

and manuals for archival procedures published, and practicing archivists were on the job bringing order out of chaos. While Leland humbly claimed that he was not a professional archivist, Wosh, his champion, clearly demonstrates the impact he had on all these developments.

Wosh achieves much in this book, making no claims that he can't substantiate, demonstrating a deft and scrupulous scholarship in the process. While praising Leland for his accomplishments, he never aggrandizes him and explains that other leaders have deserved the attention and acclaim they have received. Wosh notes Leland's elitism and racism (typical of his day) and frankly admits the deleterious impact such factors historically have had on the profession. But in a very canny way, he proves the importance of archives by including primary materials, such as correspondence, that explicate his thesis in a way no footnotes could. And speaking of footnotes, they are uniformly helpful, along with the short prefaces that introduce many of the texts. An index and bibliographic essay also are of great use.

Some of Leland's writings, as well as that of others germane to the topics under discussion, are included, and Wosh, who holds a PhD in history and who is an honored Fellow of the Society of American Archivists, explains why some more readily available materials are not present. The images imbedded in the text are crisp and appropriate; and what is especially noteworthy in an edited volume of various articles is the lack of redundancy or overlap. The reminiscences and oral history of Leland's that end the volume, for instance, bookend the opening biographical essay in a most appropriate manner. While Wosh writes of Leland's tours of various repositories in Washington and the American South, he lets Leland give us the glorious details of the treasures he came across. It made this archivist feel as if he was accompanying an explorer on an Indiana Jones type of adventure, eavesdropping on an archival adventurer who came across abandoned buildings housing

national treasures. Manuscripts of great intrinsic and informational value were literally at his feet as he fought his way through cobwebs and dripping chambers with teetering piles of paper. Meanwhile, his 1908 essay on using camera technology to provide preservation and access for rare materials may show digital archivists that their field may not be as new as they think.

In significant ways, this superbly edited and overly modest volume achieves much of what Leland himself did in his lifetime. It skillfully blends scholarship, historical inquiry, and archival science into a seamless whole, something archivists, scholars, and writers often attempt to do but do not achieve as neatly as Wosh does here.

This book, published by the Society of American Archivists, will be a valuable addition to any academic institution with information, library, and archival science faculty and students. Professional archivists of long standing and those just entering the field will learn much here, as will researchers interested in the development of the intellectual history of the United States in the first half of the twentieth century.—*Harlan Green, College of Charleston.*

***International Students and Academic Libraries: Initiatives for Success.*** Eds.

Pamela A. Jackson and Patrick Sullivan. Chicago: American Library Association, 2011. 234p. alk. paper, \$54.00 (ISBN 9780838985939). LC2011-040762.

Academic librarianship for international students has seen dramatic increases in the last decade. As the academic world becomes globally diverse, librarians and campus service personnel are more and more exposed to students from countries around the world, whether the academic campus is in the United States, Australia, China, or any other country. The data on international students have been continuously updated and changed in recent years. Peterson's, known as the college study guide publisher, as well as other agencies that gather such data, have been reporting this increase for many years. Indeed, the editors site data from the Open Doors 2010

report and the Institute of International Education as compelling reasons why this title is so timely and should be of interest to academic librarians and other campus service constituents who have contact with foreign students. Many campuses already engage this student population during the International Education Week, a program launched by the United States Departments of State and Education in 2000 that has found resonance in over 100 countries. So it is very relevant that some case studies examined ways to use this program as an additional means to engage students from other countries while making the rest of the campus community aware of the benefits of this population.

*International Students and Academic Libraries: Initiatives for Success* presents useful and beneficial case studies to a target audience of academic librarians and student services personnel who would like to offer more effective outreach to international students. In the thirteen case studies, the themes that emerged from the programs and services outline the varied ways that several academic library programs have developed or advanced their offerings. The chapters are authored by some well-known and prolific industry figures such as William Badke but also by pioneering and lesser known maverick librarians. The creativity and ingenuity displayed by all the academic programs in the cases offer ideas, analyses, and findings so that interested librarians can establish or improve such a program on their own campuses. The majority of the case studies deal with programs enacted to capture undergraduate international populations. Just two of them are devoted to graduate students and their endeavors in the academic library setting. This could be that, many times, international students in graduate programs have already been exposed to the differing styles of academic integrity, citation manuals, and research writing on American campuses. They might have already attended and become familiar with these varying collegiate demands. Undergraduate students, on the other hand,

might not be so familiar with the rules and expectations of their new host campuses.

For the most part, the case studies focused on services and programs to students from Asian countries. This is expected, as the editors pointed out in their introduction that the majority of students from other countries come from China, India, Korea, Japan, and other parts of Asia. (Some of the other countries highlighted were Australia, Canada, and Saudi Arabia.) Certainly, the majority of the programs represented are California-based academic institutions, as that state is the editors' bailiwick, though attention is paid in one case study to the opposite, as in academic librarianship to students on an American campus based in another country.

In each case, the writing is thorough and engaging. Each author has taken care to carefully and in an engrossing way present the case unique to their campus or experience. The editors should be commended in fostering this tight and concise reportage. Chapters such as Hickoff's, Kettling's, and Fawley's would be the very core of understanding international students' library needs. Fawley especially presents compelling examples in her case, "Addressing Academic Integrity: Perspectives From Virginia Commonwealth University in Qatar," which examines academic librarianship to students on an American campus based in another country. Hickoff's unique take was that he was able to visit other countries to observe and learn about students.

Each case study holds interesting ideas and suggestions. It is possible for academic librarians and campus service personnel to gain beneficial ideas for programs and services for their international student populations. The academic policies and expectations international students must deal with are numerous. Academic librarians and campus services personnel will definitely benefit from *International Students and Academic Libraries*, which offers many feasible programs and ideas that can be incorporated into the outreach to this campus population.—Loreen S. Phillips, University of Texas–Dallas.