

ties and in the development of its funding priorities. Towner's championship of the NEH enabled libraries such as the Newberry to have access to public funding for the first time.

Towner may have been a very good scholar but he also turned out to be an exceptional administrator. Perhaps the most interesting article in this collection is a 1971 planning report internal to the Newberry entitled "A Plan for the Newberry Library," in which he described his vision of the Newberry's role. Towner viewed the library as one of "several varieties of educational institutions—museums, colleges, universities, academies, institutes, and independent libraries—all sharing a common objective. That objective is the enlargement of mankind's knowledge and the sharing of that knowledge with as large an audience as is practical for the kind of institution it is." For Towner, the library was an educational institution among others, not a mass of materials passively awaiting the attention of scholars. He promoted the planned use of the Newberry by introducing the Newberry Library Seminar in the Humanities. Ultimately, by making the library the site of the Northwestern-Newberry editions of the writings of Herman Melville and the *Atlas of American History*, and by creating the Center for the History of Cartography, he insured that the "uncommon collection of collections" at the Newberry would be utilized by specialists, and he brought to the library a community of scholars, some for short residences, others for permanent stays.

His plans as outlined in 1971 were grand—no less than creating an Institute for Advanced Study in History and the Humanities. Though the institute did not come to be, the Newberry added other "centers," such as the Center for the History of the American Indian, the Center for Family and Community History Center, and the Center for Renaissance Studies. He developed an active publication program, found grants to bring in scholars, and broadened access to the collection. The Newberry instituted one of the first in-house preserva-

tion laboratories, in which many librarians received their training. The library's collection also grew through judicious sales and purchases, a complex process described in a fascinating essay, "Every Silver Lining Has a Cloud: The Recent Shaping of the Newberry Library's Collections."

How did Towner manage to pay for all this? The editors diplomatically removed from the 1971 planning document Towner's list of potential funding sources, so we are left to guess about where the money came from. In the early days, it seems to have come from wealthy donors. Foundations also supported the Newberry's projects. Where sources of funding did not exist, Towner helped create them. He was instrumental in the creation of the NEH, which later was a source of funding for many of the Newberry's projects. Perhaps to his own surprise, Bill Towner turned out to be as much of an entrepreneur as a historian.

The most recent essay in the collection dates from 1983, and, in a way, the library world Towner describes seems old-fashioned and remote. Though preservation and security problems preoccupied Towner, he never mentions automation and its attendant benefits and problems. His essays on the Newberry, however, are well worth reading, not so much for solutions to concrete problems as for the alternative vision of the library which they offer and for the verve and initiative below the surface of the controlled prose and the formulaic structure of some of the pieces.—Eva Sartori, *University of Nebraska-Lincoln, Lincoln*.

*Teaching Bibliographic Skills in History: A Sourcebook for Historians and Librarians*. Ed. by Charles A. D'Aniello. Westport, Conn.: Greenwood, 1993. 385p. \$65 (ISBN 0-313-25266-1).

The animating principle behind this work is to gather together material for the building of a bibliographic instruction course in history, but it is pitched to too many audiences and is written on too many different levels to be effective. It is also intended to bring together in one

book archivists, librarians, and historians in order to share their views and expertise on the art and science of doing historical research in libraries and archives. One wonders why this kind of book is necessary: librarians putting together such a course have at their fingertips more detailed sources that include all of the bibliographical material recapitulated here, and historians would not need the two introductory essays nor most of the library apparatus, such as the illustrations of catalog cards that adorn the volume.

The work begins with an essay by Georg Iggers that seems to be intended for beginning undergraduates, and is followed by Harry Ritter's essay on interdisciplinary history, much more detailed and demanding, which looks like something for advanced undergraduates or a first year graduate seminar. Jane A. Rosenberg's part of the essay on "Finding and Using Historical Materials" is an excellent summary of the inadequate (fruitless?) nature of research on the ways that historians use libraries, and concludes that "the historian's predilection for working alone and doing intermittent bibliographical or reference work has much to recommend it." The second half of the same essay seems unconnected to the first part: historian Robert P. Swierenga muses about how he would design a bibliographic instruction course. This section of the work ends with a long chapter by the editor which looks more or less like a syllabus/lesson plan for his own bibliographic instruction course. If this sounds a bit like a hodgepodge, it is. Instead of this scattershot approach, the field of bibliographic instruction might have been better served by a real exchange of ideas. What we have here are people from two professions talking past one another.

The second third of the volume is devoted to an uneven treatment of various reference and research topics, not all of which are particularly relevant to historical research. For example, there is a long detour into most of the fields of the social sciences by Raymond G. McIn-

nis, which, useful in itself, is not devoted to either research in the history of these fields or the use of these fields when doing historical research. It is just there, with a curious disclaimer, printed as an orphan footnote, that one should read the chapter, "keep[ing] Harry Ritter's discussion of interdisciplinary historical research in mind." Bur Ritter's essay near the front of the work speaks directly to interdisciplinary history, not to the general existence of the social sciences.

The sections on using indexes and catalogs seem to suffer from the problems alluded to at the beginning of this review: the information included is much too elementary to be of use to librarians teaching the course, and written at the wrong level to interest historians. Perhaps this portion of the work is intended to be given to students to read, although that is not clear, like much about this diffuse sourcebook.

The final section of this sourcebook is devoted to a long annotated bibliography that brings together some of the materials cited in the rest of the work. Some of the entries in the bibliography are reprinted from a 1984 article in *The History Teacher* written by the editor, who has also reprinted here other materials that he had previously published. Although reprinting old material is not necessarily a problem in itself, it is indicative in this case of the lack of coherence and focus that characterizes the book as a whole.—*Elliott Shore, Institute for Advanced Study, Princeton, New Jersey.*

#### BRIEF NOTICES

*Intertek.* Ed. and pub. by Steve Steinberg, San Carlos, CA, 94070, 1990-. Semiannual, \$8/year (ISSN 1066-2472).

This is the most substantive of the "cyberzines" spawned by the computer counterculture. The two most recent issues are organized around special themes of particular interest to librarians: "Virtual Communities" and "Economic, Social and Technical Aspects of Information." The first has an extended debate on the USENET paradigm of computer communication as well as an essay on the