

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