

types, design, and delivery of continuing education programs. Only in the next-to-last chapter does Campbell begin to present his ideas for change in the organization and policies of continuing education. Since many readers will be relatively familiar with the current status of continuing education much of the material in this area could be condensed with greater attention then devoted to the future.

Libraries are specifically mentioned only a few times in this book, but Campbell does note the tension between libraries who want to keep holdings intact and the continuing education student's need for resources in locations remote from the central university campus.

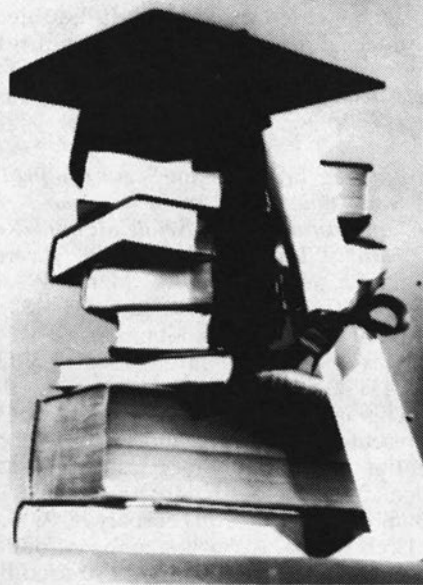
The issue of education, including adequate library services and collections for the older adult, is an important one; and academic librarians need to be especially conscious of activities and trends in their own states, provinces, or regions. Those wanting a broader overview will probably

find that this book does nicely, providing a readable, jargon-free approach with chapter summaries and a fairly extensive, if a little dated, international bibliography.—*Elizabeth M. Salzer, Michel Orradre Library, Santa Clara University, California.*

Tedford, Thomas L. *Freedom of Speech in the United States.* Carbondale, Ill.: Southern Illinois Univ. Pr., 1985. 473p. \$29.95. ISBN 0-8093-1220-4.

This is a textbook for an upper undergraduate or graduate course in communication. As such it bears all the marks of the textbook and would be barred from college libraries, which reduce theft by excluding the textbooks from courses locally taught. For other libraries all the way from high school to research, the book has a definite use, but not as something to curl up with on a rainy evening. It is a textbook and suffers from the characteristics of all such works, while as a reference book it

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benefits from others.

The writing is clear, factual, grammatical, and words are used with care. The result is a style that conveys the message the author intended without any charm, interest, or enjoyment. Equally, the mechanics necessary for classroom use of this book show through, like the bones of a skeleton in costume. Each chapter begins and ends with a summary, usually reduced to a table with accompanying text. A full bibliography follows advice to the teacher under the heading "Exercises."

The book is interesting given the patience and the time to read it and a willingness not to expect grace or provocation in its craftsmanship. The story progresses from the classical heritage and England to colonial America, exploding myths along the way, even to the point of quoting Whittier's poem on the expulsion of a Quaker from the Massachusetts colony and showing in a ruled box the main features of the Sedition Act of 1798.

The five chapters of Part II deal with controls on the content of speech, it being assumed that printed messages are as much recorded speech as telegraphic codes and sound recordings. Freedom of speech means intellectual freedom, a term not used, evidently in communication courses.

The chapter on political heresy, sedition since 1917, is especially interesting in describing how the "clear and present danger" rule was established and chewed into its present form in several cases. Each of the cases is summarized in a highly useful form, readily referred to, and capable of being expanded to the full case based on the bibliographic information provided. Those that establish or refine a rule of law are called "Landmark Cases." Clearly, the book is an excellent reference source, and doubtlessly, a thorough textbook that would make a good teacher of an indifferent one offering the course.

The reviewer's interest in "religio-moral heresy," to use the language of the book, perhaps colored his opinions, because while the information conveyed is highly appropriate for a classroom text, it leaves a specialist frustrated and at times annoyed. For instance, a discussion of why the various courts become dithery

over "prurient interest" is lacking. The term is not in the index. No one has ever thought to poke around in it and find out why it became a standard reason to forbid works on one side of the river and permit them on the other, as in the banning of works in St. Paul while wicked old Minneapolis permitted them.

Nevertheless, the book is an excellent summary, superior in all respects to others in the field. The landmark cases alone make it valuable. The indexes of cases and of subjects following highly useful and informative appendixes containing, among other things a description of legal citations and how they may be used and a glossary, tables depicting the court systems of the United States and the way decisions are reached in them, make this a valuable reference book that will greatly aid any student pursuing a topic covered, from technological controls to the concept of privacy. It would be useful in library school courses in communication as resource material, and it is not so complex as it may appear. Bright students would find its neutrality appealing. The closest the book comes to taking sides is in the quotation of a seminal article by William E. Bailey. This is advanced communications research, which must be a dull subject indeed if the article is its brightest moment.—Jay E. Daily, *School of Library and Information Science, University of Pittsburgh, Pennsylvania.*

Financing Information Services: Problems, Changing Approaches, and New Opportunities for Academic and Research Libraries. Ed. by Peter Spyers-Duran and Thomas W. Mann. Westport, Conn.: Greenwood, 1985. 193p. (New Directions in Librarianship, No. 6) \$29.95. LC 84-15729. ISBN 0-3313-24644-0.

This is one of two volumes of papers presented at an international conference entitled "Contemporary Issues in Academic and Research Libraries," held in Boulder, Colorado, on February 28-29 and March 1, 1984. According to the introduction to this volume, the issues raised by the contributors can best be summarized by these two basic questions: Can academic and research libraries cope with the