
Complete Copyright for K–12 Librarians and Educators.

By Carrie Russell. Chicago: ALA, 2012. 192p. Paper \$50 (ISBN: 978-0-8389-1083-2). Also available as an e-book.

As a librarian, do you need to care about copyright law? Carrie Russell's newest book on the subject is a plea for librarians and schoolteachers to become familiar with copyright law so that we will stop shortchanging our constituencies. In her view, the less we know, the greater our tendency to be overly conservative, thereby denying our students or patrons access to materials that probably are permissible under copyright law. Is there a painless way to find answers to our questions on copyright? No, not really. She eschews the idea that checklists can really serve any meaningful purpose. Instead, she aims to empower librarians with information so that they are prepared when new challenges arise. To that end, she does an excellent job of guiding readers through the basic framework of copyright law, citing court cases, the United States Code, and other official sources without inundating the reader with legalese. She clearly understands the needs of her audience inside and out. Each chapter is loaded with examples applicable to the kind of work that librarians do every day at every kind of library. She also appears to be quite conversant with the law, as one would expect from someone who has served as the ALA's copyright specialist for more than ten years.

Those who have read Russell's previous book, *Complete Copyright: an Everyday Guide for Librarians* (ALA, 2004), might wonder whether this book is intended to supersede it. That is something of a mystery. The previous book is still available in print and, in this reviewer's opinion, is a better product overall. It is twice as long and goes into much more depth than the newer book. The 2004 volume included minicapsules of the leading legal cases, a feature that is missing in the 2012 book. Moreover, the table of contents in the new book is worthless. In fact, the book as a whole is challenging to use for reference: it is difficult to zero in quickly on specific facets of copyright law. *Complete Copyright for K–12 Librarians and Educators* works better as a supplement to the previous title. It is not, by any means, the kind of comprehensive guide implied by the title.

Recommended for libraries that own copies of Carrie Russell's *Complete Copyright: An Everyday Guide for Librarians*, published by ALA in 2004.—Dana M. Lucisano, *Reference Librarian, Silas Bronson Library, Waterbury, Connecticut*

Fundamentals of Library Instruction. By Monty L. McAdoo. Chicago: ALA, 2012. 128p. Paper \$55 (ISBN: 978-0-8389-1141-9).

Drawing on his expertise as research and instruction librarian at the Baron-Forness Library of Edinboro University of Pennsylvania, McAdoo offers in this book an overview of library instruction, including how to assess what information students need and how to reach them. The book opens with a look at the history of library instruction, outlining various

approaches and terms used. According to the author, instruction must evolve continuously to meet the changing needs of library users. This concise volume, a part of the ALA Fundamentals series, is intended as a primer for library instruction and attempts to fill what the author perceives as a gap in the library literature. According to McAdoo, resources that address library instruction are “noticeably limited” (p. x) and focus on how-tos, specific exercises, or searching methods.

He looks at librarians' role as teachers and the methods they employ to reach students as information proliferates. The ever-increasing amount of information available to library users leads to a continuous need to guide users in its access and use. In his discussion of how students learn and how librarians can reach them more effectively, McAdoo integrates information about learning theories, learning styles, and obstacles to learning.

Content and delivery are important, but McAdoo asserts that several other considerations must come first. The instruction librarian must determine how to develop content to deliver and, in doing so, must consider class size, the use of technology, publicity efforts, the library-specific resources and services, the students' characteristics, the location (whether in-person or online), and the amount of time available. The author also lists characteristics of effective instruction and offers strategies for creating effective instruction experiences. Other useful advice addresses how to manage common concerns, such as disruptive behavior, nerves, absent teachers, and emergencies.

In addition to his advice on how to prepare for and conduct instruction, McAdoo offers a detailed look at how to assess instruction efforts and how to collect and interpret data. The book provides a broad overview of instruction and offers suggestions for the future. It ends with a look at challenges and concerns, emphasizing the need to adapt to changing information needs. Although written for an academic library audience, this book would also be useful for public and school libraries.—Paula Barnett-Ellis, *Health and Sciences Librarian, Jacksonville State University, Jacksonville, Alabama*

Fundamentals of Managing Reference Collections. By Carol A. Singer. Chicago: ALA, 2012. 167p. Paper \$70 (ISBN: 978-0-8389-1153-2).

Many tried and true methods of library science have changed due to advances in technology and reduced budgets, but librarians continue to adapt. The materials we collect have changed, and in many libraries and many situations, electronic materials are preferred over print. Since a plethora of information is now at our fingertips, it is perhaps difficult even to define “reference.” Reference materials are no longer just indexes and dictionaries, but online subscription databases, non-fiction books, and free Internet sources. In an academic or public library, many younger patrons may never think to pick up a reference book; for them, Google is ready reference.

Carol Singer's *Fundamentals of Managing Reference Collections*, part of the ALA Fundamentals series, is a concise outline

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.