

inside and is sometimes quite wistful, while analyzing the particular situation of the small, high-quality publisher in today's multinational climate of mega publishers with a clear eye. We will want to remember that a number of his reference books won the prestigious Conover Porter Award for "excellence in Africana bibliography or reference work."

Jill Coelho provides a survey of the Africana acquisitions literature and reviews Africana acquisitions at Harvard. She details the sometimes-formidable challenges faced by libraries attempting to acquire research materials from the African continent, especially the parts not covered by the Library of Congress's Cooperative Acquisitions Program. Obviously, the process has recently become easier with e-mail and credit cards, but challenges remain. Peter Limb discusses the problems and progress in African journal publishing and acquisitions.

The articles by Marion Frank-Wilson, Patricia Ogedengbe, and Patricia Kuntz explore the connections between Africa and North America. They discuss issues of outreach, the formation of partnerships between individual universities and organizations on the two continents, and digitization as a means to help African researchers with accessing research materials. Frank-Wilson's article, "A Way to Bridge the Information Gap," adds descriptions of a number of current digital projects.

Gregory Finnegan traces the story of the Africana Librarians Council (ALC) and the Cooperative Africana Microform Project (CAMP) since 1989. The earlier period, 1958–1988, was covered by David Easterbrook's article in *Africana Resources and Collections*, mentioned above. Finnegan's article illustrates the many cooperative projects undertaken by enterprising Africana librarians. Similarly, Robert Lesh traces developments in Africana cataloging since 1980, following an earlier article by Elizabeth Widenmann in the 1989 festschrift.

*Africanist Librarianship in an Era of Change* should be held by libraries with

significant African Studies collections or library schools.—*Helene Baumann, Duke University.*

*Higher Education for the Public Good: Emerging Voices from a National Movement.* Eds. Adrianna J. Kezar, Tony C. Chambers, and John C. Burkhardt. San Francisco: Jossey-Bass (Jossey-Bass Higher and Adult Education Series), 2005. 345p. alk. paper, \$40 (ISBN 0787973823). LC 2005-00719.

Repeated with slight variations in several chapters of *Higher Education for the Public Good* is a quick and dirty summary of two key conceptions of a university's proper role. On the one hand, there is the "academic cloister" of John Henry Newman, in which the intellect is cultivated for its own sake and useful knowledge is of secondary importance. On the other hand is the "research organism" described by Abraham Flexner, in which science replaces moral philosophy and influences present and future society. According to this narrative, the clash and interaction between the two traditions, as well as their responses to social forces of the twentieth century, led to what Clark Kerr labeled the "multiversity," a contemporary ivory tower in which scientists, without external pressures or influences, conduct basic research to be developed into something practical by government and private industry. Although this summary does not even attempt to fully account for today's many different American postsecondary institutional types (a fact acknowledged by the contributors to this volume), it is employed to demonstrate how the charter between higher education and American society has evolved in response to societal needs. The basic premise behind this collection of essays is that charter needs to be renegotiated once more in order to counteract the growing devaluation of higher education's public service mission.

The early chapters attempt to justify the premise by showing how service to the public good is being eroded in favor of business values and economic goals.

Funding for the academic enterprise is driven increasingly by job market demands and the desire for research to feed economic growth. Investment in the social and public benefits of higher education, an investment that infrequently pays off directly in terms of dollars and cents, falls by the wayside in this scenario. According to one of the editors, Adrianna Kezar, higher education is increasingly concerned with accommodating market forces and what she calls neoliberal values. Kezar argues that those values underpin the decreasing public funding for higher education, thus driving the academy further into the arms of private donors who tend to be more interested in practical and economic goals than in serving the public good.

In what ways has higher education served the public good? What is it that is being lost by the adoption of neoliberal values and market influences? Most of the book's contributors would include ensuring a high-quality liberal education, fostering civic engagement and democratic principles, caring for the least fortunate, and advancing the general quality of life. But despite their gloomy take on higher education's current commitment to the public good, the editors and contributing authors believe that several initiatives could coalesce into a powerful counter-movement. Following the historical setting and an overview of the challenges facing the development of higher education's new social charter, the book focuses on overcoming those challenges by bringing the various initiatives together into what one editor calls a metamovement. The nineteen chapters are clustered under general themes, such as public policy, institutional governance, and individual leadership. The individual leadership and institutional governance chapters are especially interesting, as they specifically address what can be done by trustees, faculty members, presidents, and students. Although the potential roles for academic libraries and librarians are not discussed, Judith A. Ramaley's "Scholarship for the Public Good" contains an eloquent section

on integrative and lifelong learning that echoes much of what librarians emphasize in information literacy instruction.

The contributors include current and former university presidents, higher education professors, a doctoral candidate, and directors of various associations, institutes, centers and foundations. All are well qualified to address the subject and most write clearly and succinctly. There are some inconsistencies in how the authors cite supporting documentation. In most chapters, we are referred to other works only when someone is being quoted or paraphrased or when a case study is being described. A few chapters, primarily those attempting to establish the historical and social context, read almost like the literature review sections of a doctoral dissertation. Given the difference in purpose among these chapters, the variance in citation practice is understandable. Yet, that makes a few citation omissions in the historical and social trends sections all the more distracting. Although painstakingly leading us through a long list of studies and reports about the trends leading academe away from serving the public good, Kezar asserts, without giving any supporting documentation, that news stories critical of industries such as tobacco have been suppressed due to corporate takeovers of media outlets. Similarly, David Longanecker decries how some community colleges are abandoning their core mission of general and technical education for market-driven, customized training. But he does not tell us which community colleges are doing this or where we can go to find out more information. Longanecker goes on to say there is "mounting evidence" that shows how research results can be influenced by the source of financial support, but he does not cite it. These nits are being picked from what are, overall, very strong contributions by the two authors, but I hope they wish to do more than preach to the choir members who think they already know these statements to be true. On the whole, the authors have produced many

strong and well-supported arguments to advance their cause.

This worthwhile and provocative collection belongs in most academic libraries. Many readers will be encouraged by the authors' proposals of practical and forceful means to reassert the importance of higher education in a democratic society.—*W. Bede Mitchell, Georgia Southern University.*

**Adams, Helen R., Robert F. Bocher, Carol A. Gordon, and Elizabeth Barry-Kessler.** *Privacy in the 21<sup>st</sup> Century: Issues for Public, School, and Academic Libraries.* Foreword by Judith Krug. Westport, Conn.: Libraries Unlimited, 2005. 247p. alk. paper, \$40 (ISBN 1591582091). LC 2004-63832.

The objective of this book is to "gather, in a single volume, information and further resources on privacy and confidentiality for public, school and academic librarians." The four authors include an attorney and three librarians representing the three types of library. Although the structure of the book suggests that the issues are quite different for each library setting, a review of the material presented reveals a large amount of overlap among the three.

The first three chapters cover legal and technological issues relevant to privacy in a library setting. The book traces the theme of privacy through law review articles and case law, and describes a number of federal statutes of interest to libraries, including the Family Education Rights and Privacy Act (FERPA), Electronic Communications Privacy Act (ECPA), Children's Online Privacy Protection Act (COPPA), and Neighborhood Children's Internet Protection Act (NCIPA). For most libraries and their patrons, the strongest privacy protections are through their respective state statutes. All but two states have statutes related to library privacy and confidentiality, and Hawaii and Kentucky have attorney generals' opinions upholding the privacy rights of patrons. Although the statutory language and protections in each state differ, most state statutes define

"what is protected; who is protected; and when protected information can be released to or viewed by others including law enforcement authorities."

In addition to examining privacy protections under state and federal law, this book explores the threats to privacy inherent in a number of federal surveillance programs, including Terrorism Information Awareness (TIA), Novel Intelligence from Massive Data (NIMD), Multistate Anti-Terrorism Information Exchange (MATRIX), Computer Assisted Passenger Prescreening System II (CAPPS II), and DCS1000, also known as the FBI's Carnivore program. Of particular interest to libraries is the FBI's Library Awareness Program. In the 1970s and 1980s, the FBI conducted secret surveillance of the use of unclassified scientific publications by foreign nationals in public and academic libraries. By the time the program ended, most states had passed confidentiality laws to protect the records of library patrons.

More recently, the USA Patriot Act has had a significant impact on privacy issues for libraries. The act changed the law as it relates to telecommunications and privacy and mandated new procedures law enforcement agents and courts must follow for implementing those changes. The book provides a detailed discussion of the law relevant to library operations and examines current developments, including the ALA's response to the legislation.

Also included are descriptions of a number of privacy issues related to Internet use, including technical issues such as cookies and spyware, and behavioral issues such as entering personally identifiable information on Web sites. The potential of global positioning systems (GPS) and biometrics to compromise privacy, especially in the use of radio frequency identification (RFID) technology within library settings, is examined. Data can be stored on a chip using RFID tags in a manner similar to uniform product codes. RFID tags are activated by an electronic reader, and the transponder on the tag sends the reader its data. Most RFID