

Three of the last four papers in the book give examples of ominous university practices in Europe and Canada. The lessons that the students learn at the Central European University as reported by Irina Khmelko fit in well with the gloss of western capitalism and it seems that most of the graduates of that university will find a profit making niche. Claire Polster's paper presents an ominous metaphor of the parasite slowly killing its host when reporting on the efforts of research centers established on university campuses by partnership efforts between Ottawa and the business community. Fleischmann and Kolinská's description of changes in Czech university practices after Vaclav Klaus certainly suggest that faculty will not be able to act without the heavy hand of the state imposing some sort of restraint.

This collection of 12 papers is a useful compendium of distinctions between the classical liberalism of J.S. Mill and the neo-liberalism as practiced today in university policy making rooms. Yet the most potent part of the book was the poignant preface written by a student, Jan Mlcák. That piece should be a forceful reminder to all of us as faculty that our students are hopeful, though confused; at once despairing and energetic. They are human beings on the way to becoming like us. Their university experience will not give them a credit card for societal pleasures, but it may provide them with the means to make their way through a world full of confusion, contradiction, and paradox.

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Haricombe, L.J. & Lancaster, F.S. (1995). *Out in the cold: Academic boycotts and the isolation of South Africa*. Arlington, VA: Information Resources Press, 158 pp. (Hardcover).

The book is essentially a documentary work on the academic boycotts and isolation of South Africa during the period of approximately 30 years, starting at about the middle of the 1960s.

This study of the academic isolation of South Africa is conducted in a systematic way. In the first chapter the terms boycott and sanctions are clarified and the general effects of boycotts and sanctions on the target

country are discussed. The focus narrows in the second chapter to the different types of sanctions imposed against South Africa. The main components were political and economic sanctions, aimed at helping to achieve a peaceful transition towards a democratic regime. The discussion of the effectiveness of sanctions gives documented views for and against: "Proponents claimed that the South African government, faced with concerted pressure from abroad, would be forced to negotiate with the black majority and to move the country toward a nonracial system" (p. 12). The opponents against sanctions included prominent South Africans who opposed apartheid, Alan Paton (author of *Cry, The Beloved Country*) and Inkatha leader Mangosuthu Buthelezi. Paton is quoted: "It is my firm belief that those who will pay most grievously for disinvestment will be the black workers of South Africa" (1987, p. 12).

The third chapter narrows the focus further to a review of academic boycotts. The elements of an academic boycott, included in the sanctions by the United States against Cuba, serve as a modern example. The chapter concludes with an investigation of academic freedom, human rights, politics, and academic ethics. Different views on the interrelationship between political and academic activities are examined.

The academic boycott of South Africa is the topic of discussion in chapter four. The academic boycott had two sides: the South African Government itself imposed sanctions against South African and international academics on the one hand, while on the other the international community took measures to curb the flow of information to South African academics. This book deals with the collective measures taken by individuals and organizations outside South Africa to deny the free flow of information to South Africa. The boycott tactics are described in broad outline in this chapter. The actions centred around university activities as many of the international groups advocating sanctions regarded the South African universities as tools of the Nationalist government. Boycott actions described in the text cover a wide range: refusal of academics to travel to South Africa, to examine theses from South Africa, to host South African scholars, to publish South African manuscripts, to recognize South African degrees, and denial of South African participation at international conferences. Academic sanctions and boycotts were seen as a force for political change in South Africa. As libraries play a pivotal role in the flow of information specific measures were taken to avoid information from reaching South African Universities. These measures are described.

Chapters 5, 6, and 7 deal with the empirical survey performed by the authors. The aim was to determine the actual effects of the academic boycott

on scholarship in South Africa. Chapter five deals with the survey methods employed and the instruments used. The major instruments used were two questionnaires. The first one was mailed to 900 full-time faculty members at South African and "homeland" universities. The questionnaire to university staff was supplemented by in-depth interviews with 25 academics in their campus offices in South Africa. A second questionnaire was sent to 28 libraries at universities, research institutions, and the State library. Eight interviews with librarians were conducted in order to probe more deeply into the effect of the book boycott. The results of both questionnaires and the associate interviews are discussed in great detail.

In the last chapter conclusions emerging from the survey are drawn. The conclusions are well argued and answer the research question. The various subgroups associated with the broad disciplines Science/Technology, Humanities/Arts and Social Science, and the three university types (English, Afrikaans and Black) exhibited different perceptions as to the boycott effects. In general the results indicate that the academic boycott had very limited success. The authors also argue that "the symbolic effects of the boycott may have had negative consequences on scholarship that may not have been identified in the survey and may not be fully recognized by those affected" (p. 111).

Out in the Cold is a systematic, comprehensive, and well-documented survey of academic sanctions and boycotts against South Africa. It is a book loaded with facts about boycott actions and sanctions. The authors are objective and unbiased. The book is presented in a straightforward style that quickly cuts to the bone.

While reading the book an awareness of something more than what is included in the facts and covered by the reasoning emerges: Academic boycotts and sanctions are relatively new social phenomena that testify to the care academics have in recent times developed in the modern global village to promote, in a peaceful, way the freedom and welfare of others deprived of it by social measures.

The book will undoubtedly be of interest to the academic society, to those who were out in the cold, and to those who were on the other side.

REFERENCES

Paton, A. (1987). *Cry the beloved country*. New York: Collier.

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Marshall, S.P. (1995). *Schemas in problem solving*. New York: Cambridge University Press, 424 pp. (Hardcover).

This book covers a lot of ground. The main purpose of the book is to describe and validate a specific schema for solving arithmetic word problems. A number of sophisticated and clever research methodologies are used to provide supporting evidence. In addition to presenting these methodologies and the results of a number of experiments, Marshall describes the implementation of a series of computer-based models designed to replicate the results of these experiments. In the process of providing theoretical support for these ideas, Marshall addresses a number of important related issues in considerable depth. These include discussions of the history and philosophy of schemas and implications of this work for curriculum planning, assessment, and computer-based instructional design. Although some parts of this book will be of interest to philosophers and educators, this is mainly a book for cognitive psychologists.

The book starts with a broad historical perspective on what philosophers, psychologists, and others have considered schemas to be. This is followed by an update on current views on schemas in general and, finally, a very specific discussion of the schema Marshall proposes as appropriate for arithmetic story problem solving. The level of detail presented is at the appropriate level to remind readers already familiar with this discipline of the significant participants in this field and their points of view. Readers with less background will, I'm sure, be sufficiently tantalised to follow up on many of the ideas touched on here.