

sciences librarianship. For those who are considering entering the field of health sciences librarianship, this book is worth reading and helps to better define what being a health sciences librarian involves. Overall, this book is definitely a valuable resource for anybody who is interested in learning more about health sciences librarianship.—*Judy P. Bolstad, University of California, Berkeley.*

Ian Cornelius. *Information Policies and Strategies.* London: Facet Publishing, 2010. 256p. alk. paper, \$99.95 (ISBN 9781856046770). NL015366895.

Ian Cornelius is at once attempting to deliver a theoretical guide to information policies while providing practical examples to help illustrate how these issues impact our everyday lives. It is important to note that he is not speaking only to information professionals but to anyone who might have an interest in how information is managed or controlled. Throughout the book, he attempts to draw the discussion into a broader, systematic analysis of information and the role it plays in contemporary society.

He shapes the foundation of his discussion with what amounts to an exploration of how we live in a world that is defined by information. His writing throughout this section is reminiscent of the kind of philosophical writing one might expect from a Marxist historian, but the entire text lacks any indication of supporting references for the conclusions he draws. Despite this omission, he begins with a brief survey of how information has contributed to, and even shaped, our society and uses this position as a backdrop of assumptions for the remainder of the book, attempting to demonstrate how each of the forthcoming areas he investigates influences the way in which we handle information policies.

While the first half of the book comes across as a theoretical essay with examples included to aid the reader in following the discussion, the second half goes in the opposite direction by taking practical issues faced by information professionals—cen-

sorship, privacy issues, freedom of information, and intellectual property—and enclosing them within his philosophical superstructure. By doing so, Cornelius is clearly drawing the reader furthering into his thesis that multiple external forces are constantly struggling for control of information and each is doing so for its own interest. Even though the examples throughout this second section will be familiar to the majority of professionals, it is the enclosure he builds to dissect these concepts that will likely prove difficult.

This pattern continues into the conclusion, which tries to account for the various gaps in previous chapters by examining how information policy is, or is not, handled in other arenas, such as nondemocratic societies. While he does provide insight into a cluster of areas that might be worth exploring, the evidence is still grounded in the philosophical with no effort to back up theoretical statements with cited material.

As a final notation, Cornelius suggests that we do need a unifying theory since the complex structures that provide or hinder our access to information are shaped by society. Ultimately, he does not advocate for a specific system; instead, he takes his time illustrating what he sees as the theoretical shape of information systems as they exist today and the elements that impact how we interact with them. Even though the history, sociology, and information science departments could no doubt use a systematic examination of information policies from either the historiography or methodological frameworks, *Information Policies and Strategies* will likely only benefit academic libraries that support library science programs, where information professionals can use it as a catalyst for developing concrete studies of how information policies are developed.—*Timothy Hensley, Virginia Holocaust Museum.*

Diane E. Peters. *International Students and Academic Libraries: A Survey of Issues and Annotated Bibliography.* Lanham,

Md.: Scarecrow Press, 2010. 213p. alk. paper, \$55 (ISBN 9780810874299). LC2009-048167.

Globalization might have begun when the first primate swung from one tree to the next and kept on going. State borders are manmade; one is either in or out. And those who are out used to be called "foreigners" before that word became a term of approbation. If one understands that "international students," means, for the purposes of this book, non-North American (that is, foreign) students and not North American students whose academic lives have a strong international focus, then one can appreciate this well-written and important book and be enlightened by the information it contains about providing academic library services to a growing non-North American student body.

The bulk of the book is an annotated bibliography of nearly 600 print and electronic resources organized in a useful array of eighteen topics, such as "Basic Library Orientation," "Distance Education," "Guides for International Students," "Staff Exchanges and International Visits," and "Language/Communication." Peters extracts from the cited publications to present a coherent introductory essay, "A Survey of Issues" that synthesizes material in the bibliography as she guides the reader through not only the issues themselves but also the development of the issues. Her essay throughout cites materials in the extensive bibliography where more information can be found and generally follows the topical arrangement of the bibliography.

From the outset, Peters shows that, until relatively recently, academic libraries did very little to create continuing programs to address the needs of foreign students. One of the most interesting and valuable issues addressed is perceptions of the library and library services held by administrators and librarians versus perceptions of the international students themselves. A 1988 study showed that reference librarians at 42 ARL libraries

underestimated the needs of international students. Peters also notes that several factors, including technological developments, social networking, and the increasing expansion of information infrastructures, have changed how international students interact with libraries and librarians. Peters addresses the crux of her thesis, thus: "The educational, linguistic, and cultural barriers that have been long recognized in the literature on international students and libraries remain important considerations, but current literature also raises new questions about what international students expect from North American libraries, the library skills they bring with them from home countries, and ways in which librarians should respond."

Citing other works, the author also points to the value of academic administrators and librarians examining what their own students who study abroad are likely to encounter at host-institution libraries. Similarly, international visits and library exchanges are noted as means to enhance librarians' knowledge of the academic and social environments in which international students functioned before beginning their study abroad.

In the conclusion to her essay, Peters, a librarian at Wilfrid Laurier University in Waterloo, Ontario, Canada, wisely notes that many guidelines for serving international students apply also to serving domestic students. The context of her remark is a 2007 survey taken to determine how U.K. libraries could best serve international students. One of the many values of this bibliography is that older, 1980s publications are cited and annotated, thus allowing researchers to follow the development of issues that we still address today. But, as Peters illustrates, some of the earlier observations are no longer relevant, although others, such as linguistic barriers, student-librarian interchange in the students' home countries, and cultural differences, remain and need to be considered when designing and implementing orientation, bibliographic

instruction, and reference services.

This well-designed, concisely written, and accessible survey is an essential resource for librarians who work regularly—or even rarely—with international students. For readers without the time to track down and read the works cited in the bibliography, the introductory essay provides cogent explanations of important issues, along with good guidance. And the bibliography presents ample resources to support their endeavors on behalf of international students who encounter our libraries for the first time. —
Raymond Lum, Harvard University.

Lori Mestre. *Librarians Serving Diverse Populations: Challenges & Opportunities.* Chicago: Association of College and Research Libraries, 2010. 211p. alk. paper, \$54 (ISBN 9780838985120). LC2009-047658.

How do librarians work with diverse cultures? What is the role of the library in providing diversity training? Does library school curricula address working in a multicultural environment? These are just a few of the questions addressed in *Librarians Serving Diverse Populations*. Author Lori Mestre, an academic librarian at the University of Illinois at Urbana-Champaign, explores the issues, challenges, and opportunities facing librarians and libraries that serve diverse populations. The book is divided into ten chapters, and, through the use of surveys, interviews, and other relevant sources, Mestre interweaves both quantitative and qualitative data to provide a framework for the discussion of the education, training, experiences, and strategies employed by librarians and libraries in their pursuit of diversity efforts.

The opening chapter begins with the author making a case for *why* libraries should be involved in promoting diversity awareness and examines who multicultural librarians are. It is no secret there have been a number of initiatives to increase diversity among the ranks of librarians. Opportunities such as internships and scholarships have been used

as recruitment tools to attract librarians of color into the profession. A positive outcome of these recruitment efforts has been that these individuals then bring their different cultures and perspectives to their jobs and further the overall goal of increasing diversity awareness both inside and outside the library. Mestre reports that many librarians of color are drawn to diversity-related jobs and can be the ideal prospects for positions that serve diverse populations. Statistics, however, indicate that librarians of color pursue other options in librarianship as well. Mestre indicates that, as the populations that libraries serve become more diverse, the services that libraries provide need to be reflective of this diversity, particularly in the areas of services, collections, and outreach. According to the research study, the pool of available librarians from diverse cultures is quite small, indicating that "...libraries cannot solely rely on finding someone from an ethnic minority to lead their diversity efforts." This supports the author's premise that libraries and librarians should establish connections with diverse cultures regardless of what jobs they hold.

Chapter 2 examines the background information on the job preparation for librarians working with diverse cultures. Mestre surveyed librarians about their preparation and qualification as well as the reasons for applying for these types of positions. Nearly two thirds (64%) of librarians surveyed indicated that they did not initially intend to seek a position with responsibility for multicultural or diversity services, and many felt they were not adequately prepared to fulfill all the responsibilities the job entailed. The author indicates that job descriptions for these types of positions can be sweeping in the list of responsibilities that need to be performed and often presume a level of foundational knowledge regarding diversity efforts. A final discussion in the chapter identifies "baseline knowledge" that librarians should have to make progress in these types of positions.