

the skills that your staff members possess. They also note that financial support for digital preservation needs to come as a continuing commitment from within the institution rather than depending on temporary, outside funding for preservation projects. The digital environment necessitates that national libraries be more proactive in working with publishers of digital materials and with technology providers in finding private-market solutions for digital preservation. These national libraries recognize the special problems associated with the storage of digital audiovisual media, and the report summarizes the various initiatives undertaken to care for sound and moving-image materials. Finally, the survey identified that there was no ultimate solution to this digital dilemma and that practice and policy would evolve over time.

The Beagrie report offers librarians and archivists in all settings a practical overview of the issues related to the preservation of digital media, and it presents ideas and lessons learned from various projects in Australia and Europe. The report gives a context for planning a digital preservation project but is not a practical how-to-guide identifying standards and methods of best practice. It does offer important insight into the larger problem, which will help us not to get lost in the details or caught up in the excitement of what technology is capable of providing. A side benefit of the report is a wonderful list of information organizations and projects with their associated acronyms. I think that my favorite was LOCKSS or Lots of Copies Keep Stuff Safe.—*Norma Myers, East Tennessee State University.*

A Compelling Interest: Examining the Evidence on Racial Dynamics in Colleges and Universities. Eds. Mitchell J. Chang, Daria Witt, James Jones, and Kenji Hakuta. Stanford, Calif.: Stanford Univ. Pr., 2003. 246p. alk. paper, cloth \$49.50 (ISBN 0804740348); paper \$19.95 (ISBN 0804740356). LC 2001-151608.

The year 2004 marks the fiftieth anniversary of the historic Supreme Court deci-

sion *Brown v. the Board of Education of Topeka, Kansas*, which reversed *Plessy v. Ferguson* and made the common practice of racial segregation illegal. In 2003, the consideration of race in higher education admissions policies continued to be a volatile issue. The U.S. Supreme Court reviewed the admissions policy of the University of Michigan Law School, once again thrusting the debate surrounding diversity and affirmative action to the forefront of America's system of higher education.

Editors Chang, Witt, Jones, and Hakuta, all knowledgeable professionals in the social sciences, have compiled a panel of race relations and diversity experts from across the country to "explore the knowledge base on race and intergroup relations in colleges and universities." The result of their effort is *A Compelling Interest: Examining the Evidence on Racial Dynamics in Colleges and Universities*.

The introduction, written by Chang et al., asks a number of probing questions: Are standardized tests such as the SAT the best way to measure academic worth and potential? Who benefits from racially diverse campuses, and in what ways? Should individual students all be judged by the same criteria regardless of group membership? Is affirmative action inherently discriminatory? These questions and more set the stage for an exploration of the racial dynamics at work in colleges and universities. The editors present what the "empirical research has to say about the educational benefits of diversity" and identify what they deem are the "three major parts of the diversity debate: fairness, merit, and the benefits of diversity." Through an extensive review of the social science literature, *A Compelling Interest* presents information on what colleges and universities can and should do to implement and sustain initiatives that "promote the unique benefits that diversity provides."

Presented in six chapters, *A Compelling Interest* covers a broad range of topics, examining many of the relevant is-

sues crucial to the affirmative action debate. The chapters include a review of standardized testing; an examination of the social and psychological evidence on race and racism; an investigation of the educational benefits of diversity; a look at the application of affirmative action in broader context; and an historical review of affirmative action.

In chapter 2, William Trent et al. present data on the “patterns and trends in participation in higher education by race and sector.” Through the exploration of the data—on early intervention, racial composition of schools, enrollment policies, and segregation in higher education—the chapter establishes a foundation for understanding the “state of equity and opportunity in higher education.” Considerable tabular data are included in this chapter to help the reader synthesize the information presented.

Chapter 3 explores the role that standardized testing has played in higher education admissions decisions. Linda F. Wightman states that during the latter half of the twentieth century, standardized tests have played an “increasingly prominent role in the threat to diversity in higher education.” The problem, she explains, is not the tests themselves, but in the way that test scores are used and interpreted. Wightman helps us to better comprehend this issue through her historical examination of the use of standardized tests in the higher education admissions process. Much of this we already know, but Wightman provides additional insights into how the perception of standardized admissions testing has changed over the years and how these changes have not always successfully reflected the changing demographics of today’s college applicants.

Chapter 4 discusses the social–psychological evidence on race and racism, demonstrating the continuing relevance of this issue for diversity in higher education. Shana Levin raises two questions in the policy debate regarding diversity: “does race matter in everyday life and should race matter in institutional policies.” No

one disputes the complexity of race relations in the United States, and numerous theories have been offered to help us understand the myriad racial attitudes in existence. Levin looks at the three main social–psychological theories on racial conflict and on how their perspectives and insights can best be used to foster diversity in higher education.

In chapter 5, Jeffrey F. Milem presents a conceptual framework for understanding the educational benefits of diversity, emphasizing the individual, institutional, economic, and societal benefits. According to Milem, “supporting diversity in colleges and universities is not only a matter of social justice but also a matter of promoting educational excellence.”

In the final chapter, the editors reexamine affirmative action, recapping where it has succeeded and where it has failed and speaking to the work that still has to be done. They specifically address how colleges and universities need to play a more proactive role in fostering diversity. The editors include two appendices that serve the reader well: Appendix A is a historical summary of affirmative action; appendix B is a glossary of terms used in this work.

Given our country’s history, it would seem that any effort to promote racial equality would be fully embraced, especially in our colleges and universities where we have a responsibility to educate. How is it, then, that seemingly intelligent, well-educated individuals can recognize racism and discrimination in all their forms in the workplace and greater society and yet seem unable or unwilling to comprehend this “reality” in America’s system of higher education? Do they believe that higher education is exempt and somehow untouched by the evils that exist in society at large? Or is there something more sinister afoot? Where can we go for answers? *A Compelling Interest*, through the use of empirical social science research, provides us with a lens through which to view the often emotionally charged and highly politicized issues of race, racism, diversity, and affirmative

action. The editors of this work acknowledge that lawmakers cannot and should not legislate people's attitudes or thoughts concerning issues of race; however, they agree that "contemporary laws or policies ought to recognize that racial differences continue to play a significant role in determining life opportunities."

Affirmative action is just one effort in a long and ongoing struggle to rectify inequality in America. The Supreme Court acknowledged this compelling interest in its recent decision upholding the right of colleges and universities to consider race in admissions decisions, recognizing the need for—and value of—diversity and racial equality in America's system of higher education.—*Kelly C. Rhodes, Appalachian State University.*

***International Encyclopedia of Information and Library Science*, 2nd ed. Eds.**

John Feather and Paul Sturges. London and New York: Routledge. 2003. 688p. alk. paper, \$195 (ISBN 0415259010). LC 2992-32699.

The second edition of the *International Encyclopedia of Information and Library Science* provides, for the most part, comprehensive coverage of issues (e.g., history, policy, library types, library functional areas, client bases, and library services internationally), as well as a range of research areas (e.g., information-seeking behavior). It also includes key individuals, institutions, entities, and concepts (e.g., Internet, personal computer, technology, intellectual property, information theory, and the information society), providing historical, societal, and professional context and additional references for further reading.

As the title suggests, the contributors and consultant editors represent a number of parts of the world, primarily the United States and the United Kingdom, but also other European countries, Africa, Australia, Asia, South America, Canada, and Mexico. In addition to the international representation of the contributors and editors, it is important to note the depth and breadth in professional expertise of this distinguished roster of indi-

viduals whose work has resulted in a substantive contribution to the discipline and the profession. To a great extent, the work achieves the ambitious goals of an international encyclopedia of a profession with a rich history; a profession made more complex by its international reach and regional distinctions.

The critique of such a volume as this inevitably addresses the question of coverage, organization, and ease of use. With regard to the organization and use of the volume, clarity is enhanced by the inclusion of the section entitled "How to Use This Book," as well as by the cross-references, see-also references, and the index. In addition, the book begins with a list of abbreviations and their meanings.

The *Encyclopedia* addresses library and information science (and related) topics as broad as communication and informatics and as specific as Roman libraries in Africa and library associations in Central America. As might be expected, some tangential terms, such as Web master, are defined in less detail than are others.

It is unrealistic to assume that any one volume could provide complete and even coverage of library systems and services on all continents and in all countries. Thus, one concern relates to the fact that the discussion of library history, services and challenges, policies, legislation, and client bases is not always even across continents and countries, with some entries providing greater detail than others.

In addition, one of the challenges associated with a volume that covers such a broad international scope is the use of terminology by authors from one country that may be either less familiar or differently interpreted by those in other countries. For example, the description of libraries as one of a number of cultural industries involves the use of two terms that have different meanings and different interpretations and, to provide adequate clarity, would likely require more attention than is appropriate in an encyclopedic entry.

The discussion of codes of professional conduct among various countries