

be interpreted as saying Burgan naively believes major problems will simply melt away when faculty members assert themselves, but rather she cogently shows why students and the public interest are not well served when the faculty are not actively involved in governance.

Burgan is an effective advocate, an entertaining writer with a wry sense of humor, and an empathetic judge of the many players in today's higher education controversies. Her perspectives, criticisms, and conclusions are based on well-documented research, years of experience, and logical arguments that challenge and instruct. After reading this book, I felt as though I had spent a few hours in front of the fireplace of a faculty club, ruminating over today's academy with a valued colleague.—*W. Bede Mitchell, Georgia Southern University.*

College Libraries and the Teaching/Learning Process: Selections from the Writings of Evan Ira Farber. Ed. David Gansz, Richard Hume Werking, Lynn Scott Cochrane, and Pyke Jr. Johnson. Richmond, Ind.: Earlham College Press, 2007. 247p. \$29 (ISBN 9781117181).

When the definitive history of the instruction movement in libraries is written, there will be a chapter dedicated to the work of Evan Farber at Earlham College. Farber played a pivotal role in the development and expansion of instructional services programs in academic libraries during the 1970s and 1980s. Even today, almost forty years after its instruction program was introduced to a national audience at the 1969 annual meeting of the American Library Association, Earlham is routinely cited as an example of an institution where the contributions made by libraries and librarians to undergraduate education are understood and valued. Without the work of library leaders like Farber, we would not have the vibrant and multifaceted instructional services programs that we have today, and teaching would not be so widely recognized as a core professional responsibility for

librarians. For that reason alone, and putting aside for the moment the equally significant impact that Farber has had on the study and practice of college librarianship, the field would benefit from an exploration of the ongoing significance of his ideas. There is a word for this type of collection, *Festschrift*, and Farber and his ideas deserve one. Unfortunately, we will have to wait for Farber to get his due because the current collection is simply a compilation of Farber's writing. Interesting, no doubt, especially to those who know him, but not the volume that might have engaged a new generation of librarians in a discussion of the promise (and limits) of his ideas and of the Earlham College Library Instruction Program in which they are embodied.

While this volume collects almost thirty discrete articles, essays, and speeches (including several pieces never before published), the basic theme that runs through them all is found in the title—the library has a unique and valuable role to play in the teaching and learning process that is at the heart of undergraduate education. In exploring that theme, Farber makes a number of points—some of which may seem dated to today's audience, but the most significant of which remain germane to academic librarianship in the 21st century. Keeping in mind that this collection provides an overview of thirty years of work, one is struck by how many of Farber's ideas—almost all of which were implemented in a higher education environment yet to be touched by the World Wide Web—remain vital.

Chief among these, perhaps, is the idea of the "university-library syndrome," a problem that Farber defined in 1974 as "a pattern of attitudes which causes college faculty, administrators, and librarians to think of their libraries in terms of university libraries—and thus to imitate their practices, attitudes, and objectives" (a pattern noted more broadly in higher education as the problem of "institutional isomorphism"¹). While Farber might not have imagined the ways in which college

and university libraries would become tied together through statewide consortia, resource-sharing agreements, and online catalogs that facilitate patron-initiated borrowing (or the degree to which community colleges would become an integral part of this equation through consortia, distance learning, and articulation programs), his basic question remains sound: what are the unique opportunities presented to librarians in the college setting, and how can the identification of excellence in that arena complement the discussion of excellence in library service as defined more typically by the experience of the university library? Earlham staked its claim under Farber's leadership to the idea that excellence in college librarianship could be defined by the contribution to the educational mission of the campus, and the continued resonance of that claim can be seen in the mission statements of libraries at institutions such as Wartburg College ("Educating Information-Literate Lifelong Learners").

And, while some 21st-century instruction librarians may find Farber's focus on teaching students about "the effective use of ...library materials" and on the importance of a well-designed search strategy to be somewhat limited in today's environment, one must also recognize the prescience of Farber's comments on the importance of continuing professional education for teaching librarians (1977) and on the role that critical thinking instruction would play as part of instructional services in libraries and as part of the broader enterprise of undergraduate education in an information age (1984). Reading Farber's work from 1974, 1984, or 1991 allows the reader to appreciate the man for his progressive ideas but also to question those ideas that appear dated.

Among the latter, one might focus on the views presented in this collection on the professional responsibilities of the subject specialist or on Farber's views on the responsibility of classroom faculty for information literacy instruction. In 1977, Farber spoke about the subject specialist

as bibliographer and concluded that: "Their training, their interests are in disciplinary areas, in research materials and procedures, and *not* in the educational process." Of the 21st-century subject specialist, certainly, this cannot (or should not) be said. Likewise, regarding the classroom faculty member, Farber makes it clear he believes that librarians and classroom faculty play complementary, but wholly distinct, roles in the educational process. In his introduction to the collection, Richard Werking correctly identifies this aspect of Farber's vision as one that is somewhat at odds with current thinking and practice in academic libraries.

Which brings us back to the missed opportunity so evident in this collection. Evan Farber's writings are already widely available in the literature, and what the field needed was not another container in which Farber's work could be housed, but, rather, an opportunity for today's leading college and instruction librarians to explore and debate the ongoing significance of his ideas and his life's work. Given this need, it is ironic that the first piece in this collection—"College Librarians and the University-Library Syndrome" (1974)—was written for a volume prepared in honor of Farber's mentor at Emory University, Guy Lyle.² As a whole, this collection left me looking forward to a similar volume to be prepared in Farber's. —*Scott Walter, University of Illinois at Urbana-Champaign.*

Notes

1. Paul J. DiMaggio and Walter W. Powell, "The Iron Cage Revisited: Institutional Isomorphism and Collective Rationality in Organizational Fields," *American Sociological Review* 48 (1983): 147–60.

2. Evan I. Farber and Ruth Walling, eds., *The Academic Library: Essays in Honor of Guy R. Lyle* (Metuchen, N.J.: Scarecrow Press, 1974).

Jeanneney, Jean-Noël. *Google and the Myth of Universal Knowledge: A View from Europe.* Trans. Teresa Lavender Fagan. Chicago; London: University of Chicago Press, 2007. 92p. alk. pa-