

academic libraries, and Scott adroitly situates it within the broader national context of comic research collections.

The weakest section of this volume is part 7, "Nomenclature and Aesthetics." As already mentioned, the nomenclature discussions herein quickly wear thin, offering neither fresh theoretical insights nor strong support for particular practices. Randy Scott, in fact, smartly dismisses the issue thus: "Graphic novel" is the new pretentious word for "comic book" (128). The final chapter of this section should be ignored by all; its authors, a pair of philosophy graduate students, seem not only unversed in library practice but unaware of relevant and comics-related work occurring within their own discipline.

Part 8 collects two brief articles seemingly as an afterthought. The first article on meta-comics, despite its straw-man approach, explains a potentially confusing aspect of comics culture to the uninitiated. The second article covers the highlights of free online comics ("webcomics") and basic library approaches to managing such content.

A section on cataloging describes the issues and provides practical potential solutions. The last section of the book presents basic studies of Canadian and Association of Research Libraries holdings, the latter perhaps providing a starting point for future, longitudinal study of the penetration of graphic novels into research library collections. Finally, Weiner's three-page afterword recounts his personal history with comics in libraries. This autobiographical account is reflective of broader trends in the field and would be most beneficial if read first.

Full indexing will aid librarians in finding chapters relevant to their interests. Chapters include references, but not suggested readings. Those seeking to track down particular graphic novels discussed in the book may run into difficulties because of frequently misspelled or otherwise

incorrect titles. The present volume, read judiciously, will prove quite useful.—*Darby Orcutt* (*darby_orcutt@ncsu.edu*), *North Carolina State University, Raleigh, North Carolina*

Conversations with Catalogers in the 21st Century. Edited by Elaine R. Sanchez. Santa Barbara, Calif.: Libraries Unlimited, 2011. 283p. \$50.00 (ISBN: 978-1-5988-4702-4; eISBN: 978-1-5988-4703-1). Libraries Unlimited Library Management Collection.

This collection of "conversations" is initiated by Michael Gorman's foreword in which he affirms the importance of catalogs and catalogers. "High levels of precision and recall, the two ways in which we judge any information retrieval system, are dependent on controlled vocabularies and national and international standards—they cannot be obtained by other systems not involving human intervention" (viii).

The book is divided into four sections. The first section is on the *Anglo-American Cataloguing Rules, 2nd edition (AACR2)* and *Resource Description and Access (RDA)*.¹ The authors of the three chapters in this section raise substantive concerns about the practicality of *RDA*. The authors wrote their chapters, however, before *RDA* was published and before the announcement of the U.S. *RDA* test results. Nevertheless, some of the authors' concerns also were expressed by the testing librarians, resulting in the decision by the U.S. national libraries not to implement *RDA* until its instructions are rewritten in "clear, unambiguous, plain English."² Also in this section Elaine Sanchez, editor of the book, reports on her extensive survey of 459 respondents (91 percent from U.S. libraries) about their views of the new cataloging code, the training that would be needed to implement it, its cost and cost effectiveness, and whether *AACR2* should be maintained in parallel with *RDA*. In this chapter I first noticed my one criticism

of the book: some of the figures have print so small they are difficult to read.

Although I found useful ideas in all five chapters of the next section, "Visions: New Ideas for Bibliographic Control and Catalogs," I will limit my discussion to just three contributions. Ed Jones makes a strong case for the importance of identifiers in library catalogs. He uses the definition of an identifier found in the 2009 *Statement of International Cataloguing Principles*: "A number, code, word, phrase, logo, device, etc., that is uniquely associated with an entity, and serves to differentiate that entity from other entities within the domain in which the identifier is assigned."³ The earliest identifiers and the ones all catalogers will be familiar with are Library of Congress Control Numbers and International Standard Book Numbers. Jones states that while identifiers are now used to satisfy two of the user tasks outlined in the Functional Requirements of Bibliographic Records—that is, find and identify—"with the growing integration of OPACs into the World Wide Web, they would soon satisfy all four (find, identify, select, and obtain)" (99).

Also in the second section is a chapter by Bernhard Eversberg in which he outlines a new format to replace MARC for both bibliographic and authority data. He has implemented the format using the Allegro software package, and he provides a link to sample records in a demonstration database. I particularly noticed his use of single quote marks around initial articles in titles to remove the article from indexing. With MARC, initial articles can be coded to be skipped only when they begin a field; Eversberg's method allows initial articles to be skipped when they begin subfields as well.

Martha Yee contributes to this section by looking into the future and seeing the benefits of a single shared catalog. Neither WorldCat nor the Semantic Web meets the eight specifications that she outlines. Her

specifications are complex, and I will not attempt to summarize them here, but I hope that the designers of next-generation catalogs will consult this chapter. The programmers for OCLC WorldCat also could find new directions for development.

It is inevitable in a collection like this that the various authors do not always agree with each other. For instance, Eversberg states that “display ought to be a matter of programming; logically, it ought not to be mixed up with internal formatting” (117). Yee on the other hand worries that “everything we call cataloging (effective indexing and effective displays) is pushed out of RDA and into ‘application’ or ‘implementation’” (129). Yee cautions the authors of *RDA* not to forget about the user “since, from the catalog user’s point of view, cataloging is display design” (129). Both authors do, however, agree on the importance of indexing. While Eversberg does not see indexing as part of the format definition, he does criticize *RDA* for continuing “in the AACR tradition of not bothering with filing” (112).

“The Cataloging World in Transition” is the title of the third section of the book. I thoroughly enjoyed the insights presented by all six chapter authors. I especially liked John Myers’s observation about standards. They are not “masters to intimidate us, but are instead our servants in the pursuit of our larger ideals” (179). I also found the chapter by Christine Schwartz to be particularly relevant to the stage of transition experienced by my own department. Over the past five years we have taken on the new technically challenging roles of designing and implementing batch load processes, and doing quality control by creating data sets and manipulating them in batches. I found her “Metadata Skill Set” very apt. We need in particular staff who “have traditional cataloging skills as well as database . . . skills” (184).

The final section of the book is “Cataloging and Metadata Librarians: Research, Education, Training and Recruitment.” Janet Swan Hill wonders how the profession can attract new librarians to the specialization of cataloging, and two other authors discuss their ideas for education and training. The book editor closes this section with two bibliographies. An afterword by Sheila Intner and Susan Lazinger does an excellent job of summing up the contents, although I dislike their metaphorical characterization of the book’s mood as “fear of flying” (269). I did not perceive fear of the future or fear of change in these chapters, but rather a reminder that we must stay focused on providing accurate and standardized metadata so our users can find, identify, select, and obtain the information they want. I found many stimulating ideas in this book, and I heartily recommend it to other twenty-first-century catalogers.—*Sue Wartzok (wartzoks@fiu.edu), Florida International University, Miami*

References

1. *Anglo-American Cataloguing Rules*, 2nd ed., 2002 rev., 2005 update (Chicago: American Library Association; Ottawa: Canadian Library Association; London: Chartered Institute of Library and Information Professionals, 2002); *RDA: Resource Description & Access* (Chicago: ALA, 2010).
2. U.S. RDA Test Coordinating Committee, *Report and Recommendations of the U.S. RDA Test Coordinating Committee: Executive Summary* (Washington, D.C.: Library of Congress, 2011), www.loc.gov/bibliographic-future/rda/rda-execsummary-public-13june11.pdf (accessed Nov. 3, 2011): 3.
3. International Federation of Library Associations, *Statement of International Cataloguing Principles* (The Hague, Netherlands: IFLA, 2009), www.ifla.org/files/cataloguing/icp/icp_2009-en.pdf (accessed Nov. 3, 2011): 11.

Open Access: What You Need to Know. By Walt Crawford. Chicago: American Library Association, 2011. 76p. \$45.00 softcover, \$36.00 e-book, \$53.00 print/e-book bundle (ISBN 978-0-8389-1106-8).

Crawford begins this ALA Special Report by defining open access (OA) literature as “available online to be read for free by anyone, anytime, anywhere” (1). His goals are to outline some of the issues surrounding this seemingly simple concept, suggest ways librarians can advocate for open access, and guide librarians to resources for learning more and staying up-to-date on OA.

In the first chapter, Crawford discusses why all librarians should care about OA. OA focuses on research literature, which Crawford acknowledges is of particular concern to academic and some special librarians, who serve the researchers and practitioners who use this literature. He points out that not all researchers and scholars are affiliated with institutions, so public libraries also may be called on to supply patrons with research literature. Public libraries also receive requests for research literature from patrons with special interests. While school children are unlikely to seek research literature, school librarians as citizens should care about OA. Crawford outlines ethical and pragmatic arguments for OA, including eliminating wealth as a barrier to information, providing citizens with access to research funded by taxes, improving communication between researchers, and disseminating research findings broadly for testing and validation. OA also has the potential to alleviate the problems caused by rapid price increases for science, technology, engineering, and medical (STEM) journals, which consume a disproportionate and growing share of academic and special library budgets, although Crawford acknowledges that alleviating cost pressures requires bargaining by an influential