

Doyle, James M., and Grimes, George H. *Reference Resources: A Systematic Approach*. Metuchen, N.J.: Scarecrow, 1976. 293p. \$10.00. LC76-7080. ISBN 0-8108-0928-1.

The authors intend this as a new approach to teaching reference bibliography courses. Instead of learning individual titles, students learn a classified system of published reference sources and a structured approach to literature searching. The dynamics of communication and the uses of resources, as revealed in user studies, are also a part of this method. A question negotiation simulation exercise provides practice in the technique of the reference interview.

The printed formats of reference literature are presented in the "bibliographic chain." The "links" of the chain proceed from the inception of an idea through printed formats—institutional resources, work-in-progress, unpublished studies, periodicals, reports and monographs, indexing and abstracting services, bibliographic reviews, annual reviews and state-of-the-art, and books and encyclopedic summaries. This bibliographic chain, linked with user needs and the searching process, is presented in a flow chart which illustrates the information searching process.

The "discipline resource package" is the name of the annotated reference book bibliography for subjects in the areas of social sciences, humanities, science, and technology. These "packages" are basic guides to subject literature and are organized by printed formats. "General works," e.g., almanacs, biographical and statistical sources, and dictionaries, include those reference sources which do not fit into the structure of the subject-oriented packages. The authors note that this section is also useful to the "average, intelligent adult" who is doing research. The "search procedure form" lists the titles from these packages and provides space for writing the negotiated and redefined search question and for the keywords to use in the information search.

Unfortunately, all subjects do not have titles that fit neatly into the formats in the bibliographic chain. Rather than acknowledge this by pointing out the lack of publications and the uneven development in various subjects, the authors include titles

which are usually not associated with these formats. The source given for work-in-progress for all subjects is *Contemporary Authors*. While this title may be "basic" for the social sciences and humanities, a quick check of scientists' names found more omissions than inclusions. Titles listed for annual reviews for political science and history include *America Votes*, *Facts on File*, and *Statistical Yearbook*. Encyclopedic summaries include biographical directories, directories of corporations, and quotation books, along with encyclopedias and dictionaries. The content or use of the reference source is subordinated, and the format, broadly interpreted, becomes more important.

Careful editing would have eliminated an unevenness of bibliographical detail. Older editions are cited rather than more recent ones. The dates publications ceased are often not given. Changes in publication format which occurred several years ago are not noted. For many of the serials, the beginning date of publication is omitted, so the student or researcher would not know the coverage the source provides.

One would assume library school educators are aware of reference interviews, inter-personal communication dynamics, user studies, and patterns of subject literature organization. If not, sections I and II (p.3-71) give a brief introduction. Researchers would find other subject guides to the literature more useful than the packages because of their inconsistencies.—*Jean Herold, Reference Librarian, The General Libraries, The University of Texas at Austin.*

The Information Age: Its Development, Its Impact. Edited by Donald P. Hammer. Metuchen, N.J.: Scarecrow, 1976. 275p. \$10.00. LC 76-10603. ISBN 0-8108-0945-1.

The Information Age is intended, according to the preface, to be an "interesting, rewarding and informative account of significant events and activities" of the period 1965-75 in information science. One of the requirements placed on the twelve contributors was that the book be readable. The intent is only partially fulfilled; the information is there all right, but many parts of the