which, after all, is what the story is all about—the devils within the details regarding interpretations of statistical sources, accuracy of footnotes, and the construction of sentences in a book over 600 pages long. The campaign waged against Bellesiles and his book cost him his job at Emory University, the loss of the Bancroft Prize for history, five years of his life spent, and untold personal stress. Was Bellesiles a dishonest scholar, as the gun lobby contended?

> Mary Beth Norton, a historian of early America…concluded that Bellesiles's interpretation of the documents [in question] was "just as plausible" as that of his critics, "if not more so." She did find Bellesiles's use of probate records "slapdash and sloppy," but contended that other criticisms of *Arming America* "strike me as the usual sorts of disagreements historians always have about how to interpret documentary evidence, although those criticisms have been expressed more vehemently than is usual in the scholarly literature."

Echoing the notion that anything less than impeccable scholarship justifies an open season on dissenting voices, chapter 4, "Gut-Based Discourse in the Age of the Internet," describes the travails of Ward Churchill, just recently removed from his tenured teaching position at the University of Colorado following two years of attacks on the talk-radio circuit and an investigation into his scholarship following allegations of plagiarism.

Johansen gives a thorough examination of this complex case, beginning in the preface to *Silenced* when he describes his own connection to the case and in chapter 4 telling the fascinating story of how Churchill's detractors used his own shortcomings as a scholar to fuel their virulent attacks to bring him down.

Chapters 5 and 6 continue the examination of the state of academic freedom, with the last chapter, titled "Terrorology 101," focusing on the most troubling development in post-9/11 United States, which is the targeting for persecution of foreign faculty and students, along with anyone who questions U.S. foreign policy, by "defenders" of "homeland security." Johansen tells the stories of professors Joseph Massad, Nicholas de Genova, Juan Cole, Sami al-Arian, and Ali a-Timimi and describes new State Department policies greatly inhibiting the ability of foreign students to study at U.S. universities—to the detriment of both.

Johansen's "coda" ends *Silenced* on an upbeat, with an overview of the successes of Marxist scholar Mike Davis, who flourishes in the hostile environment described so well in the preceding 152 pages.

Silenced is strongly recommended for all libraries that serve students, teachers, and the general public. It could even be used as a textbook in courses dealing with current events, censorship, or education. It is a mighty fine and timely book.—*Elaine Harger, Mount Si High School, Snoqualmie, Washington.*

Keeran, Peggy, Suzanne Moulton-Gertig, Michael Levine-Clark, Nonny Schlotzhauer, Esther Gil, Christopher C. Brown, Joseph Kraus, Carrie Forbes, and Jennifer Bowers. *Research Within the Disciplines: Foundations for Reference and Library Instruction*. Lanham, Md.: Scarecrow, 2007. 267p. alk. paper, $35 (ISBN 0810856883). LC 2006-32340.

Developed collaboratively by reference librarians and subject specialists affiliated either currently or previously with the University of Denver, this book derives from the university's decision to integrate writing and research across the curriculum and the ensuing demands on reference staff to support those efforts through library instruction. The book aims "to provide a degree of orientation toward conducting research within specific disciplines and across others," emphasizing optimizing the research experience "through the utilization of

library resources." Intended primarily for novice librarians and library science students, the authors also suggest a secondary audience of faculty and graduate students in the disciplines covered. Since more specialized book-length sources exist for most of the areas covered, use by the latter is not likely.

The book consists of ten chapters, each written by a librarian with subject or format-related responsibilities. Most of the chapters are focused on subject areas but the two final chapters are more broadly based: Carrie Forbes' chapter on integrating discipline-based library instruction into the curriculum, and Jennifer Bowers' concluding chapter discussing changing disciplinary boundaries and the nature of interdisciplinary research. The other eight consist of three chapters relating to broad disciplinary areas: humanities, social sciences, sciences, and others relating to more specialized areas; historical research and the use of government documents, which cut across disciplines; and music, business, and engineering.

The book is arranged so that a broad subject chapter precedes its related specific chapter or chapters (for instance, the chapter on sciences is before the chapter on engineering). Although the preface stresses that all authors were involved in preparation, writing, and editing and no single author assumes editorial responsibilities, few references occur between or among chapters, which would have given greater coherence to the book. Each subject-related chapter (average length about 26 pages) describes or discusses the nature of research in the discipline or disciplinary area covered, suggests appropriate research strategies, and identifies specific sources useful in conducting research, with occasional chapters having additional information, such as the Suggestions for Further Reading in Michael Levine-Clark's chapter, "Historical Research." Each subject or format-related chapter concludes with a bibliography of selected resources. These bibliographies vary in size and are inconsistent in scope; some include only

indexes and abstract services—others include other types of sources including Web sites. Some are annotated, others are not. Nowhere is there an indication of the date coverage of the bibliographies, either collectively or individually. These unfortunate inconsistencies in the source bibliographies make the book less useful and could have been remedied easily. Similarly, each chapter would have benefited from the author's suggesting further reading with comments, as in the chapter on historical research.

Although the subject chapters have a similar core content and order, they do not resemble cookies cut with the same cutter, but intelligent coverage of similar content with additions as necessary, varying in emphasis and style to suit the discipline or material being covered. For example, Suzanne Moulton-Gertig's chapter on music discusses access problems associated with the use of uniform titles for musical works, illustrating the points with several brief case studies.

The book's subject index provides access to the text (not the source bibliographies) and is minimal. There is no title index to the reference source bibliographies, a significant failing.

The real benefit of this book for its primary audience lies in its discussions of the research process in the different disciplinary areas and specific disciplines; however, considering the range of methodologies in each discipline and their related information demands, the treatment in any chapter is fairly brief and truncated, representing, in most instances, only the tip of the iceberg. But, by reading these chapters, the reader can easily see similarities and differences across the spectrum of disciplines, and the authors have used and cited relevant literature that would help the reader to go farther, if desired. More complete bibliographies of reference sources exist in books commonly used as texts in subject-related reference courses in information schools, such as the book edited by Nancy Herron, *The Social Sciences* (3rd ed.; Englewood, Colo.: Libraries

Unlimited, 2002), with individual chapters for the major social science disciplines, also a collaborative product primarily of librarians at a single institution. Since these books tend to emphasize long-standing resources for the most part, their usefulness is not completely diminished by the fact that they have not been published as recently as this book.—*Marilyn Domas White, University of Maryland.*

Turner, Fred. *From Counterculture to Cyberculture: Stewart Brand, the Whole Earth Network, and the Rise of Digital Utopianism*. Chicago: University of Chicago Press, 2006. 327p. alk. paper, $29 (ISBN 0226817415). LC 2005-34149.

For those who were, or are, fans of the *Whole Earth Catalog* (*WEC*), as is this reviewer, it is effortless to conjure up the experience of using the *WEC*: it is printed in a large format, on newsprint; one opens it randomly to any page, reads randomly on the page, reads the snippet of the novel on the right-hand side of the page, flips to the next page, reads a bit more, turns to another random page, maybe following the thread of the novel in a linear way for a while, altogether losing oneself and all track of time in the process. Many of us use the World Wide Web in much the same way. How is it that the process is so similar, and so familiar? The compelling evidence presented by Fred Turner in his recent book, *From Counterculture to Cyberculture*, indicates that it is attributable to Stewart Brand and his San Francisco Bay Area associates and their imposition of a cultural approach to both the Whole Earth Catalog and to the World Wide Web. Influenced by his professors at Stanford University, including Paul Ehrlich, author of *The Population Bomb*, Norbert Wiener's *Cybernetics*, the work of anthropologist Gregory Bateson, and by his participation in the famous Trips Festival, Acid Tests, and the Merry Pranksters, Ken Kesey's band of rowdies, Brand saw cultural and social linkages between events both political and technological. As Larry Tesler, from the Xerox Palo

Alto Research Center (PARC) and Apple Computers, observes: "The rest of us are just doing [something]…it's our life. We don't try to put it in some other context. Stewart comes along and observes it as an anthropologist would or as a journalist. He creates some new organization … maybe brings it to the world in a way that it wasn't before. He looks at a thing and sees a missing business or a missing publication."

For those who are unfamiliar or who have forgotten, each edition of the *Whole Earth Catalog* was prefaced by an editorial statement that began with: "We are as gods, and we might as well get good at it." Following this was a statement for that particular edition that set the tone, one that took a cultural approach to technical problems. The specific problems may be beekeeping, waste treatment, or building, but the cultural aspects were never far away. In 1968, Stewart Brand edited the first newsprint edition of the *WEC*, with a group of friends and helpers collecting and reviewing outlets for information—many of which were product catalogs, specifically for the New Communalist movement—and for those who were abandoning society for the supposed refuge of primitive rural life. Successive editions continued the approach through *The Last Whole Earth Catalog*, published in 1971 and winning the National Book Award for that year, and the *Whole Earth Epilog*, published in 1974 and essentially volume 2 of the *Last WEC*. Each issue carried the subtitle of "Access to Tools," and these were tools defined broadly, tools for living a self-sufficient life, a good and rational life, a responsible life.

By 1974, most of the communes, for which Brand compiled the catalog, were defunct, thus undercutting the purpose of the *Whole Earth Catalog*. Influenced by Norbert Wiener's theories of cybernetics and by R. Buckminster Fuller's approach to systems, Brand continued pushing forward, with the unsuccessful *Whole Earth Software Catalog*, which proved too difficult to keep updated due to rapid de-