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Authors Davey and Davey contend that students, far from being jaded moral relativists, are thoughtful and careful thinkers who deserve instructional landmarks in the moral purposes of the law and the meaning of justice. To inspire classroom discussions the authors present 25 scenarios (a third are taken from Supreme Court cases) that have proven consistently successful over two decades. The book’s stated benefits include both insights into the moral, legal, and political values of college students and compelling examples of moral quandaries for professors to present in the classroom.

Today’s students (a phrase that becomes a refrain) are more conservative in their political outlook, and less likely to discuss troublesome social issues. These students have matured under different social demands and political experiences, including high divorce rates, industries that “down-sized” their parents, and the recession of the early 1980s. Such traumas have left an indelible impression upon these youth, and although they seem more interested in pursuing financial security than solving the nation’s problems, the authors write that they seem to be less materialistic than their parents’ generation (p. 4).

The work’s nine chapters provide students with an introduction to the law as well as a structure to frame moral questions. The first two chapters, “Law as a Guide to Justice,” and the “Logic of the Law,” explain the moral grounding of the law and how it must directly correspond to the judicatory needs of present society. The authors emphasize the primacy of the law as a “codification of public opinion,” and its overall efficacy in society (p. 18). A third chapter, “Change in the Law,” explores the reasoning behind changes in statutory law. It provides the reader with a clear sense of the wisdom of the law and also how and why it must be changed when technology advances or human belief-systems have been modified.

Chapters on the Constitution and the Bill of Rights respectively (Chapters 4 and 5) are geared to opening discussions on the rule of law, and its moral relevance. Chapter 4 is dedicated almost wholly to a discussion of judicial review, and its utility in preventing what Madison referred to as a “tyranny of the majority” (p. 57). The authors concentrate on a few key cases like school prayer, flag burning, and contraceptive distribution. Chapter 5 on the Bill of Rights amendments introduces a libertarian sentiment including a strong fear of government intervention in the lives of private citizens. The final four chapters exploring the topics, “Crime,” “Poverty,” “Race,” and “Drugs,” are among the better-research portions of the book. The chapter on crime includes an adept analysis of crime statistics and alarmist discourse that illustrates the inherent dangers of “tough on crime” programs. The case studies cover the legal forfeiture of a spouse’s car because her spouse solicited a prostitute, and the incarceration of a serviceman who engaged in oral sex.

Chapter 7, “Poverty,” includes a story about poverty-stricken youths that successfully explains the social and economic “back-story” of American poverty, and the massive difference between having the financial wherewithal to start a family today, and one 20 years ago. Professors and students alike will find this chapter somewhat illuminating, if economically deterministic. Chapter 8, “Race,” tackles the age-old question: “Why are Black people so angry?” The authors consider in some detail the problems that white college students have in understanding the vicissitudes of Afri-
can American life, a view some readers may find condescending.

Chapter 9, “Drugs,” is probably the most sober and even-handed of the concluding chapters. Classroom discussions are framed around two sides, the drug warriors, and the free marketeers. According to the free marketeers, the “War on Drugs” is already lost, and we can never restrict the supply of the trade; therefore, drug-use must be legalized. Meanwhile, the drug warriors insist on better equipment, more men, and heavier guns.

As a point of reference, the authors find ideological grounding for the work in their own experiences of campus culture in the 1960s and early 1970s. Remembering a time when “the demands of flower children were essentially for justice” (p. 136), the authors write that today’s students “do not understand the Sixties . . . ” adding, “Those who were too young to experience it firsthand never quite get it. The students we teach fall into that category” (p. 135). Although many readers will find sympathy with this grounding, this attitude should by no means be considered universal. Some readers, including readers who lived through it, will contest the political importance of those years or find them superficial.

This work could have been made stronger by the incorporation of original research data. Although the authors make simplistic distinctions concerning “today’s students” throughout the book, their research is almost solely based on anecdotal evidence gleaned from the classroom and from various issues of the *Gallup Poll Monthly*. Ordinarily, one would not find fault with this, except that the authors allude to reports that include statistical sampling from the general population, not from college/university students. Sometimes this is qualified in the text; some times it is not.

For those for whom the polemics ring true, this work may deserve a welcomed place on their bookshelf. From everyone else, it provides a framework for exploring and introducing moral reasoning in the classroom.—Michael Matthews, Instruction Librarian, Washington State University Libraries, Pullman, WA 99164-5610 <matthewsm@wsu.edu>.


Like several books before it, *Copyright in Cyberspace* sets out to provide basic copyright information and to alert its audience to the questions and issues that should be considered when dealing with copyrighted material in the digital information environment. And, it does indeed succeed in aggregating language from the copyright statute, the Digital Millennium Copyright Act (DMCA), as well as a variety of guidelines, model policies, and the many other statements concerning use of copyrighted materials that have been generated in the last 25 years. In fact, the “sources” in the back of the book (read “appendixes”) comprise nearly half of the book. With much of the remaining half devoted to quoting sections of the copyright act and the DMCA, not a lot of room is left for much more than raising some questions that for the most part remain unanswered or the reader is generally (and frequently) referred to another section in the book.

Often the conclusion (the bottom line) is that there is no answer or the answer depends and that actually comports with the admitted general theme of the book that “no one has quite yet figured out how to apply copyright to the cyberworld.” While this is one of the more accurate statements in the book, the general brevity of discussion combined with the fears raised by the breadth of contributory liability suggested, leave the reader with few options other than seeking permission for everything. Fortunately, we are given the “secret of the easy way to go”—simply contact the Copyright Clearance Center. Other discussions tend to get a bit more muddled. For example, when can a library qualify for the performance and display exemptions available to non-profit educational institutions? The chapter on using digital images states that most libraries, while nonprofit, are not educational institutions. However, the later chapter on library instruction and distance education assumes, without discussion, that libraries engaging in this kind of activity qualify for the performance and display exemptions available to non-profit educational institutions.

Despite the conservative path either overtly recommended or left by default, the book does take every opportunity to encourage librarians to become informed, engaged, and to actively participate in policy-making and legislative agendas in the copyright arena. And this, in the final analysis, is probably the best advice anyone can offer.—Peggy Hoon, Scholarly Communications Librarian, North Carolina State University Libraries, Raleigh, NC 27695-7111 <peggy_hoon@ncsu.edu>.


This volume of 15 essays by distinguished scholars and practitioners of information technology (IT) in higher education focuses, as stated in the preface, on the question of “Where is IT taking the instructional program? And what is it carrying with it?” The following propositions, also from the preface, frame the content of this book: IT is integrated in the curriculum, there are no clear benchmarks for the cost of IT in higher education, it is presumed that using IT will reduce the cost of higher education, the cost of IT varies with how colleges plan and manage IT investments, methods exist for identifying and evaluating IT costs and investments, presently there are only limited indicators that online teaching saves colleges money, achieving savings is almost always dependent on realizing economies of scale, networked and online learning eases access to higher education, IT in teaching and learning is changing the way faculty work, and online education has intensified competition between institutions. The volume is divided into three parts: a general overview section that defines what information technology is in higher education, a section that discusses how to determine the costs of offering online education, and a final section on planning and strategies for management of information and instructional technologies.

Part One, “Mapping the Territory,” is a compelling summary of the issues. Chief information officers and directors of information technology, and their provosts and presidents