SOURCES

Program (M.E. Sharpe, 2000), Patrick J. Walsh offers a handsome, three-volume, 1,473 page reference set chronicling humankind's efforts to push men, women, and machines into space.

The set includes 699 alphabetically arranged entries, all presented in a very readable font with an attractive layout and design. Half are devoted to biographical sketches of astronauts, cosmonauts, and political figures and the other to topical entries. Entries range in length of only a few paragraphs to eighteen or more pages for more extensive topics. The text is illustrated with 148 black and white photographs.

The most attractive element of this set is how it offers readers the opportunity to cross-reference mission-focused topical entries with biographical sketches of crew members. Thus, for 283 (of the 355 or so) topical entries that focus on mission-by-mission descriptions of the Mercury, Vostok, Gemini, Apollo, Soyuz, Salyut, Skylab, and Space Shuttle programs, there are some 350 biographical entries for the astronauts and cosmonauts that flew in the vehicles. The content focuses on the public face of man's space programs. Thus, while the entries are well written, factual, and noncontroversial, much of the work of chronicling the American and Soviet military and classified intelligence space programs is left to future writers.

There is an enormous body of information available on the American and Soviet space programs. Indeed, all the participants knew they were making history and that historians, documentary film specialists, and archivists were typically nearby documenting events as they occurred. Thus, for someone compiling a historical encyclopedia of spaceflight, it's a target rich environment. Yet, the fact that this is only a three volume set may prompt librarians to wonder, "What's missing?" The answer is detail. Confronted with the sheer volume of primary and secondary source documents, and all the related news accounts, books, dissertations, and technical reports, plus the enormous volume of material in the NASA History Office, Walsh could easily have filled a twenty-five-volume or more set. Instead, he chose to focus only on the "stars of the show": the most well-known missions and personnel that make up the history of human space exploration.

There are, for example, few entries profiling the companies that built the facilities, laboratories, test rockets, and actual boosters and shuttles. There are no specific entries discussing the significance of the Atlas, Delta, Jupiter, or Saturn launch vehicles, or the military missile commands within the intelligence community or the Department of Defense. There's no entry describing the history and development of Cape Canaveral/Kennedy as America's prime launch facility. There are no specific entries for Tiros 1, the first successful weather satellite launched by the United States; or Telstar 1, the first U.S. satellite to beam a live transatlantic telecast; or for Ranger 7, the U.S. satellite that was the first to relay close-range photographs of the moon.

To test the inclusiveness of biographical entries, a comparison of the names given specific entries with biographical descriptions of cosmonauts posted on the official NASA website reveals that 14 of the 41 cosmonauts are not among the 350 or so biographical entries in Walsh's set. While some of the cosmonauts were backup crewmen, some of these individuals did fly or have other prominent roles in the Russian space program. In another test of the biographical entries, a comparison of names appearing in the extensive "Biographical Appendix" of John M. Logsdon's multi-volume, *Exploring the Unknown: Selected Documents in the History of the U.S. Space Program* (NASA History Office, 1995–present), reveals that only 18 of the 199 individuals listed appear in Walsh's set.

Offsetting some of these weaknesses is the fact that Walsh includes an excellent, detailed, forty-three-page cumulative subject index and two helpful appendixes: a twenty-five-page "Chronology of Human Spaceflight" and a nineteen-page "Chronology of Extravehicular Activities (EVAs)." For added measure, Walsh provides a selective, twenty-seven-page classified bibliography with citations appearing under sixteen broad headings, any one of which would serve as an excellent term paper topic.

Formerly a member of the literature and communications faculty at Pace University in New York, Walsh's writing reflects his reporting background. Each entry concisely answers all the who-what-when-where-how questions that readers might want to know about a mission or prominent figure, and the content appears accurate, authoritative, and well crafted. This set is recommended for middle and high school libraries, public libraries, and academic libraries supporting undergraduate nonspecialists.—*R. Neil Scott, User Services Librarian, James E. Walker Library, Middle Tennessee State University, Murfeeesboro, Tennessee*

Toys and American Culture: An Encyclopedia. By Sharon M. Scott. Santa Barbara, Calif.: Greenwood, 2010. 418p. Acid free $85 (ISBN 978-0-313-34798-6). E-book available (ISBN 978-0-313-34799-3).

Most people would agree that the twentieth century was a period of profound technological and cultural change. As this engaging book demonstrates, the extent of these changes can be seen quite clearly in the transformation of American toys over the course of the twentieth century. The technologies of mass production and mass communication have transformed toys from simple handmade items to the more complex mass-produced character-licensed products we see today. *Toys and American Culture* chronicles this transformation by examining notable toys, the people who created and marketed them, and the interplay between toys and twentieth century American society. This reference work includes articles for such integral pieces of Americana as G.I. Joe and Barbie, as well as an examination of the social issues relating to these toys, such as whether they perpetuate gender stereotypes.

The book is quite accessible in both writing and format. The alphabetically arranged topics include perennial favorites (Silly Putty and PLAY-DOH), more recent popular creations (Transformers and Bratz), and even fads (pet rocks). Histories of companies such as Hasbro and retailers such as FAO Schwartz are included, as are biographical articles on indi-

viduals who created famous toys.

A useful feature of the book is the inclusion of a for further reading section at the end of each article. If, for example, the article about the Mego Corporation leaves you wanting more information about the company, you'll be pleased to learn of two books devoted exclusively to the Mego company and its products. One possible weakness, however, is the scarcity of information on certain popular toys. Famous toy lines such as Mighty Morphin' Power Rangers and Teenage Mutant Ninja Turtles are given very brief mentions in the "Action Figures" entry but are not given their own entries for further discussion.

Toys and American Culture differentiates toys from games on the grounds that games come with "specific instructions for play" while toys "pertain to imaginative play" (xviii). Since games are excluded from *Toys and American Culture*, libraries may also want to acquire *Dictionary of Toys and Games in American Popular Culture* by Frederick J. Augustyn Jr. (Haworth, 2004). Of the two, *Toys and American Culture* may be narrower in scope but provides more substantial information.

Toys and American Culture is a valuable source of information on an important aspect of American popular culture and would therefore be a worthy addition to both public and academic library collections.—*Edward Whatley, Instruction and Reference Librarian, Georgia College and State University, Milledgeville, Georgia*

Professional Materials
Karen Antell
Editor

Humanism and Libraries: An Essay on the Philosophy of Librarianship. André Cossette, edited and translated by Rory Litwin. Duluth, Minn.: Library Juice Press, 2009. 79p. $15 (ISBN 978-1-936117-17-8).

Rory Litwin has rendered the Anglophone community of information professionals a great service through his excellent translation of a heretofore unknown work. Originally written in French in 1976 by Quebecois librarian André Cossette as *Humanisme et Bibliothèques: Essai sur la Philosophie de la Bibliothéconomie*, it has lain dormant outside the Montreal academic setting. In the introductory section, the translator comments upon the apparent paucity of a philosophical foundation for Anglo-American (and Australasian) librarianship. Cossette is a welcome corrective to this rejection apparently born of information pragmatism and, if his directives and prescriptions are followed, may prove to be as useful to library practice as Dewey and Ranganathan.

Cossette divides his essay into two parts, the first of which is entitled "Concepts and Problems in the Philosophy of Librarianship." These concepts and problems are elucidated by the two chapters that constitute this section; namely, "What is Meant by 'The Philosophy of Librarianship'" and a second chapter upon "The Lack of a Coherent Philosophy of Librarianship." It is in the latter chapter that Cossette's Francophone bias is revealed most clearly and can be most instructive to the Anglo-American librarian. Even at the middle of the last century when this essay was composed, Cossette reveals, information professionals were advancing an apologetic stance, rather than a proudly professional embrace of the library tradition, firmly rooted in theory. This deficiency, according to Cossette's interpretation, can be laid to the charge of logical positivism—in other words, the practical but philosophy-free approach that pervaded the English-speaking Dewey library tradition of the last century.

The second section of the book is entitled, "Elements in the Philosophy of Librarianship." This section is further divided into two chapters, "Definition of Librarianship" and "The Ultimate Aims of Libraries." For the latter, Cossette identifies three possible aims: preservation, education, and information. These need not compete; rather, the replete library and information center will include all three in varying ratios. As Litwin rightly observes in his introduction, these chapters are as valid today as when they were first penned. While technologies change, the need for the development of cogent, intentional information professionalism does not. Included in this book are several helpful tables that outline in contrast varying aspects of information epistemology. For example, he compares and contrasts various theories of information and their respective classification and illuminates the reader by demonstrating their links to the theories of knowledge that underlie them. As touching epistemology, the section concludes with a plea for what is known today as "embedded instruction"; that is, the librarian as an active partner in the educational and curricular components of secondary and higher education. These chapters should be read and absorbed by every professional librarian and knowledge management student seeking a regulative ideal to which to conform.

Finally, Litwin prefaces this translation with a brief introductory essay regarding the provenance of the original manuscript, followed by a carefully constructed set of translator's notes. These notes reflect the care and consistency that Litwin exerted in his translation and should please even the most discriminating of readers. Without qualification, this work should occupy pride of place on the shelves of every librarian, student, and professional.—*Van Herd, M. Div., PhD, University of Oklahoma Libraries, Norman, Oklahoma*

The Librarian's Guide to Graphic Novels for Adults. David S. Serchay. New York: Neal-Schuman, 2010. 320p. $65 (ISBN 978-1-55570-662-3).

Adding to the quickly expanding body of literature on the subject, *The Librarian's Guide to Graphic Novels for Adults*