

ing “others” as the clerks of the special department of the Ministry of Culture in a Communist government or as agents of “American cultural imperialism.” ... Who decides on the inclusion or exclusion of certain texts? It is important not to forget that the banned texts do not disappear ... I understand censorship to be a time-related category, a far-reaching phenomenon closely related to the process of canon formation embedded within a web of social institutions.

Indeed, essays by Istvan Kiraly and Valeria D. Stelmakh describe conditions of publishing and libraries in former Soviet countries that lend credence to her definition. Unfortunately, the essays offering examinations of the U.S. experience limit their examinations to McCarthyism and U.S.I.A. libraries and offer no new insights for anyone with a passing familiarity of library history. (Readers curious about this perspective of “canon formation” as an important element of the Cold War are advised to read Frances Stonor Saunders, *The Cultural Cold War: The CIA and the World of Arts and Letters* (New York: New Press, 1999).

A new generation of library historians has an exciting road ahead, and this reviewer recommends beginning the journey at the source of the four subject headings given this book, which, despite its *many* shortcomings, deals with the Cold War in both the “East” and the “West,” although one would not know it from LC’s subject headings: 1. Books and reading—Communist countries—Congresses 2. Censorship—Communist countries—Congresses 3. Cold War—Influences—Congresses 4. Libraries and communism—Congresses. So, where is Censorship—Capitalist countries—Congresses? What about Libraries and capitalism—Congresses? These headings are proof positive that Cold War mentalities are alive and well (or maybe just on automatic pilot) at least in the cataloging department of the Library of Congress. And if there, where *else* might they be lurking?

Recommended for all library and information science collections for *critical* examination.—*Elaine Harger, W. Haywood Burns School.*

***The Future of the City of Intellect: The Changing American University.*** Ed. Steven Brint. Stanford, Calif.: Stanford Univ. Pr., 2002. 353p. alk. paper, cloth \$55 (ISBN 0804744203); paper \$24.95 (ISBN 0804745315). LC 2002-1560.

I have long felt that college and research librarians, to be effective in their work, must understand the contexts in which academic libraries function. This is easier said than done, given the complexities of our libraries and the responsibilities we have for maintaining connections with our multiple and varied constituencies—faculty, students, staff, administrators, visiting scholars, vendors, consortiums, professional organizations, and so on. Beyond knowing specific operational aspects inherent within our profession, we need to understand the dynamics of higher education. This includes the internal and external forces of change that influence our current *modus operandi* as well as the demographic, economic, and technological pressures that dictate our future.

In this book, Steven Brint has done a marvelous job of presenting the thinking of a number of notable scholars on the future of the American university. It is a captivating volume destined to be the focus of much discussion in academic circles as its distribution spreads throughout higher education. College and research librarians would be well served by becoming conversant with the issues raised in this book.

*The Future of the City of Intellect: The Changing American University* grew out of a conference held at the University of California, Riverside, in February 2000. The papers delivered at the conference are presented here, substantially revised based on input from attendees and discussions during and subsequent to the conference. The title of the book refers to Clark Kerr’s famous work, *The Uses of the University*, and plays on his metaphor of

multiversity or "city of infinite variety" to describe the then-emerging mega-universities such as the University of California, University of Michigan, Massachusetts Institute of Technology, and Stanford University. Today, of course, his vision of research universities as cities unto themselves is the reality in which many of us live and work every day.

Over the past several decades, the influence of the university on our economic and social life has grown tremendously. Large numbers of individuals (one in four adults in the United States) now receive advanced degrees. Business and industry demand an increasingly educated workforce, and many of societies' greatest social and economic problems are first addressed in the university setting. As the importance of the university has risen, so have the challenges and opportunities facing higher education.

Brint and his contributors have identified several powerful forces affecting change in the university. The competitive challenge among universities requires that they have the best facilities (libraries?), the best faculty, and the best social and cultural components to enhance campus life. A second force of change is the potential for high profits through scientific and intellectual discoveries, particularly in the technological and biological sciences. Pressures in this arena are leading to new relationships with the corporate world and providing as many threats as opportunities for the traditionally independent university. Finally, no force has greater potential for change than does technology. The way we teach and conduct research, the audiences we target, and even the very idea of what the physical space of the university will look like is in question. The authors in this book address the forces of change on the university, raising questions, pointing out challenges and opportunities, and painting a picture of the future of the university that is bound to stimulate much discussion.

The volume begins with a fascinating overview by the legendary Clark Kerr in which he traces the development of the

university over the past several decades and offers his insights into the future. The main textual body of the book is divided into four parts: In part I, Randall Collins, Patricia Gumpert, Roger Geiger, Walter Powell, and Jason Owen-Smith contribute essays relating to demographic and economic forces of change. Part II contains contributions from Carol Tomlinson-Keasey, Richard Lanham, and David Collis and focuses on technological change. Parts III and IV address continuity and change in the fields of knowledge and university governance by Andrew Abbott, Steven Brint, Sheila Slaughter, Richard Chait, and Burton Clark. Students of higher education will recognize the names of these contributors as being among the foremost authorities in their fields. The titles of the essays indicate the breadth and scope of this book. They include: "Credential Inflation and the Future of the University"; "Universities and Knowledge: Universities in a Key Marketplace"; "The New World of Knowledge Production in the Life Sciences"; "Becoming Digital: The Challenges of Weaving Technology throughout Higher Education"; "The Audit of Virtuality: Universities in the Attention Economy"; "New Business Models for Higher Education"; "The Disciplines and the Future"; "The Rise of the 'Practical Arts'"; "The Political Economy of Curriculum-Making in American Universities"; "The 'Academic Revolution' Revisited"; and "University Transformation: Primary Pathways to University Autonomy and Achievement." The essays are stimulating, well researched, and well written. Extensive bibliographies accompany each one.

This is a significant book. I believe that we are at a critical juncture in the history of the American university. The contributors to this volume have identified myriad forces that are influencing change in the university and offer enlightened discourse on the nature and process of that change and on prospects for the future. Academic librarians need to be part of the creation of the future university. The topics presented in this book provide an opportunity for us to enter the debate and

contribute to the building of a vision for the future.—*John W. Collins III, Harvard University.*

***Indexers and Indexes in Fact & Fiction.***

Ed. Hazel K. Bell. Toronto: Univ. of Toronto Pr., 2001. 160p. \$22.95 (ISBN 080208494X).

“Any simpleton may write a book, but it requires high skill to make an index,” asserts Rossiter Johnson, prolific historian of the Civil War and editor of the *Twentieth Century Biographical Dictionary of Notable Americans* (10 vols., 1904). His aperçu might well serve as the crux of Hazel K. Bell’s anthology of exemplary indexes. Bell is a connoisseur of indexes, having been editor of *The Indexer*, the journal of the Society of Indexers, for eighteen years as well having compiled more than 600 published indexes herself. Her choices are clever, edifying, and frequently amusing. The reader is struck by the variety of purposes indexes serve.

After a stimulating foreword by A. S. Byatt and a concise introduction on the history and qualities of indexes, the book is arranged into three sections: I. Indexes in Fact; II. Fiction and Verse with Indexes; III. Indexers in Fiction. Eighty-eight examples are presented chronologically, beginning with the first printed index to a tract by St. Augustine, *De arte praedicandi* (On the art of preaching) from the fifteenth century straight through to 2001.

Having read the front matter, and perhaps coming under the spell of the book, I found it more accessible when I perused each section from back to front (i.e., from the most recent to the earliest examples), mimicking the back-to-front movement of reading from an index. It is a well-trod path. The author pertinently quotes Jonathan Swift as follows: “The most accomplished way of using books at present is twofold: either, first, to serve them as men do lords—learn their titles exactly and then brag of their acquaintance; or, secondly, which is, indeed, the choicer, the profounder and politer method, to get a thorough insight into the index, by which the whole book is governed and turned,

like fishes by the tail. For to enter the palace of learning at the great gate requires an expense of time and forms, therefore men of much haste and little ceremony are content to get in by the back door.”

Some indexes go far beyond an analytical précis of the content of the work. In an example captioned “Enhancing the text,” Bell shows that John Ruskin “makes use of his indexes in a most engaging way to supply comments on, or corrections to, his original text.” Here is one of his entries: “Artists are included under the term workmen, 11, 10, but I see the passage is inaccurate,—for I of course meant to include musicians among artists, and therefore among working men; but musicians are not ‘developments of tailor or carpenter.’ Also it may be questioned why I do not count the work given to construct poetry, when I count that given to perform music, this will be explained in another place.”

Indexes have been used to settle scores, to argue politics, to savor the fine points of erotica, to crown egotism, and to make merry. They often are used to reinforce the lessons of the text. Some are belligerent, some brilliant, and quite a few comical. Some indexes are better than the text. Occasionally, they deliberately mislead or refer to nonexistent subjects, as in Malcolm Bradbury’s ingenious novel, *My Strange Quest for Mensonge*. All of these and more are to be found in Bell’s book.

In the section on indexers, we learn that all too often the author’s wife carries out this drudgery “amongst other traditional wifely tasks.” Not surprisingly, indexers share many of the unflattering stereotypes of librarians, although occasionally in the hands of a great writer the indexer attains the status of complete insanity (see Nabokov’s *Pale Fire*).

Obviously, this is not a book about how to index. For methodology, Bell refers readers to Hans Wellisch, *Indexing from A to Z* (2nd ed., H. W. Wilson, 1995) and Nancy C. Mulvany, *Indexing Books* (University of Chicago Press, 1994). She notes that “an essential quality for indexing is objectivity and freedom from bias.”