

Dominique Jamet and Helene Waysbord provide a short piece—one assumes, the “official” statement—on the background and aspirations of the Bibliothèque de France. This is followed by a much more detailed essay by Gerald Grunberg, the head librarian of the Bibliothèque de France, and Alain Gifford, the head of information services, on the projected service and collection policies of the new library. In a short piece entitled “My Everyday,” Emmanuel Le Roy Ladurie, the chief administrator of the Bibliothèque Nationale talks about how he spends his time. The scene shifts from France to Eastern Europe in the next essay, in which Prosser Gifford of the Library of Congress describes the efforts and plans to assist Eastern European countries in developing parliamentary libraries. Networking among Eastern European libraries, and between those libraries and the libraries in Western countries, is seen, of course, as a primary means of establishing open and effective information services.

The final two articles are on library architecture. The first is a straightforward description by architect Cathy Simon of the design of the San Francisco Public Library, and the final article is a highly energetic discussion by Anthony Vidler, a professor of architecture at Princeton, of the controversies surrounding the selection of Dominique Perrault’s design for the Bibliothèque de France. Vidler concludes that “rarely has architecture been so fundamentally reduced to the status of an ideological sign.” Anyone at all interested in library architecture will find Vidler’s essay well worth perusing.

Few librarians will want to read through this collection from beginning to end, but most will find one or two of the essays relevant and refreshing. These are voices we seldom hear: European librarians as well as American scholars who have taken the trouble to familiarize themselves with some key library issues. The stated purpose of the collection is to place the debate over the future of scholarly communication and libraries “within some significant historical

and social perspective, to burrow beneath its terms in order to identify and to contextualize its stakes and motivations”—and it is in a way the very disjointedness of these essays, the range of knowledge and authority they exhibit, that contribute most to the fulfillment of that purpose. Many vocal stakeholders and many conflicting motivations will influence and drive the transformation of the research library, and those of us responsible for managing that transition do well to heed as many opinions, theories, and gripes about the future evolution of the library as we can find—especially those emanating from the professional users of our services. This special issue of *Representations* provides an appropriately diverse sample of such visions and values.—Ross Atkinson, Cornell University, Ithaca, New York.

Carlson, David R. *English Humanist Books: Writers and Patrons, Manuscript and Print, 1475–1525.* Toronto: Univ. of Toronto Pr., 1993. 275p. \$50 (ISBN 0-9020-2911-6).

“This is a book about books: why they were made the way they were and how they were used, in England, during an important period in their history,” begins David Carlson, a member of the Department of English at the University of Ottawa.

The developing professionalization of humanistic scholarship during the reign of Henry VII and the early years of Henry VIII emerges clearly from Carlson’s seven case studies of the private, semiprivate, and public appearances of particular works. He analyzes lavish presentation manuscripts that either succeeded or failed to elicit patronage; deliberate fashioning of the authorial image through choice of material; reuse of the same material in different formats and for differing audiences; the issue of both impressing and benefiting from one’s peers; the role of the printer in establishing reputations and in reaching markets; the uses and impact of single and multiple copies, manuscript and print distribution; and the meanings of manuscripts’ nonverbal elements and their graphic presentations.

During this period in Britain it became possible for the first time for scholars to earn a living by writing, and, concomitantly, English printers recognized the existence of a humanist market. Four of the authors discussed are foreign-born, including Erasmus; the other three are native Englishmen, including Sir Thomas More. Carlson presents their works from the broad and fresh economic and cultural perspectives offered by the history of the book as a discipline. Book historians will find his chapter on printers' economic needs and marketing strategies of particular interest.

In the past few years Carlson has written a dozen articles on similar or related topics. His seventeen-page bibliography here offers a useful compilation for anyone researching the book's composition, production, and reception in early Tudor England. Thirty-two full-page illustrations, drawn from the manuscripts and books discussed, help bring the publications to life.

For academic librarians the interest of Carlson's careful research into motives and meanings lies in his explorations of the complex relationships among scholars, patrons, publishers, reputations, and markets that remain with us today. The possible nuances of publication—which in early sixteenth-century England still was not synonymous with print—are seen once more as twentieth-century scholars' distribution patterns shift into an electronic mode.—*Elizabeth Swaim, Wesleyan University, Middletown, Connecticut.*

Daedalus. Journal of the American Academy of Arts and Sciences. Vol. 122, no. 4 (Fall 1993). Issue Title: "The American Research University." \$7.95.

This issue of *Daedalus* assembles a distinguished company of academics to define the historic moment that American research universities now face and to consider the future. The essayists are four senior faculty, three university presidents (one of them emeritus), a provost, and two foundation and learned society officers. The essays are uniformly thoughtful and, with few exceptions, deeply engage the reader. One of

them, by statistician Stephen M. Stigler, conveys serious purpose with some wit. His tone is the more welcome because the condition of research universities is fundamentally so troubling and the grounds for optimism so uncertain.

Libraries are mentioned in passing perhaps ten times in this volume, so librarians will have little direct reason for reading it. Librarians at research universities who wish to understand their own institutions are, however, well advised to read these essays. The same advice applies to any academic librarian who is sensitive to the issues of diversity, the epistemological crisis in higher education, the ability of academe to make hard choices, the international dimensions of education, and the future of academic health centers.

Most of the issues under discussion have a long history in higher education, but they come together in the 1990s in particularly troubling ways. But perhaps the most troubling of these issues may actually be unprecedented: the refocusing and retrenchment of federal support for scientific, medical, and engineering research (treated most fully in the essays by Jonathan R. Cole, Rodney W. Nichols, and William C. Richardson). This shift is unprecedented only because the federal commitment to such research has itself been so much a product of a particular (and one can hope unique) definition of national security set in place by World War II and dominating national policy until quite recently.

As if fundamental shifts in the financial base of research universities were not enough, higher education is also beset with an epistemological crisis and with deeply conflicting promptings on diversity. Cole and John R. Searle both address the crisis in knowing. Searle's essay is at once both philosophical and political. He describes the ways in which the Western rationalistic tradition has shaped knowing at the university and the ways in which some contemporary linguistic and philosophical currents in thought challenge this tradition, leaving us—possibly!—with nothing but opposing political powers to guide academic