

starting the move-planning process.

Even with this minor omission, Habich's book is essential reading for the staff of any academic library that might move into whole new quarters, an addition, or renovation in the foreseeable future. Those who follow Habich's planning and implementation guidelines will save time, stress, and money. I wish I had had this volume at my disposal several years ago. I strongly recommend it. —*Diane J. Graves, Hollins University.*

*The Knowledge Economy.* Ed. Dale Neef. Boston: Butterworth-Heinemann (Resources for the Knowledge-Based Economy), 1998. 278p. \$21.95, alk. paper (ISBN 0750699361). LC 97-34241.

Most readers of *College & Research Libraries* are keenly aware of the impact of changes in the global infosphere on our own institutions. Every workday, we deal with new developments in information technology and cope with the limitations of our budgets as we labor to provide information better, faster, and cheaper to those on whose behalf we work. Keeping on top of these continuing changes is a challenge that may fully occupy us, leaving us with no leisure time to explore the even wider implications of the "knowledge revolution." Dale Neef has provided a partial remedy to this situation with the publication of this selection of readings on the political economy of knowledge. Just as economic wealth has begun to be measured in terms of intellectual capital instead of tangible resources, Neef (of Ernst & Young's Center for Business Innovation) has assembled a collection of readings from a variety of sources and points of view. Some of the sixteen contributions are authored by people whose names are familiar, such as Peter F. Drucker, Robert B. Reich, Lester C. Thurow, and Hedrick Smith; others are probably less well known. With the exception of his excellent introductory essay, all the items have been previously published, but only recently—sometimes as chapters in books, as journal articles, or in less broadly circulated papers of the

Organization for Economic Cooperation and Development (OECD).

The essays are organized into five broad areas: The Changing Economic Landscape; Knowledge as the Economic Force of Growth and Change; Measuring and Managing the Intangibles of Knowledge; Learning Organizations in the Global Knowledge-Based Economy and Society; and Public Policy: Government, Education, and Training in the Knowledge-Based Economy. The most striking revelation is the subtle, but escalating, shift in the relative importance of universities, in their traditional roles, to business, which is seen to be taking a more direct and directive place in the transmission of information and economically productive technical skills. A comparative study of secondary education in Japan and Germany to the failing system in the United States should be of special concern to college and university library administrators. "Partnerships" between businesses and research universities result in our becoming dependent on nongovernmental funding and the subsequent privatization of information that would, in an earlier time, have been placed in the public domain. The commercialization of educational services once regarded as the intellectual property of their creators, but now coming to be regarded as "works made for hire," and similar changes in the making are reshaping the nature of higher education. In conclusion, this may not be an easy book to read, but it is a necessary one. —*Charles Wm. Conaway, Florida State University.*

**Nolan, Christopher W.** *Managing the Reference Collection.* Chicago: ALA, 1999. 231p. \$30, acid-free paper (ISBN 0-8389-0748-2). LC 98-037178.

If your reference collection is typical, it harbors a lot of deadwood. Studies have shown that more than half of reference materials see no use in any one-year period, and one-fourth of the collection will not be used over a five-year span. *Managing the Reference Collection* will be a valuable resource for helping you to transform

a collection burdened with the clutter of old, unused sources into an efficient collection based on user needs.

In this book, Christopher W. Nolan, Head of Reference at Trinity University (San Antonio), expands on concepts previously presented in his article "The Lean Reference Collection: Improving Functionality through Selection and Weeding" (*College & Research Libraries* 52, no. 1 [Jan. 1991]: 80–92).

Neither a library science textbook nor a guide to reference sources, *Managing the Reference Collection* provides reference selectors in academic, public, and school libraries with practical advice on reference selection and maintenance.

Seven chapters cover reference collection fundamentals, reference collection development policies, selectors for the reference collection, selection principles, selection of electronic resources, practical procedures (acquisition, evaluation, weeding, location, routine maintenance), and collection management for a lean budget. Each chapter concludes with a notes section, which augments the selected bibliography at the end of the work. This generously annotated list of sixty-seven print and electronic sources on reference collection management, dating from 1977 to 1998 (with most from the 1990s), includes those resources most useful to Nolan in his reference collection management work. The volume concludes with an index.

Nolan challenges the idea of pulling large numbers of books out of their reference sequence for maximum-security detention in ready reference collections behind the reference desk, and explains the problems that such collections create. He gives the example of a ready reference collection of more than 200 titles that were relocated to the main reference stacks and brought back only with justification; a mere thirty-four of the 200 titles returned. Nolan urges reference selectors to maintain lean and mean reference collections, remove deadwood from the stacks, and refrain from using valuable reference real estate as reserve stacks (for books that

might wander otherwise). Observing that reference collections are the gateway to the rest of the library, Nolan holds that reference collections should contain sources that are reference-formatted, frequently used, authoritative, current, and unique in coverage. He urges librarians to implement collection development policies for reference collections and offers practical advice on the elements of such a policy.

Nolan examines the various staffing models used for those responsible for selection of reference works: subject bibliographers who do not work at reference, reference librarians, technical services librarians, and so on. He also describes the strengths and weaknesses inherent in each model.

The chapter on selection principles elaborates on the criteria of scope, comprehensiveness, audience, documentation, design, indexing, bibliography, illustrations, durability, format, and cost. It also examines selection criteria for particular types of materials, such as subject encyclopedias, handbooks, and indexes and abstracts. The chapter on selection of electronic resources describes in detail evaluation criteria such as contents, interface, output features, hardware, software, costs, and vendor/publisher issues.

The author includes practical tips on what to do with old periodical index volumes; how to stretch the reference budget for books, serials, and electronic resources; and how to integrate the World Wide Web into the reference collection. The book also contains several useful figures: a decision tree for selecting reference sources, a selection checklist for electronic resources, and a page from Trinity University's reference serials/pseudosericals tickler file (a list of sources, dates of last purchase, and reorder dates).

Especially timely, *Managing the Reference Collection* gives reference library practitioners, both new and seasoned, useful criteria for creating and implementing reference collection development policies and procedures, selecting and managing print and electronic reference sources, and

evaluating and weeding reference collections. —*J. Christina Smith, Boston University.*

**Watson-Boone, Rebecca.** *How Library and Information Science Research Literature Describes Librarians: A Synthesis of Selected 1985–1995 Articles.* Mequon, Wisc.: Center for the Study of Information Professionals, Inc. (CSIP Occasional Papers, no. 1), 1998. 33p. \$8.98, paper (ISSN 1520-8400).

The image of practicing librarians, from all types of libraries in the United States, has frequently been the focus of research in the library and information science (LIS) literature. Who were the authors of these research papers? What topics have been studied? What will be possible future research agendas? Readers should expect to have these questions answered by this occasional paper published by the Center for the Study of Information Professionals, Inc. (CSIP).

The mission of the center is to enlarge the body of knowledge that describes and defines those individuals whose work is focused on generating, selecting, organizing, preserving, evaluating, disseminating, and using information in service to others. In this publication, the first of the CSIP Occasional Papers, Watson-Boone presents interesting insights on how the LIS literature describes librarians. It synthesizes some of the research on this topic, as published in fourteen LIS research jour-

nals between 1985 and 1995. This paper is a rather small publication—only thirty-three pages, including a fourteen-page bibliography.

To qualify for inclusion in this study, journal articles had to: (1) be full length or in a column devoted to research, (2) focus on librarians as the major participants with regard to the study topic, and (3) contain findings of a research study. Of the 4,476 articles in the fourteen journals, systematic review of each article identified 343 (7.66%) as appropriate for inclusion in this study. However, this paper drew on a sample of only 165 (48.1%) of the 343 qualified studies. Among the selected journals, *College & Research Libraries* had the largest number of qualified studies.

Watson-Boone concentrates on the types of research methods used, authorship, and topics studied. She discovered that the authors of the studies/articles used mail surveys with questionnaires more than any other research method. Practitioners were authors of 41 percent of the studies, LIS faculty of 41 percent, other researchers of 9 percent, and practitioners and LIS faculty were coauthors of 9 percent. Librarian studies by practitioners appear most frequently in ALA divisional journals and in *Special Libraries*, the official publication of the Special Libraries Association, while LIS faculty articles were more likely to appear in their own professional association journal, the *Journal of Education for Library and Information Science*.

Topics studied clustered into four broad categories: demographics, employment–positions–jobs, attitudes and behaviors, and institutions. “Demographics” treats librarians as a population in terms of age, family background, and educational attainment. The current average age of librarians would appear to be 41. The majority of female librarians do marry and most raise children. Academic librarians and school media specialists are most apt to have second graduate degrees. Increasingly, academic librarians who become directors of major re-

## Index to advertisers

Amer. Chemical Society	cover 3
Biosis	307
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