is being adopted beyond Dutch frontiers by PICA's Look Costers.

At a time when universities themselves are expanding, Renoult argues, one must ask what parallel future their libraries will pursue. (An American remembers the 1992 ARL study, *University Library and Scholarly Communication*, which highlighted the relative decline in libraries' presence on U.S. campuses.) Renoult resists the technological panacea often embraced by financially strapped libraries: "messianic technology," he says, is no substitute for the collective action represented by library service and indeed by a university as a whole. Library missions must change to keep up with changes in the universities that they serve. In France, Renoult believes, this will result in three principal models going forward: (1) the "main" academic library, containing vast multidisciplinary collections serving humanities and social sciences in large and ancient universities; (2) the "center with satellites," a model evolved since the 1960s to keep up with fragmentation in the traditional university's structure—a model that finds it difficult to cope with independent user-organized libraries, Renoult says; and (3) "dispersed documentation," in which each independent research center collects its own materials and provides its own information services, a model used in higher research that most closely follows the "balkanization of specialties and diplomas" on campus. The most general model, Renoult suggests interestingly, is coming to be that of a "network" as opposed to a "hierarchy"; perhaps, one is tempted to add, "like everything else."

An outstanding characteristic of the current changes, Renoult says, is "direct service to the users." OPACs, document delivery, multimedia databases, desktop computer dial-in access, the Internet: these—and the involvement in them already of libraries, of networks like RLIN and OCLC, and of vendors like Blackwell and EBSCO—are among the most significant recent developments. Renoult warns that although universal bibliography might be alive, with the complexity and complementarity that can be achieved with the new techniques, universal access is still far out of reach: our continuing inability to obtain and assimilate information still calls for organization, international cooperation, and, as always—he evokes the names of historians H-J. Martin and Lucien Febvre—for libraries.

The excellent bibliography is limited to printed resources: sad, considering the large and rapidly increasing body of online resources on the subject available to both foreign and French readers. There also is an index of acronyms, indispensable for any non-European reader ("How can one govern a community composed of a dozen nations, without acronyms?"). The book is easily read: its language is nontechnical and is unlikely to tax anyone's French seriously. There are interesting maps by Nancy Dupont, depicting various recent statistics. The book provides a general, comparative, and thoughtful understanding of the current situation of university libraries in France, and, more generally, of academic libraries everywhere, as they encounter problems of political, financial, demographic, and computer origin. It is highly recommended.—*Jack Kessler, kessler@well.sf.ca.us.*

Crews, Kenneth D. *Copyright, Fair Use, and the Challenge for Universities: Promoting the Progress of Higher Education.* Chicago: Univ. of Chicago Pr., 1993. 256p. $22.50 (ISBN 0-226-12055-4).

Ten years, or even five years ago, the topic of copyright was a giant yawn. At learned and professional society meetings, the word assured a sparsely populated session attended only by those who had some connection to managing publishing rights and permissions or by lawyers specializing in copyright. Not so now. Copyright on a program electrifies the conference, and the meeting room is likely to host an overflow crowd.

In the world of big business, communications carriers bid sums higher than any princely ransom for companies that own content, that is, that hold a full hand of copyright cards. The 1993 dogfight

between QVC and Viacom for Paramount epitomized Content as King. Academics, too, are making their voices heard in the fray. Crews' book is one of a cluster of writings (books, electronic manifestos, and national task force reports) that have encouraged faculty, administrators, and librarians to become more aware of the implications of the U.S. Copyright Act for education, for libraries, and for the citizenry.

For starters, Crews offers overarching perspectives on the relationship of copying to the university missions of teaching, research, and information dissemination (libraries). He then discusses rights of copyright owners and of users under the law, the purpose of fair use (which provides the balance between the economic and artistic rights of creators, and the needs of citizens, including students and teachers, to use copyrighted works for societal good), and significant cases related to fair use boundaries (mainly course-pack cases).

The 1976 act was the first to codify the special fair use rights of the reader, without which we could no longer imagine our learning, scholarship, and teaching. After the 1976 act became law, librarians were among the first on campuses to begin to use it and call attention to it. Faculty noticed possibly that not all photocopying at all times could automatically be supplied in the desired quantity. In accordance with Section 108, photocopiers in libraries began to carry signs reminding users of copyright responsibilities.

Litigation has also taught academe about the value of copyrights. The celebrated 1982 NYU course-pack case, settled out of court, slapped the wrists of university copy shops and faculty for not appreciating the economic value of publishers' copyrights. A far bigger splash was caused by the favorable ruling to publishers in the celebrated Kinko's case of 1991. Currently, the library and research communities await further word on the Texaco case, which hinges on whether copying by researchers in a commercial organization is "transformative" use and whether it is fair use.

Central to the book is Crews' assessment of 183 copyright policies from ninety-eight universities, policies that (he believes) demonstrate insufficient understanding of copyright law and copyright practices on campus. He discovers that too few members of the university are involved in creating policies, that policy writers deal with new media poorly, and that they are strongly influenced—in a conservative direction—by concerns about litigation.

One may quietly wish (as this reviewer did) that the book tackled a fuller range of copyright matters—not only copying but also owning and transferring intellectual property created in universities—and that its coverage ranged into 1990s issues of new technologies and the increasingly broadly based discussions about fair use in an age of electrons (CDs, networks, multimedia). For the most part, the book is silent in these areas. We must now encourage Crews, or others as capable and cogent, to give us an equally instructive book that addresses pressing new issues of electronic information.

Why is a companion book so important? Beginning in the 1980s, our academic libraries began to negotiate licenses for electronic "products" that open up access to the campus member's desktop while closing off access to users outside this community. Library users on one campus might have the networked version of WilsonDisc, the Oxford English Dictionary, or UPI newsfeed. Outsiders might knock at the electronic door but lacking the right IP address or Social Security numbers, they are likely to find themselves without the goodies that their colleagues in similar institutions can use. Users on campuses with licenses log on to their accounts to read the daily news and find this type of formidable opening statement: "Unauthorized reading of this file is not permitted. Please report violations to reward@clarinet.com." Through developments in technology, we have the ability to read and move information around, but are everywhere warned that we should not do what seems to come so naturally.

Increasingly, academics want, indeed expect, desktop access to all kinds of information but, of course, librarians are not sure that we can offer wide access to works beyond those in the public domain. We can sense that the new power and the old resistance will be at odds with each other for some time. How do we write policies to use and manage copyright in academia during our transitional time? Ultimately, just what *is* the future of copyright? Two points are of surpassing importance, and these are the basis of Crews' book. First and simply, that colleges and universities and their members know what their intellectual property policies are; second, that they have policies and enunciate them clearly, so that when change occurs it can happen in an orderly fashion.

The book's 136 pages are written accessibly and can be read with much practical benefit by anyone in academia. The forty pages of notes are rich in links (albeit "traditional" print on paper links!) to related documents, and the appendixes pull together various model copying policies, and legal guidelines in one easy place. Those who want to understand how colleges and universities could make a start on crafting better copyright policies or want to start or participate in such a process, have a natural starting place in this book.—*Ann Okerson, Association of Research Libraries, Washington, D.C.*

Willinsky, John. *Empire of Words: The Reign of the OED.* Princeton, N.J.: Princeton Univ. Pr., 1994. 258p. alk.paper, $22.95 (ISBN 0-691-03719-1).

Two strands of scholarly inquiry are interwoven here: the familiar revisionism that reexamines events and sources for the overlooked contributions of the people and the perhaps less familiar concern with the politics of citation, to construe "politics" in its wider sense. To readers wanting background on that latter approach, this reviewer recommends Vladimir Nabokov's playful celebration in *Pale Fire* (1962) and the papers of the scholarly colloquium convened and edited by Stephen A. Barney, *Annotation and Its Texts* (1991).