

Book Reviews

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Guide to Implementing & Managing Patron-Driven Acquisitions. By Suzanne M. Ward. Chicago: Association for Library Collections & Technical Services, 2012. 77 p. \$35 softcover (ISBN: 978-0-8389-8608-0). ALCTS Acquisitions Guides.

Whether your library is starting to think about piloting a patron-driven acquisitions (PDA) program or is in the midst of a pilot or permanent program, you will profit from studying Suzanne Ward's no-nonsense, comprehensive guide. This slender volume distills the information, both contextual and pragmatic, you will need in order to plan for, institute, assess, and manage print- and e-book-based PDA programs. Academic libraries are in the spotlight throughout, but many of the principles will apply to other types of libraries, too.

Ward is well qualified to author a practical guide to managing PDA programs, as she helped edit *Patron-Driven Acquisitions: Current Successes and Future Directions*, while also contributing to the book's introduction, literature review, and conclusion.¹ One other book-length treatment of the subject exists: *Patron-Driven Acquisitions: History and Best Practices*, edited by David Swords, a vice president at e-book aggregator EBL.² For an exhaustive study of PDA, the reader should consult these publications. In contrast, the present guide, in accordance with the scope of ALCTS Acquisitions Guides, is intended to offer a concise review of the history and literature of PDA and a step-by-step approach to the topic.

The book focuses on two basic types of PDA programs: a print-based interlibrary loan (ILL) "buy-not-borrow" program, and an e-book PDA program. "Starting a PDA Program"

describes clearly and simply all the steps to take, the questions to answer, and the issues to consider when setting up an ILL-based program. Methodical sections on administering the program follow. They include not only the bigger-picture topics such as assessment, getting input from users, helping librarian selectors understand and buy into the program, managing cross-unit cooperation, and budgeting, but also more quotidian topics such as deciding who makes purchase decisions, who places orders, and at what point books are to be cataloged.

"PDA and E-books" begins with an overview of the four most common types of e-book PDA programs, and then offers a full guide for setting one up. Libraries with approval and slip plans will especially appreciate the paragraphs on the relationship between an e-book PDA program and an established print book approval plan; likewise, ILL librarians will welcome the segment on how a PDA program affects their work. This chapter—the longest of the book—is even more thorough than the one for the ILL-based plan, for it also provides three detailed sidebar summaries of factors to consider: selecting an e-book aggregator, evaluating an e-book pilot project, and managing ongoing assessment of the program. Together, these sections cover nearly fifty crucial points every planning team will want to ponder.

Five other chapters round out the guide, starting with a clear definition of PDA, and a simple overview of the book in chapter one. "Traditional Collection Development and Interlibrary Loan" leads into the rest of the volume by providing a condensed yet very readable literature-based history of the evolution of collection

development, beginning with its roots as a nearly exclusively librarian-centered activity carried out with little input from the user. It then moves on to the gradual and unsettling revelation in recent decades that large portions of our carefully formed "just in case" collections remain unused. The resulting "buy not borrow" option within ILL is represented as the first step in the evolution toward collection development by the user rather than for the user.

In "Cons," Ward takes up the four main disadvantages of PDA, yet she counters each point with persuasive arguments that might well be used to convince doubters of the value of a PDA program. The final chapter gives a nod to emerging trends in scholarship, publishing, libraries, and technology, then changes direction to pose a question of great interest to many librarians: In years to come, what role might librarians have in building library collections? The author ends the book with a rousing call to librarians to publish and share their innovations in and experiences with user-centered collection building.

Sprinkled throughout the guide are bits of advice of the type one always appreciates from an experienced mentor, for example, "It would be wise not to focus too much energy on all of the differences between vendors If all vendors' products and services seem about equal, then focus on the patron experience" (33–34). Or, with regard to assessment, remember to determine at the outset what elements to track and how to track them, and be certain that the data, once gathered, can indeed be queried and manipulated.

A six-page selected bibliography supports Ward's approach to her topic,

which is to ground her writing in the published literature on the subject. As a result, the reader may ultimately experience this small book as the happy blending of a thoughtful and adeptly written literature review of PDA with a pragmatic guide to implementing such a program.—*Beatrice Caraway* (*bcaraway@trinity.edu*), *Trinity University, San Antonio, Texas*

References

1. Judith M. Nixon, Robert S. Freeman, and Suzanne M. Ward, eds., *Patron-Driven Acquisitions: Current Successes and Future Directions* (London: Routledge, 2011).
2. David A. Swords, ed., *Patron-Driven Acquisitions: History and Best Practices* (Berlin: De Gruyter Saur, 2011).

Building and Managing E-Book Collections: A How-To-Do-It Manual for Librarians. Edited by Richard Kaplan. Chicago: Neal-Schuman, 2012. 197 p. \$75 softcover (ISBN: 978-155570-776-7). How-To-Do-It Manuals.

Intended for a broad audience of librarians at many different kinds of institutions, *Building and Managing E-Book Collections* provides a strong starting place to get an e-book collection program underway. The manual is divided into three parts: Part I: E-Books in Context; Part II: E-Books in Detail; and Part III: E-Books in Practice. Beginning with a history of e-books and perspectives from both publishers and libraries on the market for e-books, *Building and Managing E-Book Collections* continues with an overview of collection management from selection to assessment, and concludes with six examples of successful implementations at a wide range of institutions.

Academic libraries—health science libraries in particular—are especially well represented by contributors. True to the manual's intent to appeal to a broad audience, however, the how-to chapters address concerns that would

be faced by any library. In addition, editor Richard Kaplan has assembled case studies from professionals with experience in public libraries, school libraries, and publishing.

Part I: E-Books in Context sets the stage. Although e-books are no longer newcomers to library collections, their business models, workflows, and service models are in flux. The relationship between libraries, publishers, and patrons in the ecology of e-books remains unsettled. Nadia J. Lalla in chapter 3, "E-Book Publishing—The View from the Library," offers a framework through which all of the chapters that followed may be considered:

As soon as the decision is made to purchase books in digital format for a library, a myriad of decisions must be made. Should e-books be purchased via a single exclusive publisher or a third-party vendor? What format will the e-book have? On which e-book platform will it appear? How should libraries acquire e-books? The answers to these questions can unexpectedly shape a library's collections and its future decisions regarding the funding of those collections. (23)

In a period of ongoing transition, collection management decisions must be made with a long view.

Part II: E-Books in Detail tackles pragmatic questions regarding the specific collection management activities of selecting, licensing, budgeting, cataloging, and assessing e-book collections. In addition, an entire chapter focuses on best practices for e-book collection management in public libraries. As a whole, this section presents the meat of the manual, that is, the chapters that will be most thumbed through over time. One topic that may have

deserved its own chapter in the second section is the long-term preservation of e-books acquired in perpetuity, as opposed to those acquired by lease, since e-books present unique digital preservation concerns. Additionally, if the order of the chapters roughly suggests a sequence of activities for managing e-book collections—selection, license negotiation, budgeting, cataloging, assessment—it would be preferable to consider first rather than last. Overall, however, the how-to chapters in this section frame and address many crucial questions: To what extent are the activities required for managing e-books comparable to the activities required for managing other e-resources? How can institutions determine which user access model (e.g. patron-driven acquisition or pay-per-view) best meets their needs? How can institutions choose among the array of e-reader devices? What are common characteristics of e-book subscription packages? How can libraries re-allocate funds to support e-book collection development? How do acquisition models for e-books constrain cataloging decisions? In a tough budgetary climate, how can libraries effectively assess purchasing decisions? This section addresses these questions and many others.

Part III: E-Books in Practice presents six case studies ranging from eliminating paper books in a school library to circulating e-readers and changing staff roles to fit the purpose of managing e-book collections. While this section offers some of the most compelling chapters because they situate e-books so firmly within communities of users, this section provides too many success stories. For an individual or institution working to build an e-book collection from the ground up, reflective accounts or rigorous assessments of failed efforts may in fact afford richer lessons learned than do unmitigated success stories. "E-Books in a High School Library—Cushing Academy" contributed by Tom Corbett stands