

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

social organization of the computer underground. The most recent issue features a critique of the notion of the "information age"; an essay on the incompatibility between capitalism and information; and a number of other pieces exploring the implications of the ownership of knowledge in an electronic environment. The journal's layout and graphics attempt to suggest the radically "de-centered" and improvisory nature of cyberspace. Academic librarians, accustomed to a more mundane treatment of technology, may be tempted to dismiss writing as "unruly" as that found in *Intertek*. This would be a mistake: cyberzines are constructing a serious discourse on the future of information. Librarians clearly have a place in this conversation. (B.W.)

Tarrow, Sidney. *Rebirth or Stagnation? European Studies after 1989*. New York: Social Science Research Council, June 1993. 43 p. Available gratis from the Social Science Research Council, 605 Third Ave., New York, NY 10158.

This report discusses the impact of various institutional and programmatic responses to recent changes in Europe on European studies in the United States, precipitated by the collapse of communism, German unification, and the implementation of the Single European Act. Sidney Tarrow conducted the study for the Social Science Research Council (SSRC), interviewing 120 Europeanists at twelve academic sites. Tarrow reviews the major challenges facing American social scientists studying Europe; identifies research questions arising from transformations in Europe; presents the educational and organizational challenges ahead; and offers a series of recommendations to ensure the vitality of European studies. Despite increased organizational support for European studies in the United States, overall funding has declined, and the report calls upon the SSRC to help formulate a "common strategy for shaping European studies." One hopes this future consultation will extend to research librarians, who have toiled alongside their academic counterparts to cultivate European studies. The report totally ig-

nores trends in library collections and expenditures for European materials, which should form an integral part of any national research plan. (M.L.B.)

Caplan, Paula J. *Lifting a Ton of Feathers: A Woman's Guide to Surviving in the Academic World*. Toronto: Univ. of Toronto Pr., 1993. 273p. \$45 (ISBN 0-8020-2903-5).

Intended for women who are considering an academic career, and for women who are already struggling with male-dominated academic institutions, *Lifting a Ton of Feathers* is a light read. It is a book of lists and anecdotes, and lists of anecdotes. The advice given is generally good and sensible—find yourself a mentor, discuss your concerns and feelings with sympathetic colleagues, and make sure you fully understand the policies and practices relating to tenure. But the academic women who are already making it on my own male-dominated campus seem far too bright and capable to have needed such obvious tips. And reassuring though it may be to find that others have felt the brunt of male insensitivity or have been unheard on male committees, one wonders if the chronicles of remembered hurts and past wrongs does more that turns women inward toward a negative downward spiral. Will *Lifting a Ton of Feathers* give academic librarians a better understanding of the environment in which they work? Perhaps, but more useful would be a few lunches with women faculty colleagues, and some time spent in those committee meetings. (P.R.)

Berman, Sanford. *Prejudices and Antipathies: A Tract on the LC Subject Heads Concerning People*. Jefferson, N.C.: McFarland, 1993. 211p. \$19.95 (ISBN 0-89950-828-6).

The 1993 edition of this classic from library literature reprints the 1971 edition, adding a foreword by its first publisher, Eric Moon, a new preface by the author, a brief bibliography, and a revised index. Library school students who delighted in this revolutionary tract in 1971 are now mid-career librarians. Im-