "discourse of difference" is the equation of the tropics with degeneration. Willinsky is particularly critical of the *National Geographic*. Its crude anthropology, framed in Western terms he describes as "the educational fantasy of colonialism," whose very ideology is the celebration of difference, the otherness that pervaded imperial education. Legions of colonial children grew up more familiar with the geography of the imperial powers than their own backyards, and this was reinforced by the smothering nature of Mother Country literature.

The author's main thesis is that imperialism lingers as a "trace element" in educational systems. Even though empires disappeared within the space of a generation, they continue to shape the ways in which the world is viewed. He offers considerable contemporary, empirical evidence to show that this is indeed so, but the reader is left with the feeling that many words have been used in this book to put across a few relatively straightforward ideas. For instance, it could have been a far more interesting publication had he investigated the extent to which imperial education was turned, like sport in some notable cases, against the colonizers in the struggle for liberation.

This book has a good-quality index consisting mainly of personal names and a thorough and extensive bibliography. However, the number of typographical errors is surprisingly high for a work produced by a reputable publisher of long standing. —*Christopher Merrett, University of Natal*