

new fields of knowledge develop and the world's political boundaries are redefined.

The Library of Congress system can interpolate new sections of numbers, while changes in the Dewey system are often reworkings of numbers previously used with other meanings. Ideally, libraries could begin using the new or revised numbers for new materials and could reclassify old materials every time the classification system was updated. In practice, most libraries would find this impossible. Libraries can choose to begin using new or revised classification numbers for new materials, leaving old materials under the old classification, or they can continue to use the old numbers. Neither choice offers a completely satisfactory solution. While a library may attempt to maintain the integrity of its own catalog, the fact that most libraries rely on shared copy for the bulk of their cataloging and cannot attempt to classify everything in-house further complicates the situation.

Other legitimate variations in classification can occur, even within one library, because of choices made in applying the classification schedules. For example, interdisciplinary studies may fit into two or more places in the schedules, items that are parts of a series may be classed individually or under a general number, and bibliographies may be classed together or with their individual subjects. Some libraries choose to make local modifications to the classification systems. Such decisions usually prove expensive and dysfunctional for them and for other libraries in an automated network. If libraries expect classification to be used effectively as an additional point of subject access, then their local classification policies must begin to reflect the increasing importance of precision, accuracy, currency, and standardization.—*Elaine A. Franco, University of California, Davis.*

International Encyclopedia of Communications. Ed. by Erik Barnouw, et al.

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New York: Oxford University Press and The Annenberg School of Communications, University of Pennsylvania, 1989. 4 vols. \$350 (ISBN 0-19-504994-2 set) LC 88-18132.

As represented by this new *International Encyclopedia of Communications (IEC)*, Communication(s) is an exercise par excellence in inter- or better, voracious disciplinarity. *IEC* bears witness to the amplification, even transformation, that many fields have undergone in recent years as scholarly territories have gone into flux, overlapping and melding, defining new sensibilities, methodologies, and objects of study. Indeed, Communication(s) emerges in these pages as the science of the glue that holds all the rest together, the common denominator of the print, visual, and performing arts and media, of sociology, anthropology, philosophy, economics, psychology, technology, politics, and history, of culture high and low and in between.

As the compendium of interactions, of all those relationships, processes, acts of self-consciousness, tools, mediations, objects, and modes of behavior through which we become human, *IEC* reminds us that everything human is communication. It thus offers itself as an *omnium-gatherum*, a ground of possibility for all encyclopedias. It presents itself as the printed place where the heteroclitic aggregation of things we call our world finds its table, the very table that Borges pulled out from under Foucault as Borges read the story of the Chinese encyclopedia, for paging through *IEC* mimics precisely that exhilarating Borgesian retabulation of the untabled, in the Fs, for example, as the reader moves from "Face," "Fact and Fiction," and "Family" to "Feminist Theories of Communication," "Food," and "Forgery, Art" and by way of "Foucault" himself to "Functional Analysis." In *IEC*'s substance and structure, the editors make a strong case not only for the maturity of Communication(s) as a scholarly enterprise but for its being the ultimate means for and object of what humanities and social science disciplines study.

Although many of *IEC*'s articles speak directly to the history, technology, and

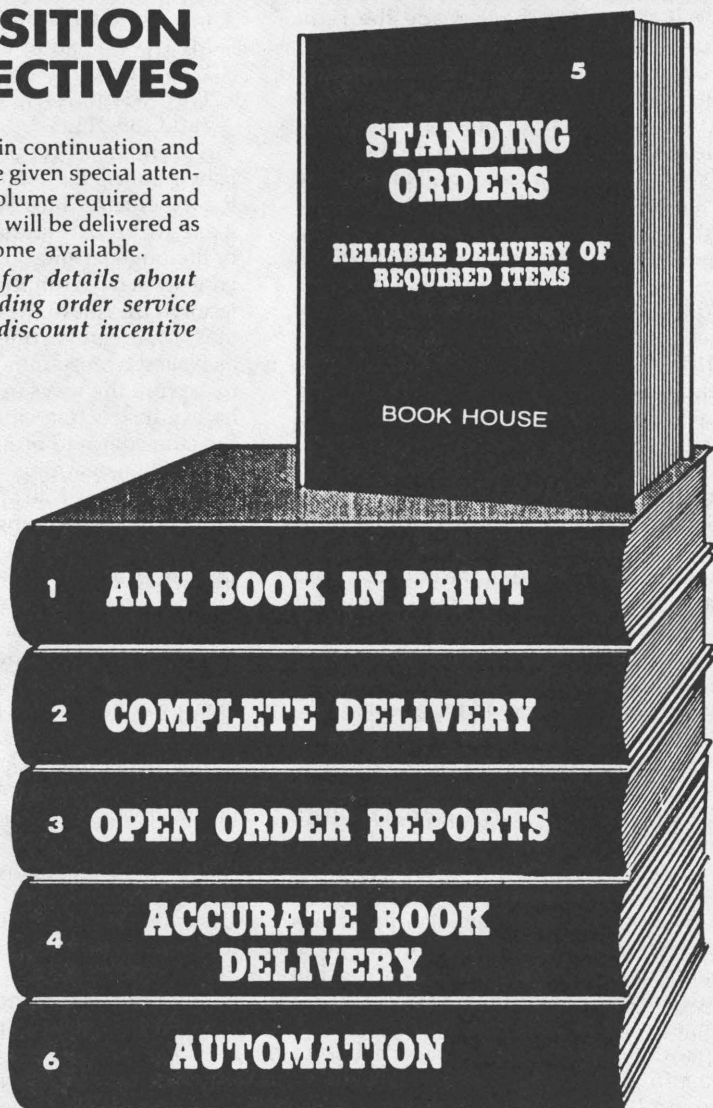
objects of librarianship, it is the context with which *IEC* frames them that will be most stimulating to librarians. For a profession with a vexed relationship to the world of scholarship, uneasy about its proper domain or theoretical basis, *IEC* suggests that it is not strictly to information science that librarianship should look for its intellectual affiliations but, more broadly, to Communication(s). *IEC*'s scope and especially its theoretical bent will be invigorating antidotes to the narrow pragmatism that dogs libraries and their work(ers) in that it encourages us to understand ourselves as part of an entire world-historical economy of symbolic exchange. In the way it positions and illuminates the histories, processes, dynamics, and policy questions that environ and shape human experience, *IEC* suggests the substitution of "communicator" for "librarian" in "academic librarian," a substitution that suggests, in turn, a different ground for our work.

IEC is imaginatively conceived and well executed. Everything about it is likeable, from its list of contributors, generally good writing, attractive design and production, and admirably current bibliographies to its well-developed metatextual apparatuses, which encourage readers to explore intellectual territories fragmented by the alphabet. Conspicuous among *IEC*'s virtues is the sense it gives of the dynamics that animate contemporary scholarship. These dynamics reveal themselves in the way many articles treat the influences of sex/gender, ethnicity, cultural predispositions, and social class on ideas and institutions, and in the inclusion of "Sexism," "Literary Canon," "Colonialism," "Gender," etc., among the contents. Concomitantly, *IEC* is generally sensitive to cultural frames of reference and to provincialisms of geography, ethnicity, and sex/gender. For example, the editors make good their promises about "international scope" not only in selecting contributors and topics but in identifying people by national origin, including those from the U.S., and specifying "western" when a discussion treats the European rather than the "world" tradition.

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While most readers are likely to agree that *IEC*'s editors have made the right choices about its design, production, structure, and scope, any given reader will find disappointments in it, largely because that's the price one pays for being able to read in the first place. In this reader's case, and at the risk of quibbling in the face of a job so well done, I should note that, given the several audiences *IEC* addresses, I am uneasy about the variety of the contributors' approach and style. In addition to the inevitable stylistic differences among contributors, theoretical/thematic and chronological/factual treatments make for a vivid, unsettling contrast between "Museum," "Art," and "Avant-garde," say, and "Drama-History." "University" and "Culture" are lifeless, while "Margaret Mead," "Sigmund Freud," and "Ethnographic Film" do not mention recent controversy. Then, too, granting that the editors had to make difficult decisions about the list of entries and that the reader can create "missing" articles using the indexes, I wanted articles that weren't there, for example, thought, stereotype, theory, ethnicity, convention/meeting, prejudice, intellectuals, learned society, fan, and (academic) discipline.

It goes without saying that a little knowledge is a dangerous thing. Indeed, the cynical might see *IEC* as simply another site where the lust for summary expertise conspires with the age of packaging. It successfully defends itself on these counts, however, with the novelty of the undertaking as package and the richly suggestive variety of its contents. Yes, it is a package, but then experience has to come in packages in order to be intelligible; the *IEC* summarizes, but then it also encourages the reader to read critically and to look beyond. As I see it, opening a package of encyclopedic brevity to find this kind of encouragement is something we librarians might reasonably cherish as knowledge tries to retabulate itself in the untabled litter of the information age.—
Robert Kieft, Haverford College, Haverford, Pennsylvania.

Integrating Library Use Skills into the General Education Curriculum. Ed. by Maureen Pastine and Bill Katz. New York, London: The Haworth Press, 1989. 334p. \$44.95 (ISBN 0-86656-841-7). LC 89-31193.

A number of reports and books published during the 1980s severely criticized the American educational system because it did not prepare students for either active or lifelong learning. In their discussion of educational reform these critiques largely ignored the role of the library and of librarians. Maureen Pastine and Bill Katz have compiled twenty-four essays that attempt to explore the ways in which programs of library instruction can be integrated into the curriculum to promote active, critical, and lifelong learning.

Although the role of the librarian in the process of developing critical reasoning skills is the principal theme of this volume, only a few of the articles really focus on the kinds of research projects that would ideally replace the rote assignments typical of introductory classes that rely on textbook and reserve room readings. Among these are the articles by Patricia Senn Breivik, Paula Elliott, Alice Spitzer, and Susan Griswold Blandy. The last three describe librarians' involvement in the creation of general education core curriculum courses. Elliot and Spitzer at Washington State University and Blandy at the Hudson Valley Community College succeeded in integrating (one is tempted to write "infiltrating" in this context) what they considered to be more challenging library assignments into the core curriculum courses under development at their institutions. As they describe their experiences, the librarians express the view that instructors are generally ineffective and that librarians are better qualified to devise fruitful research assignments. Blandy writes: "Faculty may need advice on alternatives to research papers, and more important, they need advice on topics to assign and how to grade the results" and, further, "the librarian bears the responsibility for general education at the [community] college, having access to all