

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).

In applying these approaches to the original *Oxford English Dictionary* (OED), its four-volume supplement, and its second edition, Willinsky makes a close and critical examination of the sources of the illustrative quotations used to support the definitions; and he finds those sources unsatisfactory. The author, who is professor and director of the University of British Columbia's Centre for the Study of Curriculum, disavows iconoclasm: "My aim . . . is not to spoil the pleasures of visiting this fascinating castle of the English language." His concern is with the OED's "editorial process of culling citation, and the language it constructs with the writer at its center." Most of all, he is interested in the "areas of less than adequate coverage, most notably of women, Commonwealth, and working-class writers from all levels of literate activity *otherwise covered by the citations* [reviewer's emphasis]." Toward the end of the book he broadens this statement of aim to identify three themes: "micronuances of citation"; "the technological future of meaning-making," thus acknowledging the computerization that now enables such critiques as his; and "the larger context of meaning and history within which the OED works. Willinsky had access to current OED staff and to internal citation files as well as the published dictionaries; the book includes no technical descriptions of the computerization process or of use of the computerized product, however.

After an introduction, Willinsky writes two chapters of institutional and personal history of the 1888-1928 OED. Chapters 8 and 10 resume this sort of history of the supplement (1957-1986) and the second edition (1984-1989), though more focused on the citation process. Five of the other seven chapters scrutinize particular sources of citations: Shakespeare in general; nice citations of *The Taming of the Shrew* to identify and examine different ways in which quotations may be used; the most cited authors and titles Willinsky labels "The Victorian Canon" (two chapters); and the modern authors cited in the supplement. The final two chapters intensify

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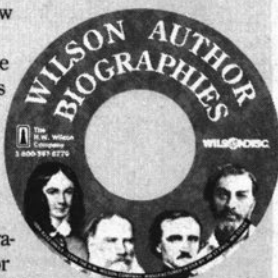
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Willinsky's criticism: "The Sense of Omission" and "A Source of Authority." Appended are statistical tables of cited authors and works, explanatory chapter notes, references list, and index.

Wound through all chapters are larger questions. Gender, class, and imperialist considerations aside, what is the effect of preferring *belles lettres* to more workaday prose for so many citations? (Willinsky does say that, "Undoubtedly, only a relatively small number of additional words and senses will be located through a consultation of these additional sources.") What is the effect of using other dictionaries and reference sources, including the electronic? (To the availability of nineteenth-century Shakespeare concordances is attributed some of the bard's citational prominence; to online American newspapers, growing American influence.)

Most problematic is the old question about the prescriptive/descriptive role of dictionaries, and here Willinsky seems to be in some conflict. He wants the *OED's* base of quotations broadened, yet he backs away from his charge of narrowness: ". . . the dictionary has privileged the literary construction of the language, but it has done so, in comparison to other lexicographical works, with a far greater regard for a broader history of English publishing activity." One might assume his support for nonjudgmental broadening of vocabulary and usage also, but he makes a redemptive call for "correctness," saying, ". . . others (myself included) . . . hold that 'the doctrine of correctness' . . . is now a necessary function of modern communication. . . ." This is a difficult fence to sit.

Perhaps he best sums up his difficulties midway through a long section on the anti-Semitism of writers quoted in the supplement's definition of the word *Jew*: "I do not drag out these citations in order to ask that they be purged and the dictionary rewritten around what are, after all, common enough expressions. But I do ask that we continue to read the work in light of the tension between its descriptive and affirmative functions of citation and definition." In the end, his

call is primarily for transparency: "It seems incumbent upon a dictionary of scholarly and historical principles to make the pattern of its coverage—the favored sources, the national distributions—better known to its readers."

It would be nice could one report that a book on such a topic had itself been flawlessly written, edited, referenced, and indexed. Unfortunately, this is not the case. The facade of a handsome book design masks editorial absence and bibliographic and indexing caprice. In the text, besides too many typos, misspelled names, and missing or mistakenly interpolated words, there are solecisms surprising from a writer with Willinsky's credentials. And as one reads, it is simply impossible to predict what name, title, or significant statement on the page will appear in the list of references or the index. Both need headnotes, but no note could make sense of what exists. It is especially ironic in a work that points an accusing finger at the *OED's* treatment of women to find Elizabeth Gaskell renamed "Jane" and "a Miss Lees of Sidlow" not indexed at all, although she is described in some detail as a diligent reader and supplier of quotations for the *OED*. Male readers equally vaguely named and no more fully described are indexed, e.g., "The Reverend Pierson" and "Dr. Helwich of Vienna."

The index is almost wholly limited to names and to words whose *OED* definition is discussed in the text." The few attempts at subject indexing are misleadingly incomplete and inconsistent. For example, most but not all mentions of Scottish influence on the *OED* are indexed—under "Scotland"; but for similar information about the United States, one must find the heading "American English" subsumed under the entry "Supplement to the Oxford English Dictionary." And this very incomplete list of page numbers misses many of the most intriguing mentions of American influences, including the statement that Americans' mismanagement of their reading assignment for the original *OED* accounts for the underrepresentation of the eighteenth century in citations.

Complaints about the production aside—and it may be read as a tribute to the stirring effect of Willinsky's assertions that the failure of the index to aid their recall seems so dreadful—this is a book to make all readers think deeply and differently about all dictionaries, those staples of all library reference collections. Worries about dictionaries' citations are not new: Sidney Landau identified similar problems with *Webster's Third New International Dictionary* in his *Dictionaries: The Art and Craft of Lexicography* (1984). But the authority of Willinsky's target dictionary and the opportunities for its revision that computerization brings make it important that his critique be read and discussed.—Virginia Clark, formerly with CHOICE, Middletown, Connecticut.

Westerman, R. C. *Fieldwork in the Library: A Guide to Research in Anthropology and Related Area Studies*. Chicago: ALA, 1994. 357p., paper, \$45 (ISBN 0-38389-0632-X).

Anthropology covers an enormous range of subject matter, from specific area studies to linguistics, archaeology, prehistory, primatology, and biological anthropology. Not surprisingly, the discipline has produced a vast literature scattered among several floors of any academic library. R. C. Westerman has done a great service to the discipline by gathering and organizing in a single volume a kind of superreference book on anthropology.

Fieldwork in the Library is not a source book on primary anthropological literature. It is a well-annotated guide to all kinds of reference materials for anthropologists: bibliographies, handbooks, review journals, dictionaries, and encyclopedias. It even discusses selected computer databases and listservs that cater to anthropological researchers.

The book is divided into two large sections. Part I organizes references by discipline and subdiscipline, which here means chapters dealing with archaeology and prehistory, ethnology and cultural anthropology, and anthropological linguistics and biological anthropology.

Part II comprises five chapters surveying reference resources on the major ethnographic areas studied by anthropologists. Separate chapters deal with resources on Sub-Saharan Africa, the Americas, Asia and the Pacific, and Europe and the successor countries of the former Soviet Union. There is a separate chapter devoted to what Westerman calls "Islamic influence and Israel." This chapter organizes materials on Israel and all the Islamic societies in the Mideast, North Africa, Central Asia, and Southeast Asia. This classification is not logically parallel to the other ethnographic areas, based as it is on religion rather than geography. Despite the inconsistency, the information presented is thorough and potentially quite useful for librarians and scholars.

There are, of course, the usual minor omissions and errors that one would expect in such a wide-ranging work. In the field of Oceanic ethnology, for instance, it was surprising to find no reference to *Pacific Studies*, which publishes significant book reviews and has a very lively and successful book review forum in which several scholars review major works and the authors of these works respond. Westerman also appears to have confused a Solomon Island bibliography with a Samoan Island bibliography (p. 275).

Chapter 1, "What Every Anthropologist Needs to Know," is a highly condensed minicourse on the range of research needs of anthropology students. It is actually intended for librarians with a limited knowledge of anthropology. This chapter introduces the organizational framework used in all the other chapters. It begins with an annotated list of general bibliographic guides, then goes on to describe current research materials such as review journals and selected scholarly journals. There are sections on "retrospective bibliographies" (a term few anthropologists understand), continuing indexes, encyclopedias, compendiums, and dictionaries, state-of-the-art reviews, and directories to anthropological organizations. Separate sections in each chapter