is fluent in discussion of literature on several continents and the range of her references is often astonishing. However, the work has some flaws, particularly from the perspective of an Anglophone reader who may be more accustomed to thinking of New York and London, and to a lesser extent Paris, as the centers of the literary world. Some English-language authors one would expect to figure in Casanova's account are barely mentioned (e.g., Joseph Conrad, who seems a paradigmatic figure of the artist from the margins of Europe struggling with choices as basic as whether to write in English or French). Another conspicuous absence from Casanova's work is any mention of the work of scholars engaged in projects similar to her own, such Franco Moretti's *Modern Epic: The World-System from Goethe to García Márquez* (Verso 1996) and *Atlas of the European Novel* (Verso 1998).

There are also some issues with the premises and intellectual framework of Casanova's project. Her presupposition that the world of literature is a global unit would seem to be at odds with experience and reality, which would suggest a configuration more like a Venn diagram, in which the various literatures of the world overlap in places, with a central grouping of writers translated into virtually all languages, but with most belonging to semiautonomous regional and linguistic groups. The implication of Casanova's account is that the definition of success for a writer, from whatever part of the world, is acceptance by the Western literary establishment, when clearly there are forms of international success that do not involve the imprimatur of Paris (i.e., literary texts with wide distribution in non-Western languages that, for whatever reason, do not translate well or conform to the norms of Europe).

The World Republic of Letters has already received a considerable amount of attention in the form of reviews and was even the occasion for a book-length collection of essays edited by Christopher Prendergast and Benedict Anderson, *De-bating World Literature* (Verso 2004). One expects that it is likely to become required reading for graduate students in literary studies now that it is available in English translation. Its interest for research and academic librarians probably would have been greater if, instead of thinking about the ways in which politics and economics can supply us with metaphors for thinking about rivalries in the world of letters, more attention had been devoted to the actual mechanics of book financing, printing, and distribution (e.g., the difficulties faced by writers from countries without a developed publishing industry in finding an overseas publisher) and their effect on literary production.—*David Mulrooney, Harvard University.*

Crowley, Bill. *Spanning the Theory-Practice Divide in Library & Information Science.* Lanham, Md.: Scarecrow, 2005. 239p. alk. paper, $45 (ISBN 0810851652). LC 2004-14050.

Bill Crowley addresses a genuine and complex concern in the discipline and the profession. In describing how little of the theory developed and tested by teaching faculty is viewed as relevant or useful by practitioners, Crowley makes the important argument that "university faculty members and nonacademic professionals … exist within divergent subcultures." Though they support similar professional principles and societal goals, these individuals participate in two relatively distinct organizational cultures with varying requirements. On the one hand, the author focuses on theory development and research done by teaching faculty and, on the other, on the downside of the higher education paradigm that fosters research and theory development, which lacks direct applicability to practice.

Expanding the discussion to include ways in which practitioners can be involved in theory development, practice-based research done by those working in information organizations, and the way in which faculty members, including those who serve as consultants, can foster the

communication of theory and research findings would have made Crowley's book more useful. There also appears to be a need for more discussion of research related to practitioners' apprehension about being consumers and producers of research, particularly as described by R. R. Powell, L. M. Baker, and J. J. Mika in their article, "Library and Information Science Practitioners and Research" (*Library & Information Science Research*, 2002). Such a shift in emphasis would likely require editing of other portions of the manuscript.

The discussion of the issues is presented within the context of academic programs in library and information science (LIS), as well as those of other disciplines. However, the presentation would have been enhanced if Crowley had integrated the LIS examples with those from business schools and other disciplines in order to create greater clarity in the conclusions and for succinctness. He does provide an interesting discussion and analysis of the evolution of pragmatism, empiricism, modernism, postmodernism, and critical theory. This timely consideration of the context that surrounds theory development is most useful.

The author spends a significant amount of time addressing the relevance of religion to theory development, research, and analysis. However, it seems that the impact of religion relates more directly to the formation of ethical principles that define professions and less so to the theories that define the work of the professions.

Major and minor areas of focus, such as the definition of theory in this context and recent changes in professional schools reflecting changes in the overall academic environment, are presented in segmented discussions in various chapters. In the case of the concept of theory, there might be an advantage to beginning the first chapter with the working definition, which only appears in part three of that chapter. Also, there are examples of combining the concepts

of theory and research, which, in fact, are not always inextricably linked, and which should have had separate definitions early on in the book. It should be noted that the work does include an "extended glossary," which provides definitions of general, theoretical, and philosophical terms, as well as specialized terminology used by the author. There are distinctions between theory and representations of theory, but distinctions between "theories, hypotheses, models, slogans, aphorisms, and other mental constructions" are not delineated.

The primary audience for this publication is likely to be LIS teaching faculty and students in doctoral seminars in theory development and university teaching. It may serve as a supplemental text for courses in research methods and be of interest to some practitioners.

The two major strengths of *Spanning the Theory-Practice Divide in Library & Information Science* are that (1) the work addresses an important area of disconnect in the discipline and the profession and (2) the discussion is supported by the presentation of broader philosophical and theoretical principles that have defined a range of disciplines. In addition, Crowley's inclusion of examples and analogies from his professional life and the analysis of issues from a variety of disciplines provides for an interesting and timely publication.—*Mark Winston, Rutgers University.*

Kong, Shuyu. *Consuming Literature: Best Sellers and the Commercialization of Literary Production in Contemporary China*. Stanford, Calif.: Stanford Univ. Pr., 2005. 241p. alk. paper, cloth $55 (ISBN 0804749396); paper $21.95 (ISBN 080474940X). LC 2004-17604.

Most librarians and lovers of the written word might be distressed by the subtitle of this new survey of literary publishing in late twentieth and early twenty-first-century China. The author herself seems conflicted about what she calls the "marketization" of literature: although she