

**No Shelf Required: E-Books in Libraries.** Edited by Sue Polanka. Chicago: American Library Association, 2010. 182p. \$65.00 paper (ISBN 978-0-8389-1054-2).

Sue Polanka (Wright State University, and author of a blog by the same name as this book) has collated nine chapters on current aspects of e-books. That each chapter has a different author is at once disconcerting and helpful; read straight through, the reader first learns the history of e-books, then is introduced to e-book issues in school media centers, public libraries, and academic libraries. The final chapters synthesize e-book issues touched on in previous chapters. Each chapter in the book varies in tone, depth of coverage, and complexity. Although the first chapter on the history of e-books provides an overview for the general reader as well as library worker, the final chapters on acquisition, preservation, and e-book standards will appeal only to those with experience managing electronic resources. Each chapter can stand alone. The downside to this construct is that important issues are not fully discussed in one place. Digital rights management (DRM), for example, is mentioned in five chapters, licensing in six. E-book readers are covered in five chapters, although the Sony Reader and Amazon Kindle also are mentioned separately in additional chapters.

The first chapter, "E-books on the Internet" by James Galbraith, offers a thorough and highly readable history of electronic books. Galbraith reminds readers that despite the recent "so-called crass commercialization of e-books," (2) prevalence of e-book readers, and availability of e-book acquisition models, e-book collections have been with us for decades due to "a relatively small but influential e-book community" (2). Galbraith is referring to Project Gutenberg, which created the first digitized document in 1971 (*The Declaration of*

*Independence*). Project Gutenberg was followed a decade later by Tufts University's Perseus Digital Library, one of the first single-subject e-book collections. This chapter describes the creation of other collections, recounts the technical challenges in making digitized documents widely available in the early days of the Internet, and provides an even and succinct overview of the Google Books controversy.

The next two chapters address e-books in school libraries, with discussion of e-books for student learning and e-books in the school media center. With the premise that e-books as multimedia tools will engage students in reading and are thus advantageous, both chapters recommend e-book subscription services such as Big Universe, BookFlix, International Children's Digital Library, Tumblebooks, and Tumble-readables for new readers, and free e-book collections such as Google Books, Project Gutenberg, Internet Public Library, and Bibliomania for K-12 readers. The chapters touch on use of e-reference books in the media center and adoption of e-textbooks, which have the potential to enhance learning through provision of dictionaries, pronunciation guides, read-aloud capability, links to relevant sites, embedded multimedia, and built-in learning assessments. Both chapters acknowledge issues with adding e-books to school media collections, and despite the overlap in content and loose platitudes, these chapters are helpful for school media specialists who wish to add e-books to their collections.

Chapter 4 covers e-books in public libraries and considers audiobooks as public libraries' first foray into downloadable monographs. One wonders why the author felt the need to include a paragraph on the advantages of e-books (no shelf required, for one) since these are fairly well established. Three of the primary book vendors for the public library market are profiled: Overdrive, Ingram Digital, and

Netlibrary (EBSCO's recent purchase of the last is noted), with e-reader compatibility charts, delivery methods, licensing options, and collection tools for each. Formats beyond PDF such as EPUB, Open eBook, and Mobipocket are explained succinctly. Another strength of this chapter is the contributor's exploration of how public libraries have collected and applied usage statistics for e-books. New York Public Library, for example, measures e-book use as a "virtual branch" (70) in terms of circulation reports. Acquisition for public libraries focuses on title-by-title selection, not package purchases that may be more common in academic libraries.

Chapter 5, "The Academic Library E-Book?" is a handy and highly practical chapter of interest to academic librarians, whether they are involved in e-book collections or not. It provides a thorough and much-needed discussion on the flexibility and options available in acquiring e-books, including subscription models, title-by-title selection, patron (or demand-driven) acquisition, short-term loans, subject and publisher packages, and pay-per-view. Negotiating points and issues inherent with each acquisition model are included. The chapter acknowledges the range of e-book genres of interest to academic libraries: popular, scholarly, audio, and e-reference books, as well as monographic series, scholarly bibliographies, and freely available classic texts. This chapter also describes University of Texas at Austin's experience with e-books and provides a case study of Penn State's e-reader project. A range of marketing and discovery advice is included, such as adding e-books to the catalog, utilizing vendor-sponsored webinars, embedding chapter links in course management software, creating search widgets, and highlighting e-books in information literacy courses. This chapter also acknowledges the issue of librarian buy-in, which is not addressed elsewhere in the book, and

perhaps most helpfully, identifies common issues in e-book use in academic libraries. Some of these issues include what to do when a patron requests a print version of an e-book, Americans with Disabilities Act compliance, DRM issues, and interlibrary loan. Two areas not discussed that would be appropriate here are e-book weeding and the entry of university presses into the e-book market.

Chapters 2 through 5 focus on e-books by type of library; chapters 7–9 address the nuts and bolts of e-book issues, such as acquisition, use, preservation, and standards. These chapters expand on content mentioned in less detail in the early chapters, and those staff involved in any aspect of e-book acquisition will benefit. Vendors make e-book acquisition easy; much more complicated are the myriad platforms, restrictions, access models, and device compatibility issues that librarians must understand to make e-books accessible to patrons. Polanka and contributor Emilie Delquíé cite Petway's barrier of thirty: "There are nearly thirty devices on the market (and counting), and there are thirty formats for e-book content, many of which are proprietary" (136). They follow with an alphabet soup of e-book-related acronyms (XML, ILL, DOI, ISBN EBUB, DRM, and SERU) that should be required study for all librarians.

Highly readable, this book is primer for libraries entering the e-book market, a cautionary tale for those who are wading in, and a bird's eye view for those whom e-books are business as usual.—Cathy Goodwin (*cgoodwin@coastal.edu*), *Coastal Carolina University, Conway, South Carolina*

***Metadata for Digital Collections: A How-to-Do-It Manual.*** By Steven J. Miller. New York: Neal-Schuman, 2011. 343p. \$78.00 softcover (ISBN 978-1-5557-0746-0). How-to-Do-It Manuals.

The rapidly developing digital library environment continues to

present many challenges, not only to those who are just beginning to dabble in digital library initiatives, but also to those with experience. *Metadata for Digital Collections* is an excellent addition to the growing literature addressing this topic. The author, Steven Miller, is an experienced cataloger and cataloging department manager. This experience, combined with his position teaching courses in metadata, cataloging, and information architecture at the University of Wisconsin-Milwaukee School of Information Studies, makes him ideally suited to address the development and application of metadata to digital collections.

*Metadata for Digital Collections* is organized into eleven chapters that cover all aspects of creating metadata in a digital library setting. The first chapter begins with the basics: defining metadata, describing types of metadata applied to digital collections, and introducing the reader to metadata standards. Several definitions of metadata are provided and, taken together, they illustrate for the reader how diverse our understanding of metadata can be. Chapter 2 discusses the foundations of resource description, and because of its ubiquity, introduces the Dublin Core (DC) metadata element set. Although prior cataloging knowledge would help the reader put resource description into the context of library databases, prior cataloging experience is not necessary to understand the introductory concepts presented in this chapter.

Chapters 3 and 4 continue the approach of addressing metadata concepts through the application of the DC standard. Chapter 3 explores how resources are identified and how responsibility for creation, contribution, and publication is assigned. Each topic, such as title, identifier, dates, etc., is addressed in a general section, followed by a section devoted to the same topic as defined by DC. Chapter 4 addresses how subject, form, and genre are handled for digital

materials. Again, each topic, such as type, genre, and format, is discussed broadly, followed by a description of how that topic is handled in DC.

Chapter 5 makes the case that controlled vocabularies are a crucial aspect of resource description. The role of controlled vocabulary in disambiguation and establishing hierarchical relationships is explained. Many types of controlled vocabulary are discussed, including lists, synonym rings, authority files, taxonomies, and thesauri. The concept of creating a specialized vocabulary is not neglected—references to the American National Standards Institute/National Information Standards Organization (ANSI/NISO) guidelines on creating controlled vocabularies are included.

Metadata created according to a variety of standards, such as DC, Visual Resource Association (VRA) Core, or Metadata Object Description Schema (MODS), can be encoded for storage and transmission using XML. Chapter 6 is devoted to a basic introduction of how the XML encoding standard can be used effectively to store and transmit data. Chapters 7 and 8 address the MODS and VRA Core categories. These chapters are filled with useful examples of MODS and VRA Core records encoded in XML.

Chapter 9 addresses metadata interoperability, sharing, and quality—critical issues in ensuring the long-term viability of metadata created for digital resources. The chapter concludes with suggestions for ways to improve metadata interoperability and quality, such as using DC or another standard element set; including an appropriate amount of contextual information and access points; entering data values that are machine-readable and linkable; distinguishing administrative metadata from descriptive; and documenting local practices. These suggestions are standard practices in traditional cataloging policies and procedures, but have yet to be