

that offer courses and workshops in decision making. Professionals will also find value in reading the cases and considering how the situation could be resolved or avoided.

Joseph J. Mika, *Library Science Program, Wayne State University*

*Ideals and Standards: The History of the University of Illinois Graduate School of Library and Information Science, 1893-1993*. Edited by WALTER C. ALLEN and ROBERT F. DELZELL. Urbana: University of Illinois, Graduate School of Library and Information Science, 1992. Pp. xii + 277. \$25.00 (cloth). ISBN 0-87845-089-0.

This collection of essays, marking the centenary of the Graduate School of Library and Information Science, provides abundant evidence of why the Illinois program has thrived while other equally prestigious schools such as Columbia and Chicago have folded, for while Illinois has remained on the cutting edge of research and technological change, it has never entirely abandoned the grass roots of librarianship. The school has also been blessed with strong leadership, although the personalities of the school receive somewhat short shrift (and no criticism) in this collection. As Walter C. Allen remarks in the introduction to the current volume, these essays are intended to "put the new developments [for example, technology and information science] into the context of the School's total history" (p. iii). Readers interested in additional information on directors and faculty who shaped the school—most of whom receive only cursory treatment here—or in "local color," would be well advised to consult Laurel A. Grotzinger, *The Power and the Dignity: Librarianship and Katherine Sharp* (New York: Scarecrow, 1966); and two previous publications concerning the school's history, *Fifty Years of Education for Librarianship*, University of Illinois Contributions to Librarianship, no. 1 (Urbana: University of Illinois Press, 1943); and Barbara M. Slanker, ed., *Reminiscences: Seventy-Five Years of a Library School* (Urbana: University of Illinois, Graduate Library School, 1969).

The first group of four essays chronicles the school's history. Grotzinger expands somewhat her familiar historical terrain of the early years of the school by bringing the story forward to the fiftieth anniversary celebration of the school in 1943. Robert B. Downs's posthumously published essay covering the period 1943-68 (with an "addendum" by Robert W. Oram that attempts to put Downs's own major contributions to the Illinois program into perspective) provides an outline that is a useful starting point for any investigations into the school's history. By far the most scintillating of the summary historical chapters is written by former Assistant Dean Lawrence Auld, which he describes as "a series of reminiscences based largely on personal recollections and impressions" (p. 37); his detailed account is nevertheless remarkable for its candor. Following the summary chapters are two studies concerning the physical quarters (Dale S. Montenelli) and the library of the school (Patricia Stenstrom). The latter is particularly well researched.

Two of the strongest contributions in the entire volume concern the changing curriculum: Kathryn L. Henderson (technical services education) and Christine Beserra and Terry L. Weech (reference and other public services courses) illustrate the conflicts between theory (hence "ideals and standards" in the title) and practice inherent in the development of a program responsive to both the needs of the field and the demands of academic credibility.

Information science, of course, receives strong treatment in this volume, particularly in Linda C. Smith's essay on information science education. Actually part paean to the guru of information science at Illinois, F. W. Lancaster, Smith's essay provides a chronological account of the development of the information science curriculum and automated facilities at the school but stops short of a critical analysis of the struggle to define information science as a field, accepting in good faith, apparently, Harold Borke's often-quoted 1968 definition (p. 139).

The remaining essays concern various aspects of the curriculum (children's services, extension teaching, and advanced studies), student life (the student association and minority recruitment), and special programs (the Library Research Center, publications, international influences, and Beta Phi Mu, which began at Illinois). A few of these pieces are pungent, such as Terry Crowley's apologia, which catalogs the errors that attended the development of a program for "Minority Students at GSLIS," or F. W. Lancaster's essay on "Advanced Studies at Illinois," which documents the startling amount of uncertainty and equivocation surrounding the content of the early doctoral program, a defect partly concealed by a good deal of red tape and "onerous" examination requirements (p. 175). Donald W. Krummel's short summary of Illinois's staggering publication program, though short, exhibits his familiar deft style. On the other hand, several of the essays seem perfunctory. For example, Selma K. Richardson and Bradford Wilson's essay on international students and influences chronicles many people and places in a pedestrian manner, and this somewhat unfavorable impression is reinforced by evidence of hasty editing (for example, South America is described as a "country" on p. 205).

One of the most useful aspects of the volume is the appendixes that follow, including a list of directors, faculty, library science librarians, degrees granted (subdivided for 1980-91 by sex and ethnicity), and what seems to be a fairly complete list of publications. The volume is attractively produced, albeit sans title page, with photographs of representative classes and various faculty groupings and an adequately detailed index. Thus, while something less than a comprehensive history of the school, the collection really represents much more than a "family album" (p. i).

James V. Carmichael, Jr., *Department of Library and Information Studies,  
University of North Carolina at Greensboro*

*Mirrors of American Culture: Children's Fiction Series in the Twentieth Century.* By PAUL DEANE. Metuchen, N.J.: Scarecrow Press, 1991. Pp. ix + 265. ISBN 0-8108-2460-4.

Paul Deane has written this decriptive work as a first step toward documenting a comprehensive examination of the "best-selling, most popular, most influential type of children's reading" (p. vii). He sees children's fiction series as "one of the most fruitful sources of knowledge about the United States and its citizens, their attitudes, prejudices, values, and institutions" (p. vii). He notes in his preface that series works have received little specific study or criticism. For this study he attempted to read as many series books as he could locate, more than 1,000 volumes. He has drawn his conclusions from these primary sources. In this work, Deane examines children's fiction series in America published since 1899.

At present a professor at Bentley College in Waltham, Massachusetts, Deane has been a teacher of writing and a critic of American civilization for more than