
SOURCES

size, this book would serve as an excellent text for MLS and LTA coursework on public library programming.—*Lisa Powell Williams, Adult Services Coordinator, Moline Public Library, Moline, Illinois*

Cart's Top 200 Adults Books for Young Adults: Two Decades in Review. By Michael Cart. Chicago: ALA, 2013. 136 p. Paper \$50 (ISBN: 978-0838911587).

Booklist columnist and critic Michael Cart uses his expertise in young adult literature to select 200 adult fiction and non-fiction titles with high appeal to young adults. Each entry gives an overview of the plot and themes of the title in question. Cart's enthusiasm for his subject comes through clearly in his peppy, conversational tone, and his wide knowledge base is evident in the plentiful read-alike suggestions.

Entries are coded by genre in fiction, by subject in non-fiction, and by other factors, such as whether they have won the Alex Award or fall under the category of "literature of inclusion." Category names appear as abbreviations following the appropriate titles. A title and author index is included, but works are not indexed by the genre, which somewhat limits the book's potential usefulness as a quick reference. Two brief appendixes provide lists of "Books Notable for Their Overall Excellence" and "Books Notable for Their Originality." These lists single out titles from the body of the text rather than mentioning additional worthy titles, a rather perplexing decision given that all of the titles included in the larger work surely were chosen based on overall excellence and originality. Cart might have added value and substance to the book had he drawn on his considerable knowledge to provide booklists of other applicable works.

Although this is an enjoyable read for anyone interested in YA/adult crossovers, the scope and date range (no titles older than 1994 or newer than 2010) make this slim volume a supplemental purchase for professional development collections with high demand for information on readers' advisory for young adults.—*Jacki Fulwood, Youth Services Manager, Latah County Library District, Moscow, Idaho*

Common Ground at the Nexus of Information Literacy & Scholarly Communication. Edited by Stephanie Davis-Kahl and Merinda Kaye Hensley. Chicago: ACRL, 2013. 340 p. Paper \$54 (ISBN: 978-083898621-9).

Edited by the Scholarly Communications Librarian at Illinois Wesleyan University and the Institutional Services Librarian and Assistant Professor at the University of Illinois at Urbana-Champaign, this volume addresses the fast-growing recognition of the intersection of information literacy and scholarly communication occurring specifically in academic libraries. Presenting 17 chapters authored by 28 librarians, scholars, and practitioners of librarianship in the United States and Canada, the work offers a diverse range of essays on how information literacy and scholarly communication support and affect each other. The contributors address

undergraduate, graduate, and specialized programs and institutions as well as faculty concerns, demonstrating and illustrating the interrelatedness of two vital areas of academic librarianship: teaching information literacy and the concept of scholarly communication.

Seasoned and future librarians reading this book will find chapters that offer guidance and inspiration in opening dialogues grounded in information literacy at their own institutions with students, faculty, and administrators. Topics covered include new and often unfamiliar areas such as open access, publishing models, and the social and economic aspects of scholarship and publishing, leading to a raised awareness of these subjects. More familiar topics such as copyright and fair use are also addressed, focusing specifically on how they relate to scholarly communication and information literacy.

Drawing on research and experience of the contributors, this volume will serve as groundwork for future work by scholars and practitioners. With the growing emphasis on open access, information literacy, and the need to publish or perish, this book provides the basis for several information literacy sessions that can be held with students, faculty, and administrators at any academic institution or other institution that has workers who publish.—*Sara Rofofsky Marcus, Contributing Faculty, Walden University, Minneapolis, Minnesota*

The Future of Scholarly Communication. Edited by Deborah Shorley and Michael Jubb. London: Facet, 2013. 188 p. Paper (ISBN: 978-1-85604-817-0).

This useful work illustrates the complex and unpredictable scholarly communications environment in which librarians, publishers, scholars, funding agencies, and authors operate. Primarily of interest to academic libraries, the volume addresses issues concerning these populations, primarily from a European frame of reference. Contributors frequently focus on a particular situation and then generalize to the broader picture.

Part 1 focuses on changing researcher behavior; several chapters address challenges to presenting data for evaluation and reuse. Wood in particular provides a good overview of "data deluge" concerns, such as developing common standards and protocols for interoperability and training the next generation of researchers to enable holistic, cross-disciplinary research, using researchers who themselves have been raised in a system that is neither particularly holistic nor cross-disciplinary. He calls for a "new discipline of data science" to educate data scientists who can operate as peers with domain experts, guiding data archiving to make data accessible, understandable, and usable for almost any purpose imaginable.

Other chapters in part 1 explore the changing attitudes and behaviors of researchers. Most interesting is Collins' chapter on social media and scholarly communication, which reports on research suggesting that librarians, publishers, and academics use social media to reinforce or imitate established behavior such as information exchange or discovery, rather

than to branch out in new directions or question traditional modes of scholarly communication.

Part 2 focuses on other players. More unique are chapters that touch on universities' and funding agencies' needs to maximize returns on research and the potential impact of scholarly communication on learned societies. Perhaps the most interesting read is McGrath's view of the journal editor's changing role. He argues that publishers, who for many years have increased access to academic literature, now serve as a brake on access via digital rights management and copyright law. He predicts that the scientific journal market populated by Elsevier, Wiley, and Springer will not survive in the face of open access, post-publication review, and prevalent discovery.—*Karen Rupp-Serrano, Director, Collection Management and Scholarly Communication, University of Oklahoma, Norman, Oklahoma*

Knowledge Into Action: Research and Evaluation in Library and Information Science. By Danny P. Wallace and Connie Van Fleet. Santa Barbara: Libraries Unlimited, 2012. 388 p. Paper \$55 (ISBN: 978-1-59884-975-2).

Not all librarians conduct formal research. Nearly all, however, perform at least some level of evaluation to determine whether their programs and services are working effectively. In *Knowledge Into Action*, Wallace and Van Fleet emphasize the close relationship between research and evaluation, describing their shared characteristics and explaining that the same principles form their foundations. The resulting book is a strong framework for understanding rigorous, evidence-based practice in library and information science.

The first several chapters provide a theoretical base, describing the nature of research and evaluation, the essential steps of the research and evaluation process, and the relevant ethical issues. Wallace and Van Fleet also include extensive practical guidance in planning projects, obtaining funding, and communicating the results of research and evaluation. The largest section of the book is the series of chapters on specific research methods. Although many of the approaches described are widely used throughout the social sciences, Wallace and Van Fleet helpfully frame them in terms of their probable applications to library and information science research: the inclusion of a chapter on bibliometrics and citation analysis, an important, distinctive technique in LIS research, is particularly appreciated. The nature of each research method is described in detail, followed by a clear discussion of its advantages and disadvantages. Although the book “is an introduction to library and information science research and evaluation, not a research manual or statistics text book” (1), chapters on measurement, data analysis, and a “gentle” introduction to statistics are also included. (The latter especially seems very much intended for an audience who regards using numerical data with some trepidation.)

The book is primarily intended as a textbook for graduate LIS research methods classes, and its structure—especially the sound foundation in theory that precedes the practical introduction to individual research methods—facilitates its use

in formal coursework. (It's also exactly fifteen chapters long, presumably to match a fifteen-week semester.) However, LIS practitioners who are embarking on serious research or assessment projects will also find it valuable. Librarians often want to evaluate their services and make solid, data-driven decisions about them, but are bewildered by the variety of approaches available. This book, with its cogent descriptions of research methods, their applications, and their limitations, will provide crucial clarity. In addition, the clear, straightforward writing and logical, consistent organization will make the complex topics accessible to students and novice researchers as well as to practicing librarians in need a reference on selected topics. A glossary, bibliography, and index are included. Highly recommended.—*Molly Strothmann, Social and Behavioral Sciences Librarian, University of Oklahoma, Norman*

Leadership in Libraries: A Focus on Ethnic-Minority Librarians. By Maha Kumaran. Oxford: Chandos, 2012. 187 p. Paper \$72.10 (ISBN: 978-1-84334-658-6).

This book addresses a topic not widely discussed: leadership roles of ethnic-minority librarians. Focusing on Canada, the United States, Australia, and the United Kingdom, Kumaran broadens the definition of “ethnic minorities” beyond common usage, inviting readers to expand their views: “the terms ethnic-minorities, visible minorities, new immigrants, immigrants . . . are used interchangeably and they all mean minorities in majority white countries” (3). Using definitions, examples, and statistical data, the author provides a clear snapshot of the status of ethnic minorities in library leadership.

The book's five chapters discuss differing definitions of leadership in different cultures and professions; the difference between management and leadership; leadership styles; leadership skills; and leadership in libraries. The introduction defines “visible minorities” and gives a modern-day example, President Barack Obama (6), and the following chapter discusses some of the perils of the visible minority, such as their higher rates of unemployment. On leadership styles and skills; the chapters cover a vast array of topics and emphasize essential skills such as time management, organization, and communication both externally and internally. One chapter specifically discusses library leadership in three settings—academic, public, and school libraries. The author makes interesting comparisons among the United States, the United Kingdom, Canada, and Australia in terms of the library leadership culture, particularly with regard to funding, historical information, recruitment, and leadership programing.

Perhaps the most profound point of this book is the author's statement that “What you have learnt can fit into your palm, what you haven't is as big as the universe” (xxii). In addition to the text, this book shares a wealth of useful information displayed in charts, tables, references, and appendixes.—*Ola Carter Riley, Biomedical Librarian, Prairie View A & M University, Prairie View, Texas*