that many linked data projects will be initiated in any but
the largest institutions, especially as all kinds of libraries
must reinvent their everyday services and activities in light
of the 2020 coronavirus pandemic. In the concluding chap-
ter, the authors acknowledge that libraries are not currently
using linked data, which means that an obsolete format con-
tinues to be used in part due to technical and staffing issues.

The authors succeed in increasing the reader's understand-
ing of linked data and the benefits of implementing it.

This volume was an engaging introduction to the topic
of linked data. The good use of examples conveyed under-
standing of a technical topic to this non-technical reviewer.
—Judy Gitlin, (judith.gitln@dc.edu), Dominican College

The Role of the Electronic Resources Librarian. Ed. George Stachokas. Cambridge, MA: Chandos

The eight chapters covered in this text give a detailed his-
tory about how the role of electronic resource (e-resource)
librarians (ERLs) has evolved over the past several decades
as libraries have shifted to an online environment. It covers
the challenges faced from 1992 when the ERL title was first
used, to 2019 where academic libraries are still a hybrid of
print and electronic materials. The book is organized into
eight chapters with three appendixes. The introduction
gives a brief overview on the development of ERLs and a
clear synopsis of chapters, which are a nice progression of
how the ERL position has developed since the 1990s; how
it has been represented in organizational structures across
academic libraries; how it has handled a variety of obstacles
(technology, expanding skill sets, budget constraints, etc.);
and how it maps to current trends in managing e-resources.

The history of the ERL is covered in more detail than
the current state and future of the ERL, and the details of
the evolution of the ERL is a strength of this text. There
is significant discussion on how technology, including the
development of the World Wide Web, had a huge impact
on the development of the ERL from CD-ROMs to online
journals, e-books, and library websites. In several chapters
the book addresses the many changes in technology, tools,
standards, and requirements used to manage the informa-
tion that has forced libraries to change. Chapter 5 discusses
the Electronic Resource Management Initiative (ERMI),
which saw the need for a system to manage all of the impor-
tant information that needs to be tracked for e-resource
management (ERM) systems. ERM systems were devel-
oped based on the Digital Library Federation (DLF) ERMI
requirements. Other emerging technologies had a big
impact on ERLs, including web scale discovery, knowledge
bases, and COUNTER statistics. Historically, libraries have
struggled to rethink their work with new technology and
have been resistant to change. Many libraries are still facing
the same issues and limitations, but it is critical to adapt to
remain relevant.

Of particular interest is the impact of the evolving
role of ERLs on organizational structures. New technol-
ology, along with the shift to an online environment, led to
changes in how users looked for information, the develop-
ment of new skill sets, and this forced libraries to rethink
their structures. The book highlights several studies related
to the evolution of ERL positions and how the role of the
position has changed over time. Impacts such as economic
downturns and the growth of e-resources have forced
libraries to rethink positions, workflows, and services.
These changes have resulted in different approaches to
assigning ERL responsibilities. Early on, most of the work
was assigned to one position, but as discussed in Chapter
8, most ERM work currently is a group effort, and many
libraries still struggle with adequate staffing for managing
e-resources.

A recent driver in reorganizations has been the Core
Competencies developed by the NASIG Core Compete-
tencies Task Force (NCCTF) and its members in 2013.
Appendix A, “Core Competencies for Electronic Resources
Librarians,” includes a detailed explanation of the seven
competencies. It clearly expresses the overall complexity
of the challenge libraries are facing to transition to mostly
electronic collections and the skill sets needed to manage
them. With the lack of ERM courses in LIS programs,
Chapter 8 discusses how ERLs have become more depen-
dent on professional organizations for education in addition
to on-the-job training.

The Role of the Electronic Resources Librarian pro-
vides valuable insight into the many challenges ERLs have
faced and continue to face, and the importance of address-
ing and adapting to the ongoing changes in the digital world.
Library administrators and technical services departments
will relate to this book as many continue to struggle with
managing traditional library services alongside the growth
of electronic resources. Many questions still remain on how
best to manage e-resources, but it is clear that it is vital
to the survival and value of libraries. As the author says,
“Librarians need to commit to providing the best possible
information services in the digital world” (101). This book
leaves one with a lot to think about and ponder in terms
of the role of the ERL going forward.—Jennifer Murray,
(jennifer.murray@unf.edu), University of North Florida