

*All Patrons*” (emphasis added), Mates notes that while certain technologies may be aimed at patrons with special needs, often times, patrons without such needs can also use and benefit from said technologies. For example, a large print keyboard or a so-called senior mouse can be utilized by all.

Recognizing that libraries need to comply with Americans with Disabilities Act (ADA) regulations, yet are frequently caught in the current economic crunch, many of the devices and procedures suggested by Mates and Reed are cost-effective and require only basic staff training for awareness. Mates emphasizes the importance of communicating with all library staff concerning the use of assistive technologies, reminding readers that it is not helpful for patrons to be told that staff doesn't know how to use the available resources.

Some of the recommendations are more costly to implement: JAWS (Job Access With Speech), “the most popular screen reader, is expensive” (46). Mates urges librarians to remember that if assistive technologies like JAWS are costly for libraries, they are likely beyond the personal means of many patrons who need such resources.

The timing of this reviewer's receipt of the book was fortuitous, as the library at which she works has received bequest funds to aid visually impaired patrons. The myriad resources recommended in this book helped the reviewer and her colleagues develop a wish list for the expenditure of these funds and gave them ideas for implementing no-cost and low-cost tools and technologies, including Microsoft accessibility features (50). Librarians are reminded that Friends of Libraries groups are likely supporters of requests for moderately priced assistive technologies.

*Assistive Technologies in the Library* is a “must have on hand” field guide for frontline librarians. It is worth reading cover to cover. However, librarians with limited time should at least review the one page synopsis, “Ten Items Libraries Should Put on the Front Burner” (165) and visit ASCLA's website to review the tip sheet. Well worth the cover price, this book is recommended for all libraries.—*Lisa Powell Williams, Adult Services Coordinator, Moline (Ill.) Public Library.*

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***Be a Great Boss: One Year to Success.*** By Catherine Hakala-Ausperk. Chicago: ALA, 2011. 215p. paper \$50 (ISBN: 978-0-8389-1068-9).

Library administration and library personnel management are topics in which librarians have long expressed interest—whether it's by taking classes as students, attending conference sessions as professionals, or reading the latest literature. *Be a Great Boss* will help satisfy this interest. Explicitly not intended to be a textbook, this workbook is part of the “ALA Guides for the Busy Librarian” series and is designed for recently hired supervisory librarians. Given the author's twenty-five years of experience as a public librarian, it is no surprise that the main intended audience is public library professionals.

The author's stated plan is for readers to complete the workbook in a year. Accordingly, there are twelve chapters in

the book—or rather, twelve “months,” if one is to borrow the author's terminology. Each month covers a different subject. Communication—with customers, employees, supervisors, trustees, and other librarians—is emphasized. Leadership, funding, and planning for the future also are highlighted. The worksheets are particularly illuminating, and the questions that are asked are similarly insightful.

One drawback is that the workbook's emphasis is wholly on public libraries, and very little mention is made about the challenges faced by people working at other types of libraries. For that reason, supervisory librarians who do not work in public libraries would be better served to take their own communities into account and consider them in place of examples used in the book. That being said, the author does provide useful general recommendations that can be applied in any type of library. Therefore, this book is definitely recommended for use by not only budding supervisors but also experienced ones as well.—*James Kennedy, Serials/Reference Librarian, Hinds Community College, Raymond, Mississippi.*

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***Numeric Data Services and Sources for the General Reference Librarian.*** By Lynda M. Kellam and Katharin Peter. Oxford: Chandos, 2011. 229p. paper \$80 (ISBN: 978-1-8433-4580-0).

Authors Lynda M. Kellam (Data Services and Government Information Librarian at the University of North Carolina at Greensboro) and Katharin Peter (Social Sciences Data Librarian at the Von KleinSmid Center Library for International and Public Affairs at the University of Southern California) have produced the first book on this new subspecialty within academic librarianship. Data librarianship has emerged from the increasing ease of online access to numerical data. Offering services in this new area requires librarians to know about both old sources (for example, U.S. Census information) and emerging sources and at times even to synthesize numerical information. The book contains an introduction to numeric data services; a list of steps for developing, implementing, and evaluating a data services reference program; perspectives on reference, instruction, and the future of numeric information services; an annotated list of sources; and a sketch of “a day in the life” of a numeric data services librarian. The book's description of the development and implementation of numeric data services would serve as a good refresher for a manager interested in developing any new library service. “A day in the life” includes interview answers from nineteen data librarians to questions such as “What is the one thing you wish you had known about being a data librarian when you started your position?” and “What would you tell a new librarian who is starting a career in data librarianship?” The comprehensiveness of the annotated list of sources is impressive. More than thirty sources are organized geographically and by compiler type (governmental or nongovernmental), and each receives a thorough and useful description. Although this book is scholarly, the writing style is imbued with fun and enthusiasm. At \$80, this excellent paperback is pricey, but libraries that

## SOURCES

want to develop a numeric information program will find the cost worthwhile. Highly recommended for academic librarians interested in learning about or implementing a numeric data services program.—*Eric Petersen, Librarian, Kansas City (Mo.) Public Library.*

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**Reference Sources and Services for Youth.** By Meghan Harper. New York: Neal-Shuman, 2011. 306p. paper \$65 (ISBN: 978-1-5557-0641-8).

With this book, author Meghan Harper sets herself a tall order: She intends

to provide a comprehensive overview of providing reference service and resources . . . for school librarians and public librarians serving children and young adults, for use as an in-service training tool for paraprofessionals and aides and nondegreed staff working in children's and young adult services or current reference librarians who are new to working with children, as well as a textbook for library science courses. (xiii)

Phew!

In general, Harper achieves this goal admirably. The book is packed with information, resources, links, standards, and guidelines—a great deal of fodder for development. However, her audience may, at times, feel frustrated with the back-and-forth between school librarians and public librarians, experienced professionals and novices; the lack of focus may put readers off track. In some instances, the author includes more explanation of basic concepts than professionals require; in other places, not enough explanation is included for beginners. In some ways, this project might have worked better as two books rather than one.

The textbook is divided into ten chapters (plus a bonus chapter on core reference collections). First, of course, is the introduction to reference service. Other works such as, *Twenty-First-Century Kids*, *Twenty-First-Century Librarians* (ALA, 2010), provide a better and more thorough history of children's services. Other chapters cover developmentally appropriate practice in reference service, services for children with special needs, communication techniques, information literacy development, selection techniques for reference sources, ways to promote online search tools, and government resources for youth. All of these should pave the way to “positive and failure-free” (33) library experiences for young customers.

In the final two chapters, Harper covers evaluation, best practices, and management principles for providing reference service, including policy development and ethical considerations. Stressing that “an individual reference transaction can determine a child or young adult's perception of the library or librarian as a helpful resource or one that should be avoided” (33), Harper highlights all of the elements that can make library services successful, and child-centered, and transformative.

As part of each chapter, the author begins with a scenario featuring “Lilly the librarian,” and each chapter ends with exercises and scenarios for consideration or application to personal experience. Both an index to resources and a subject index are provided. This will be a useful resource for anyone working with children in libraries, as it offers much support and guidance for both staff and service development.—*Sarah J. Hart, Acting Children's Services Coordinator, Brampton Library, Brampton, Ontario, Canada.*

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**A Strong Future for Public Library Use and Employment.** By José-Marie Griffiths and Donald W. King. Chicago: ALA, 2011. 138p. paper \$70 (ISBN: 978-0-8389-3588-0).

During these economically challenging times for public libraries, authors José-Marie Griffiths and Donald W. King provide arguments for continued public funding and support in *A Strong Future for Public Library Use and Employment*. Libraries have weathered recessions before and have shown consistently that when revenue sources decline, operational adjustments are made to deal with fewer resources. In addition, public libraries provide services that are particularly needed during recessions, so the use of many services increases. Griffiths and King use evidence from Institute of Museum and Library Services (IMLS) studies, statewide return-on-investment data, and survey results to demonstrate the value of public libraries. The book synthesizes research from many sources and provides easy-to-understand statistics, charts, and graphs, all of which are valuable advocacy tools for explaining—to boards, funders, stakeholders, and the public—why libraries still matter.

Further, the book contains a comprehensive assessment of public librarians' education and career paths to date and includes trends in public library employment, such as staff structure and educational level of staff. Early chapters highlight expanded service trends and increased library visits (both in-person and online) during economic recessions. The authors' studies show that, interestingly enough, a rapid increase in online visits has not negatively affected the number of in-person visits and may actually increase them—important data to present to those who say libraries are no longer relevant!

The second half of the book details public library employment trends. During the past three recessions (1980s, 1990s, and 2000s), the number of MLS-level librarians increased, and staff structure remained relatively consistent, yet the type of work done by MLS librarians decreased in reference and research services. Although this information is certainly of interest, the real value to public library administrators, library schools, and the ALA is contained in chapter 8's ten-year forecast of the number of MLS librarians in the workforce. Measures used to forecast include the number of MLS librarians who are expected to remain in the workforce, the number lost through attrition, and the number of current vacancies. These data come from a variety of sources, such as economic models, census information, surveys, and IMLS studies. The