audiences. Each book is intended for library and archive professionals to consult as they work with digital imaging, and both accomplish this goal. *Digital Imaging* is highly recommended as an introduction to digital imaging or as a starter text for beginners embarking on digitization projects. *Moving Theory into Practice* is also strongly recommended for those with some experience or knowledge of digitization, yet it can also serve as a valuable reference for more experienced professionals working in the digital imaging field.—*Steven Carrico (stecarr@mail.uflib.ufl.edu), University of Florida Library, Gainesville, Fla.*

Organizing Audiovisual and Electronic Resources for Access: A Cataloging Guide. Ingrid Hsieh-Yee. Englewood, Colo.: Libraries Unlimited. 285p. $40 (ISBN 1-56308-629-8) LC 99-52467

"Electronic resources present opportunities for catalogers to reexamine how they organize information," Hsieh-Yee states in the concluding chapter of *Organizing Audiovisual and Electronic Resources for Access: A Cataloging Guide* (264). In this book, she suggests and describes new ways to treat the new formats and material types for which today's catalogers are struggling to provide access.

Hsieh-Yee's terminology "organizing . . . for access" describes what catalogers do when they create bibliographic records and avoids the negative connotations that may be associated with "cataloging." However, "organizing" could mean simply the physical arrangement of materials on the shelf—which is, of course, what classification accomplishes. The subtitle, "A Cataloging Guide," implies that this book provides guidance for cataloging; in fact, Hsieh-Yee ranges into numerous related areas, including how audiovisual materials are shelved: "A 1998 study of

top 100 public and academic libraries found public librarians expressing a commitment to browsing and 99 percent shelved sound recordings by format, while 94 percent shelved videorecordings by format" (12); and what libraries collect: "A recent survey found that 100 percent of the academic library respondents collect computer files and 93 percent of the public library respondents collect computer files" (121).

In her introductory chapter, "Organization of Information and Cataloging," Hsieh-Yee discusses the information transfer cycle, principles of information organization, and the principles of cataloging and organizing audiovisual and electronic materials. She follows with an overview of cataloging that "students new to cataloging will need [to know] to be prepared for the next few chapters" (7). The following chapters are devoted to cataloging sound recordings, videorecordings, computer files, interactive multimedia, and Internet resources, with a chapter for each type of material. In the concluding chapter, Hsieh-Yee discusses changes in scholarly communication, today's information users, publishing, the OCLC's CORC (Cooperative Online Resource Catalog) project, and metadata.

In the individual chapters on cataloging, "[e]ach chapter begins with an introduction, followed by a discussion of current standards and examples for descriptive cataloging, choice of access points, and subject analysis. Each chapter concludes with analyses of 10 fully cataloged records" (7). These chapters are formatted well with boxed examples in MARC (Machine Readable Cataloging) format. However, typed text from the item is provided instead of an image of the chief source of information itself (title screen, beginning and ending credits, sound recording or compact disc label, Web site screen, etc.). Exact representations of information as it appears on the piece would have

been much more effective.

There are errors in some of the cataloging examples and explanations. For instance, in discussing the 245 field for a videorecording of the motion picture *Mary Poppins*, Hsieh-Yee notes, "The name of the company, Walt Disney Company, is recorded here to indicate this is a corporate body" (117). According to *Anglo-American Cataloguing Rules*, (AACR2R 7.1F1), catalogers are to "transcribe statements of responsibility . . . as instructed in 1.1F," which says, "Transcribe statements of responsibility appearing prominently in the item in the form in which they appear there" (AACR2R 1.1F1). "Walt Disney Company" is nowhere on the title screen representation of this example (114–115). It appears only as "Walt Disney" and "Walt Disney Pictures." According to the rules, use of the word "company" in the 245 field of this record is incorrect. In another example, a bibliographic record for the videorecording "A Century of Women" (108), includes a date qualifier in the note field (511 3 Jane Fonda, $d 1937–) that should be in the added entry field, but is absent (700 1 Fonda, Jane).

Hsieh-Yee, an associate professor in the School of Library and Information Science at Catholic University of America, has been teaching cataloging for nearly a decade. Her stated objective in this book is "to help students, catalogers, educators, and anyone new to these media gain competency in cataloging them. The book is designed both for self-study and for classroom use" (7). Unfortunately, the text is not very well written and there are annoying repetitions. If I were a student, I would want better explanations; if I were a teacher, I would want a better-written text and error-free cataloging examples. How can a student new to cataloging learn from statements such as: "The directory refers to a block of data following the leader that lists the tags

in the record and their respective starting positions. The directory is constructed by computer based on cataloging information" (24)?

Perhaps the book is best suited for self-study by those who already have cataloging expertise but want to learn more about cataloging specialized formats and electronic resources. Even they may be disappointed because Hsieh-Yee tends to mention a new technology or means of providing access without going into enough detail to be useful. More explanation of new terminology would be helpful, and a glossary would have been a useful addition to the text.

The suggested readings at the end of each chapter and the extensive bibliography of both print and online resources are helpful sources for further information. In addition, a textbook supplement "to facilitate access to important cataloging tools and recent updates on the treatment of audiovisual and electronic resources" (xiii) is available from the publisher's Web site, at www.lu.com.textsuppl. html. Author/title and subject indexes are included but are sometimes confusing; for example, CORC Project is listed under author/title but not in the subject index.

Hsieh-Yee does not improve on or add to Nancy Olson's classic work, *Cataloging of Audiovisual Materials*, which, for its fourth edition, added "and Special Materials" to its title and now includes guidance on cataloging electronic and Internet resources. Perhaps if Hsieh-Yee had not added the subtitle "A Cataloging Guide" to her book, I would not have been so disappointed in it.—*Linda Behrend (behrend@aztec.lib.utk.edu), University of Tennessee-Knoxville Library.*

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Olson, Nancy B. 1998. Cataloging of audiovisual materials and other special materials: A manual based on AACR2. 4th ed. Eds. Sheila S. Intner and Edward Swanson. DeKalb, Ill.: Minnesota Scholarly Pr.

Saving the Time of the Library User Through Subject Access Innovation: Papers in Honor of Pauline Atherton Cochrane. Ed. William J. Wheeler. Champaign, Ill.: University of Illinois Graduate School of Library and Information Science, 2000. 217p. $30 (ISBN 0-87845-108-0).

This volume celebrates fifty years of trailblazing in user access to information. The title is a reference to "Save the time of the reader," the fourth of Shiyali Ramamrita Ranganathan's five laws. In 1970 Pauline Cochrane gave a series of lectures in India in which she offered an American view of Ranganathan's laws (Atherton 1973). There she identified the need for research to match the user's need with the structure of information resources, as reported by Linda C. Smith in this volume (100), so that catalogs that save the time of the reader could be constructed to reflect human search behavior. Twenty years later Cochrane again considered Ranganathan's laws, this time as criteria for information technology assessment (Cochrane 1992), and the need to demonstrate that a system "improves the timeliness, precision and comprehensiveness of information provision to users" (100). One of the few women conducting research in the 1950s, Cochrane was denied the doctorate because the statistical validity of her innovative user-evaluated relevance studies was questioned (65, 77). The topic was controversial in the politically charged environment surrounding the introduction of automated information retrieval systems, often supported by large federal grants. Undaunted, she persevered and produced an enduring legacy of publications and outstanding students. The underlying focus of her research and teaching has been the goal of establishing empirical methods to enhance end-user subject access.

Some of Cochrane's remarkable early research projects are described by her long-time colleague Donald King in "Blazing New Trails: In Celebration of an Audacious Career." In studies undertaken for the American Institute of Physics (AIP) in the early 1960s, she looked beyond the severely limited capabilities of the available systems to examine the formulation of search queries as though an "ideal information retrieval system" were in place (60). Previously, user expectations were constrained by these limitations. Analysis of 5,000 active search requests obtained from a questionnaire sent to physicists allowed her to develop a comprehensive approach to respond effectively to the institute's actual needs (Atherton and Borko 1965). Author participation was introduced through "Aid-to-Indexing" forms completed before publication. These AIP studies flew in the face of government-contracted automation vendors' approach to system development. At a time when batch-processing retrieval was the norm, Cochrane's evaluation of an interactive Universal Decimal Classification-based system (dubbed AUDACIOUS) demonstrated vastly enhanced efficiency by combining the hierarchical and multifaceted classification with the controlled vocabulary index from the *Nuclear Science Abstracts* (Atherton, King and Freeman 1968). Interactive classification research weighed precision against recall in assessing the "cost" required to achieve various levels of recall—and pointed the way to relevance feedback. The Syracuse University Psychological Abstracts Retrieval System (SUPARS) provided online free-text searching of titles and abstracts. SUPARS was accessed by remote telecommunication terminals located across the campus. Assistance