

worked more from photocopied materials, a quarter responded they used other libraries, and a third made less use of their own library at this time. The respondents also said that research was neither less rigorous nor did it take more time due to the lack of materials at their home libraries. Areas in which scholars wanted to see improvement included journal, monograph, and research report collections, access to external databases, and improved ILL services.

In total, the results from the two British and the ACLS studies mirror one another. Although faculty have embraced electronic tools and resources, the monograph and the journal remain the key tools for scholarship. Scholars value assistance from librarians, as well as high-quality library services, but collections remain their first priority for libraries. The quality of, and time needed for, scholarship did not suffer due to these changes.

This updated survey, along with its 1989 version and the ACLS survey, stands as required reading for all academic librarians. Perhaps it is time for ACLS or ACRL to conduct a new survey of North American scholars. The widespread use of the Internet and adoption of full-text resources since 1989 is seen as changing how libraries and researchers do their work. Now it is time to test this perception.—*Stephen L. Hupp, University of Pittsburgh at Johnstown.*

Garvey, Ellen G. *The Adman in the Parlor: Magazines and the Gendering of Consumer Culture, 1880s to 1910s.* New York: Oxford Univ. Pr., 1996. viii, 230p. alk. paper, \$45.00 cloth (ISBN 0-19-509296-1); \$17.95 paper (ISBN 0-19-510822-1, LC 95-9467).

This cogent analysis of the role and influence of advertising in middle-class American women's magazines at the turn of the century apparently represents a shortened and sharpened ver-

sion of Garvey's 1992 University of Pennsylvania dissertation. Enlivened with forty-four well-chosen illustrations, it exemplifies current scholarly trends that offer academic librarians considerable food for thought.

Chapter topics include the trade card scrapbook ("readers read advertising into their lives"), advertising contests ("training the reader's attention"), the overlappings between fiction and advertising, women and the bicycle, women as gendered consumers, and men as ad writers. Recent scholarly works the author draws upon range widely: shopping and shoplifting, magazine readers, the socialization of children, changing roles for women, material culture, the trademark law (passed in 1881), and bicycling.

The author compares magazines to department stores, argues that courtship stories are allegories of shopping, notes the perceived value of advertisements ("news of modernity") and where they were placed in the magazine, and marshals convincing detail to prove the interaction between fiction, advertising, and the molding of consumers. Her insights into the use, promotion, and slippery boundaries of advertising can heighten awareness of our own responses to it—whether in television, radio, films, the Web, or the library press.

The book's interdisciplinary nature is made obvious by the assignment of ten LC subject headings, as well as by its perplexing classification as a history of the American short story. Potential readers will more likely locate it through keyword searching, citation indexes, or American Studies bibliographies. Librarians might prefer its thirty-four pages of documentation to be complemented by a separate bibliography and a discussion of sources and repositories.

Garvey's many and rich sources suggest material for collections that academic libraries might be building, pre-

serving, and cataloging. She has gone through collections of ephemera and more than sixty trade card scrap-books—genres inconvenient to handle and not always recognized as valuable primary sources. By studying the magazines themselves (their fiction, advertisements, and editorial comments), as well as numerous advertising trade publications, she clarifies the contextual importance of entire issues (as distinct from photocopies of separate articles) in depicting an aspect of culture. If, for instance, we own these magazines at all, do our catalog records note periods during which covers and/or advertisements were removed before binding? Are our film or digital reproductions, our electronically transmitted tables of contents, really complete?

The Adman in the Parlor may be read for fun and profit by any librarian who makes purchases, reads magazines, or thinks about American culture. What is past is prologue.—*Elizabeth Swaim, Wesleyan University.*

Levine, Lawrence. *The Opening of the American Mind: Canons, Culture, and History.* Boston: Beacon Pr., 1996. 212p. \$20 (ISBN 0-8070-3118-6, LC 96-33866).

This work is a collection of ten essays critical of the recent obdurate conservative summation of the university as a haven for tenured radicals (*Tenured Radicals: How Politics Has Corrupted Our Higher Education*, by Roger Kimball, 1990), dictators of virtue (*Dictatorship of Virtue: Multiculturalism and the Battle for America's Future*, by Richard Bernstein, 1994), intellectual impostors (*Imposters in the Temple*, by Martin Anderson, 1992), discourse decomposition (*The War against the Intellect: Episodes in the Decline of Discourse*, by Peter Shaw, 1989), and a politics of corruption and general closure of the American mind (*The Closing of the American Mind: How Higher Education Has Failed Democracy and Impoverished the Souls*

of Today's Students, by Allan Bloom, 1987).

Levine, professor of history and author of several well-received books on popular culture and African American Studies, provides a stinging examination of how and why the new conservative analysis of the contemporary American university is systematically wrong, produced within a faulty historiographical vacuum. The new openness and complexity of academe is threatening to their notion of the European canon as a universal standard for higher education.

Charged with the passion of a heavyweight boxer in the last round, Levine hammers at the conservative critics of the university. He refers to them as hyperbolic, angry, conspiracy-minded, one-sided people who usually have nothing good to say about the contemporary university and see no value in multiculturalism, a more representative university student and faculty, or the new areas of research and teaching concerning race and gender.

The author reminds readers that the present curriculum that critics of today lament was denounced as trivial and anti-intellectual in the past; that the Western Civilization requirement which many regard as the heart and soul of the curriculum did not come into being until a government program instituted it after World War I to ensure that American values were being taught; and that the recent debate over the American-centered literary canon is unfortunately dominated by an unfounded fear that the canon is finite, and to add (e.g., ethnic and gender studies) to it would mean the elimination of something else.

Those who enjoy a good intellectual argument will enjoy this work. It is a frank attempt to open the American mind to questioning an army of books that trash the ideals of cultural distinctiveness, multiculturalism, inclusiveness, and expanded democratic choices. Moreover, it is a critical