

sociologies, particularly Paul Starr's *The Transformation of American Medicine*, Victor Fuchs's *Future of Health Policy*, and a 1977 issue of *Daedalus* devoted to American health care.

Two major flaws detract from the overall success of this book. First, the final editing was inadequate: there are numerous errors of typography (e.g., Stark instead of Starr in the index, Harry & Louis in the text) and style ("Older men (and they were almost always male) . . ."). The data in the columns labeled "Developed & Developing" in figure 2-2 seem to be reversed, given assertions made in the accompanying text. Concepts are often introduced without explanation (e.g., 'overbedded hospitals'), and unsupported assertions abound (e.g., "Unfortunately, the use of discounted fees and the employment of thousands of new people . . . have destabilized the health care system"). The same sentence ("One physician bucked the tide of medical obstruction. . .") appears on page 131 and again on page 177; it also contains an unreferenced quote. Though often merely a nuisance, preventable errors such as these detract from the authority of the text.

The second flaw relates to the integration of concepts across chapters. The chapters seem to have been written to serve as self-contained units. This can be disconcerting for those readers who attempt to read the book from cover to cover. For example, the same statistics are reported in several different places, and some concepts (and some reference works) are introduced and explained several times, each time as if they were new to the reader. Frequently referenced books (such as those by Paul Starr) appear in several chapter bibliographies, sometimes with a different annotation. More important, introducing only that piece of a concept which relates to the theme of the chapter makes complex topics such as managed competition and the role of third-party insurers difficult to

follow and synthesize. This approach may leave readers of a single chapter with the false impression that they know everything the author has to say about a given issue.

In short, the volume is a mixed blessing. For careful general readers, it explains some of the health care reform issues that appear daily in newscasts and newspapers. Via footnotes and bibliography, it suggests some beginning points for those who want to explore a topic in more depth. It is probably most appropriate for a public, high school, or community college library, but I would not recommend it for an academic health sciences library.—Valerie Florance, University of Rochester Medical Center.

Greening the College Curriculum: A Guide to Environmental Teaching in the Liberal Arts. Eds. Jonathan Collett and Stephen Karakashian. Washington, D.C.: Island Pr., 1996. 328p. \$40 cloth (ISBN 1-55963-421-9); \$22 paper (ISBN 1-55963-422-7.) LC 95-39225.

Published as a project of the Rainforest Alliance, *Greening the College Curriculum* was purportedly prepared to mainstream environmental education in academe. Although intended for the use of faculty members interested in integrating environmental teaching into their discipline-based courses, faculty to whom this concept may be new, administrators, and trustees also might benefit from perusing this volume for the thoughtful and thought-provoking ideas it explores.

The core of the work comprises ten discipline-specific chapters. Covered are anthropology, biology, economics, geography, history, literature, media and journalism, philosophy, political science, and religion. Each chapter is written or cowritten by a professor or professor emeritus of the discipline under review. The editors acknowledge lapses in coverage and suggest that other areas may be treated in a second edition. They also state that sociology was deliberately omitted

because of the excellent course syllabi for environmental sociology that were collected by the American Sociological Association and available from ASA.

Each chapter begins with a discussion of the environment in relation to the discipline, provides a description of course plans (many of which are divided into categories such as introductory, lower division, and upper division), and concludes with a resources section including print and nonprint materials. The quality of the writing varies, as is the case with any collected work, but overall it is quite good.

The subject-based chapters are preceded by a discussion of contemporary academe from an ecological perspective. Much is found wanting, and certain reforms are proposed by the author, David W. Orr of Oberlin College. The overspecialization within higher education, which has resulted in many professors and students possessing a poor sense of the world in its entirety, and spiraling costs, which have made institutions of higher learning ever more dependent on corporate gifts and government and corporate grants, are among the factors that discourage positive environmental actions. Orr proposes not only curriculum changes, but also the physical redesign of campuses, with buildings structured to fit the environment. The utilization of solar energy for heat, trees to shade for coolness, and natural airflows to ventilate should become standard components of architectural planning.

Orr recommends an environmental ranking (comparable to the academic ranking) of schools as a motivation for accountability. The assignment of an environmental ranking might be based on a review of institutional recycling policies, an audit of consumption and discard per pupil, and an examination of the educational programs offered that support a sustainable environment. In addition, Orr reported on a course at Oberlin College in which students studied cam-

pus food, energy, water, materials, and waste flows. The campus administration acted on the class recommendations and, from an initial expenditure of \$300,000, saved \$400,000 in two years. Other practice-oriented courses at Oberlin and elsewhere are likewise described.

In the final chapter, "Reinventing the Classroom: Connected Teaching," Jonathan Collett discusses the emphasis on faculty research and publication, the absence of training for teaching at the college/university level, and the need for teaching to be done in a more unified manner. Students must integrate knowledge into a core, not compartmentalize what is learned, for life in the twenty-first century. Collett reports that an active environmental movement exists among students in the 1990s. Many schools have environmental groups in which interested faculty members could become involved. The chapter concludes with an extensive list of resources to assist with environmental teaching.

The book would have been strengthened by the inclusion of a chapter discussing the consequences that are likely to result if a sustainable environment is not realized within the next fifty to one hundred years. Although the first chapter makes reference to a "planetary emergency," few examples are used to illustrate the existence of serious crises. For example, the reference to "overpopulation" simply states that worldwide population is "now growing at the rate of a quarter of a million each day." A bit more information would serve to make the statistic more meaningful and more alarming. This suggested chapter also could include the significant advancements that have been made toward environmental correctness in the past twenty-five years. Without the growing awareness and positive actions that have come about since the early 1970s, our circumstances today would be worse by far.

Although not falling strictly within the scope of this work, a chapter summariz-

ing the environmental crisis could be potentially helpful for the conversion of the unconcerned and/or lesser concerned scholars, whose numbers are not inconsiderable. These folks are admittedly not the audience for whom this book was prepared. However, they are arguably the ones who most need to examine the volume and ponder the proposals presented.

Despite this complaint, *Greening the College Curriculum* is an important book. Providing, as it does, a fairly comprehensive plan for the integration of environmental education into the liberal arts curriculum, it is unique. Hopefully, it will reach a wide audience in the academic community and have a beneficial impact on the presentation of topical materials to the current generation of students.—*James W. Williams, University of Illinois at Urbana-Champaign.*

Lanham, Richard. *The Electronic Word: Democracy, Technology, and the Arts.* Chicago and London: University of Chicago Pr., 1994. 285p. \$14.95. (ISBN 0-226-46885-2.) LC 93-13884.

This volume is a polished rhetorical performance by an unabashed and distinguished rhetorician, president of Rhetorica, Inc. (the note on the jacket does not explain the nature of this enterprise) and former director of the Writing Programs at the University of California-Los Angeles, who welcomes the computer as the means by which Western education will return to "a rhetorical pedagogy" and to the rhetorical paideia. Lanham is long on promise and enthusiasm but short on specifics, to some extent understandably so because much is yet to be discovered about how the computer will influence Western education.

The first seven of Lanham's ten chapters have appeared elsewhere (in shorter forms, in two cases) between 1989 and 1992, and many of them began life as lectures at various learned venues, as the author freely informs us in headnotes that detail the past lives of each chapter.

The headnote to chapter 8 explains the argumentative structure that Lanham has been building in the preceding chapters, and this is probably the best place for a reader to turn before reading the earlier material. In fact, given that the first seven chapters often cover the same ground in different ways and rehearse what Lanham sees as the polarities of Western culture several times, reading it and perhaps dipping and skimming the earlier chapters would be a practical response to the book. Two of the chapters (3 and 7) are pivotal and deserve more than "dip-and-skim"; in the former, he argues for the rhetorical convergence of disciplinary thought in all areas of learning, and in the latter, he explores "The 'Q' Question" about "what the arts are good for, about how moral and formal truths can be related to one another in human life."

In the latter portions of the book, chapters 8 to 10, after he has set forth his argument, Lanham takes on alternative views, specifically those in recently published works. He is very good at sniffing out the extravagant statement and using it to flog the author of an opposing view, sometimes with an arrogance matching and even surpassing that of his adversary. With an attentiveness to rhetorical effect, Lanham ends the book on a more moderate note—a Socratic dialogue of sorts in which he takes on Curmudgeon, something of an alter ego but also a beloved former teacher to whom Lanham allows a few points but whom he wins over, more or less, to his own position in the end. By this time, his own position also is more cautiously stated, though still overwhelmingly optimistic.

One of the dangers in writing about technology is that it changes so fast, as do attitudes toward it. Lanham launches his argument with the assertion that "humanists are such natural Luddites and have become so used to regarding technology—and especially the computer—as an enemy that it takes some temerity to call the personal computer a possible