

and history, or between philosophy and physics are not entirely clear, this is because the fields distinguished can only be grasped in relation to each other and because understanding the one requires some understanding of the other. Each is, as it were, simultaneously the affirmation and denial of the other. Similarly, if the line between professional language, that which includes and that which excludes, is sometimes hard to find, this is largely because inclusion and exclusion can only be understood in relation to one another.

I think Garber is right about this, but there is something more. Today, academic work involves to an unprecedented extent a commitment to original research and simultaneously a focus on passing the new knowledge that research sometimes generates on to students. Pedagogy without inquiry easily falls into a settled routine undisturbed by the kind of boundary-crossing and discipline-raiding that occurs in pursuit of new ideas and approaches. Like consumers always on the lookout for a new gadget or a new service, academics pursue novelty out of a kind of necessity that flows from the highly complex disciplinary and interdisciplinary division of labor they inhabit.

Now, of course, innovation sometimes creates brand-new disciplines, but for obvious reasons this will not happen very often. Far more likely, because it is much more efficient in accumulating an impressive list of accomplishments (and successful scholars are ruthlessly efficient) is the kind of innovation that involves connecting a small part of a topic belonging to one discipline with a small piece of another topic lying in a different intellectual jurisdiction. Thus, bridges are built, boundaries are crossed, and controversy inevitably occurs. On the other hand, if one assumes that the main job of the university is to pass on a more or less settled body of fixed knowledge, the whole job is very different because, in that case, innovation is not much required. But today's academic bailiwicks are not isolated in this way; they are much more reminiscent of the stock market than of

the legendary quiet of the academic halls of yore.—*Michael F. Winter, University of California, Davis.*

Gorman, Michael. *Our Enduring Values: Librarianship in the 21st Century.* Chicago: ALA, 2000. 188p. \$28, alk. paper (ISBN 0838907857). LC 00-27127.

Michael Gorman's published contributions to librarianship must total several hundred by now. Nearly all are sprightly, thoughtful, provocative, and many downright argumentative. Already a prominent expert, Gorman first achieved status as a cataloging and technical services "guru" after serving as joint editor of the second edition of the *Anglo-American Cataloging Rules* (ALA, 1978). His administrative and/or cataloging colleagues labeled *AACR2* either as "genius" or as "a self-inflicted wound," to quote two of them.

Now dean of library services at the California State University, Fresno, Gorman is carving out guru status in what we've been calling the "core values" of librarianship. His forays into library values gained wide attention when the guru bravely promulgated "Five New Laws of Librarianship" in the September 1995 *American Libraries*. Publishing the laws in the "official organ" of the ALA gave them the protective cover and imprimatur of the world's largest library organization. He also has argued for and enumerated the profession's values in *Library Journal* ("Technostress and Library Values," April 15, 2001, 48–50).

Gorman served on an ALA task force that grappled its way to a draft "core values statement" that was, fortunately, scuttled by the ALA Council. No blame should accrue to Gorman for either the content of the draft statement or its fate. Suffering from committee compromise, it lacked the guru's fine turn of phrase and intelligent argument.

Synthesizing his own take on four of the profession's great thinkers (Ranganathan, Shera, Rothstein, and Finks), Gorman has again dared to enumerate, if not codify, our "enduring" core values. Again, the guru gets the ALA imprint, but this time he has

substantially more success than he did in the official organ, and the book truly towers over the task force draft.

The eight values, though innocuous and agreeable enough, are each given a fourteen- to sixteen-page chapter in the book. Written in his unique, readable style and mercifully brief, some chapters are surprisingly argumentative and some contain pure invective. They suggest that core values give the profession much more to debate than we expected.

Gorman picks fights with any who see digitization replacing print on paper for nearly any purpose. Early on, the digitizers are accused of publishing "incomprehensible papers about digital libraries" and holding "conferences that float on an abundant supply of hot air." Later on, he dispenses with the discipline of information science (IS), asserting that "there is really no such thing," but "this bogus discipline has a stranglehold on many of our library schools." The legitimacy of IS was settled on many decades ago. (Then, of course, there's "library science.")

Give the guru credit, he puts his values to work on current issues in the profession, from filtering the Internet to instruction in library use (read the delightful essay on bibliographic instruction on pages 106-109), and much more.

Should you buy and even read the book? Absolutely! You'll enjoy the guru's witty anger, even at those times when it is reduced to pedantic condescension.

You'll even cheer him on when he scores direct hits on those old straw targets and twirling windmills against which he has tilted so consistently and bravely all these years.—*John Berry*, *Library Journal*.

Hinchliffe, Lisa Janicke. *Neal-Schuman Electronic Classroom Handbook*. New York: Neal-Schuman Publishers, 2001. 257p. \$75, alk. paper (ISBN 1555704077). LC 00-51958.

Over the past five years, many academic libraries have built their own electronic classrooms, a necessary initiative inspired by the proliferation of information that is now accessible by computer. Often serving the dual purpose of teaching space and computer lab, these classrooms have helped libraries become a major player in the electronic innovations of higher education. Not only is the modern academic library a gateway to electronic information, it also teaches students how to find and use it.

The library literature on electronic classrooms has consisted, up to now, mostly of journal articles and book chapters. Lisa Janicke Hinchliffe, library instruction coordinator at Illinois State University, Web-published a bibliography on the subject in 1994 and updated it in 1998 as an article in the online *MC Journal* (<http://wings.buffalo.edu/publications/mcjrnl/v6n1/class.html>). With the *Neal-Schuman Electronic Classroom Handbook*, Hinchliffe has produced a complete reference work that brings together all the information that a library administrator responsible for building and operating an electronic classroom would need. It also contains useful information for bibliographic instructors, system administrators, scheduling staff, and anyone else who is actively involved in an electronic classroom.

This book covers the preliminary processes, the design and construction, and the use of an electronic classroom in a contemporary academic library. The text is supplemented by extensive tables, illustrations, and appendices. A particular strong suit of the author is her expertise

Index to advertisers

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EBSCO	7
Elsevier Science	24
Faxon/Rowecom	46
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Library Technologies	35
Modern Language Assoc.	8-9
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Pacific Data Conversion	5
Primary Source Microfilm	12
Science Direct	cover 2