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*

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*

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*

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