

industry for the United States and the United Kingdom from 2008 to 2012.” Questions like these send many librarians into a blind panic. It is difficult even to know where to start. *Making Sense of Business Reference* provides guidance that will ease the all-too-common fear of business-related questions.

The author, Celia Ross, teaches ALA’s popular online course, Business Reference 101. In this book, she shares her extensive practical experience in teaching business reference skills and working as a business librarian in corporate, public, and academic libraries. Ross distills business reference questions into four main types: company information; industry information; investing and financial information; and consumer information and business statistics. By dividing the overwhelming mountain of business and financial intelligence into manageable chunks, she helps librarians calm the panic and find a way to approach even the most daunting business reference questions.

In the chapters on these “Core Four” categories, Ross provides a framework for thinking about these different types of questions. She emphasizes the fact that business research is very much like detective work—it is necessary to gather clues and follow hunches to possible sources. The answers often are not found in traditional reference resources. Answering a single question can involve searching a database, searching the Internet, and then investigating industry association websites. For guidance, each chapter provides an exhaustive list of paid and free resources with short annotations on the sources’ strengths and weaknesses.

This book is targeted mainly to the accidental or occasional business librarian. The author includes a very helpful section on collection development for business, which outlines the main sources of reviews and core resources in this area. Other chapters are devoted to international business—a growing topic area in many business schools—and small business, which will be especially useful to public librarians helping potential entrepreneurs.

The book ends with a chapter of “stumpers,” real-life business questions that might cause many readers to relive painful reference encounters. These practical examples demonstrate how the resources covered in the book can be applied and show the brainstorming process that can lead to the answer—or not. Significantly, the author makes it clear that not every business question has an answer, and, furthermore, that some questions are answerable only by consulting very specialized (and expensive) market research reports that generally are not available in libraries. For those who are nervous about providing business reference services, these are particularly reassuring revelations.

With its clear language, highly readable approach, and comprehensive contents, *Making Sense of Business Reference* will earn a place on the reference desk as the go-to guide for calming business-question-induced panic.—Ann Agee, *Reference Librarian, San Jose State University, San Jose, California*

---

***Public Libraries and Resilient Cities.*** Edited by Michael Dudley. Chicago: ALA, 2013. 192 p. Paper \$65 (ISBN 978-0-8389-1136-5)

Michael Dudley, editor of *Public Libraries and Resilient Cities*, is an urban planning librarian and researcher at the University of Winnipeg’s Institute of Urban Studies; he also teaches in the university’s environmental studies program. He has edited this collection of fourteen contributed essays, including his own introductory “The Library and the City,” with the stated intention of exploring “the roles that public libraries can play in the promotion of ecologically, economically, and socially resilient cities in challenging times” (ix). Dudley has done a commendable job of identifying diverse contributors from the U.S., Canada, Europe, and Africa, while primarily maintaining a reference context of the U.S.

Dudley’s introduction reviews the growth of libraries since the first Carnegie libraries. He correlates the development and resilience of towns with their libraries’ development and identifies ways for libraries to be key players in sustainable and ambitious downtown redevelopment through high design standards in architecture and landscaping. Biographies of the other thirteen contributors show a wide variety of expertise—library administration, library public services, urban planning, and nonprofit management are all represented. One might expect high-profile libraries, such as Seattle Public Library, to appear in this collection—and it does, along with numerous lesser-known examples in cities including St. Louis, Baltimore, Queens, Winnipeg, Peabody (Massachusetts), Houston, Edmonton, and Harare (Zimbabwe). The resulting case studies document the involvement of public libraries in literacy, job-seeking, technology training, services for homeless and immigrant populations, food programs, disaster response, and even organic gardening projects. In sum, this collection offers useful examples of partnerships between community libraries and local governments.

Community library administrators will find inspiration in these stories. And urban planners looking for guidance on the role of libraries could use this collection to help them envision libraries’ “placemaking” function in nurturing socially sustainable communities.—Susan Hopwood, *Outreach Librarian (retired), Marquette University Libraries and Trustee, Whitefish Bay, Wisconsin Public Library*

---

***Rethinking Information Literacy: A Practical Framework for Supporting Learning.*** Edited by Jane Secker and Emma Coonan. London: Facet, 2013. 224 p. Paper \$95 (ISBN: 978-1-85604-822-4).

The focus of this ambitious volume is ANCIL, A New Curriculum for Information Literacy. The editors developed this approach in the U.K., so it is both distinct from and resonant with ACRI’s information literacy standards. For readers in the U.S., this volume provides an opportunity to rethink approaches, borrow ideas, draw comparisons, and revisit information literacy concepts.

---

## SOURCES

ANCIL comprises ten elements that map to the chronological development of the undergraduate researcher. The editors insist that these strands are represented best visually, but the written list is compelling too:

1. Transitioning from school to higher education.
2. Becoming an independent learner.
3. Developing academic literacies.
4. Mapping and evaluating the information landscape.
5. Discovering resources in one's discipline.
6. Managing information.
7. Engaging with the ethical dimension of information.
8. Presenting and communicating knowledge.
9. Synthesizing information and creating new knowledge.
10. Engaging with the social dimension of information.

Coupled with this process is the crucial mandate to “seek out partnerships and to work interprofessionally in our schools, colleges and universities.” What better way to involve librarians in the careers of undergraduates than to embed information literacy every step of the way?

The ten strands serve as titles for ten of the twelve chapters, which leads the reader to expect that chapter authors will ground their ideas firmly in the ANCIL model in general and the strand titling their chapters in particular. Some do and some don't. One chapter focuses on teaching graduate students to conduct literature reviews, whereas ANCIL itself focuses on undergraduates. Perhaps this is a minor quibble—librarians could adapt the methods described for undergraduates—but these slight disconnects occur in several chapters, and often led this reviewer to glance at the running headers for a reminder of which strand was under discussion. Despite this occasional lack of focus, however, the volume delivers on its promise to provide a holistic view of the ANCIL model. You'll less often find innovations as useful explications of what has worked for each author and how it proves the efficacy of ANCIL.

An excellent companion to this title would be the Godwin and Parker edited volume, *Information Literacy Beyond Library 2.0*, which provides a wealth of practical examples with an eye toward the future.—Paul Stenis, *Librarian for Instructional Design, Outreach, and Training, Pepperdine University, Malibu, California*

---

*Using LibGuides to Enhance Library Services*. Edited by Aaron W. Dobbs, Ryan L. Sittler, and Douglas Cook. Chicago: ALA, 2013. 307 p. Paper \$65 (ISBN 978-1-55570-880-1).

LibGuides has become an indispensable tool to librarians and other information professionals. Since Springshare first introduced the product in 2007, LibGuides has aided more than five million library users worldwide, and its popularity continues to grow. Dobbs, Sittler, and Cook's volume is a timely, well-organized collection of articles addressing the most important question: How can librarians best implement and use LibGuides to serve their patron communities?

The book is organized into five sections that cover the history of library guides, administration of LibGuides, basic use of the LibGuides product, guide design, and examples of exceptional guides. Both library staff and administrators will find this book to be very informative; all articles in this volume are authored by librarians who have used LibGuides, and real-world examples are cited to show how this tool has been used to enhance library services.

The topics covered range from very basic to intermediate. The book includes a chapter on how to create a simple LibGuide that will be useful to new librarians or those unfamiliar with the LibGuides platform. More experienced LibGuides authors will find information on how to apply web design principles and learning theories to guide design. Administrative issues are covered in depth, making this book an excellent guide for managers as well. Some of the topics discussed include how to make a convincing case to university stakeholders for the purchase of LibGuides; how to develop LibGuides training for library staff; how to manage usage statistics; and how to decipher administrator vs. author privileges. The book also includes chapters on how to use LibGuides to better serve distance education students and how to optimize LibGuides for mobile technology. Anyone interested in LibGuides, regardless of skill or experience level, will find this volume accessible and helpful.—Allison Embry, *Access Services and Distance Learning Librarian, Rogers State University, Claremore, Oklahoma*