

give academic status to librarians that "recognizes librarians as professional staff but does not confer the rights and privileges of faculty." The authors outline the benefits, responsibilities, and potential drawbacks of a faculty appointment: "knowing more about your choices will allow you to make better ones."

Examined in part two are the interview process, mentoring, continuing education, unionization, and documentation, and compared are academic institutions in the U.S. with those in Canada. Karl Bridges attempts to walk the reader through the job interview process from application to interview to accepting a position, stressing the importance of "reading the ad carefully." Bridges emphasizes that if you are not qualified for a position, do not waste the employer's time or your own. Included is helpful advice on how to present a professional vita, choose references, and navigate applying for a job from a position of weakness (e.g., being unemployed, fired, or denied tenure). Bridges includes a list of do's and don'ts covering everything from what to do when interviews go bad to handling rejection.

Part three is composed of firsthand accounts from librarians in the field. Librarians discuss their unique experiences in the realm of technical services; share their opinions on the tenure system from the inside; tell what it is like to move to academe midcareer; and, finally, give the inside scoop from the vantage point of the library director.

I was skeptical about this book when I first began to read it but soon realized that the authors provide a comprehensive examination of what it takes to work in an academic setting. They cover many of the major areas unfamiliar to librarians working outside academe, specifically, faculty status, service, publishing, promotion, and tenure. The first-person accounts and experiences are helpful in understanding the unique environment of academic librarianship. The annotated bibliography provides resources for fur-

ther use. *The Successful Academic Librarian* presents a wealth of information for navigating the academic setting that will prove useful to librarians at any stage of their career. — *Kelly C. Rhodes, Appalachian State University.*

Colleges, Code, and Copyright: The Impact of Digital Networks and Technological Controls on Copyright and the Dissemination of Information in Higher Education. Chicago: ACRL (ACRL Publications in Librarianship, No. 57), 2005. 201p. alk. paper, \$28 (ISBN 0838983227). LC 2005-8033.

This book presents selected papers from a two-day symposium held by the Center for Intellectual Property and Copyright at the University of Maryland University College in 2004. The primary concern of the center is the impact of intellectual property law and policy on higher education. Unlike copyright and technology transfer centers often affiliated with universities, the Center for Intellectual Property and Copyright at Maryland assumes a research, current awareness, and educational mission for the wider higher education community. To achieve its mission, the center provides resources and information on intellectual property and copyright in the digital environment through workshops, online training, and legislative updates.

The stated purpose of the Colleges, Code and Copyright symposium was to consider technological, legal, and practical issues that influence the dissemination of information on campus and to discuss the protection of intellectual property. Symposium presenters included over thirty professionals from fields of law, information science, publishing, computing, media industries, and from across higher education. Nine papers were selected for inclusion in the published conference proceedings representing technical and policy perspectives, alternative models, and best practices.

DRM (Digital Rights Management), benign or evil? This is the question that

runs through these conference proceedings. According to the National Institute of Standards and Technology, DRM is “a system of information technology components and services along with corresponding laws, policies, and business models, which serve to distribute and control intellectual property and its rights.”

The selection of papers is anchored on one side by the keynote address by Clifford Lynch, Intellectual Property Scholar at the Center and Executive Director of the Coalition for Networked Information, and by a lucid examination of the implementation of DRM by John T. Mitchell, a Washington, D.C., lawyer specializing in interaction law.

Dr. Lynch explores DRM in the specific context of higher education, an environment in which many of the assumptions of the consumer marketplace are irrelevant and in which public policy decisions may have unintended negative consequences upon scholarship, teaching, and learning. He discusses DRM technologies commonly in use in higher education and the challenges they present. DRM challenges to the principles of first sale and fair use are two tests, in particular, that shake the foundation of higher education and librarianship. DRM makes it possible for copyright holders to impose restrictions on downstream use of purchased items that have never been possible before. Technology also enables restrictions on number of copies made, how many pages in what period of time. It does not allow one to ask for what purpose. Such limitations are not fair use. These are the most simplistic examples taken from Lynch’s address to illustrate the potential impact of DRM on higher education.

Finally, the keynote speaker discusses directions that higher education might take in employing DRM technologies. He advocates a role for higher education in managing the rights of its community to digital objects. There is tremendous potential for libraries to play an active role in creating metadata that record ownership and rights of use and in developing automatic retrieval systems.

In a chapter exploring how DRM is employed in current industry, Mitchell uses established analog case law to illustrate, convincingly, the excesses of DRM in the digital world. He classifies DRM uses as “good, bad, and ugly” and asserts that the public and policy reaction to it may range from encouragement to prosecution; DRM technologies are neither good nor bad until applied to a specific situation. His thesis is simple: “Good uses of DRM further the objective of copyright law by either protecting the copyright from infringement or increasing dissemination of the work, and do so without enlarging the copyright or impairing noninfringing competition.” Examples of good DRM include technology used to secure payment for a downloaded work before it is unlocked for the consumer, technology used to control access to a streamed work over the Internet, and libraries’ use of DRM to provide lawful access to licensed resources.

Bad DRM ostensibly meets copyright protections and dissemination requirements but may have collateral negative consequences. In such cases, the author advocates the use of “rule of reason” in antitrust laws to determine the legality of DRM. Mitchell reduces this area of complex antitrust law to easily understood examples of current industry practices that illustrate the principles. Finally, he uses existing case law to illustrate numerous examples of DRM gone amok, describing challenges against Microsoft and the entertainment industry.

Other contributions in the assembled papers present practical information and an examination of problems to guide information professionals in the digital environment. Donna L. Ferullo’s discussion of the TEACH Act is a notable example. The Technology, Education and Copyright Harmonization Act of 2002 rewrote the distance education exemption to the copyright law. Its impact far exceeds the distance education setting. Professors are incorporating digital works into the traditional classroom. Electronic reserves

are available in academic libraries across the country. Course management software, such as WebCT and Blackboard, are becoming widespread. Ferullo's chapter clearly delineates TEACH Act requirements for exemptions by institution, instructor, type of material, and technology. It is an outstanding, easy-to-use summary of the act for universities that wish to employ it.

Among other notable contributions are two proposals for solutions to scholarly publishing problems. One is an innovative proposal by James Howison and Abby Goodrum to manage academic papers. "Why Can't I Manage Academic Papers Like MP3s?" outlines a plan for managing academic papers by creating and applying metadata to scholarly papers, primarily in PDF files. The paper discusses the challenges to this process, both technological and cooperative, and makes a proposal for further development of the idea.

Authors of the nine papers included in these conference proceedings generally support DRM. In its purest form, the technology facilitates the protection of copyrights and wider dissemination of creative works to achieve the purpose of the copyright and intellectual property protections in the U.S. Constitution "to promote the progress of science and the useful arts." None of them challenges the validity or common good served by copyright laws. Objections are raised when DRM is used to limit lawful use and infringe upon trade competition. So, despite promotions that the Colleges, Code and Copyright symposium brought together "diverse voices," the published papers present a library-friendly message.

The conference proceedings are successful in raising awareness about the power of DRM, providing practical advice about how to manage digital objects legally, and inspiring librarians and the higher education community to address the problems posed by DRM. —*Janita Jobe, University of Nevada, Reno.*

Martha L. Brogan, with the assistance of Daphnée Rentfrow. *A Kaleidoscope of Digital American Literature*. Washington, D.C.: Council on Library and Information Resources and the Digital Library Federation (Strategies and Tools for the Digital Library), 2005. 176p. alk. paper, \$30 (ISBN 1932326170). LC 2005-22693.

Of the making of Web sites, there appears to be no end. Except, cautions Martha Brogan, in the case of those dealing with American literature. Of this ilk, she contends, there are too few and fewer still of substantial quality. The problem, she argues, is pervasive. Disciplinary practitioners tend to be highly conservative and resistant to change. And those who may be interested in Web-based learning don't seem to know what they want in the way of digital tools and resources. Key professional groups remain curiously oblivious to the call of the Web. And copyright restrictions close the door tightly on much twentieth-century literature. The picture Brogan presents is not a happy one. Cruellest of all, perhaps, is Brogan's observation that although American historians have gotten their act together, the AmLit crowd remains in disarray. And yet, after reading this thoughtful and searching report, it is possible to draw a different set of conclusions. In fact, the landscape Brogan describes seems alive, quirky, inventive, and individualistic. In short, it seems typically humanistic: messy, ill organized, and resistant to easy solutions from the top or the center. Perhaps the picture is not so bleak after all. A kaleidoscope, after all, is a thing of beauty, not something to rue.

Prepared for the Digital Library Federation and the Council on Library and Information Resources, this report will be of interest to every academic librarian whose portfolio includes the humanities and, by extension, humanities computing. Moreover, it will also be of interest to anyone—faculty, student, librarian—who is thinking of launching a Web site that has anything to do with American Studies.