Sources
Professional Materials

Karen Antell, Editor

Audiobooks for Youth: A Practical Guide to Sound Literature. By Mary Burkey. Chicago: ALA, 2013. 103p. Paper $45 (ISBN: 978-0-8389-1157-0).

Mary Burkey, a teacher-librarian and Booklist audiobook columnist, provides a delightful, in-depth look at audiobooks for the youth market in this comprehensive manual. This volume provides a look at the intriguing history of audiobooks, the production of an audiobook title, the differences in literacy development between reading and listening to books, and the impact of audiobooks in the classroom. The author also includes sections on audiobook collection development and audiobook awards. This volume also includes a recommended reading list and a lexicon of audiobook vocabulary. Short chapters are interlaced with spotlights by and discussions with authors, narrators, and others involved in the production of audiobooks. The overall effect is both informative and enjoyable.

In the "Impact on Literacy" section, Burkey explains the literacy skills that are built by listening to audiobooks: pronunciation, vocabulary, active listening skills, and reading fluency. One advantage of audiobooks is that children are able to listen to and comprehend audiobooks that are beyond their reading comprehension level. Author Bruce Coville describes audiobooks as the "great equalizer" in the classroom. When listening to an audiobook, students can experience a book at the same pace—allowing some to stretch "their intellectual capacity" and others to "savor details."

Burkey's collection development section includes sources for locating and evaluating titles (covered in two chapters), and it includes rationales for building and promoting a collection. Her ideas for creating a collection development policy for an audiobook collection bring up the concern about how reading a word on a page, or reading about a sensitive issue, can be very different from hearing it "when the material's format does not allow skimming over content or mentally bleeping a word." She urges librarians to be prepared to handle patron requests for materials reconsideration and provides online resources to consult before writing a collection development policy. These suggestions should not be overlooked.

This book is a valuable resource for everyone using and purchasing audiobooks for classroom or library use. Highly recommended for public, school, and university libraries.—*Ruth Ann Czech, Fairfax County Public Library, Alexandria, Virginia*

Building and Managing E-Book Collections: A How-To-Do-It Manual for Librarians. Edited by Richard Kaplan. Chicago: Neal-Schuman, 2012. 197p. Paper $75 (ISBN: 978-1-5557-0776-7).

The addition of digital formats to libraries has led to major shifts in collection management. The challenging process of selecting, acquiring, and effectively maintaining e-books is made more practicable with the recommendations provided in this how-to resource.

SOURCES

This manual is a practical collection management tool for librarians who work with e-books. It provides a comprehensive treatment of management issues associated with each phase of the process: developing evaluation and selection policies, managing the economic implications of budgeting, negotiating licenses, cataloging, providing access, and assessing e-books use and impact. The book's overall structure is particularly helpful. It is divided into three sections, covering e-books in context, in detail, and in practice.

In the first section, contributing authors provide an introduction to and history of e-books to establish a framework for the rest of the book. The current state of e-book publishing is also examined. Especially useful is a discussion of the publishing industry's role in the evolution of e-books and how this shift affects the economic realities of library budgets and collection sustainability.

Section two begins the "how-to-do-it" part by covering the process of starting and maintaining an e-book collection. Throughout this section, the authors provide many helpful tables and lists that are likely to be beneficial during the decision-making process. One particularly valuable table, "Factors affecting cataloging by acquisitions model," lists potential difficulties and questions that should be asked to help determine whether one's library has adequate staff time to manage e-books effectively.

The final section offers practical examples based on real-world scenarios. Topics discussed here include patron-driven acquisitions, marketing strategies, innovative circulation approaches, and potential staffing changes due to changing workflow and skill sets. This section also provides helpful tips for successful implementation of an e-book collection in a variety of settings.

Overall, this easy-to-use manual provides valuable guidance and strategies for effective e-book implementation.—*Pamela Louderback, Assistant Professor/Information Services Librarian, Northeastern State University, Broken Arrow, Oklahoma*

The Busy Librarian's Guide to Information Literacy in Science and Engineering. Edited by Katherine O'Clair and Jeanne R. Davidson. Chicago: ACRL, 2012. 143p. Paper $32 (ISBN: 9780838986196).

Although research is a fundamental component of the science, technology, engineering, and mathematics (STEM) disciplines, teaching faculty and program directors may find it difficult to add research skills and information literacy to their already packed curricula. In *The Busy Librarian's Guide to Information Literacy in Science and Engineering*, the development and execution of robust information literacy programming begins with the alignment of information literacy standards with discipline-specific standards for performance and learning outcomes. Through this framework, the librarian is equipped to demonstrate to the teaching faculty how information literacy may be integrated into the curriculum and leverage those guidelines to design instruction activities

that make a meaningful contribution to performance criteria enumerated within the discipline's own standards. At a svelte 143 pages, the authors provide an efficient, accessible treatment of the theme in a variety of real-world contexts.

Eight chapters guide the reader through information literacy standards for several disciplines, including chemistry, life and health sciences, engineering, and human nutrition, each featuring unique contributors. In addition to these discipline-specific chapters, chapter 6 covers intellectual property and patents, chapter 7 covers interdisciplinary research through the lens of remote sensing, and chapter 8 considers information literacy standards for community colleges. Common among the chapters is the application of the ALA/ACRL/STS Task Force on Information Literacy for Science and Technology's 2006 Information Literacy Standards for Science and Engineering/Technology (hereafter referred to simply as "Standards") to the subject matter. For example, chapter 2 provides examples of how the Standards have been matched to criteria set forth by ABET, formerly known as the Accreditation Board for Engineering and Technology. Those shared performance indicators and learning outcomes can then be used as starting points for the design of a one-shot instruction session or the development of new programming that integrates information literacy into the curriculum. This standards-based methodology should be a priority to anyone considering purchasing this title, as the sections account for roughly half of the page count.

Although the opening chapters are targeted to specific areas of librarianship, such as engineering, chemistry, or health sciences, the subject-specific content is of the introductory variety. In other words, the chemistry librarian with any amount of experience may not discover new reference works, society publishers, or databases in his or her respective area. However, the authors have succeeded in gathering a variety of core resources that will aid the newly minted subject librarian or the librarian simply looking to improve his or her subject agility, a worthy endeavor in this landscape of merging disciplines.

In addition to discussions of standards and core resources, each contributor offers practical research instruction advice, along with several example questions, assignments, and lesson plans. Unlike the standards and core resources, these sections are not necessarily discipline-specific. A few examples include a section on evidence-based assessment in the engineering chapter, strategies for building relationships with teaching faculty in the life and health sciences chapter, and example lesson plans in the interdisciplinary science course chapter. These parcels of general guidance found throughout the book reward the reader for visiting sections outside their immediate interest, making *The Busy Librarian's Guide to Information Literacy in Science and Engineering* recommended reading for any instruction librarian engaging with students and faculty in the pure and applied sciences.—*James Bierman, Engineering Librarian, University of Oklahoma, Norman, Oklahoma*