

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-

proving the Library of Congress subject headings has been a hot topic for over twenty years in library literature and at conferences, where Berman continues to make his case for reform, relying on a seemingly endless supply of good examples from the Library of Congress. Nine editions of LC Subject Headings (LCSH) have appeared since Berman first called attention to its racial and cultural biases. Many of the remedies he proposed have been adopted; however, according to Berman, his 1971 book "just didn't go far enough," and the world of LCSH is still greatly in need of mending. To this end, he provides seven petitions to the Library of Congress for specific heading revisions, ready for convinced readers to sign and send. (M.R.)

Sourcebook for Bibliographic Instruction. Prepared by the Editorial Board of the Bibliographic Instruction Sec-

tion. Chicago: Association of College and Research Libraries, 1993. 89p. \$18.99, \$16.92 for ACRL members (ISBN 0-8389-7673-5).

This collection is intended as a hands-on aid to librarians who teach or administer instructional programs. Lori Arp provides a useful introduction to behavioral and cognitive learning models in the library context. The remaining contributions—on instructional design, teaching methods, and the evaluation and management of a bibliographic instruction program—will help librarians who wish to be introduced to the basic contours of instructional issues and who can use checklists and flow charts in implementing their programs. Supplementary materials include a list of recommended readings, organizations, and electronic bulletin boards. (S.L.)

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