education theory and music, but devoted his wide talents to the young developing information profession. He founded two library schools and caused two others to close. At the end of his career he transformed a third.

The next chapter by Ann Irving is a major one which looks at the professional education philosophy of Havard-Williams. Irving observes that the strands of Havard-Williams' professional philosophy can be traced back to a 1948 discussion on the nature of a general, university education. Havard-Williams advocated broad general education, which he viewed as the development of a culture through the intellectual and social qualities of its students and the communal life of its colleges.

According to Irving, Havard-Williams had a strong sense of the teaching function of a university library, acting as a pivot, a 'cohesive force which draws together the students of all disciplines at all stages to their sources of documentation and investigation.' Out of his desire to locate education for librarianship in the university sector, he linked teaching and practice for the first time at Belfast, and made the business of recruitment to the profession a joint affair between teacher and practitioner.

With regard to the professional curriculum, Havard-Williams believed that the concept of the library as a teaching department and a library required staff with relevant qualifications who could integrate the teaching into the library, and the qualifications of the library staff should comprise abilities, interests, and qualifications comparable with those of their opposite numbers on the teaching side.

Havard-Williams believed in, and strove to promote internationalization of professional education for librarians. In fourteen years at Loughborough he recruited over 450 students from sixty-three countries. Before Loughborough there were international communities in the department he founded in Belfast, and beyond Loughborough an international community in the department he fostered in Botswana.

Irving concludes her chapter on the professional educational philosophy of Havard-Williams by discussing the late professor's work on the future developments of education for information, archive and library work. She says that he always looked ahead for the next opportunity and the new challenge. His ideas were
translated into practice, most notably in Belfast, Loughborough and Botswana.

The next chapter deals with culture, information and the education of information professionals in Africa and concludes that the wind of change started to blow on the African scene of education for information work a few years ago. Havard-Williams has been instrumental in leading them in the right direction and the writer, Michel Menou hopes that Havard-Williams' example will continue to inspire African trainers of librarians and information professionals.

The chapter by Kingo Mchombu, who was a student under Peter Havard-Williams at Loughborough in 1978-79 and taught with the late professor in the University of Botswana, deals with information support for democratization and is of great relevance particularly to African readers.

The chapter by Paul Sturges on Political economy of information: Malawi under Kamuzu Banda, 1964-1994 is interesting, especially since it offers useful advice to librarians on the structure of the problem is needed and that has to be based in a clear-sighted analysis of just what the structure of the problem is.

The following three chapters deal with education and training of librarians and information professionals in Ethiopia, Korea and Pakistan. The authors give clear accounts of education and training in their respective countries which are useful not only to the nationals of their countries but to all readers interested in international and comparative librarianship.

The last chapter written in English by Behdja Boumanarfi discusses libraries and information in Algeria and outlines past, present and future prospects. The essay concludes that recognition of the importance of libraries and librarians in Algeria by the general public and on the part of the authorities are necessary steps in the development of a national information infrastructure for the country.

The only concern I have with this book is that although some topics, for example, education and training are scattered throughout the text, there is no attempt to overcome the problem through an index, which is regrettably lacking. A comprehensive and easy to use index would be particularly useful for those who wish to dip into the book rather than read it from cover to cover.

In spite of the minor criticism, the book is useful and recommended especially for those interested in education and training of librarians and information professionals and in library practices and services.

Trainees of librarians and information professionals who are interested in integrating an international/intercultural dimension into the teaching, research and service functions of their education and training programmes are particularly encouraged to read this important book.

Cephas Odini
Moi University, Kenya