Who else writes like...? A readers' guide to fiction authors. 5th ed.
Ed. by Roy and Jeanne Huse
ISBN 1-901786-89-7
£19.99 (post paid UK) (17.5% trade discount & orders over 10 copies). (Postage: UK nil, Europe £4, and the rest of the world £6.50 for single copies (For multiple copies, LISU should be contacted).

Similar to previous editions, it was a privilege to review the 5th edition of Who else writes like...? It is an excellent publication which can widen the reading horizons of any serious reader who have exhausted all publications of their favourite authors, as well as those who have no idea how to pursue their interests in a particular genre such as crime or thrillers. Although a UK based publication, I believe Who else writes like...? should be on the reference desks of all public libraries of English speaking countries. Serious readers can buy copies of their own which at £19.99 seems very affordable in comparison to average book prices, considering the hours of reading fun and exploration that may follow. It certainly would be a useful companion when visiting your local library or bookshop, and taking out books on behalf of the home-bounded and busy spouses.

Who else writes like...? is structured according to the following sections: acknowledgements, introduction, an explanation on how to use the guide, and a list of abbreviations for nationality and place of birth as well as literary prizes and awards. This is followed by an alphabetical list of authors, an author list according to genre, characters and series, a list of literary prizes and awards, and recommendations for books and websites for further reading. The genres include adventure/thriller; aga saga; chick lit; crime; fantasy; glitz and glamour; historical; horror; lad lit; saga; science fiction; sea and war. The main author entries include the date of birth (and where appropriate, date of death), where this is known, and for authors who are not English, the nationality or place of birth. Pseudonyms and relevant websites are included. Where authors write exclusively within a category or genre this is indicated, as are the names of characters, series and/or environments that regularly feature in a writer’s work. Brief details of literary prizes won are also included. The number of alternative authors listed for each author varies between three and twelve with a system of crosslinking connecting authors.

Who else writes like...? lists 1 875 authors based on their popularity in the UK as derived from statistics that are provided by the Registrar of Public Lending Right, and advise from a panel of experienced UK librarians. Although it is admitted that no author writes exactly like another, the guide has proven very useful in directing readers to other authors of interest. If you for example like the work of Joanne Harris, you may also like Emma Donoghue, Lucy Ellman, Sarah Kate Lynch, Michle Roberts, Polly Samson, Barbara Trapido, Salley Vickers and Barbara Wood. Authors of various nationalities, other than British are included, such as South African, Australian, Cuban, Russian and Polish. (It might be useful to include a list, similar to the genre list, of nationalities and their authors following a visit of Poland I was curious about the Polish authors, but would need to work through individual author entries). Apart from the main alphabetical list suggesting alternative authors, readers can also identify alternative authors by means of the index of genres, or the list of prize winners at the back of the book. There is also an index to characters and series in fiction as well as a bibliography of other fiction guides and useful websites.

The well-bound, soft-cover publication is of a convenient size: easy to manage by both the librarian and library patron. The layout is clear and the font easy to read. I whole-heartedly recommend Who else writes like...? to public and school libraries, and is certainly going to recommend it to my favourite bookshop. It can be ordered directly from LISU, Loughborough University, Loughborough, LE11 3TU. Tel: +44(0)1509 635680, Fax: +44(0)1509 635699. Email: lisu@lboro.ac.uk

Reviewed by: Professor Ina Fourie, Department of Information Science, University of Pretoria, South Africa
Tel.: +27 (12) 420 5216
Email: fouriei@postino.up.ac.za

Who next ...? A guide to children's authors. 3rd ed.
Ed. by Viv Warren and Mary Yardley

SA Jnl Libs & Info Sci 2009, 75(1)
Since they believe reading to be fun and a wonderful privilege and opportunity to enter new and different worlds, parents, teachers and public librarians all strive to promote reading. They want kids to enjoy reading, and widen their horizons in the ongoing search for new and exciting authors. Often this is difficult, because kids claim to have read everything of interest, and the promoters' recommendations are limited by their own reading experiences and knowledge of authors a particular kid may like. Their only alternative is then to rely on what other parents, teachers and librarians recommend — certainly a shortcoming in a world marked by a booming publishing industry and strong competition from the Internet and interactive computer games. Like the previous two editions, the latest edition of Who next...? can help them to address this challenge by offering a ready reference work on children's fiction and authoritative recommendations on authors who write alike. What better way than a colourful, glossy, easy to handle publication to stimulate a child's reading interests and to widen his/her reading experiences and to save face in not admitting that you are at wits end in making a good recommendation?

Who next...? intends to guide young children to new authors they may find interesting, by recommending authors who write in a similar style. It also offers advice on authors writing in a particular genre. It is admitted that no two authors will write in exactly the same style. Children may not agree with the editors' recommendations, but as has been proven by the previous two editions as well as the accompanying publication for adults (Who else writes like...? which is now in its fifth edition), the recommendations are often extremely useful and on target.

The editors, Viv Warren and Mary Yardley, are experienced children's librarians, and, to refine their selections, have drawn on a team of expert advisers with first-hand knowledge of children's reading. The 3rd edition of Who next...? lists 537 authors of children's fiction. With each name, other authors who write in a similar way are suggested. The idea is that you can look up your favourite author and then be guided to other authors. If you like these authors, you can follow up their entries, which might lead you to authors of interest. If you like the work of JK Rowling, author of the Harry Potter series for example, the following authors may also be of interest: Theresa Breslin, Stephen Elboz, Cornelia Funke, and Diana Hendry (more alternatives are listed). For each author entry, the following are included: a few of the author’s most important titles, the genre or type of book the author writes such as adventure or humour, the age group(s) for which the author is writing and a list of author’s writing in a similar style. Where applicable, series titles are included. An effort was also made to point out titles aimed at young people with lower than average reading ages. These are in the main text and are indicated by “BS” after the title. These are publications produced by Barrington Stoke (http://www.barringtonstoke.co.uk) for children who have dyslexia or who are struggling or reluctant readers.

The structure of the book includes the following: acknowledging, an introduction, guidelines on how to use the guide, an author list of ages 5-7, 8-11 and 12-14 years, a section on graphic novels (which seems to be useful to promote reading amongst teenage boys) and titles for dyslexic or struggling readers, a section on different genres and themes, authors whose titles are sometimes available as talking books, a list of prize-winning children's books, books and websites for further exploration, as an alphabetical author index indicating the age group and page numbers where alternatives for each author can be found. The following genres are covered: adventure; animals; ballet; computers; crime, death, detective mystery, diaries; disability, environment, fairy/folk; family; fantasy; friends; ghosts/supernatural; historical; horror, humour; illness, letters; magic, mystery; mythology, other cultures; other lands, pony/horse, romance, school; science fiction, sea boats; social issues; space, sport, stage, thrillers; traditional, transport, war. A number of useful website addresses for further information are also included.

As for my review of the previous edition, this third edition of Who next...? is highly recommended as a must-have publication for all public librarians, English language and media teachers. It is an essential companion for parents visiting the local library or bookstore ... and it would do no harm to drop a hint to grandparents ... who always seem to have more time to promote “reading”. As I remarked in my review of the previous edition: I am looking forward to the next edition of Who next...? and that it will continue to go from strength to strength so that by the time I may be a grandparent I may use it to be the coolest, brightest granny always having the perfect answer to “I have read everything who next?” In the meantime I will lend my review copy to friends and colleagues with young children, and encourage the local bookshop (with national branches) to purchase copies of Who next...?.

It can be ordered directly from LISU, Loughborough University, Loughborough, LE113TU. Tel: +44(0)1509 635680; Fax: +44(0)1509 635699; Email: lisu@lboro.ac.uk; Website: http://www.lboro.ac.uk/departments/dis/lisu.
In addition to the guide to children’s literature, LISU also publish a guide for adults, namely, *Who else writes like: a readers' guide to fiction* (5th edition, 2005).

**Reviewed by:** Professor Ina Fourie, Department of Information Science, University of Pretoria, South Africa  
Tel.: +27 (12) 420 5216  
Email: fouriei@postino.up.ac.za

Assessing reference and user services in a digital age  
Ed. by Eric Novotny  
ISBN 978 0 7890 3350 5 (pbk.)  
Price: US$24.95

This indexed monograph has been published simultaneously as *The Reference Librarian*, numbers 95/96, 2006.

This collection of articles has been divided into three sections:

- Library case studies and research results
- Standards and methods for evaluating virtual reference
- Assessing library instruction in an online environment

In the first section, *Library case studies and research results*, Loree Hyde and Caleb Tucker-Raymond write about *Benchmarking librarian performance in chat reference*. Joseph Fennewald gives an analysis of in-person and online questions in an article titled *Same questions, different venue*. Laurie Probst and Michael Pelikan explain a method used by the Pennsylvania State University Libraries to evaluate their web-based services under the title, *Listening to our users and focus on changes after a system migration*. Kirsti Nilsen and Catherine Ross do the same for the University of Western Ontario Library in an article titled *Evaluating virtual reference from the users' perspective*, and discover that the reference interview has almost disappeared. They conclude with some implications indicated by the research on good virtual reference services. The section is concluded with an article by Ruth Vondracek entitled, *Balancing statewide and local reference service*.

The evaluation theme in the case studies of the first section is being carried through to the second section, *Standards and methods for evaluating virtual reference*, by M. Kathleen Kern in her article titled, *Looking at the bigger picture: an integrated approach to evaluation of chat reference services*. Money matters are dealt with in *Budget planning and performance measures for virtual reference service* by Andrew Breidenbaugh and Costing Reference: issues, approaches and directions by Melissa Gross and others. The Virtual Reference Toolkit (a complete manual is available on the Web) is discussed by Buff Hirko.

The third section, *Assessing library instruction in an online environment*, consists of only two articles. Wendy Holiday and others focus on online tutorials in *Instruction in a virtual environment* and Lesley M Moyo discusses the similarities and differences in approach to instruction during virtual reference service and face-to-face reference, and how these relate to overall instructional services in academic libraries in her article titled *Virtual reference services and instruction: an assessment*.

All articles are practical and include valuable instruments, lists of evaluation measures, sample surveys, focus group questions and observation techniques. A summary and keywords are given for each article as well as a bibliography. Authors are affiliated to American or Canadian academic or public libraries or library schools. The monograph is therefore not suitable for the reader interested in e-reference assessment developments and viewpoints in Europe and the rest of the world.

Setting the North American prejudice aside I found the articles extremely useful and thought provoking and would recommend the monograph to South African librarians with a special interest in the evaluation of e-reference services. For example, the resolution of the dilemma of dealing with information literacy in e-reference services is explained in the last section in the article by Lesley M. Moyo, *Virtual Reference services and instruction: an assessment*. Moyo argues that in practice virtual reference has turned out to be just as good an environment for individual library training as face-to-face reference. Depending on software features, eg. co-browsing capabilities, individual library training can be enhanced in the virtual reference environment. Moyo provides a list of the library training benefits of virtual reference services (VRS) on p. 217 and ends the section by saying: "VRS as an instruction tool holds a lot of promise in addressing one-on-one instruction needs, as well as instruction needs of students at a distance". She mentions that a list of attributes of an "instructive reference" session was developed in 2003. At the same time library training statistics at Stellenbosch University Library and Information Service was corrected by adding the number of individual training sessions. Moya