text, to absorb the more intricate details after viewing the larger picture.

The chapters are organized logically and outlined in detail in the table of contents. Each chapter on description begins with a helpful summary outline of the steps in the process of creating the bibliographic description. In this edition, the examples pertaining to sound recordings are mostly of CDs, not LPs, reflecting what most music catalogers are cataloging now. Some of the examples are presented differently from earlier editions: the description information for sound recordings is arranged to suggest its actual appearance on the label, container, or booklet.

Smiraglia's prose is often elegant, with light touches, such as the definition of *sketches* as "composer's preliminary manuscript jottings . . ." (p. 188). His explanations are concise, stating the premise before expanding on the ramifications of the topic. For example, this brief paragraph opens the "Choice and Form of Entry" chapter: "Access points are the means by which users retrieve bibliographic records. They are the doorways to the process of becoming informed. As such, the creation of access points is probably the most critical part of descriptive cataloging" (p. 123).

The only possible disappointment about *Describing Music Materials* is that it is not accompanied by an instructional CD-ROM or videorecording. It would be helpful to see exactly how the examples in the printed text appear, and are physically handled, in the real bibliographic world. Now that music catalogers are describing CD-ROMs, kits, electronic resources, and other products with video components, it is time for publishers to issue these tools in multimedia formats so that they can become an integral part of the music cataloger's workstation.—*Richard D. Burbank (burbank@staff2.cso.uiuc. edu), Music Catalog Coordinator, University of Illinois at Urbana-Champaign.*

Promoting Preservation Awareness in Libraries: A Sourcebook for Academic, Public, School, and Special Collections. Eds. Jeanne M. Drewes and Julie A. Page. Greenwood Library Management Collection. Westport, Conn.: Greenwood Press, 1997. 368p. $75 (ISBN 0-313-30206-5). LC 96-32981.

What if librarians in all types of libraries found it necessary to withdraw books only because of outdated content and never because of highlighting and defacement? What if there were no more stories about pork chops used as bookmarks? What if all library staff recognized their role in preserving their library's collection? *Promoting Preservation Awareness in Libraries* is designed to help librarians in all types of libraries develop preservation education programs encouraging proper use and handling of library materials. Editors Drewes and Page demonstrate that the rewards of a preservation education program lie in improved access to library materials.

The editors have been active in developing preservation education programs for library staff and users. Their experiences, the needs they encountered in libraries, and the interest in their program "Selling Preservation," presented at the American Library Association's 1994 Annual Conference, all pointed to the need for this sourcebook. Using topical overview essays and case studies, they provide reasons and methods for developing a preservation education program and for assessing its effectiveness. They then describe preservation education programs for school libraries, public libraries, academic libraries, special collections, and archives. Also valuable are four appendices: a short but strong discussion on developing graphics for displays and handouts, a list of audiovisual resources, and two bibliographies of books for use with staff, parents, teachers, and children.

Chapters 1 through 3 are devoted to the structure of a preservation education program. While this section is somewhat uneven, especially for those expecting to find an off-the-shelf education program, readers will nevertheless find a variety of ideas that they can mold into a program to suit their own needs. In a creative and entertaining essay, "*Lite* Preservation or, How to Win Over Your Staff and Customers Without Being a *Heavy*," Harlan

Greene describes how he uses analogies from human anatomy and personal health to draw parallels to how we care for books. Greene makes an important point about preservation education: metaphors and examples are an effective teaching method, a way to make clear that preservation is everyone's concern. Because preservation education is more than presenting clever programs, Merrily Smith's essay on evaluating the effectiveness of an educational program will interest those who would like to increase their skills in program assessment.

The final four chapters are devoted to preservation education programs for specific types of libraries. Each essay brings a new perspective on program content, a new approach to teaching, or a different audience to consider. The programs developed for school children show simply that damaged books take away the joy of reading. In the chapter on public libraries, readers will find several creative methods for increasing preservation awareness among community members, such as sponsoring a workshop on book-repair techniques led by a local conservator or an overnight 'lock-in' for Girl Scouts earning their Books badges. The effect of such successful programs goes beyond their initial audience to include the families and friends of those who attend the program. As the reader reaches the chapters on preservation education in academic libraries, special collections, and archives, the unstated premise of this book becomes clear: there are a variety of audiences for preservation education and an equal variety of methods for reaching them.

Promoting Preservation Awareness in Libraries succeeds on several levels. First, it is a sourcebook of ideas that all librarians can use to teach preservation, whether to staff members who process and shelve library materials or to library patrons. Useful ideas for any situation can be found throughout the book, not just in chapters describing specific types of libraries. The book also affirms the benefit of preservation education to the library's entire collection; preservation education should not be limited to special materials such as local history. Readers of this book

will find inspiration in the fact that all types of libraries currently include preservation education as part of their mission. And finally, *Promoting Preservation Awareness in Libraries* demonstrates that library patrons are eager to receive this information, especially when they also understand the benefit for their personal collections.

To many librarians, preservation conjures images of artisans repairing eighteenth- and nineteenth-century books in the basement workshops of large research libraries. However, Drewes and Page demonstrate that preservation is a much richer, broader field. Readers of this book will see that preservation enables all librarians—even those not typically associated with preservation efforts, such as school media specialists or public librarians—to teach their patrons and staff common sense and easy practices that extend the useful life of their collections.—*Winston Atkins (winston_atkins@ncsu.edu) Preservation Librarian, North Carolina State University Libraries, Raleigh, N.C.*

Understanding Information Retrieval Interactions: Theoretical and Practical Implications. Carol A. Hert. Greenwich, Conn.: Ablex Publishing, 1997. 150p. $39.50 (ISBN 1-56750-306-3).

Understanding Information Retrieval Interactions is a short, important book. Author Carol Hert distills her dissertation work, treating it in the larger context of theory development. She begins with a description of three "streams" of information retrieval (IR) research. In the first stream, match paradigm research focuses on the relationship of user terminology to document surrogates. In the second, advocates of cognitive psychology and communication models use experimental methodology to focus on users of IR systems, but tend to create static models of user behavior. Hert's work is part of a third stream, naturalistic process-oriented approaches, in which researchers investigate real users in real situations rather than isolating and manipulating particular cognitive factors.

Hert observed 30 online catalog users running searches of their choice at Syra-