

Fundamentals of Collection Development and Management. 2d ed. By Peggy Johnson. Chicago: ALA, 2009. 407p. \$70.00 (ALA members \$63.00) softbound (ISBN 978-0-8389-0972-0).

Peggy Johnson's goal is for this book to serve as an introduction to collection development and management for students while also being a resource for experienced librarians. She blends history, theory, and practical tips into a solid introduction to the major issues of collection development and management.

As in the first edition, Johnson begins with a chapter discussing the history of collection development and briefly introducing some of the major issues. In the next six chapters she discusses major responsibilities of collection work in all types of libraries: organization and staffing; policy, planning, and budgets; developing collections; managing collections; marketing, liaison, and outreach activities; and collection analysis. The first edition's chapter on electronic resources has been eliminated; discussions of electronic resources are integrated into the other chapters, reflecting the changing role of electronic resources in library collections over the last five years. The chapter on collaborative collection development and management is substantially longer than in the first edition, exploring collaborative purchasing, storage, and electronic archiving, among other topics. Johnson also has added a new chapter on scholarly communication issues.

I enjoyed the way Johnson shifted from theoretical discussion of issues to practical advice. For example, the chapter on collection management discusses the best environmental conditions for collections, refers readers to professional association guidelines on preventing theft, and suggests that academic and school librarians ask instructors to require students to use photocopies or their own artwork to illustrate projects as a way to reduce library materials mutilation.

As Johnson notes in the preface to this edition, one of her goals was to improve the book by addressing reviewer comments that the original was too focused on academic libraries. She has made valiant efforts to incorporate more material on other types of libraries. Most chapters include separate sections on academic, public, and school libraries; some also have sections on special libraries. The discussion of censorship and intellectual freedom has been expanded to include more examples and advice for public and school libraries. Despite Johnson's efforts, the focus is still on large academic libraries. For example, the chapter on organization and staffing acknowledges that in smaller public libraries and school libraries, one person may handle all collections work, but the section on training assumes new selectors will work in settings with multiple librarians and a supervisor able to assist in developing a learning plan. Several pages are devoted to the Conspectus approach to assessing academic collections, but no mention is made of using turnover rate to assess user demand for specific sections of a public library collection. Faculty using the book as a text for collection development courses will need to encourage discussion of how collection development principles apply in other types of libraries.

While Johnson correctly defines a contract as "a formal, legal binding agreement between two or more parties," I am concerned by her statement that "it is usually in writing, but a verbal contract to which the parties agree can be legally binding" (117). If no written contract exists, courts must consider verbal agreements in resolving contract disputes, but librarians negotiating license agreements should realize that providing the terms of a verbal agreement is difficult and that the terms of a written contract supersede verbal agreements. If a contract is reduced to writing, the writing should include all important terms. If a contract is not written, the librarian should

document any verbal agreements, perhaps by e-mailing a memorandum outlining the terms to the other parties.

The book includes several features that make it useful for classroom work or self-study. Each chapter includes a case study; for example, readers are asked to develop an outreach plan for an elementary school and a collection analysis plan for an academic science collection. Johnson also refers readers to the case studies from the first edition, which are available online as supplemental resources. The suggested readings listed at the end of each chapter are much more extensive than in the first edition and are better balanced between academic, public, and school library settings. The glossary both serves as a quick reference and reduces the need to clutter the text with definitions. The four appendixes include a list of professional resources (journals, electronic discussion lists, and professional organizations), a list of selection aids, sample collection development policies for public and academic libraries, and sample contract and licensing terms. A thorough index makes it easy to find specific topics in the text.

Although the book is slanted toward large academic library practices, Johnson provides a solid introduction to collection development and management. The second edition includes a substantial amount of new material, ranging from more discussion of public and school library contexts to a new chapter on scholarly communications. It should be useful as a textbook and as a refresher for experienced librarians.—*Ginger Williams (ginger.williams@wichita.edu), Wichita State University, Wichita, Kansas.*

IFLA Cataloguing Principles: Steps towards an International Cataloguing Code, 3: Report from the 3rd IFLA Meeting of Experts on an International Cataloguing Code, Cairo, Egypt, 2005. Ed. Barbara B. Tillett, Khaled Mohamed Reyad, and Ana Lupe Cristán. Munich: K.G.