

nonetheless, in arguing that the prevailing economic and social philosophy of "laissez cosmopolitanism" is dangerous. His fundamental questions, "Are we still a society, even if we are no longer an economy? Are we bound together by something more than the gross national product?" are difficult to ignore.

What is of significance here to librarians? First of all, through his descriptions of work classifications, Reich offers a framework by which to analyze our profession. We will readily find examples of routine producers—copy catalogers, data entry clerks, middle managers who review the accuracy of our daily procedures. We know, too, that this category of workers has diminished and that their duties have changed with increased automation. Many among us will perceive ourselves as in-person servers, meeting our patrons' daily requests through reference work, collection development, and bibliographic instruction. Finally, more and more of us may perceive our work as symbolic-analytic service—where we identify and solve information problems or broker our services in a global market. And even if we ourselves do not operate in the entrepreneurial global web, increasingly we may expect that the clientele we serve either aspires to or does. We can anticipate greater demands to customize, package, and tailor our services to match the particular needs of individuals in this group. We might also anticipate their willingness to pay for this service or to gain access to information sources without our intervention. These trends, which are by no means new, will continue to present strategic dilemmas for a profession based on democratic traditions of free and undifferentiated access. It may also contribute to splintering librarians further, as we segregate ourselves and our professional principles according to the clientele we serve. Academic, research, and special librarians may expect well-funded symbolic analysts to figure prominently among their patrons, but most public and school librarians (certainly urban) will continue to serve the less fortunate 80%. How we resolve and

balance these demands within the profession is a microcosm of challenges presented to society as a whole. Reading Reich's book gives us reason to pause and re-boot, as we log on to the next century.—Martha L. Brogan, Yale University, New Haven, Connecticut.

Reference and Information Services: An Introduction. Ed. by Richard E. Bopp and Linda C. Smith. Englewood, Colo.: Libraries Unlimited, 1991. 483p. \$47.50 (ISBN 0-87287-875-9); paper, \$30 (ISBN 0-87287-788-4). LC 91-14086.

Richard Bopp and Linda Smith have created this volume in response to the perceived need for an integrated text to be used primarily by library and information science educators teaching basic reference courses. It is designed to provide an "overview both of the concepts and processes behind today's reference services and of the most important sources consulted in general reference work." On the whole they have succeeded, and this text is likely to replace William A. Katz's *Introduction to Reference Work* as the most popular text for beginning reference courses.

The work is arranged in twenty chapters written by twenty-one authors, most of them affiliated in some way with the University of Illinois at Urbana-Champaign. The twenty chapters are divided into two parts. Part 1, "Concepts and Processes," covers topics such as reference service philosophy, the reference interview, bibliographic control, electronic reference services, instruction, and evaluation. Part 2, "Information Sources and Their Use," includes an introductory chapter on the selection and evaluation of sources, and discussions of reference sources by type (such as directories, indexes and abstracts, and dictionaries).

The format for each chapter includes a list of sources and additional readings. The chapters dealing with sources also include a section called "search strategies." The chapters are current, and many 1990 and 1991 sources are cited. The suggestions for additional readings are helpful for the student who may wish to pursue a particular topic. Sample pages

of reference sources are often provided. However, because each chapter has a different author, there is some overlap of topics covered, especially in the chapters dealing with reference sources, and particularly in the sections on search strategies. The sections on strategies are, furthermore, too brief to be helpful. Also, some sources are discussed in several places (e.g., *Britannica Book of the Year* in chapters 13 and 16). Another problem is that some topics receive brief mention in several places, but no adequate coverage in any one place. Coverage of reference sources is also uneven. Certain titles receive extensive coverage (*Who's Who in America*), while others receive little or no coverage (*Dictionary of Literary Biography*, slang dictionaries).

One of the book's strengths is its integration of electronic formats within the appropriate chapters. Particularly useful are the chapters on bibliographic control, reference service to special groups, and government documents. These topics are often overlooked in a general reference class because of a lack of time.

Their inclusion here will perhaps encourage more discussion of these topics in reference classes in the future.

The volume may be of more limited use to practicing reference librarians. The narrative format makes it difficult to locate information about a particular source without using the author/title index. Because the majority of the sources included are basic reference sources, reference managers should expect their librarians to be familiar with these sources already. Part 1, on the other hand, may be more useful to practitioners. These chapters provide a good review of the major issues and concerns in reference services today and will likely be of particular interest to the practicing librarian whose basic reference class focused on major sources and neglected discussion of service issues. The primary use of *Reference and Information Services* will be as a textbook for basic reference classes in library and information science programs, and it is to be welcomed for that purpose.—Louise S. Sherby, *University of Missouri-Kansas City, Kansas City, Missouri.*

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