

OCLC have recently announced a merger of their services and catalogs. Taylor appropriately points out other forthcoming changes: AACR2R will be revised to become RDA (Resources Description and Access) and the implementation of FRBR (Functional Requirements for Bibliographic Records) is in the near future. These changes make future editions of Taylor's cataloging textbook imperative.

In the meantime, this text will be extremely helpful for cataloging teachers and their students. Practicing catalogers may use the text as a reference or training tool. I highly recommend this text and reference book for cataloging departments and library schools.—Cheryl L. Conway, *Head, Cataloging Department, University of Arkansas, Fayetteville*

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**An Introduction to Reference Services in Academic Libraries.** Edited by Elizabeth Connor. Binghamton, N.Y.: Haworth, 2006. Haworth Series in Introductory Information Science Textbooks. 194p. \$29.95 (ISBN 0-7890-2958-8).

This book, the first in a series titled Haworth Series in Introductory Information Science Textbooks, is a collection of case studies and essays that is meant to be used in classes or other training situations. The eleven case studies and seven essays are followed by active learning exercises that teachers can use to help students internalize the information. The case studies introduce students to the real world of reference. Topics examined include starting a virtual instruction program, deciding to remove a reference desk, and dealing with additional duties imposed by forces outside the library. The essays provide some framework for other aspects of reference including the history of reference work and an appeal to treat our more unusual patrons with respect, not just tolerance.

As with most collections, the writing is a bit uneven. A few authors use humor to mixed effects. A case study detailing failed attempts to market the library to a specific segment of the university population is neither funny nor particularly useful. An essay about the lack of respect academic librarians face reads like a tirade rather than a humorous essay.

Nevertheless, there is a need for this kind of book. Instead of hunting through the literature for case studies about academic reference services, readers will find these pulled together in one place. This book would not suffice as a textbook for an entire course, but it does offer a ready supplemental resource for a teacher.

Two other books that would be useful for teaching student librarians about the skills and traits needed at an academic reference desk are also published by Haworth. *Doing the Work of Reference: Practical Tips for Excelling as a Reference Librarian* (Hales-Mabry, 2001) and *Philosophies of Reference Service* (Hales-Mabry, 1997) address similar topics. The more recent title, *Doing the Work of Reference*, is more comprehensive and directed at new reference librarians. Although the editor does not suggest active learning exercises, the book does provide a broader look at reference work than *An Introduction to Reference Services in Academic Libraries*.

This book will be useful to libraries at institutions housing an LIS school. Reference coordinators and other librarians

involved with training reference librarians will also find this book useful.—Robin N. Sinn, *Librarian for Science and Engineering, Johns Hopkins University, Baltimore, Maryland*

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**The Newbery and Caldecott Awards: A Guide to the Medal and Honor Books.** Association for Library Services to Children. Chicago: ALA, 2006. 184p. \$19 (ISBN 0-8389-3565-6).

Any library professional working in the area of children's services will have some degree of familiarity with the Newbery and Caldecott Awards. This volume, *The Newbery and Caldecott Awards: A Guide to the Medal and Honor Books*, will certainly add to the knowledge of even the most experienced and dedicated children's literature enthusiast.

Revised each year, the book includes repeated features, such as descriptions of the past award winners and honor books, photographs of the medals, a detailed explanation of the criteria used for selection, an author and illustrator index, and a title index. These features may help those who use the book as a tool for collection development. A helpful repeat feature for those librarians and library media specialists who integrate art into their literature presentations is the reprint, with changes, of Christine Behrmann's article, previously published in *Journal of Youth Services in Libraries* (Winter 1988), titled "The Media Used in Caldecott Picture Books: Notes Toward a Definitive List." The added features each year make the modest price of \$19 a bargain (and the price is even less for ALA members).

The new year's winners are showcased along with black-and-white photographs of the book cover and the author or illustrator. But the yearly essay is the real treat. This year's essay, "Sharing Picture Books with Children to Promote Art Appreciation," by Sue McCleaf Nespeca, is an amazingly complete description of the many elements of a picture book, from such visual elements as line, shape, color, and texture, to format elements such as the size and shape of pages and the use of endpapers. This article is almost an instruction booklet on how picture books can be used to teach the concepts of art and art appreciation to children, and it alone makes the purchase of this year's edition worthwhile.—Peggy Black, *Library Media Specialist, Irving Middle School, Norman, Oklahoma*

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**Organizing Audiovisual and Electronic Resources for Access: A Cataloging Guide.** 2nd ed. By Ingrid Hsieh-Yee. Westport, Conn.: Libraries Unlimited, 2006. 376p. \$45 (ISBN 1-59158-051-X).

In the second edition of her book, *Organizing Audiovisual and Electronic Resources for Access: A Cataloging Guide*, Ingrid Hsieh-Yee provides a thorough and updated manual on how to organize library resources in the digital era. Hsieh-Yee, currently a professor at Catholic University of America's School of Library and Information Science, has taught cataloging for fifteen years, and her expertise is evident in this well-organized and authoritative guide.

Hsieh-Yee's book offers guidance for both self-study and for course text use on cataloging the full spectrum of nonprint resources: sound and video recordings, data files, Internet

## SOURCES

sites, and e-journals. As she notes in the preface, the AACR2 rules have evolved, particularly for electronic resources, and new Library of Congress rule interpretations have been issued as well. Thus, this book presents the most up-to-date standards and provides current illustrative examples to reflect these changes.

The book begins with a review of the organization of information and of cataloging in general. Experienced catalogers probably will benefit most from chapters three through seven, which cover the cataloging of sound recordings, video recordings, electronic resources, resource integration, and remote access e-journals. Each chapter begins with a summary of the changes and challenges of the particular format, then goes on to provide a detailed step-by-step guide to the MARC fields, rules for descriptive cataloging, and subject access. Examples abound within each chapter, illustrating the principles for each format. When covering sound recordings, the illustration of the cataloging record for the *Beauty and the Beast* soundtrack includes the cataloging record, the list of fields, and a lengthy discussion section to refine the fields, codes, and applicable rules. Each chapter also includes a list of references and bibliography of suggested readings, creating a densely packed and organized handbook on the topic.

This book fills a niche as an updated resource for cataloging nonprint materials. The 2005 publication *Unlocking the Mysteries of Cataloging: A Workbook of Examples* does include such examples as sound recordings, musical scores, and cartographic materials, but Hsieh-Yee's book is more extensive and even includes a discussion of metadata issues. Technical services staff in all types of libraries, as well as students and faculty, will welcome this comprehensive, authoritative, and valuable addition to the library literature.—*Barbara Hillson, Fenwick Reference, George Mason University, Fairfax, Virginia*

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**Poetry Aloud Here! Sharing Poetry with Children in the Library.** By Sylvia M. Vardell. Chicago: ALA, 2006. 217p. \$38 (ISBN 0-8389-0916-7).

*Poetry Aloud Here! Sharing Poetry with Children* was created to help librarians and teachers immerse elementary school students in the poetry genre. Vardell begins her work by acknowledging the natural occurrences of poetry in daily life and illustrating how poetry can provide both pleasurable and picturesque pathways to literacy.

In chapter two, the author discusses numerous poetry awards for children's poets and supplies a record of honored poets. Attention is also given to multicultural forms of poetry, and a listing of twenty "must read" poems is provided. Additionally included are fifty popular children's poets with excerpts about their poetic compositions. Another great find in this chapter are the names of thirteen poetry anthologists who not only write poetry but also have an ear and an eye for creating phenomenal poetry collections.

The four general categories of poetry books can be found in the third chapter. Under each category, Vardell gives a description of the poetry and lists exemplary books. Informa-

tion is also furnished about online poetry resources. The chapter concludes by focusing on the selection of poetry to enhance a collection and by providing the reader with poetry selection tools.

Promoting the poetry genre is the topic of the fourth chapter. Vardell suggests workable ideas ranging from captivating displays to the pairing of poetry with nonfiction texts for integration across the curriculum. The author explains ten poetry involvement strategies and designates specific poems for getting students actively engaged.

The final chapter supplies ten follow-up questions for poetry discussions to aid librarians and teachers seeking to promote critical thinking skills. Her concept of poetry discussion groups in which each member plays a role is sure to be popular with students, teachers, and librarians.

Vardell also presents numerous ideas for intertwining poetry with the fine arts. Writing and publishing poetry with children is addressed, along with the electronic resources for publishing the students' products. The book index and list of noteworthy children's authors with their Web addresses are added bonuses. The extensive bibliography of poetry and the documentation of research complete this practical, informative tool for educators.—*Jamie Johnson, Library Media Specialist, McKinley Elementary School, Norman, Oklahoma*

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**Readers' Advisory Service in the Public Library.** 3rd edition. By Joyce G. Saricks. Chicago: ALA, 2005. 211p. \$38 (ISBN 0-8389-0897-7).

Though college and university libraries serve their patrons most effectively with a reference interview leading to specific information, public libraries have become more valuable as their use of readers' advisory (RA) services increases. Saricks's book, now in its third edition, is an RA classic that is also an extremely practical handbook for librarians.

"Readers' advisors want to formalize the way we naturally think about books so that it becomes easier to recognize elements of appeal more consistently and to describe books in terms that allow readers to decide if certain titles will meet their needs at the moment" (43). To accomplish this, Saricks presents a way of thinking through the process. After a short history, the book outlines reference sources currently available, both online and in print. A chapter on "Articulating a Book's Appeal" includes such technical evaluations of a book as "Is there more dialogue or more description?" and "Do characters act or react to events?"—reminding me of time spent as an undergraduate English major—yet these are all good questions to consider before attempting to describe a title to a patron. Next, "The Readers' Advisory Interview" is discussed. Because most librarians were not educated in this technique (even though the reference interview is similar), and many staff in public libraries have not had the benefit of a library school education, this chapter should be required reading if we intend to serve our patrons well.

The most interesting chapter was on the "Background for Readers' Advisors." Saricks gives the reader a way of ap-