

parently, some effort in this direction is being made at the University of Iceland and in the Nordic countries, at Aberystwith, and in Australia through the National Office of Overseas Skills Recognition. U.S. schools have had a large number of foreign students as have had, presumably established schools in other countries. Where these students go after graduation and what influence they may have on library development in their own countries remain something of a mystery.

Included are articles that address the demographic characteristics of students, but none that really answer the questions of why students come to the schools in the first place or why they choose a particular school over others. There are also curricular questions that need to be investigated. Each of these volumes deals with academic traditions that differ, sometimes radically, but there does seem to be an international consensus on a common core of library and information studies that has been created either through cultural transfer or because this particular knowledge has been found to be essential to the work of all librarians.

The articles presented in this series reveal a, perhaps inevitable, time lag be-

tween the point they were completed and when they were published. The "snapshot" envisioned by Roy is more accurately a sort of time-lapse photographic series of library education in the 1990s. As such, these volumes might be reasonable acquisitions for libraries serving LIS schools or for institutions with an active interest in comparative education. In many cases, much of the information presented in these volumes will be available in libraries collecting comprehensively in these fields, however, the personal nature of this series' essays make them unique.

It is unfortunate that the series ends with these volumes. Poor sales have forced the publisher to abandon the project. At an average price of almost \$100 per volume, this is not a surprising development. At present, the volume on Africa edited by the late Michael Wise will be published by IFLA and the volume on the Arab Gulf States also should be completed and published by Mansell this year. Developments in Central and South America, the rest of Western and Eastern Europe as well as planned volumes for India and Southeast Asia will not be published. However, the idea behind this series is valuable enough to be continued. Perhaps other volumes would make a fitting project for several *Library Trends* issues, which would be the more natural format and, at the institutional subscription rate of \$75 for four quarterly issues, would be a much more affordable venue for this work. —*Lee Shiflett, Louisiana State University.*

Kors, Alan Charles, and Harvey A. Silverglate. *The Shadow University: The Betrayal of Liberty on America's Campuses.* New York: Free Press, 1998. 415p. \$27.50 (ISBN 0684853213). LC 98-8728.

Readers looking for an engaging polemic on political correctness run amuck on our nation's campuses will be delighted to find *The Shadow University*. Kors and Silverglate provide scores of detailed, appropriately spun, and sufficiently alarmist accounts of cases in which cam-

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pus speech codes have been used in an attempt to restrict expressions of racism, sexism, and other forms of intolerance on college campuses. The book abounds with quotable sound bites (e.g., “the Free Speech movement ... of the '60s and '70s evolved ... into the speech code movement of the '80s and '90s”). It was written to alert unsuspecting future tuition-payers and other concerned citizens to what the authors claim are the increasing number of draconian attacks from politically correct college administrators on the freedom of speech and First Amendment rights of students and faculty.

The book is not devoid of some real merit. Kors (a professor at the University of Pennsylvania and a central figure in the 1993 “water buffalo” speech code case at his own campus) and Silverglate (a criminal defense and civil rights lawyer in Boston) do make a point about the efficacy of speech codes. The sheer absurdity of many of the cases they present illustrate the shortcomings: speech codes are legalistic controls misapplied to a problem of ideology; the exercise and enforcement of such codes tend to be arbitrary; and they are designed primarily to accommodate the administrative flowcharts and paper-chase procedures of bureaucrats. *The Shadow University* will be of value if it contributes to the development of other, nonlegalistic and less bureaucratic mechanisms to deal with the very real problems of racism, sexism, homophobia, and other chauvinistic attitudes too often found within the educational community.

However, those readers who seek the insight that a scholarly analysis might provide on the state of academic freedom and the use of speech codes in higher education will be very disappointed, for this book is reduced to diatribe by the generally ahistoric, anecdotal, and flippant approach of the authors.

Kors and Silverglate refuse to admit that campus communities have legitimate grounds for developing programs and procedures designed to sensitize members of the campus community to their

collective responsibility to create an academic environment supportive of every member’s pursuit of knowledge and educational credentials. Racism, sexism, homophobia, and other intolerant mind-sets that deny humanity to individuals and groups are very real social problems that perpetuate inequalities and injustices in a very real world. However, Kors and Silverglate would argue (although they never do) that the long, slow, evolving movements throughout history toward human equality and justice are all beside the point. According to them, the only thing worth any struggle or advocacy is the absolutist’s interpretation of the right to freedom of speech. They side with a Harvard Law School scholar who writes: “if the Constitution forces government to allow people to march, speak and write in favor of peace, brotherhood, and justice, then it must also require the government to allow them to advocate hatred, racism, and even genocide.” However, some people believe otherwise and in their (sophomorically entitled) chapter “Marcuse’s Revenge,” Kors and Silverglate introduce the reader to the views of Herbert Marcuse, Richard Delgado, Charles R. Lawrence III, Mari Matsuda, Catherine MacKinnon, and Stanley Fish, all of whom advocate a qualified approach to free speech and First Amendment rights.

This is the most interesting chapter in the book, but also the most frustrating. It is interesting because Kors and Silverglate introduce Herbert Marcuse’s notion of “repressive tolerance.” The idea is most enlightening, and Marcuse’s essay elaborating it should be read by everyone interested in the question of free speech. (See the collection of essays in *A Critique of Pure Tolerance* by Robert Paul Wolff et al. [Boston: Beacon Pr., 1969].) The chapter is frustrating because Kors and Silverglate make absolutely no attempt to provide any reasoned or sustained counterargument. Of course, an argument against Marcuse, Delgado, and the others would require a rigorous and historical examination of the social role and

"value" of hatred, racism, genocide, and sexism. Such a counterargument, however, would place Kors and Silverglate in the uncomfortable, but honest, position of arguing publicly in support of the very real "benefits" of hatred-based ideologies. For example, managers have long found racism very useful in playing off one group of ill-treated workers against another group in order to maintain exploitative (and profit-enhancing) working conditions. Class-based elitism has long sustained power and wealth in the hands of the few. National and religious chauvinism has long supported war industries. Sexism has long relegated women to low-worth positions that benefit men economically and psychologically. Rather than attempt a reasoned, rigorous, or historically based counterargument to Marcuse and the others, Kors and Silverglate merely propound and repeat ad nauseam their simple belief in the infallibility of the absolutist approach to freedom of speech.

Perhaps the most disturbing thing about this book is the bald disdain the authors express toward those who recognize the injustice of racism, sexism, and so on. For example, in the chapter "'Shut Up,' They Reasoned: Silencing Students," the sexual harassment policy dealing with speech and nonverbal expression at the University of Maryland-College Park is described. Kors and Silverglate quote from a list of the nonverbal behaviors prohibited: "leering and ogling with suggestive overtones; licking lips or teeth; holding food provocatively; [and] lewd gestures, such as hand or sign language to denote sexual activity." This is followed immediately by a remark characteristic of the authors: "As if dry lips or American Sign Language were not trouble enough..." It is almost incomprehensible that two grown men seem incapable of recognizing the difference between the licking of lips as a sexually suggestive gesture and the licking of lips that are dry. And it is terribly disturbing that these two grown men should be either so ignorant or so insensitive to equate the richness of

American Sign Language with the crudity of juvenile gestures.

Kors and Silverglate would do well to recall that their hero John Stuart Mill restricted the granting of liberty to children, minors, and barbarians, for these have not attained the maturity of mind required for the exercise of liberty.

This is a disappointing book. It belongs in academic library collections only because it is about the college community. Public libraries need not bother acquiring a copy; instead, they should use interlibrary loan. —*Elaine Harger*, W. Haywood Burns School, New York.

Meadow, Charles T. *Ink into Bits: A Web of Converging Media*. Landham, Md.: Scarecrow Pr., 1998. 292p. \$45, alk. paper, cloth (ISBN 0-8108-3507-X); \$24.50, paper (ISBN: 0-8108-3508-8). LC 98-16854.

Ink into Bits is a very readable, survey-style, lightly documented introduction to the communication and media issues resulting from the shift from print to electronic publishing. It is one person's viewpoint and one person's priorities, about which the author is very straightforward. Meadow, Professor Emeritus of the University of Toronto's Faculty of Information Studies, has written extensively in the field of information science. The breadth and diversity of topics he has addressed is evident in the list of essays included in this volume: "Changing Media in a Changing World"; "Media and Information"; "Some Media History"; "Special Place of Books and Writing in Our Culture"; "Representing and Presenting Information"; "Linear Text and Hypertext"; "Interacting with Information Machines"; "Multimedia"; "ModernTelecommunications: The Information Highway"; "Distribution"; "Comprehension"; "Adoption of New Technology"; "Markets"; "Protecting the Customer"; "Thinking about Change"; and "Thinking about the Future."

This book is a bit of a hybrid. On the one hand, it is extremely basic and textbooklike, often presenting fascinating tidbits of information such as the fact that