artisan activities of cataloging, classifying, and creating authorized headings" in light of the need for experts who can effectively navigate the quickly changing information environment that interdisciplinary work generates and requires. Continuing the conversation of the role of technical services, Gretchen E. Reynolds, Cynthia Holt, and John C. Walsh (Chapter 5) report the findings of their survey of academic librarians' perspectives on interdisciplinarity and the effects it has had on collection development, including a case study conducted at George Mason University Libraries. Dan Hazan (Chapter 6) takes a brief step back in time to examine the rise of area studies, a forerunner to interdisciplinary studies that shares many of its origins, challenges, and needs. In Chapter 7, Mark Dahl scans a number of digital collections, emphasizing the various technological, creative, and informational needs that digital scholarship requires, and highlights the potential role of the library in fulfilling these needs. Evelyn Ehrlich and Angela Carreño (Chapter 8) focus on the role of the subject librarian and outline what they see as two distinct phases of effects originating from the interdisciplinary turn in higher education. Notably, they conclude with an appendix of ideas for how subject librarians can leverage library services toward the ends of interdisciplinary work. In Chapter 9, Maralyn Jones succinctly defines her chapter as an answer to librarians asking themselves, "How should I teach interdisciplinary research to maximize critical thinking and information literacy?" Jones provides a list of resources, tools, and tips for librarians seeking to educate themselves in interdisciplinary methods. Finally, Johann van Reenan and Kevin J. Comerford (Chapter 10) conclude the main body of essays with a look at specific interdisciplinary centers, collaborative data initiatives, and centers of excellence and the role of the library in each.

Craig Gibson brings all these chapters to a close by examining trends within the academy and outlining six possible char-

acteristics of its future. As he and other authors in this volume have noted, the future of higher education and the effects that interdisciplinary work will bring about are far from certain, but the library can begin the work of laying the foundation for what will certainly be a change in the view of knowledge itself. As Gibson notes: "If the library can demonstrate that how it organizes itself and its services makes a difference in addressing [big challenges], it will become the essential partner that its strategic plan advocates." *Interdisciplinarity and Academic Libraries* is a volume created for those librarians and library leaders who seek to strategically shift the role of the academic library and recenter it as the heart of the research institution.—*John M. Jackson, University of Southern California*.

John Buschman. *Libraries, Classrooms, and the Interests of Democracy: Marking the Limits of Neoliberalism*. Lanham, Md.: Scarecrow Press, 2012. 239p. acid-free paper, $65 (ISBN 9780810885288). LC 2012-010128.

Should library marketing and advertising be allowed in educational institutions or classrooms, and do policies grounded in the current political paradigm of neoliberalism advance the mission of libraries and democracy? These are the guiding questions that frame John Buschman's book, *Libraries, Classrooms, and the Interests of Democracy: Marking the Limits of Neoliberalism*. Neoliberalism, as Buschman quotes David Harvey (2007), is defined as the advancement of humanity "by the maximization of entrepreneurial freedoms within an institutional framework characterized by private property rights, individual liberty, unencumbered markets, and free trade." The author describes this book as an "extended meditation on the historical roots and connections between our educative institutions and democracy, on the entanglements of those institutions with commerce—and its most recent neoliberal instantiations, and on a selected set of resources within demo-

cratic theory which has helped reflect on the… tensions among marketing, advertising, consumption, and democracy through the institutional venues of the school and the library."

The book is written in a style of a "dialogic process of clarification" or guiding questions that many times have no answer and is organized into two parts. Each part is composed of four chapters, and each chapter contains a notes section. The book also includes a comprehensive list of cited sources and an index. The first part of the book examines the historical relationship between marketing and advertisement in educational institutions and libraries. Topics covered include an analysis of the relationship between politics and educational institutions, role of advertising and marketing in American libraries and classrooms in the era of neoliberalism, and multidisciplinary analysis of marketing and advertising on the business practices of educational institutions. The second part covers an analysis of neoliberalism by examining democratic theories proffered by de Tocqueville, Dewey, Habermas, Marx, and other noted theorists. "Communitarianism," a theory that emphasizes the role of community as the center of social and political identity, is discussed. The author also analyzes deliberative or discursive democratic theory that emphasizes the role of moral justification, reciprocity, and public reasons on the common good.

Of particular interest, the final chapter examines recent Supreme Court decisions concerning freedom of speech and the potential impact on educational institutions. The author also analyzes the evolving legal interpretations and social ramifications of these rulings. He suggests that these rulings reflect the trend of further loosening of restrictions on "corporate and market speech." He also states that this movement will result in additional "influence in public educative institutions and in the democratic process."

Throughout, the book emphasizes the political influences of marketing and advertising on public educational institutions such as libraries, with the subsequent impact on democracy and democratic values. This work provides keen observations, provocative questions, and intriguing analyses regarding the influence of neoliberal politics on educational institutions. This entire work (especially Chapter 8) offers ideal material for all graduate students studying library science or a related discipline. While some readers may be intimidated by the esoteric nature of critical theory, dearth of defined terms, and paucity of certain answers to the author's questions, most will be rewarded for their efforts. However, familiarity with writers of critical theory concerning public spaces and advertising, and the author's prior publications is strongly recommended.—*Anders Selhorst, Guilford Technical Community College.*