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What Happened To The Ancient Library Of Alexandria?

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Author
Galbraith, James

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Book Reviews

Book Trade Connections from the Seventeenth to the Twentieth Centuries. Eds. John Hinks and Catherine Armstrong. New Castle, Del.; London: Oak Knoll; The British Museum (Print Networks), 2008. 265p. $49.95 (ISBN 15845622930; 0712350640). LC 2008-17892.

Ever since its inception a little over a decade ago, the *Print Networks* series has served as a venue for the proceedings of the annual Conference on the History of the British Book Trade. Insofar as the purpose of this conference is to explore all aspects of the book trade in England, with special emphasis on the provinces and its (former) colonies, past installments of this series have presented, under the cover of broadly construed themes (such as "diversity," "continuity and change," or "the human face of the book trade"), sets of papers notable not only for the luxuriant diversity of topics that they cover but also for the stimulating variety of methodological approaches that they represent. The volume under review—the ninth in the series and the third published under the care of the current team of editors—is no exception to this rule. Comprising twelve papers delivered at the 2005 conference held at the University of Birmingham, it takes as its theme the personal, social, political, economic, and cultural connections that bind together the various (groups of) persons—authors, printers, publishers, distributors, and members of the reading public—involved in the book trade. Such a theme offers the possibility for an almost unending series of variations as to subjects of inquiry and method of analysis: the authors, whose numbers are drawn from the worlds of academia, librarianship, and publishing, have made good use of this spacious *Spielraum* to cover a broad range of topics from a number of scholarly perspectives.

The initial essay, penned by John Feather, is programmatic in character and sets the stage for what follows. Feather takes as his point of departure the thesis that "[i]n the … context of the British book trade, there are many groups … whose history has been neglected, misrepresented or marginalized" (p. 2): the number of axes along which such groups may form is large, for marginalization can take place along geographical, linguistic, cultural, political, religious, or sexual lines—or, for that matter, a combination of these. Arguing that, in resistance to the socially (and often legally) sanctioned arrangements of the mainstream book trade, members of the trade catering to minority groups developed their own networks of production and distribution, he presents a series of suggestive, but broad-brush, vignettes of how these often clandestine networks operated in different contexts from Elizabethan times into the twentieth century and issues a clarion call for further research in these often overlooked areas of English book history in the name of developing a more richly textured—and complete—history of the British book trade. All of the subsequent papers contribute, in one way or the other, to Feather's program of foregrounding little-trodden byways of publishing history. Although they have been arranged by the editors to accord with the chronological order of the topic treated, they can also be organized into broad thematic clusters: for the sake of convenience, we adopt the latter strategy here.

No less than five of the contributions deal with various aspects of the periodical press, covering the whole range of the British Isles. Susannah Randall presents an impressive study of the "unofficial" (i.e., unlicensed) newspapers published in London during the politically volatile period from 1677 to 1685 and their publishers: combining statistical analysis of newspaper production with biographical information about the publishers, she demonstrates that a relatively small number of persons was responsible for a large proportion (over 60%) of the total number of issues of unofficial newspapers produced and that these persons tended to form working relationships on the basis of political orientation, helping each other out at junctures when one or another fell afoul of the political powers-that-be. The connections between politics and periodical publication also serve as the focal point for the papers of Johanna Archbold and Lisa Peters. Archbold examines the effects of the 1798 Irish Rebellion and the 1801 Act of Union on the content of Irish monthly periodicals. Considered to be relatively free of political animus and so less likely to be a source of "seditious" opinion than their daily or weekly counterparts, these periodicals were not subject to measures intended to tamp down on the radical press: nevertheless, as Archbold shows, when British authorities suppressed daily and weekly newspapers in response to the Rebellion, monthly periodicals took on a more overtly political tone, which they continued to manifest throughout the period leading up to the Act of Union. Peters studies the reaction of the North Wales press to local MP and future prime minister David Lloyd George's opposition to the Boer War during his campaign for re-election in 1900: drawing on both English- and Welsh-language newspapers of the period, she deftly discusses how Conservative- and Liberal-leaning publications tended to come down on different sides of the war issue and to assess Lloyd George accordingly—a depressingly familiar scene to observers of the journalistic scene in the United States over the last eight years.

Two other essays take an explicitly biographical approach in considering the often rough-and-tumble economic aspects of the periodical press. Victoria Gardner skillfully documents and analyzes the career of John White (1689–1769), a prominent printer, bookseller, and newspaper publisher based at Newcastle, who built up a small newspaper empire in northeastern England in the first half of the eighteenth century. The son of a successful printer at York, White prospered in the business through the combination of considerable skill as a printer, a cold-blooded capacity for eliminating competition, an uncanny ability in manipulating loopholes in legal regulations pertaining to the periodical press, deft use of advertising as a source of revenue, and the integration of his journalistic ventures with his other entrepreneurial activities. Whereas White is a success story in periodical publishing, the subject of Stephen Brown's essay, "Indian" Peter Williamson (1730–1799), furnishes an example of the darker side of the business. In the mid-1770s, Williamson, whose colorful life story included sale into indentured servitude in the New World, a period of captivity among the Delaware Indians, and a stint as a prisoner-of-war in Quebec, as well as a series of entrepreneurial ventures in his native Scotland, sought to launch a weekly magazine in Edinburgh, where the periodical market was firmly under the control of a local cartel whose operations were fueled by advertising revenues: Brown chronicles, sympathetically and not without humor, Williamson's attempts at publishing a journal and the challenges he faced in his ultimately unsuccessful efforts to break into an unforgivingly ruthless market dominated by well-entrenched interests intent on keeping new entrants out.

Two further essays deploy a biographical approach but take leave of the world of periodical publishing to consider the relations between authors and the book trade. Basing himself on a close reading of James Boswell's (1740–1795) private papers, James Caudle examines the business relationship between the young Boswell and the printer and bookseller who published his early foray into epistolary literature, *Letters Between the Honourable Andrew Erskine and James Boswell* (1763). Although many of Boswell's diary entries about the negotiations are frustratingly allusive, Caudle is able to adduce evidence that the relationships between Boswell, his printer and publisher, were personal as well as commercial in nature, underlying the thesis that one must not overlook "the influence of sociability, kinship, neighbourliness, and connection on the book trade" (p. 113). Prospecting in quite a different area of literary production, Eleanor Jackson takes, as the focus of her paper, the life and writings of Marguerite (Florence Laura) Jervis (later, Evans) (1886/7–1964), prolific author of romance novels under a series of pen names: writing within the framework of feminist literary criticism, she shows how Jervis's early experiences as a writer (and, in one case, sub-editor) for popular magazines shaped her both personally and professionally, and how many of the themes in her earlier periodical writings re-emerged, *mutatis mutandis*, in her later novels. Here, then, we have a telling example of how the general environment of the book trade can shape the authorial act of literary creation.

Another cluster of papers takes documentary and (folk-)literary genre as its focal point. Angela McShane devotes a perceptive paper to the ways in which different types of typefaces were used by seventeenth-century publishers of broadsheet ballads to signal the nature of their contents and so to "brand" them for their intended audiences: in general, she argues that black-letter (that is to say, gothic) typeface signaled that a ballad's contents dealt with traditional themes and so its content would be accessible to a broad audience, whereas white-letter (in other words, roman) typeface indicated that the ballad in question involved satire on current political affairs targeted for the political cognoscenti who had intimate knowledge of the issues of the day. Two papers, one by Eddie Cass and the other by Paul Smith, explore the print tradition of the Pace-Egg Play, a folk play performed at Eastertide—hence its name—featuring the hero-combat motif, that circulated in chapbook form in the northwest of England from the late 1830s through the early twentieth century. Smith provides an extensive review of the bibliographical work that has been devoted over the last thirty years to unravel the complex publication history of the Pace-Egg Play, outlining the various techniques—typographic collation by means of the Hinman collator, textual criticism, iconographic analysis, and historical research on printers and publishers—that have been used not only to isolate different edition groupings and establish stemmatic relations between them but to situate the play itself within the broader context of folk-plays set down in chapbooks. Cass, on the other hand, restricts himself to a detailed analysis of the printing history of the Pace-Egg Play in Lancashire and Yorkshire: in light of historical data about the printers known to have produced chapbook versions of the play and information about textual (and iconographic) variations in the editions that they produced, he seeks to reconstruct the likely chain of transmission from printer to printer. Both Smith's and Cass's essays offer eloquent testimony to the complexities surrounding the bibliographic analysis of folk literature in print form, whose fluidity-within-continuity blurs the lines between oral and written literature.

There remains one essay, whose theme will be especially congenial to readers interested in library history, especially that of what is perhaps the most high-profile of former British colonies—the United States. In 1904, a Carnegie Library was built in Muncie, Indiana, and the collections of the original Muncie Public Library, which had been established some thirty years earlier, were moved there. In the course of recent remodeling of the Carnegie building, the records of the original library were discovered intact in an attic: aware that these records might "allow us a unique insight into the role of the library in a small-size Midwestern city prior to Carnegie as well as the opportunity to explore later the cultural and social impact of Andrew Carnegie's generous legacy" (p. 207), Frank Felsenstein of Ball State University has initiated a project to transcribe the records in digital form. Entitled "What Middletown Read" in honor of Muncie's storied history as a site of sociological observation, the project has as its ultimate goal the reconstruction of the world of the library user in late nineteenth-century Muncie, which will involve the correlation of information from library records (that is, what [s]he read) with that from contemporary city directories and census reports (in other words, who [s]he was). Felsenstein's contribution is an interim report on the project, enlivened by a brief history of Muncie and its libraries. In its focus on documenting the reading public, the project promises to shed light on an often elusive link in the chain of connections that comprise the book trade—the user of books to whom the products of the trade have been distributed or, in the case of library users, redistributed.

As the preceding conspectus of contents indicates, *Book Trade Connections* is bound to appeal to a very wide audience, encompassing not only historians of the book and the book trade, but also scholars interested in the intersection of book history with English literary history, political history, folklore, and, last but not least, the history of libraries. All of the contributions are well documented and of high scholarly quality: especially notable, in the eyes of this reviewer, are the studies by McShane, Randall, Gardner, and Smith, each of which makes a contribution to methodology, be it through synthetic discussion of research techniques (Smith), model implementation of mixed methods (Randall and Smith), or clarity of interpretation (McShane). Those papers using illustrations, maps, diagrams, and/or tables as aids in communicating their points (McShane, Randall, Gardner, Archbold, Smith, Felsenstein, and Jackson) do so to very good effect: one only wishes that Cass's study had included a diagram to summarize the complex stemmatic relationships that he so carefully reconstructs.

It is somewhat unfortunate that the overall excellence of the contents is not always matched by the quality of the editing. The editors' choice to adopt a larger format for the book (23 x 16 cm, instead of the 22 x 15–cm size of the earlier volumes in the series) is a felicitous one, since it permits a more spacious layout of the text and so makes it visually very easy to read. On the other hand, editorial reliance on computerized formatting shows through in the occasional misjustified line, as well as unsightly fields of white space at the bottom of a few pages where text has been carried over to the following page because of electronic formatting constraints. Although visually annoying, these editorial imperfections do not impede understanding of the text. More serious is the transposition of the illustrations belonging to the final three figures of Smith's article, which may well prove confusing to the unwary reader: the illustration to Figure 7 on p. 198 belongs to Figure 8 on p. 200; the illustration on p. 200 should appear as Figure 9 on p. 201; and the one on p. 201 belongs to Figure 7 on p. 198. One hopes that future volumes of the series will be free of this and other, less significant, editorial lapses scattered throughout this volume. Such material miscues, however, do not detract from the general excellence of the book's contents: it most certainly deserves to take its place on the shelves of academic and rare book libraries alongside its predecessors in the *Print Networks* series.—*Thomas M. Dousa, University of Illinois, Urbana-Champaign*.

What Happened to the Ancient Library of Alexandria? Eds. Mostafa El-Abbadi and Omnia M. Fathallah. Leiden: Brill, 2008. 260p. $129, cloth (ISBN 9789004165458). LC 2008-4209.

The Library of Alexandria is, for many, iconic: a realization of scholarly and library ideals. Yet little is known about the Library. Scholars have debated the Library's size, location, and its fate for hundreds of years. The most widely accepted account of the Library's fate is that it was destroyed in a firestorm started when Caesar burned the Egyptian fleet during the Alexandrian War in 48 B.C. At least part of the Library survived the fire—the so-called Daughter Library, a "branch" library located in Alexandria's Serapeum. The Serapeum and the Daughter Library were subsequently destroyed after Theodosius issued an edict against pagan cults in the late fourth century. Other theories exist regarding the destruction of the Library. Some scholars date it to the recapture of Alexandria by Aurelian during the revolt of Queen Zenobia of Palmyra in 269 A.D. Another story, propagated by Muslim scholars, holds that the library's holdings were burned by order of Caliph Umar after the Muslim conquest of Alexandria in the seventh century A.D.

What Happened to the Ancient Library of Alexandria? is a collection of articles from an International Seminar organized by the Alexandria Project and held at the Bibliotheca Alexandria, September 26–28, 2004. As the editor, Mostafa El-Abbadi explains, the original idea was to explore the fate of the Library of Alexandria, but the theme developed into "a study of the cultural context of the Alexandria Library with special emphasis on the still less explored Late Antiquity." The result is a work that has four thematic sections: "The evolution of the library institution in Ancient Egypt"; "The Alexandrian Library under threat in late Ptolemaic and Roman times"; "The intellectual milieu in Alexandria in Late Antiquity"; and "The Arabs and the Alexandria Library."

Oddly, it is this unintended mix of themes that gives the book its depth and resonance. The collection leads off with two articles on the development of knowledge in Ancient Egypt: Mounir H. Megally traces the systemization of learning and Fazya M. Haikal discusses the development of private and temple libraries in Egypt prior to the founding of the Alexandrian Library. The articles establish the Library's place in a tradition of scholarship in Egypt, a tradition that predated and survived the Library.

The scholarly traditions of Ancient Egypt and Alexandria are emphasized throughout the text. Maria Dzielska discusses the position of women in Alexandrian scholarship using the career of Hypatia, noted mathematician and philosopher, as her model. Georges Leroux argues that the philosopher Damascius preserved several valuable philosophical texts, the *Collectio Philosophica*, by taking copies from Alexandria to Athens. Other articles focus on the perseverance of Alexandrian intellectual tradition. This theme is expressed eloquently by Birger A. Pearson's article on the discovery of the Nag Hammadi "Library" of Coptic scrolls. Grzegorz Majcherek expresses this even more poignantly in his archaeological survey "Academic Life of Late Antique Alexandria: A View from the Field." Majcherek details the discovery of "lecture halls" in a late fifth– to early sixth–century Alexandrian complex. The description of the rooms, illustrated by photographs showing the pupils' benches around the professor's chair, offer concrete evidence of the continued importance of scholarship in Alexandria.

Articles dealing with the fate of the Library resonate because the loss is placed in cultural and historical context. Jean-Yves Empereur's "The Destruction of the Library of Alexandria: An Archaeological Viewpoint" details the archaeological work done to date on the Library, illustrating the frustrations of relying exclusively on salvage archaeology for data. William Cherf's article "Earth, Wind and Fire: The Alexandrian Fire-Storm of 48 B.C." examines the fire caused by Caesar in 48 B.C. Cherf first examines the weather conditions in Egypt at the time to see if the conditions existed for a firestorm, then proceeds to compare ancient accounts of the Alexandrian fire with first-hand accounts of the Great Chicago Fire of 1871. Editor Mostafa A. El-Abbadi's "Demise of the Daughter Library" discusses the destruction of the Serapeum and the Daughter Library in the context of the Christian "war against pagan cults" in the late fourth century.

To close the book, Qassem Abdou Qassem and Bernard Lewis each tackle the story that the Library was destroyed after the Arab conquest of Alexandria in 642 A.D. by order of the Caliph Umar. Both point to the late appearance of the story (the twelfth century A.D.) and the failure of previous historians, Arabic and non-Arabic, to mention the destruction of the Library. Both argue convincingly that the story was used by Muslim propagandists to sanction contemporary actions by Muslim leaders. Lewis effectively shows how the story has consistently been disregarded by both Middle Eastern and Western scholars.

Ultimately, the four themes in *What Happened to the Ancient Library of Alexandria?* form a satisfying whole. The volume offers insight into Alexandria's scholarly tradition while at the same time offering new perspectives on the fate of the Library. Readers will come away with a stronger understanding of the Library of Alexandria. Many of the articles will be accessible to those unfamiliar with ancient history. Still, nonspecialists may want to keep their laptop powered up so they can look up historical references.—*James Galbraith, University of California, Irvine.*

Williamson, Joy Ann. *Radicalizing the Ebony Tower: Black Colleges and the Black Freedom Struggle in Mississippi*. New York: Teachers College Press (Reflective History Series), 2008. 214 p. alk. paper, $66 (ISBN 9780807748640). LC 2007-048836.

Radicalizing the Ebony Tower is a welcome contribution to the histories of not only the civil rights movement and education, but also to those of student activism and the State of Mississippi.

Joy Ann Williamson, associate professor of the history of education at the University of Washington, examines the development during the mid-20th century of student activism within black colleges in Mississippi. As indicated in the introduction, while the civil rights activism of black students has long been part of the historiography of the period, the topic has received very little indepth examination. *Radicalizing the Ebony Tower* fills this lacuna with a perfect blend of scholarship, integrity, insight, and an appreciation for and willingness to grapple with the complex situation faced by students, faculty, and administrators at black colleges and within their communities. Williamson deftly meets her goal "to deepen the scholarly treatment of race, power and the pursuit of democracy."

This is the fascinating story of the interplay between the colleges and the communities they served, between the students, faculty, and administrators of those colleges, between the white power structures and the black population of Mississippi, and between an old way of life and a new one not only coming into being, but charging forth. It is the story of seven colleges and the role each played in the years following World War II and ending in the early 1970s.

Four of these colleges were private, founded and supported by religious organizations in the years immediately following Emancipation: Rust College, Campbell College, Mississippi Industrial College, and Tougaloo College. The other three were public schools, chartered and financed by the State of Mississippi: Alcorn Agricultural and Mechanical College, Mississippi Vocational College (renamed Mississippi Valley State College in 1964), and Jackson State College (now Jackson State University). Williamson provides historical background for each school, establishing the philosophical, political, and geographical contexts that served to guide each through the tumultuous period of the civil rights movement. We learn that the way in which the founders of each college answered questions about the role education should

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play within the black community, and the role black people should play within society, greatly influenced whether or not a college president was likely to expel or support student activists in the 1950s and 1960s. We also learn that the private colleges receiving financial support primarily from national religious groups were more likely than their state-funded counterparts to allow students space for activism.

Williamson describes the governmental agencies (including the Sovereignty Commission and the Mississippi Board of Trustees of Institutions of Higher Learning), policies and other mechanisms, some expressly established to maintain segregation in the wake of the *Brown v. Board of Education* decision. The actions of many of these agencies were coercive, covert, and often violent and were sometimes aided by members of the black community. For example, the largest arrest of college students in U.S. history took place in the winter of 1970 when cooperation between the black president of Mississippi Valley State College and the Sovereignty Commission led to the arrest of nearly 900 students engaged in a protest march.

The genesis of well-known incidents in the movement's history, such as the 1963 Woolworth sit-in by Tougaloo students in Jackson, Mississippi, are also described, and lesser known events are placed on record, such as the boycott activities of the Cultural and Artistic Agitation Committee at Tougaloo that led to cancellations of performances by popular entertainers who refused to perform before segregated audiences: jazz trumpeter Al Hirt, the TV stars of *Bonanza*, and the musical show *Original Hootenanny*.

Williamson's handling of racial politics within the black community when writing about college administrations is detailed, nuanced, even-handed, and grounded in the author's empathetic understanding of their varying perspectives, goals, and allegiances. For instance, when writing about the incident mentioned above at Mississippi Valley State, Williamson allows all voices to be heard:

"We are going to move this place. This is a *black* college. We are going to use this opportunity to teach folks about black independence."—*Wilhelm Joseph Jr., student body president, Mississippi Valley State, 1969.*

"If your education is not better than making you do things that you know is wrong, you are no better than President White…I've seen some of the world's greatest Toms in service, but this man must be a Nuclear Tom."—*Fannie Lou Hamer speaking at Mississippi Valley State with President White in attendance, February 1970.*

"I have gone through various tests of my allegiance to our State of Mississippi and my record is clear; I have never been found lacking."—*President White at his retirement party, 1971.*

Williamson wants the reader to understand the times, places, and players. She does not shy away from the task of presenting sometimes uncomfortable, usually complex, and always fascinating pictures of this turbulent time within a community that could not, despite internal and external pressure, remain a cloistered academy. Most important, Williamson has told the story of student activists who have been too long neglected by historians of the 1960s. As the author puts it: "By omitting black colleges and their students, the historical record on student activism is distinctly whitewashed, distorted, and incomplete."

This book deserves to be read by anyone interested in the civil rights movement, student activism, the history of higher education, and the history of Mississippi. Recommended for all academic and public libraries.—*Elaine Harger, Mount Si High School, Snoqualmie, Washington.*

Practical Pedagogy for Library Instructors: 17 Innovative Strategies to Improve Student Learning. Eds. Douglas Cook and Ryan L. Sittler for the Association of College and Research Libraries. Chicago: American Library Association, 2008. 184 p. alk. paper, $32 (ISBN 9780838984581). LC 2008-8219.

For instruction librarians, teaching is a major part of what we do as professionals. Unfortunately, educational theory and pedagogical practice is not a mainstay of the library science school curriculum. How then are librarians compensating for this gap in the knowledge base? Why should librarians care about pedagogy? What is the relationship between educational philosophy and instructional strategy? How can a fundamental grasp of educational theories and pedagogy result in improved teaching?

Editors Douglas Cook and Ryan L. Sittler, both academic librarians, pose these questions and many more in *Practical Pedagogy for Library Instructors: 17 Innovative Strategies to Improve Student Learning*. Cook and Sittler have put together a practical guide for librarians interested in examining the correlation between pedagogy, instructional strategy, and student learning. Librarians understand the importance of providing quality information literacy instruction to students. A core element of designing an effective session is the identification and incorporation of appropriate student learning outcomes. The refrain "begin at the end" is a familiar one designed to remind librarians to keep in mind the end result of the session (that is, what we ultimately want students to learn). How many of us then spend time thinking about *how* the instructional strategy we choose impacts the success of the student learning outcomes we have *designed*?

The opening chapter of *Practical Pedagogy*, written by Cook, provides food for thought on *why* librarians should be concerned about pedagogy. Beginning with a very brief history of modern educational theory, Cook lays a foundation that is easy to understand. By way of introduction, the two learning models of direct instruction and student-centered learning are outlined as follows: 1) purpose of education; 2) basic principles of learning; 3) role of the student; 4) role of the educator; 5) types of instruction strategies; 6) examples for each learning model. By focusing on two learning models that represent two broad categories of pedagogy—Objectivist (direct instruction) and Constructivist (student-centered learning)—Cook keeps it simple. He states, "My primary emphasis is on providing a philosophical basis for you to reflect on the type of pedagogical strategy you would like to use in a particular teaching situation." The inclusion of a table outlining the two learning models allows a quick orientation and is useful as a reference point for the rest of the book.

The remaining 17 chapters provide case studies exemplifying the two learning models—Direct Instruction (chapters 2–8) and Student-Centered Instruction (chapters 9–18). The chapters, all written by academic or community college librarians, present tried and true instructional methodologies built on a foundation of pedagogical theory. The instructional contexts run the gamut from one-shot sessions to the semester length for credit courses. The audience for these case studies reflects the diversity of students that professional librarians often encounter, ranging from first-semester freshman, to international students, to graduate students.

What is most notable about *Practical Pedagogy* is the inclusion of both realistic and relevant information that can be immediately put into practice. Cook and Sittler have incorporated humor and produced a work that is actually fun and easy to read. Each chapter begins with a brief author abstract providing an overview of the instructional situation. The chapter outlines cover: 1) introduction; 2) instructional goals; 3) instructional strategy; 4) match of goals and strategy; 5) description of instruction session—*what actually happened*; 6) reflection on the instruction session—*lessons learned*; 7) application to other instructional sessions; 8) bibliography.

As a result of the chapter structuring, the reader can compare direct instruction cases and student-centered instruction cases and clearly see how these two very different educational theories has been incorporated in a variety of library instruction situations. The inclusion of the session description (in other words, what actually happened) and reflection (that is to say, lessons learned) is a reminder that *all* instructional sessions, even if they do not go as planned, offer an opportunity for growth and learning.

Although written for librarians, *Practical Pedagogy* is an excellent tool that provides a framework for how the deliberate incorporation of education theory and pedagogy can inform us on how our teaching impacts what students learn. Each of the instructional case studies discusses setting goals, learning outcomes, and designing assessment—all crucial elements in planning effective instruction. Written in a manner that is easy to read, the methods, ideas, and strategies included in *Practical Pedagogy* work and can be incorporated into your own instruction with little or no modifications.—*Kelly R. McBride, Appalachian State University.*

Perspectives on Knowledge Management. Eds. I.V. Malhan and lecturer Shivarama Roa K. Lanham, Md.: Scarecrow Press, Inc., 2008. 352 p. $65 (ISBN 0810861046). LC 2007-48672.

Perspectives on Knowledge Management, edited by two library science scholars at the University of Jannu in India, professor and department head I.V. Malhan and lecturer Shivarama Roa K., is a lucid entry point into a fast-changing and often confusing discourse, one that straddles information science and organizational studies. In this well-edited volume, corporate information officers, professors of information science, librarians, and directors of science and technology programs at various institutes are gathered to explain how studies in knowledge management can address the problems that plague institutions in our information-rich global environment. The book contains twenty-eight chapters divided into five sections, organized to reflect various aspects of knowledge management (KM). The parts include articles on the conceptual framework of KM, its relation to the information technology, applications and challenges of KM in the corporate environment, and two sections that assess the state of the field today: one addresses the current competencies required for KM professionals, and the other brings together contemporary thinking on KM tools, including taxonomy and subject gateways.

This book comes at an apropos time. Knowledge is today recognized as both a center of wealth production and an area where increased efficiencies may be had.

Statement of ownership, management, and circulation

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Extent and nature of circulation

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Over the last few decades, KM has been employed in various environments to look for ways to enhance information infrastructures. It has been seen as a means for corporations to outmaneuver their competition and a way for public institutions to lower costs in times of austerity. This book offers an assessment of the field as it becomes more mature, after the dot-com bubble has burst, and after the information revolution has gone global. In this new environment, it returns to review KM concepts, assess its diverse implementations, and look forward to applications and challenges.

While the process of managing the way institutions save, position, organize, and distribute information has always been inseparable from technological systems, this volume emphasizes the importance of first determining an institution's information goals and then asking how staff might be placed and expertise positioned within organizations to realize those ends. As information technology continues to change the pace and practice of work, the authors argue that proficiencies in information technology must be measured against organizational structures that maximize the aptitude of employees to deliver on a corporation's objectives.

Given the dramatic changes in the corporate landscape caused by the velocity and scope of the processes of globalization and technological innovation, special attention is placed on the role of KM on restructuring organizations. We are reminded that KM, in fact, arose as a discipline in the wake of an information technology revolution in the 1970s after some companies, in the rush to implement new tools and downsize their workforce, found that they had eliminated key positions in the information workflow. In the wake of these missteps, KM was charged with coming up with a way for managers to better identify the formal and informal information networks operating within their organizations and the official and unofficial repositories of knowledge. KM, according to this volume, remains focused on the challenge of visualizing not only the flows and pools of mission-critical information, and advocating an awareness of how knowledge is dispensed and transferred, but also on visualizing how employees in various positions obtain, evaluate, and make use of knowledge. Whereas previous information restructuring initiatives may have been too quick to draw abstract knowledge from its genesis in the workforce or customer base, the authors here stress the dangers of decontextualizing information without a thorough understanding of how contexts inform its meaning and quality.

The thirty-five authors contributing to *Perspectives on Knowledge Management* hail from seven different countries, giving the volume a decidedly global view. Many of the authors are professionals from India working in that country's burgeoning high-technology and information sectors. Some are in private corporations, and others come from university programs responsible for training the next generation of knowledge managers. The global focus of the volume is combined with a wide survey of KM applications, which showcase KM practices geared to a variety of institutional and cross-institutional environments. These include chapters on utilizing KM to provide better governance, on the opportunities of content engineering programs in support of new media/publishing enterprises, on the promotion of communication in organizing and supporting trade unions, on new methods of knowledge transmission in agriculture, and increasing the quality and timeliness of responses to customers of software companies.

The wide range of specific cases is welcome. It allows the volume to do a good job of reining in the expansive field of KM, which has a tendency to become diffused as information-science and KM buzzwords populate library, corporate, and government discourses. There are a few chapters that speak too broadly or too casually of paradigm shifts, new epochs, and continuous revolutions; and, in doing so, they are unable to separate their enthusiasm from what one may otherwise perceive as information technology hype.

The best articles, however, ground the zeal once associated with KM by articulating its limits and stressing its intrinsic relation to organizational analysis. In doing so, the authors of these studies provide both students in information studies programs and those entering business and management professions with a comprehensive overview that manages to do the difficult job of contextualizing the ephemeral and allusive nature of knowledge in concrete terms.—*David Michalski, University of California.*

O'Brien, Donald C. *Amos Doolittle: Engraver of the New Republic*. New Castle, Del.: Oak Knoll Press, 2008. viii, 132pp. alk. paper, $65.00 (ISBN 9781584562061). LC: 2006-53287.

Donald C. O'Brien has written a valuable monograph on an early engraver working in the United States during its first half-century of independence. Amos Doolittle (1754–1832) was one of a handful of craftsmen (not artists, but artisans) who created the first illustrative views of the topography (both historical and actual) of the new nation. These images had an impact on the culture, and so their creators deserve our attention.

Amos Doolittle was born in Cheshire, Connecticut, about fifteen miles from New Haven. After serving as an apprentice to a silversmith and moving to New Haven in 1775, he promptly joined a militia company in the belief that a revolution was imminent. Serving under Captain Benedict Arnold (the future traitorous general) in the best-equipped unit in the Continental Army, Doolittle managed to visit the battlefields of Lexington and Concord just ten days after the action. He interviewed soldiers and witnesses, surveyed the area, had the painter Ralph Earl (1751–1801) make drawings, and (once he returned home) engraved four now-famous views of the battles. These were his first engravings, although it would be several years before he could set up shop as an engraver, publisher, and bookseller.

O'Brien devotes a chapter to each type or class of engraving Doolittle created—including maps, music, bank notes, broadsides, illustrations for Bibles and secular works. O'Brien's two main institutional resources were the American Antiquarian Society (where he spent a month looking at several hundred Doolittle engravings, both in books and separately issued), and the Historical Society of Pennsylvania, which contains correspondence between Doolittle and the Philadelphia publisher Matthew Carey (1760–1839).

The book offers a fascinating, on-the-ground view of a citizen craftsman at work in the milieu of the New Republic. Doolittle engraved many items of the "job printing" variety such as diplomas for Yale graduates, illustrations for local almanacs, bookplates, writing forms, certificates, and even regalia (on Freemason aprons, for example). These artifacts communicate the socioeconomic history of the time in different (but no less powerful or informative) ways than do letters and published works of the period. Similarly, Doolittle's political cartoons and engravings of battle scenes (on both land and sea) offer a different type of contemporary interpretation than the textual accounts of the period.

O'Brien is clearly not a historian, but a knowledgeable enthusiast and collector who has made a clear contribution to our understanding of Doolittle's work in terms of its production and distribution. The illustrations (about forty in all, quite luxurious in a book of only 132 pages) enrich the value of the work as a reference tool, as do its thorough index and its two appendices. The first appendix is a catalog of books containing Doolittle engravings; the second, a bibliography of references to Doolittle. Both are extensive and essential for further reading and study. O'Brien lays the necessary foundation for the kind of interpretive work that scholars of history, art, and literature do on these "texts" and therefore provides a valuable addition to any collection relating to early American history.—*Richard J. Ring, Providence Public Library, Providence, Rhode Island.*