hymn to the inherent superiority of online education; and the concluding chapter seems not to offer much that is new. But the integrated cogency of the first five make this book worthwhile nonetheless. The concept of "expressive space" is useful as a way of conceptually organizing diverse types of communication; the use of the ancient rhetorical device of oscillating between surface and depth is adroit and insightful; and the author's clever exploitation of font selection in his own textual design nicely reinforces the central importance of attention.—*Michael F. Winter, University of California, Davis.*

Meadow, Charles T. *Messages, Meaning, and Symbols: The Communication of Information.* Lanham, Md.: Scarecrow, 2006. 250p. alk. paper, $40 (ISBN 0810852713). LC 2005-23069.

Charles Meadow's *Messages, Meaning, and Symbols* is intended to be an introductory text about information, communication, and knowledge for general readers, information science undergraduates, and "anyone from age fourteen or fifteen up." Meadow cuts a wide swath, attempting to survey the history of communication technologies, the nature of information, and the dense conceptual interrelationship of communication, information, and knowledge. His style is conversational and informal, and, as befits an introductory work, the book contains dozens of photographs, drawings, graphs, and charts.

The first third of the book outlines the history of communication, beginning with cave drawings and moving into the Internet age over the course of four chapters. Meadow defines and explains a number of important terms over the next two chapters, then continues the narrative with a discussion on messages, media, and the transmission of information. The book concludes with chapters on meaning and understanding, an overview chapter entitled "Communication: The Full Monty," and a summary chapter on the nature of communication and informa-

tion in the modern, technology-drenched world. Throughout the book, he provides numerous examples and anecdotal evidence to support his points, sometimes at the expense of providing the kind of clear explanations that an introductory text needs when discussing such complex topics as meaning and understanding.

Meadow covers a lot of territory here; it's an ambitious undertaking to be so inclusive in such a thin volume, especially one pitched to the information science novice. Recognizing that such an approach sometimes precludes adding much depth, Meadow makes a point of sending his introductory-level readership to the many references listed in the book's sixteen-page bibliography. He refers readers to the Library of Congress's online catalog, with the caveat that "many of the works listed are not easily available elsewhere." He also states that "an interested reader must do a lot of searching, on the Web and in libraries. Many people seem to feel that all the information they might want is on the Web and is free. Both assumptions are wrong. Just as in archaeology, there is no substitute for digging." This can hardly be encouraging news for the "general reader" without sophisticated searching skills or access to a good library.

Upon inspection, however, it seems that Meadow himself sometimes relies on easily available Web resources in his research, rather than digging deeper. He frequently cites general reference sources such as the *Encyclopaedia Britannica*, when more authoritative, subject-specific sources would be more appropriate. He cites the hobbyist Web site *World War 2 History Info* (www.worldwar2history.info/) for information about the Allied disinformation campaign prior to D-Day. Why use a hobbyist Web site, one that would fail a basic Web evaluation test for authority, when other sites that are more academic or authoritative are easily available?

Some information he provides is incorrect. For instance, Meadow asserts that Navajo code talkers in World War

II did not encode their Navajo language messages, stating that "they could speak in plain language; no need to encode." According to a number of resources, the Navajo created a specific code based on their native language to transmit messages, to the extent that Navajos unfamiliar with the encoding were unable to understand the messages (see the *Encyclopedia of Espionage, Intelligence, and Security*. Detroit: Gale 2004, Vol. 3, p 263–265 and U.S. military records (www.history.navy.mil/faqs/faq61-2.htm).

The provided end-of-chapter citations are inconsistent, and attempts to verify references can sometimes be frustrating. Some quotations from monographs provide page numbers, while others do not. While discussing Franklin D. Roosevelt's use of the radio during the Great Depression, Meadow quotes "a member of his staff." However, the citation includes only the name of the book, not the page number of the quotation itself or the name of this anonymous staff member he deems important enough to quote. In another instance, he fails to provide page numbers for a quote from *James Boswell's Life of Samuel Johnson*. Later in the same paragraph, however, he quotes Plato and provides a page number in the citation.

These are the kinds of problems—poor reference choices, factual errors, incon-sistent citations—that should be cleared up in the final revision process before a book actually goes to press. In addition to these problems, there are scores of other mistakes that suggest that a final, comprehensive edit never occurred. Citations in the bibliography are not consistent, and sometimes omit dates (the year "004") or are not spaced correctly. Words appear in mid-paragraph with incorrectly placed hyphens, as if the text had been transferred from one format to another without checking the formatting of imported text. Chapter titles in the running heads are extremely inconsistent, and, in one case, an entire chapter's running head is emblazoned with the title from the *previous* chapter. The editing job was so poor that I thought I might have an advance copy or galley, but everything about the binding, publication information, and promotional literature suggested that, alas, the copy I received was a final published edition.

These problems are so persistent that they detract the reader from the content and purpose of *Messages, Meaning, and Symbols,* which is to serve as an introductory text for general readers. This assemblage of unprofessional book layout, inconsistent citation formatting, poor fact checking, and reliance on such resources as hobbyist Web sites results in a book that I would hesitate to assign to entry-level students.—*Gene Hyde, Radford University.*

Staikos, Konstantinos. *The History of the Library in Western Civilization—Volume II: From Cicero to Hadrian*. New Castle, Del.: Oak Knoll, 2005. 428p. $75 (ISBN: 1584561483). LC 2003-58221.

This is the second of a projected five-volume history of "the library" in the West, freshly rendered into English from the Greek original by Timothy Cullen. The series title is actually a bit deceiving. The arc of Staikos' journey begins in Greek antiquity and will end with the exile of Greek manuscripts in Italy, following the collapse of the Byzantine Empire in the fifteenth century. The writer's focus