advantage, readers need some clear idea about what kind of problem they are having. Knowing the problem, the reader can use the index to find the section in the book that may help solve the dilemma. The reader will then be directed to a set of simple and straightforward questions and answers on the topic, such as “I posted a message to a newsgroup and it hasn’t shown up” (p. 58). The question is then followed by five possible answers, including “maybe the posting is lost” (p. 58).

Another way to use the book is by reading the chapters in their entirety. The questions are grouped into twelve chapters covering broad categories, including troubles with the Internet in general, e-mail, using listservs, owning listservs, news readers, telnet, FTP, files on the Internet, Internet Gopher, Wide Area Information Servers, World Wide Web, and Mosaic. The book ends with a list of additional resources and a glossary of terms. After reading all of the potential problems on a particular topic, the reader will be less likely to make the same mistakes.

*The Internet Troubleshooter* will be helpful to beginning Internet users, because, in reading each chapter, they will find answers to questions that they will probably need but have not thought to ask for yet. This book can help, but it will not provide enough information on its own to be the sole resource for a beginner, who will also need a more general guide to what to do and how to do it on the Internet. Such guides can be in the form of a getting-started class or books like Ed Krol’s *The Whole Internet User’s Guide & Catalog* [4], Michael Fraase’s *Mac Internet Tour Guide* [5], or *The Internet Starter Kit for Windows* [6]. You will need the additional guidebooks, because *The Internet Troubleshooter* is designed for people who know enough about the Internet to get into a great deal of trouble but not enough to be experts.

Another point to keep in mind before buying this book is that most of the examples and problems are for people accessing the Internet through UNIX systems and not clients. (There are some client answers included, and many Internet questions are independent of how you access it.) “UNIX access” means that you are interacting with the Internet through a UNIX host machine that you connect to, and it in turn connects to the Internet. The trend for Internet access is client-server access, and the next edition of this book will have to put more emphasis on clients and how they operate.

In summary, *The Internet Library* has limited appeal to most health sciences librarians, and *The Internet Troubleshooter* is a good second resource for people who have just enough knowledge about the Internet to be dangerous.

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**References**


This collection of articles, published simultaneously as *The Reference Librarian, No. 43*, provides a general overview of issues influencing current reference services planning. These issues include identification of reference services, users, and costs; role definition; electronic technology; education; and evaluation. Some issues update discussions from an earlier publication in this series, *Reference Services in the 1980s*, while others are new to this volume. Contributors, with one or two exceptions, represent only academic libraries. The information and advice they provide, however, are generally applicable to all librarians who have responsibilities and interest in planning reference services.

Part 1 of the book provides a brief overview by outlining four major conflict areas in reference librarianship today: the role of service versus teaching, resource allocation, professional autonomy, and roles of professionals and support staff. The overview is followed by five sections that address the issues mentioned above.

Part 2, “Reference Services: What, for Whom, and How Much?,” is composed of five articles and comprises half the total volume. The recurring theme in this section is the need to form partnerships with others, such as those in computing, telecommunications, publishing, higher education, government, business, and so on. It also stresses the need to find out what users need, to clearly define our product, and to reassess our service priorities and delivery methods, if we are to compete with commercial information services.
This section is clearly the strongest part of the work and offers much to consider when planning current and future reference services.

Part 3, "The Reference Unit," provides a basic overview of the various roles and responsibilities of the reference department head. Portions of this section are useful for developing job descriptions and defining departmental goals.

Part 4, "The Computer Connection," is another strong section that explores the planning challenges and opportunities presented by computers and networked information. It also discusses the changing nature of research and its impact on the role of the reference librarian. A key article in this section is by Craig A. Summerhill of the Coalition for Networked Information in Washington, D.C. He states, "Of upmost importance to the reference department in the 1990s are going to be issues related to the education of library clientele. Library patrons need to know enough about the information universe to make intelligent decisions about when they are receiving 'satisfactory' information and when they are receiving 'successful' information" (p. 140).

Following this strong emphasis on the need for user education in the 1990s, one might expect part 5, "Education," to focus on users. Instead, it discusses the status of reference courses in American Library Association (ALA)-accredited programs and emphasizes the need for reference librarians to pursue continuing education in order to avoid occupational obsolescence and burnout. Within the context of reference services planning in the 1990s, I find the review of ALA-accredited reference courses to be of little value. More relevant is Darlene Weingard’s article that discusses the need for continuing education within the context of a new reference service paradigm that focuses on the needs of the client within the virtual library.

Part 6, "Evaluation," contains only one article and provides a cursory overview of the literature on both reference service evaluation and reference personnel evaluation. It also outlines a practical model for evaluating reference service.

Overall, the editors and contributors have compiled a useful volume that addresses both the practical and theoretical aspects of planning reference services. It might have been strengthened by including additional topics, such as user education needs; the impact of new teaching and learning methodologies, such as "problem-based learning," on reference services; and information access versus information management needs. A broader representation of library types among the contributors also might have been beneficial. Nevertheless, it is useful reading for individuals currently planning and managing reference services.

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Collection development, as Joseph Branin points out in his introduction to these proceedings, is a comparatively young subdivision of librarianship, the area having been staked out as a distinct library specialization only within the past twenty years. Its hallmarks have been the attempt to build collections in a coordinated and rational manner, to institute standard methods for analyzing and describing the scope and depth of library collections, and to control costs by a more rigorous assignment of accountability for budgetary planning and spending. Collection development has flourished as an area of professional endeavor, because it has offered a way to address the increasingly serious problem of maintaining research-quality collections in spite of constrained academic budgets and a burgeoning universe of research publishing. The growth of the discipline was fostered in part through a series of regionally offered collection management institutes (the first of which was held in 1981) sponsored by the American Library Association. These institutes were conceived with a goal of establishing and promulgating the core of professional knowledge and skills necessary for the new breed of collection-development administrators.

The most recent of these institutes was the Advanced Collection Management and Development Institute, held in Chicago, Illinois, March 26-28, 1993, of which the work at hand represents the edited proceedings. Presenters at the conference included such respected names in academic library collection development as Paul Mosher, Anthony Ferguson, Peggy Johnson, Ross Atkinson, and Gay Dannelly. The published proceedings include twelve contributions based on presentations at the institute, plus two chapters added for the published work: Gloriana St. Clair’s chapter, "Moving Copyright to Librarians’ Action Agenda," and the