

## SOURCES

Taylor and Francis, 2004). Although a decent work in its own right, the single volume contains only 120 entries, far fewer than the work reviewed here. *Women in the American Civil War*, with its crisp black and white photographs, highly readable text, and pleasing layout, would be an appropriate purchase for any public or academic library.—Mike Bemis, Assistant Librarian, Washington County Library, St. Paul, Minnesota

## Professional Materials

Karen Antell

Editor

***A Good Match: Library Career Opportunities for Graduates of Liberal Arts Colleges.*** By Rebecca A. Watson-Boone. Chicago: ALA, 2007. 432 p. \$125 (ISBN 978-0-8389-0941-6).

In *A Good Match: Library Career Opportunities for Graduates of Liberal Arts Colleges*, Rebecca A. Watson-Boone traces the connection between a liberal arts education and a subsequent career in librarianship. The work is based on an extensive survey of 431 librarians who graduated between 1962 and 2000 from eight liberal arts colleges (Carleton, Denison, Earlham, Grinnell, Kalamazoo, Lawrence, Macalester, and Swarthmore). The alumni report on their undergraduate experiences, their decisions to become librarians, their graduate school experiences, their perceptions of the profession, and their service orientations. Responses are presented for the group as a whole, by undergraduate institution, and by cohort.

According to the author, anecdotal evidence suggests that nationally, liberal arts colleges tend to send a larger percentage of their alumni to library schools than do universities. Though this is likely true, it is probably due to the fact that many students at universities have chosen a professional path (business or nursing, for instance). It would be interesting to know whether students graduating from liberal arts programs at universities enter the library profession at a similar rate to those from liberal arts colleges. Based on a sample of the alumni in the study that took the Myers-Briggs Type Inventory, the author notes that the librarians from the liberal arts schools are quite similar in profile to the librarians who took the same test in a large national study, and that the results of this study may be generalized to the profession as a whole.

Watson-Boone's data allow her to make a range of observations, many of which are not particularly surprising. For instance, critical thinking skills and a respect for diverse opinions—both of which are stressed in liberal arts education and librarianship—are seen as important aspects of their undergraduate experience by all respondents. In tracing the respondents' view of librarians, Watson-Boone notes that the percentage with a positive perception generally increases as they enter graduate school, but that the percentage with a

mixed view also increases: as they become more familiar with the profession, some become more critical. In responding to questions about their satisfaction with the career path they had chosen, most of the respondents indicate that they are generally happy. Though respondents indicate that the service aspect of librarianship is important to them, their answers to questions about civic engagement show that this service orientation does not generally reach beyond their professional lives. Watson-Boone does a good job of relating her analysis to studies of librarianship, liberal arts schools, and higher education in general. Two appendixes include the data sets broken down by college and cohort for those who want to explore the figures in more detail.

Watson-Boone believes that there are several audiences for this book: liberal arts students interested in the field and their career counselors; library administrators and human resources officers; library and information science programs that are interested in recruiting liberal arts students; liberal arts colleges that may wish to use it as a tool for analyzing their success in developing students for careers; and those interested in studying professions in general. Because of this range of audiences, the book includes details about the profession that most librarians will find fairly basic. Most liberal arts students, even those seriously considering a career in librarianship, will find the book too detailed. It seems more useful for the other audiences. This is a fine study that will fit well into Library and Information Science and higher education collections.—Michael Levine-Clark, *Collections Librarian*, University of Denver, Denver, Colorado

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***Is Consulting for You? A Primer for Information Professionals.*** Ulla de Stricker. Chicago, ALA, 2008. 101 p. \$40 (ISBN-13: 978-0-8389-0947-8).

Librarians and information specialists typically possess excellent organization, listening, and knowledge management skills. As it happens, these skills are also highly relevant to a successful career in consulting. Whether a librarian is looking for a career change away from the reference desk or wishes to begin a consulting career after graduate school, Ulla de Stricker's primer *Is Consulting for You?* offers a wealth of information in a slim, enjoyable, easy-to-read volume.

The author, a library management consultant for more than thirty-five years, provides timely and useful information for librarians considering a move into the consulting field. She examines both the pros and the cons of starting an information-based consulting business. She also provides guidance on how to develop an effective business plan and how to build and maintain a successful consulting business.

One useful and unique feature of this book is the prevalence of helpful tips found boxed throughout the chapters. Throughout the book, de Stricker, writing with a clean, concise style, stresses the importance of gathering adequate information to determine whether information-based consulting would be an appropriate and rewarding

career choice. She is realistic in noting that consulting is not for everyone, but she is also supportive and helpful in her comments and suggestions for those who are inclined to make a career change.

A deceptively brief book (the definition of a primer, no doubt), *Is Consulting for You?* is an effective and handy guide for those librarians and information specialists who are considering making a career in information-based consulting.—Larry Cooperman, *Librarian, Everglades University, Altamonte Springs, Florida*

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***Library 2.0 and Beyond: Innovative Technologies and Tomorrow's User.*** Ed. by Nancy Courtney. Westport, Conn.: Libraries Unlimited, 2007. \$45 (ISBN 978-1-59158-537-4).

Over the past several years, the phrase “Library 2.0” has come to describe a wide variety of services, philosophies, technologies, and approaches to librarianship. From “two-pointopians” to technological holdouts, librarians have developed a range of relationships and reactions to this term and what it represents. Although the movement to adopt new technologies has become well established throughout the profession, many are still curious about how Library 2.0 translates to practical and successful user-focused services.

*Library 2.0 and Beyond: Innovative Technologies and Tomorrow's User*, edited by Nancy Courtney, is useful for the information professional seeking a concise introduction to Web 2.0 tools and how they can be developed in a library context. Moving past theoretical discussions about how libraries interact with the participatory Web, this volume draws on the insight of successful 2.0 practitioners to demystify the field's most significant buzzword.

Like other recent works on the subject, *Library 2.0 and Beyond* runs the gamut of innovative library technologies, devoting a chapter to social catalogs, podcasting, wikis, social networking, mashups, handheld computing, tagging, gaming, virtual worlds, and digital storytelling. These topics are consistently explored with brevity and clarity by their authors. Complex issues are presented in understandable terms by librarians who have used 2.0 tools to improve the user experience. Eric Schnell's chapter on mashups and Ellyssa Kroski's exploration of tagging and “folksonomies” are examples of accessible treatments of nuanced topics, while Chad Boeninger's and Chris Kretz's respective explorations of wikis and podcasting showcase examples of social tools at work in diverse library contexts.

In his foreword, Steven Bell notes that despite the difficulty of “keeping up” with new technologies, librarians must understand Web 2.0 and Library 2.0 to remain responsive to changing library users. *Library 2.0 and Beyond: Innovative Technologies and Tomorrow's User* is recommended for anyone who wants to become more familiar with the range of creative tech-based experimentation flourishing in the library field. Each chapter is a jumping-off point for practical programming, offering insights and best practices as well as

suggested readings for those who want to further extend their knowledge.—Char Booth, *Reference and Instruction Librarian, Ohio University, Athens, Ohio*

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***Our New Public, A Changing Clientele: Bewildering Issues or New Challenges for Managing Libraries?*** Edited by James R. Kennedy, Lisa Vardaman, and Gerard B. McCabe. Westport, Conn.: Libraries Unlimited, 2008. 324 p. \$45 (ISBN 978-1-59158-407-0).

*Our New Public, A Changing Clientele* is an edited volume focusing primarily on members of the millennial generation, often defined as those born since 1982, and their use (or nonuse) of libraries. Two of the eight sections of the book specifically examine this group of users, the second largest population group in the United States after the baby boomers. Although there is a chapter on school libraries and some discussion of public libraries, the majority of articles examine academic libraries.

In chapter 1, Delmus E. Williams concisely lays out the relevant issues of the book and the defining traits of the net generation. Although he emphasizes the fact that libraries can become more service-oriented and user-friendly by staying attuned to this generation's characteristics and needs, he maintains a focus on all users of all ages, including faculty members and a diverse student body, rather than on just one (albeit large) segment of the user population.

The authors of the articles that follow examine this changing clientele from several different perspectives. Issues examined include social capital; the cognitive and psychological implications of multitasking; educational theories and models; the importance of partnering with faculty, information technology, and other areas of the university and community to serve library users; evaluation models; and information literacy.

Millennials are defined (and redefined) in article after article. This collection would maintain a smoother and more effective style if the definition were confined primarily to the first chapter, allowing the articles that follow to focus on various perspectives of working with this clientele.

In general, the authors do a good job of presenting commentary and examples of working in today's continually evolving libraries. However, we are reminded that in the midst of constant change, librarians are always striving to serve the user. Juris Dilevko proposes “slow librarianship”—encouraging students to do quality work by using their technological skills as appropriate, but also sometimes taking a break from technology in order to ponder and create (70).

The bibliographies that follow each article are full of sources to guide the reader who would like to pursue in more detail specific topics discussed by the authors. The discussions point out that, although one size does not fit all, improving facilities and services for a target group of users can improve services for all.—Jeri Smalley, *Assistant Director, Oklahoma Scholar-Leadership Enrichment Program, Norman, Oklahoma*