

ate cost of \$29.95, *Sorting Things Out* is a bargain.—James Williams, *University of Illinois at Urbana*.

Challenges Facing Higher Education at the Millennium. Ed. Werner Z. Hirsch and Luc E. Weber. Phoenix, Ariz.: Oryx Pr. (American Council on Higher Education/Oryx Press Series on Higher Education), 1999. 199p. \$29.95, alk. paper (ISBN 1-57356-293-9). LC 99-28204.

This volume is a compilation of papers presented at a colloquium held at Glion, Switzerland, in May 1998. It is interesting to note that not all the views expressed at the conference are represented here. In the preface, the editors observe that two points of view were in evidence: David Saxon, president emeritus of the University of California extolled the virtues of stability and caution in plotting the future of the university, whereas “most” others took a more activist stance. The book comprises the latter only.

Many familiar buzzwords anchor the discussions contained in the book’s seventeen chapters: Contributors express concern about lifelong learning, producing educated citizens, and the effects of new technologies and globalization on institutions of higher learning. They worry about the deepening gap between research and teaching, consider the value of distance education, and look at the role of the student as consumer. Part 1, “Missions and Values,” includes a survey chapter followed by discussions of the university’s role in “meeting the challenges of the new millennium” and universities in “the new Europe.” Contributors to this section include volume editor Luc E. Weber, a professor of public economics at the University of Geneva; David P. Gardner, a foundation president; and Paolo Blasi, rector of the University of Florence.

In Part 2, “The Effect of the Changing Environment on Higher Education,” University of Michigan president emeritus James J. Duderstadt looks at the pluses and minuses of current trends affecting university life and offers two widely dif-

ferent possible scenarios for the future. Stanley O. Ikenberry, former president of the University of Illinois and current president of the American Council on Education, writes about “The University and the Information Age” in this section, and it is astonishing to note that he does not mention the word *library* once in his discussion of new computing and telecommunication technologies. Indeed, libraries appear only three times in this volume: once in an offhand sentence suggesting that libraries should share their resources, a second time in a discussion of the California Digital Library, and a third time in University of Geneva Professor Dennis Tsichritzis’ chapter, “Research and Education: New Roles, New Instrument.” Professor Tsichritzis observes that:

First, book libraries will gradually be replaced by all-encompassing digital libraries available on the networks. Libraries will be there, but they will play a limited role as rare document collections. Most people will not need to consult the real thing. Second, students will have access to too much information.

One wonders just who Professor Tsichritzis imagines will help students make sense of all that information.

Part 2 concludes with a chapter by businessman Harold M. Williams on the economics of higher education in the United States and what other “developed countries” can learn from it. The affiliations of the authors mentioned so far is representative of the entire book—with one exception, they are men with either academic or corporate backgrounds. Without wanting to belabor the absence of library consciousness in this volume (well, maybe I do), it seems appropriate to note the existence of a very fine, similar, earlier book, *The Modern University: Its Present Status and Future Prospects* (Chapel Hill, N.C.: Wm. Rand Kenan Jr. Charitable Trust, 1994). Introduced by library educator Edward G. Holley, it also is a compilation of papers

presented at a convocation and includes distinguished contributors such as William G. Bowen and Ernest L. Boyer.

Part 3 of *Challenges Facing Higher Education at the Millennium* is the largest section of the book and includes chapters such as "Financing Universities through Nontraditional Revenue Sources," "Networks and Strategic Alliances within and between Universities and with the Private Sector," "Governance," and "The Research University Potential as an Area's Growth and Prosperity Stimulant." "Higher Learning as a Joint Venture between State and Industry: The Example of the International University in Germany" is by the book's only female contributor, Heide Ziegler, president of the private International University in Bruchsal, Germany. All of these and the other discussions in this book are articulate and well informed, if not particularly earth-shaking. I must say, though, that I was not sure what to make of the anti-Spock (Benjamin) contributor who suggested that "The recent dramatic success of the film *Titanic*, particularly with the young generation, is, in my opinion, due to the authentic values that it represents."

The three chapters comprising Part 4, "The University of the Future," include discussions of higher education in the twenty-first century from a European point of view, a brief discussion of "future challenges" facing American universities (really a reiteration of earlier comments), and a similarly reiterative description of the characteristics of "the new university" by former Cornell University president Frank H. Rhodes. "The Glion Declaration," a statement summarizing the collective views of colloquium members appears as an appendix. Includes an index.—*Ellen D. Gilbert, Rutgers University.*

Collins, Boyd, et al. *Building a Scholarly Communications Center: Modeling the Rutgers Experience.* Chicago: ALA (Frontiers of Access to Library Materials, no. 5), 1999. 161p. \$48, alk. paper (ISBN 0-8389-0765-2). LC 99-29859.

Building a Scholarly Communications Center is a timely example of how academic libraries are reinventing themselves in the context of the rapidly changing academic world. The volume's authors, librarians at Rutgers University, set out to share their experiences in planning and developing Rutgers's Scholarly Communications Center (SCC) as a "gateway to new models of scholarly communication and the new roles of libraries."

The book's primary goal is to explain how academic libraries can "reinvent themselves to meet the demands of an increasingly information-based—and information-hungry—society"; it achieves this goal. It is clearly written, even the detailed information on the implementation of the various stages of this ambitious project. The authors are frank in their discussions about the challenges and difficulties they faced, especially concerning staffing and construction issues. As many other academic librarians have likewise experienced, funds were available for building walls and purchasing computers, but none was allocated for the staffing changes that resulted from the establishment of the SCC; the SCC Management Team squeezed the necessary personnel from existing library staff and faculty. Other pertinent discussions include how to deal with the challenges of teaching in an electronic environment and with the management of staff training concerns.

The SCC, completed in December 1996, is an addition to the Alexander Library at Rutgers University and includes three distinct parts—Teleconference Lecture Hall, Information Handling Laboratory, and Humanities and Social Sciences Data Center. Each of these units is discussed in detail in separate chapters, including the rationale, planning, staffing, and special needs of each unit. The Teleconference Lecture Hall, the "cornerstone" of the SCC, is a large lecture theater with satellite and ISDN videoconferencing capabilities. The Information Handling Laboratory is a series of small classrooms designed