sum of its parts, and then some.

Each date and its selected topic is followed by a short essay. These vary in length and tone as they develop individual themes that crisscross the library's history, usually supported with a good lacing of facts and anecdotes. A high level of interest is maintained through the copious use of illustrations, adding to the sense of destiny embodied in the era of Justin Winsor and the great period of collection building that followed. The collection at this point begins to dominate the scene and remains the focal point despite the inevitable need to be operationally and physically up-to-date.

The range of the chronologically arranged topics places the Harvard library and its manifold collections in their many worlds. "A Harvard Library Book Helps Defeat the British" is an appropriate wording for 1775. "Harvard's Librarians Begin to Act Professionally" signals an early awakening, certainly for 1827, among the librarians, although there is relatively little to be told about the great mass of staff which made the library work day in and day out. The inevitability of fund-raising for a private institution was noted in 1842 with "Harvard First Successfully Raises Funds to Fill Gaps in the Collections." Institutional inventiveness is heralded with "The First American Card Catalog for Users is Proposed" in 1860. The anniversary year of 1986 is marked by five essays, illustrated with a grim view of Harvard's storage library set forlornly in a wooded area. Throughout these engaging short pieces we are able to capture glimpses of Justin Winsor, Francis James Child, Charles W. Eliot, Archibald Cary Coolidge, William A. Jackson, Philip Hofer, Keyes Metcalf and others who contributed mind and matter to the library's greatness.

Beyond the events and individuals that have given Harvard its distinctive place, certain pervasive themes exist. Harvard, of course, has been preeminent in its attempt to capture the word, now locked into a still-growing collection of 11.2 million volumes. The need to give a wholeness to this vast number, especially within Harvard's federated system of libraries, is a persistent motif. With books consciously placed *everywhere* on its campus and closely identified with their immediate audience, control defers to coordination, and ultimately, to diversity. Character, sensibility, and an awareness of history become integrative forces rather than current management theory. The Harvard library is justly proud of its ability to innovate, another unmistakable theme as well as a trait which will continue to be called up.

This volume has succeeded in making the history of one great library come alive. As an introduction it points the way to a fuller account that should come. The sources are there and the story a rich one. Until that time, this volume will serve the general reader, the historian of libraries and learning, and above all, perhaps, present and future librarians who, in turn, serve Harvard's great library.—*Robert Rosenthal, The Joseph Regenstein Library, University of Chicago, Illinois.*

Internationalizing Library and Information Science Education: A Handbook of Policies and Procedures in Administration and Curriculum. Ed. by John F. Harvey and Frances Laverne Carroll. Westport, Conn.: Greenwood, 1987. 402p. $49.95 (ISBN 0-313-23728-X). LC 86-9946.

The first words of the introduction to this collection of articles by some twenty-eight authors assert that "as far as librarianship is concerned, nationalism is dead and internationalism has replaced it." This thought, posited a decade ago by Maro Chauveinc in *IFLA's First Fifty Years, Achievement and Challenge in International Librarianship* (ed. by Willem R. H. Koops and Joachim Wieder. Munich: Verlag Dokumentation, 1977), is certainly arguable today if one takes the United States as one's point of reference. Patel, Schick, and Harvey himself (coeditor) point out in their chapter titled "An International Data and Information Collection and Research Program" that the 1980s have seen a shift in cooperation and information exchange from developed to developing nations. It is now the economically emerging areas that, perforce, have an international out-

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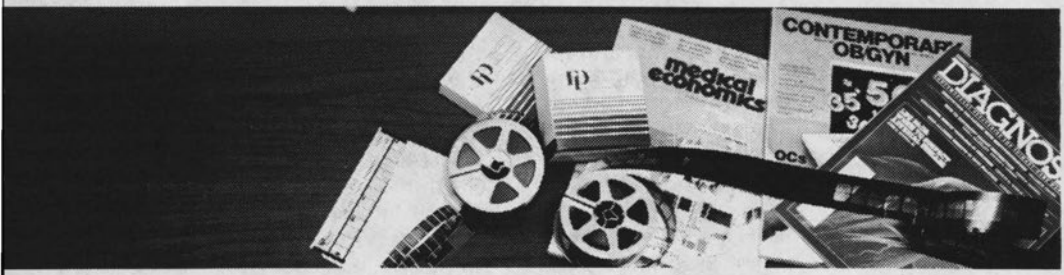

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look, relying upon developments and resources from other nations to help bring themselves forward. On the other hand, for developed countries, international cooperation is less dependency based, being engaged in more rational and normative motivations.

Certainly, this is true for the United States, and the editors' introductory assertion that "we must keep abreast of change in . . . the international affairs of librarianship" will be taken by many readers as a value statement rather than an imperative; for, despite the stated intent to address also a non-North American, non-English-speaking readership, the perspective of the individual chapters within this work is overwhelmingly American. All articles are in English and only a handful of contributors have been educated and/or have conducted their careers largely outside of the United States.

This is not to say that the book's raison-d'être and its target audience may be overstated. However, as U.S. library literature of recent years has produced only a few scattered journal articles on the topic of educating from an international perspective, this monograph may serve as a catalyst in overcoming the prevailing parochialism. Half of the contributions are concerned with internationalizing library and information science courses. The working definition of internationalization is "the process by which a nationalistic library school topic, an entire curriculum, or an entire school is changed into one with a significant and varied international thrust, the process of which it is permeated with international policies, viewpoints, ideas, and facts." Course outlines, to varying extents, show how international topics may be integrated into such areas of study as collection development (Richard Krzys), academic librarianship (Fritz Veit), public librarianship (Larry N. Osborne), government publications (Tzechung Li), and information science (Harold Borko and Eileen Goldstein).

In some of the chapters, the internationalization focus is subsumed by the author's rationale for the entire course structure, such that the suggested international instruction seems superimposed rather than integrated. By and large, however, the contributions present both rationale and strategy for expanding course content beyond national borders.

The same can be said for the other half of the anthology, which deals with the context of internationalization and administrative services. Articles in the former section make a case for internationalization (Frances Laverne Carroll), present a history of library school activities in this area (Donald G. Davis, Jr.), set internationalism within the broader context of higher education (Martha Boaz), and suggest a program for raising interest in internationalization (John F. Harvey). The section on administrative services is concerned with such topics as student recruitment (Peter Havard-Williams), advisement and placement (Kieth C. Wright), faculty support (Edwin S. Gleaves), and continuing education (Robert Berk).

Most chapters adhere to the accepted scholarly format of introduction; presentation of ideas and/or data, with appropriate references to the literature; conclusion, with suggestions for continuing research; notes; and bibliography.

Curiously few contributors touched upon questions of multilinguistic competency of educators and students. Unstated assumptions, especially from an American perspective, may be that all significant contributions to the field are reported in English and/or that neither teachers nor students have the linguistic ability to deal with non-English literature or non-English-speaking colleagues. There are no normative statements on this subject, no calls for requiring foreign-language training for admission to library school, nor for incorporating foreign-language readings in course syllabi.

It remains to be seen how influential this book may be in increasing instruction with an international perspective, thereby exposing students to a world larger than the one in which they are being trained. American librarians who, contrary to the opening statement, have perceived a return to nationalism since the 1960s, may be encouraged to view this work as a manifestation of a reemerging international focus and vision for the future of the

profession.—*Linda E. Williamson, University Library, University of Illinois at Chicago.*

Richardson, John V., *Government Information: Education and Research, 1928–1986.* Bibliographies and Indexes in Library and Information Science, no. 2. New York: Greenwood, 1987. 186p. $35 (ISBN 0-313-25605-5). LC 86-27086.

The generalized title of this work is perhaps a bit misleading, since it is in fact a book containing the results of two distinctly different research efforts. Although both portions of this volume deal with graduate-level research pertaining to government publications, the two parts vary greatly in terms of utility and probable audience. The major portion of the book is a thorough, comprehensive annotated bibliography that should have broad appeal for both those in library schools and working librarians. The rest of the work is a quantitative and sociological analysis of graduate work in government publications that will seem somewhat esoteric to all but a miniscule few.

The valuable part of this book is the bibliography, which contains 317 entries and is a complete list of master's theses (or specialization papers) and doctoral dissertations written on any aspect of government information at library schools in the United States and Canada from 1928 through 1986. Each entry, in addition to bibliographic information and the name of the individual's faculty adviser, contains an abstract of one or more paragraphs. Regular readers of *Government Publication Review*'s "Theses and Dissertations in Documents" column will find the format familiar; Richardson is the editor of that column, and this bibliography represents a cumulation of lists already published by him and a retrospective search of the professional literature. The entries are grouped into six broad divisions: local government studies, state government studies, federal government studies, foreign government studies, United Nations government studies, and comparative government studies.

As Bernard Fry says in his introduction to the work, this meticulously compiled 120-page list of theses and dissertations is "the first comprehensive bibliography of graduate research in the field." It will be of obvious use to master's and doctoral students who are interested in government publications as an area of potential research; this bibliography can serve as a starting point by identifying unexplored areas as well as useful models and methodological approaches. It also should prove helpful to a great many practitioners in libraries, since many of the entries are thorough bibliographies that could easily be adapted for in-library use. Documents librarians needing research literature to help them make a decision in areas such as collection arrangement and bibliographic control procedures will find some useful items here to supplement a search of the periodical literature.

The first one-third of the book examines what Richardson terms "The Sociology of Research in Government Information." Based on the 317 authors whose works he has compiled, the author produces a statistical portrait of those doing graduate work in the field. Some of the variables he looks at are the number of pages in the thesis or dissertation, quantitative orientation of the work, gender of the student, gender of the faculty adviser, scholarly eminence of the institution, subsequent publications of the student, and citations in Social Science Citation Index. These and several other inputs were assigned quantitative values and analyzed using the Statistical Package for the Social Sciences (SPSS). A variety of tables present the accumulated data, and Richardson discusses the results as they pertain to several hypotheses with which he began the project. Most of the results are not especially surprising: most would have expected dissertations to be longer and more quantitative than theses, doctoral students subsequently to publish more than terminal master's students, and the few library schools that emphasize the study of government publications (such as North Carolina and UCLA) to account for a very high percentage of the total work currently being produced. The only mildly interesting finding is that at the master's level (but *not* as the doctoral level) those with a faculty adviser of the opposite sex