in RDA: Problems and Solutions." Iseminger provides a brief history of *RDA: Resource Description and Access*, as well as a basic introduction to its main concepts.[1] He then notes some problems with the new cataloging rules—one of the biggest being the decision to be backward-compatible with the older *Anglo American Cataloguing Rules*, 2nd edition (*AACR2*).[2] Damian concludes by providing a series of possible solutions that could aid music catalogers when working in *RDA*. Next is "The Music Genre/Form Project: History, Accomplishments, and Future Directions," by Beth Iseminger. For some time, music librarians have pushed for the creation of music-related genre/form heading (e.g., what the item being cataloged *is*) thesauri, in addition to the existing ones for topical headings (e.g., what the item being cataloged is *about*). Beth Iseminger relates how this dream is finally coming to fruition, thanks to a joint task force by the Library of Congress and the Music Library Association. She discusses the problems faced by the task force, the solutions they arrived at, and reflects at the future direction of the project. The section then concludes with Michelle Hahn's essay "Dreams from My Library." Hahn looks at *RDA* and its use of the Functional Requirements for Bibliographic Records (FRBR) concept, and discusses where she thinks it falls short of the mark. She then concludes with her visions for a FRBR-ized catalog, and her thoughts on the future of music cataloging.

The third and final part, "Current and Emerging Standard in Practice," concerns itself with trying to put music cataloging theory into practice. It also could be thought of as "making the most of a bad situation," as often real-world situations are not as cut-and-dried as the rules suggest. The first chapter, Suzanne Mudge's "Cataloging Ethnographic Audiovisual Field Collections," deals with cataloging process for handling these materials as

instituted by both the Archives of Traditional Music (Indiana University) and the Loeb Music Library Archive of World Music (Harvard University). From their initial accessioning to the creation of the finding aid using Encoded Archival Description (EAD), Mudge utilizes rules from *AACR2*, Describing Archives: A Content Standard (DACS) and other standards, such as Archival Moving Image Materials (AMIM), to create her cataloging records using the Machine-Readable Cataloging (MARC) metadata standard. Next is Peter Lisius's "Square Pegs in Round Holes: Adapting Cataloging Metadata Standards for Use with Digital Media Files." Lisius deals with the unenviable task of adapting the simple digital tags in Apple's iTunes and Microsoft's Windows Media Player software to *AACR2* and *RDA* descriptive standards. This chapter is definitely worth a look for those trying to shoehorn classical music information such as a work with multiple sections and performers into the standard "Song, Album, Artist" labels scrolling across your iPod or Windows Media Player display window. Finally, "The FRBR Models: Thinking More Deeply about Library Metadata" by Jenn Riley looks at conceptual models, especially FRBR, as the basis for metadata standards. The IU Variations/FRBR project automatically converts MARC records for IU's sound recordings and scores into a more FRBR-ized format, and then displays them through its online discovery interface. The results are interesting, and quite possibly provide a sneak peek at the future of catalog displays in a FRBR/*RDA* world.

The book culminates with a thoughtful remembrance of Ralph by his long-time IU colleague and friend, Sue Stancu. Her wonderful anecdotes and insights both give a glimpse of the man to those who never knew him and an even greater understanding to those of us who had interacted with Ralph on a limited basis. As a music

cataloger, I am thankful to have read this book, and even more thankful to have known Ralph Papakhian.—*Robert Freeborn (rbf6@psu.edu), Pennsylvania State University, University Park, Pennsylvania*

Reference

1. *RDA: Resource Description & Access* (Chicago: ALA, 2010)
2. *Anglo-American Cataloguing Rules*, 2nd ed., 2002 rev., 2005 update (Chicago: ALA; Ottawa: Canadian Library Association; London: Chartered Institute of Library and Information Professionals, 2002).

The Challenge of Library Management: Leading With Emotional Engagement. By Wyoma vanDuinkerken and Pixey Anne Mosley. Chicago: ALA, 2011. 169 p. $52 softcover (ISBN 978-0-8389-1102-0).

Library leaders and managers face constant change in the workplace, whether it involves technology, personnel, policies, or procedures. While the word "change" does not appear in the title, *The Challenge of Library Management: Leading with Emotional Engagement* is about how library leaders and managers can effectively manage change in all its forms. Authors Wyoma vanDuinkerken and Pixey Anne Mosley are both widely published in the field of library leadership and management and are highly qualified to write on this topic. The book is well researched with sources from the management, human resources, psychology, and library sciences disciplines.

Beginning with an overview of change in libraries, the authors describe how ubiquitous change is in the field of librarianship and the surprising dearth of research published on this topic. They go on to describe other challenges that exist in libraries, such as library managers who are called on to lead change in areas other than their own and the lack of extensive leadership training received by most library

managers. Following this introduction to change in libraries, the authors address what they term "the human factor" with an insightful discussion of the causes of change resistance among employees (11). They caution managers against stereotyping or making assumptions about their employees' resistance to change. To this point, the authors encourage managers to maintain a level of detachment in the face of employee resistance to change. The impact of organizational culture is addressed in chapter 3 with discussions on its importance, how culture effects change, and how to change organizational culture over time. The authors encourage managers to understand organizational culture *before* they try to make changes.

The next two chapters address initiating and implementing change effectively. These are thoughtful discussions that consider important issues such as trust, communication, empowerment, and motivation. One of the first steps in initiating change is for managers to communicate the need for change to employees and, to do that effectively, managers must have a vision that they can share. Without that vision, employees are often skeptical of the need for change and will demonstrate resistance to any suggested change. When implementing change, the authors encourage empowerment through the delegation of implementation details and emphasize the need for flexibility, engagement with all levels of the organization, and constant two-way communication. Of course, managers cannot control all details of an organizational change that may affect the success of the initiative. As noted in chapter 6, factors that can cause delays include weather, budget issues, bureaucracy, staff turnover, and personalities. The authors encourage managers to anticipate potential delays and to keep stakeholders informed as the initiative develops.

The ability of managers to be effective given their personal histories with an organization is addressed in a thoughtful discussion of "managerial baggage" (109). Whether a manager is an outsider new to the library or someone with a long tenure at the institution, a manager's background can affect his or her success in overseeing organizational change. The authors encourage managers to acknowledge their leadership style, adapt it to new circumstances, and address any misconceptions that may exist about their past performance. After an organization change or initiative, assessing the change itself, as well as one's leadership, is important. The authors encourage managers to incorporate assessment activities throughout the change implementation, not just at its end. They suggest that managers employ a variety of techniques to conduct the assessment, both formal and informal. An honest assessment of a process or of oneself as leader will help managers become more effective over time.

In the final chapter, the authors address specific types of changes and the issues that are particular to those initiatives. These include new organizational structures, changes in space and facilities, and vision changes. The authors provide helpful suggestions about how these changes affect employees, and how to gather information from and communicate with these employees. They stress that "employees are not an easily renewable resource" and that it is critical to consider their needs and emotions in any change initiative (151).

This book is well written and logically organized. The authors use anecdotes to illustrate their arguments, and each chapter is supported with current research on leadership and change management. Each chapter ends with a "Keys to Success" section that outlines the most important points, followed by "Thinking Exercises" that pose challenging situations and questions that will stimulate the reader's imagination and creativity. This book and these exercises would be excellent tools for use in a leadership training program or workshop. Each chapter also includes a notes section, and the book ends with a substantive list of works cited and index. Its thoughtful exploration of issues related to leadership and change management would be highly valuable to practicing managers and administrators in any library setting.—*Rebecca L. Mugridge (rlm31@psu.edu), Pennsylvania State University, University Park, Pennsylvania*

Copyright Law for Librarians and Educators: Creative Strategies and Practical Solutions. 3rd ed. By Kenneth D. Crews. Chicago: ALA, 2012. 192 p. $57.00 softcover (ISBN 978-0-8389-1092-4).

Copyright Law for Librarians and Educators, now in its third edition, is a complete revision of the original published in 2000.[1] Dr. Crews includes more recent case law and presents a fresh perspective on many of the copyright issues librarians and educators encounter daily. The book contains eighteen chapters divided into five broad areas of copyright: "The Reach of Copyright," "Right of Ownership," "Fair Use," "Focus on Education and Libraries," and "Special Features." The chapters are focused, well structured, and emphasize key points, pertinent examples, and useful strategies. The structure of the book lends itself well to desktop reference. A reader can easily locate a topic of interest and quickly review it. Any needed reference to the law or other resources are provided in the text. This feature can be quite useful when dealing with faculty questions requiring quick resolution.

This book will provide a basic understanding of copyright and the key exceptions in the law for education and libraries, and a practical understanding of fair use and related court interpretations. Readers will be able to navigate through the complexities of the Digital Millennium Copyright