

SOURCES

of all things reference, both traditional and contemporary. It addresses questions such as “How should collection maintenance be prioritized?” “How should we publicize online resources?” “Should we add free internet resources to our holdings?” There are unique aspects to dealing with online resources that require librarians to consider their unique characteristics, such as the user interface, search features, and quality of mobile access. Electronic resources offer (in many cases) simultaneous usage, 24/7 off-site availability, and a greener way to update editions. However, selection may be complicated by aggregated databases and consortium memberships.

Although a slender volume, this well-researched text thoroughly covers the elements necessary when dealing with reference materials. The author writes with all types of libraries in mind: public, academic, school, corporate, and organizational. A downloadable and adaptable version of the book’s appendix, the “Reference Collection Development Policy Template,” is available via the ALA website (www.alaeditions.org/webextras). More practical than William J. Frost’s *The Reference Collection: From The Shelf To The Web* (Haworth, 2005), this book would be an excellent library school text and beneficial to collection managers who are dealing with these issues on a daily basis.—*Sharon Leslie, Public Services Librarian, Georgia State University, Atlanta, Georgia*

Managing Electronic Resources: A LITA Guide. Edited by Ryan O. Weir. Chicago: ALA TechSource, 2012. 192p. Paper \$65 (ISBN: 9781555707675).

Managing Electronic Resources: A LITA Guide is a brave attempt to fulfill an important mission: providing information and guidance on the many tasks involved in managing electronic resources. The book is divided into eight chapters and includes pointers to many useful Web resources and references. Electronic resources librarians will find a great deal of beneficial information here, but this book would also be useful for library administrators and supervisors.

Chapter 1, “Learning the Basics of Electronic Resources,” provides an introduction to this area of library work, and chapter 2, “Coping with Economic Issues and a Paradigm Shift in Collections,” includes a helpful description of current issues and describes the different skill set required to be successful in managing electronic resources. These sections are likely to be helpful for librarians who wish to convince administrators of the need for training and other forms of job support. Chapter 3, “Acquiring Electronic Resources,” begins with a discussion of the changing nature of library acquisitions and “describes acquisitions as a phase of work that initiates and facilitates the access and discovery of electronic materials, instead of as a specific department or position” (p. 38). This is an apt and concise statement of the modern acquisitions librarian’s role. Chapter 4, “Licensing Electronic Resources and Contract Negotiations,” begins with the assertion that dealing with licensing is arguably the most important job duty of an electronic resources librarian.

This chapter provides solid information as well as a sample contract negotiation checklist and links to model licenses.

Chapter 5, “Making Electronic Resources Accessible,” focuses on the user interface. The discussion of discovery tools seems dated, and some readers might feel that the author understates the importance of bringing academic library resources to students by embedding librarians and the library within courses and course management systems. Chapter 6, “Gathering, Evaluating, and Communicating Statistical Usage Information for Electronic Resources,” presents a valuable overview of how to understand usage information and manage the challenges of working with this data. Chapter 7, “Staffing Changes to Facilitate the Shift to Electronic Resources,” provides a great deal of information about how to become an organizational leader, develop a learning culture, and understand and work with different social styles. Chapter 8, “Looking Ahead from Now to 2020,” discusses some important trends, including e-books and the challenges of the digital divide.

Managing Electronic Resources does show signs of being written quickly and of trying to compress more information into the space than would comfortably fit. A few sections might confuse a beginning librarian, but overall this is a useful guide to a demanding and sometimes overwhelming area of the profession.—*Fran Rosen, Collection Development & Acquisitions Librarian, Ferris State University, Big Rapids, Michigan*

Picturing the World: Informational Picture Books for Children. By Kathleen T. Isaacs. Chicago: ALA, 2013. 216p. Paper \$50 (ISBN: 978-0-8389-1126-6).

Picturing the World: Informational Picture Books for Children presents a selective bibliography of informational picture books for children ages three through ten. The author defines an “informational picture book” as “a book both intended and experienced as one that conveys information through a marriage of text and pictures. The information is factual and up to date. It can be documented, and has been presented appropriately for child readers or listeners age 3 to 10” (p. 8).

Isaacs develops this definition in her first chapter, integrating examples of specific books for illustration and providing anecdotes to extend her points. She continues in chapter two with a discussion about how to select a good informational picture book. The criteria she uses are included in her annotations throughout the book: subject and child appeal, how the story is told, how the story is pictured, awards received, and the book’s presence on “best book” lists. The true substance of the book begins with chapter 3, “Ourselves and Our World at Home and School.” This chapter and the remaining six focus on exploring a child’s place in the world through the informational books Isaacs has selected. The annotations give complete bibliographic information. Clear and succinct summaries of the books are provided, including full descriptions of the illustrations, media, and page layout. Every theme discussed includes a selection of picture book bibliographies to round out each topic.

Isaacs has provided easy access to the material in this book with title, author, illustrator, and subject indexes. With the recent push for common core standards in education, this book's publication is timely, and its emphasis on the use of information books in the classroom is valuable. It will be especially beneficial to elementary school teachers and school library media specialists. Pair this with *Picture Books for Children: Fiction, Folktales and Poetry* by Mary Northrup to provide a well-rounded resource for elementary school teachers and school and public librarians.—*Jenny Foster Stenis, Coordinator, Children's Services, Pioneer Library System, Norman, Oklahoma*

Universal Design: A Practical Guide to Creating and Re-Creating Interiors of Academic Libraries for Teaching, Learning and Research. By Gail M. Staines. Oxford: Chandos, 2012. 157p. Paper \$90 (ISBN: 1843346338).

Librarians do everything: plumber, carpenter, printer technician—if something needs to get done, librarians do it, and typically, the duties they assume are not something they learned in library school. General contracting and interior design are also among the duties many librarians will assume at some point in their career. In this book, author Gail Staines approaches library design and redesign from the user's perspective (whether the user be staff or patron) and focuses on how to incorporate the seven principles of universal design when planning new or remodeled library spaces. These seven principles include design that can be used by people regardless of their physical or mental challenges, designed flexibility of choice (for instance, with regard to handedness), intuitive design, informative design, minimization of potential accidents through design, usefulness enhanced by design, and design that can be maneuvered easily.

Clearly intended for busy professionals, the work is comprised of short chapters that cover the importance of interior design in creating spaces that are universally friendly and

conducive to learning. The book also addresses how to identify potential collaborators, such as the writing center or the teaching resource center, during a redesign project.

In the first five chapters, Staines provides practical advice on how to approach redesign projects, including details about ergonomics, lighting, flooring, and so on. Staines also explores comfort (climate control, furniture) and the expectations of today's students with regard to Web connectivity and amenities. She also addresses the important concepts of security and risk reduction. Staines provides advice on what to consider when designing group study rooms, individual study spaces, information literacy classrooms, and information commons. Because libraries are frequently asked to share space with other departments within an institution, Staines also provides recommendations on some important questions to consider when sharing space (for instance, questions about service hours, IT support, staffing, and so forth).

The sixth chapter provides useful, real-world vignettes about transforming library space using the principles of universal design. These vignettes—rearranging the reference area, creating more group study areas, replacing a floor, combining related services in one area, observing undergraduates' use of space—provide relevant background on the project as well as suggested actions and processes.

The seventh chapter is a summary that gives busy professionals the chance to quickly learn what they need or do not need. Additionally, abstracts are provided for all chapters, a feature that allows the reader to quickly glean the contents of a chapter to determine its potential relevance. The work is up-to-date and well researched with a substantial bibliography.

This book does not go into the minutia of all aspects of redesign projects (although the extensive bibliography could help in this regard), but it remains a useful guide for starting projects for which most librarians have had little training.—*Kathleen "Pix" Fleming, Adjunct Faculty, Hesburgh Library, University of Notre Dame, Notre Dame, Indiana*