Interdisciplinarity and Academic Libraries. Edited by Daniel C. Mack and Craig Gibson. Chicago: ACRL, 2012. 238 p. Paper $62 (ISBN: 9780838986158).

Medical humanities, environmental studies, game design: interdisciplinary academic programs are proliferating. This trend suggests that researchers are recognizing the need for new combinations of disciplinary knowledge, theories, and research methods to solve complex problems. The ongoing growth of degree programs, centers, and institutes raises the question, how do, or ought, libraries engage in interdisciplinary research? This latest monograph from ACRL's *Publications in Librarianship* series offers multiple perspectives.

The opening essays provide excellent introductions to interdisciplinarity, making distinctions among multidisciplinary, cross-disciplinary, and transdisciplinary research. Other essays address challenges to collection development, bibliographic control, and classification. Dan Hazen's essay points out that some of these problems have persisted since the mid-twentieth century when area studies, women's studies, and other interdisciplinary programs first started to appear. He notes limitations on interdisciplinary fields placed by established entities such as the Library of Congress Classification, which "reflects and reinforces a universe defined by disciplines," and library catalogs that "still cannot manage Non-Roman scripts" (121). Other contributors focus on new opportunities for libraries to foster interdisciplinary research—especially in light of digital technology and digital scholarship. Ehrlich and Carreño's chapter, "The Changing Role of the Subject Specialist Librarian," is particularly inspiring: it showcases imaginative and innovative examples of library programs, services, pedagogical approaches, and community collaborations—challenging subject librarians to look beyond traditional roles and actively seek and assume new ones. To this end, the authors themselves admit, "profound mindset changes are required" (156).

In a way, interdisciplinarity has always been a priority in librarianship, "implicit in the library processes, standards, schemes, and services" (214). The librarian's expert understanding of knowledge organization places him or her in a prime position to help researchers overcome disciplinary boundaries. Yet, despite this fact, no previous work has explicitly addressed how libraries can leverage this strength to become this "hub of interdisciplinarity" (4). This collection gets the conversation started.—*Meagan Lacy, Assistant Librarian, Indiana University–Purdue University Indianapolis, Indianapolis, Indiana*

Joint Libraries: Models That Work. By Claire B. Gunnels, Susan E. Green, and Patricia M. Butler. Chicago: ALA, 2012. 232 p. Paper. $60 (ISBN: 9780838911389).

Public and university libraries, school and public libraries, university and community college libraries—joint libraries of all combinations have been appearing nationwide since the 1970s. The motivation for creating joint libraries is familiar: cutting costs by sharing resources. The elements that make these partnerships work, however, are complex.

The analogy of a marriage is used frequently by the participants creating joint libraries. Anticipating problems, communicating, and compromising are important at every step of a library merger. The authors devote an entire chapter to the culture clash between academic and public library employees and the different approaches joint libraries have taken toward meeting this challenge. Differences in collection management, reference, and computer use must be reconciled; conflicting vacation schedules need to be accommodated. Sometimes the solution is to merge services; other times it is to keep services separate but equal.

The authors also pay special attention to the differing management structures of these hybrid libraries and the staffing challenges they face. Some successful joint libraries function under a single library director, and some decide to share a facility but keep separate administrators and staff. Both models create issues in human resources, and the authors do a good job of examining how some libraries have successfully handled them. These practical examples are a real strength of the book.

The chapter on legal considerations spells out the components that should be considered in a merger, while other chapters focus on the challenges to be faced in designing the physical layout, meshing collection development policies, and sharing technical services. But the heart of the book is the set of case studies the authors have collected. All three authors have worked in joint libraries, and they provide some fascinating on-the-ground reporting of how the libraries came to be and how they work now. One of the most interesting case studies is the "glorious failure" (104) that was the North Lake Community Library in Texas. The authors break down the elements of what caused this city/college hybrid to fail, and the story highlights how important even the smallest details are when creating a joint library.

The emphasis of the book is on models that work, however, and the final chapters include a set of criteria that should be met if a joint library is to succeed. The book's appendixes also include examples of the detailed legal agreements that were used in the creation of two different joint libraries.

Like a good marriage manual, *Joint Libraries* has something for everyone. Whether readers are currently working in a joint library or considering taking the plunge, they will find solid insights and advice here that will help them in their jobs.—*Ann Agee, Reference Librarian, San Jose State University, San Jose, California*

Picture Books for Children: Fiction, Folktales and Poetry. By Mary Northrup. Chicago: ALA, 2012. 200 p. Paper $50 (ISBN: 9780838911440).

In this revised edition of *Picture Books for Children* by Patricia J. Cianciolo, *Picture Books for Children: Fiction, Folktales*

and Poetry author Mary Northrup updates previous editions by including the best children's pictures books published in the last decade for older children (four to eight years). The first chapter, "Where Art and Words Come Together," is a brief treatise on how picture books work. Northrup discusses trends in the field and explains how to evaluate books by examining each element of story. She also discusses the elements of art and their importance in portraying the elements of story. A sidebar analysis of illustration styles shows how each technique contributes to the whole of the picture book. Northrup discusses the growing use of technology and digital art as well as the currency of e-books and apps. The remaining chapters of the book reflect the social development of the child. Beginning with personal concerns and family relationships in the "My Family and Myself" chapter, the book continues with "In My Community" and "Out in the World." Northrup ends with chapters on "The World of Imagination" and "Folktales and Fairy Tales." Each chapter is an extensive listing of current picture books, with complete bibliographic information as well as intended audience.

Northrup's prose is spare but elegant. Especially well written are her annotations of the books in the bibliographic chapters, which give thorough descriptions of the books and touch on the most important story and art elements. This book would be useful in supporting curricula for pre–K through first-grade classes.

The book includes a thorough index and several appendixes. The first, "Suggested Resources: For Further Research into Picture Books," is a list for parents, teachers, and librarians who might want to consider delving a little deeper into the subject. Subsequent appendixes are "Picture Books about Art" and "Self Referential Picture Books," the latter of which is a useful bibliography of what the author calls a "type of postmodern" picture book. These books defy the mold of a traditional picture book.

Who is the audience for this book? Anyone who reads picture books: parents, teachers, childcare providers, elementary teachers, and librarians. It is just as useful for supporting curriculum units in childcare centers and schools as it is simply for finding a book for the pleasure of sharing a good story.—*Jenny Foster Stenis, Coordinator of Children's Services, Pioneer Library System, Norman, Oklahoma*

Small Public Library Management. By Jane Pearlmutter and Paul Nelson. Chicago: ALA, 2012. 152 p. Paper $50 (ISBN: 9780838910856).

Comprehensive and entertaining, but ultimately rather superfluous—in a nutshell, this describes this new title in the ALA Fundamentals series. To begin with, the title of the book is misleading. When most people think of a "small public library," the image that comes to mind is a shoestring operation in a rural area, where the director is often the only full-time professional staff member. The challenges of running this type of library are significantly unique to warrant a management handbook just on that topic. However, this book reads more like a manual about life in suburbia. For advice on running a *truly* small library, a better option is Herbert B. Landau's *The Small Public Library Survival Guide: Thriving on Less* (ALA, 2008).

The excellent organization of this book makes it easy for the reader to delve in at any point of need, whether the task is preparing one's first budget, hiring staff, or weeding the collection. Visually, there is a suitable mix of bulleted lists, pictures, and tables. The boxes labeled "tales from the field" are particularly useful, as they provide concrete details about of how specific libraries have risen to the occasion to meet specific needs. However, the authors might have worked a little harder to make their examples more geographically diverse, instead of drawing almost exclusively on Wisconsin's public libraries. The tone of the book is down-to-earth, as though the library director settled the reader into an armchair in her office the day before she retired to tell the reader everything he needed to know to fill her shoes. The problem is that, because she could only spare an hour, she covered everything superficially. Landau's 2008 book, on the other hand, is much more original. However, this book might be helpful as a starting point. Another good choice for an up-and-coming "small" library manager is Wayne Disher's *Crash Course in Public Library Administration* (Libraries Unlimited, 2010), which meets library managers' need to grasp basic principles of public administration that are not taught in library school.

This book is an optional purchase for academic libraries supporting LIS programs and for librarians stepping into management roles.—*Dana M. Lucisano, Reference Librarian, Silas Bronson Library, Waterbury, Connecticut*