

**Marketing Your Library's Electronic Resources.** By Marie R. Kennedy and Cheryl LaGuardia. Chicago: Neal-Schuman, 2013. 177 p. Paper (ISBN: 978-1-55570-889-4).

Many libraries have shifted collection development practices in favor of electronic resources to better meet their users' needs. Despite these efforts, however, costly electronic resources often receive little use. Low usage of these resources may be due to lack of marketing rather than lack of need, but few librarians have the knowledge necessary to implement an effective marketing program. Kennedy and LaGuardia, both academic librarians, have written an accessible and readable guide focused on increasing usage of electronic resources through thoughtful marketing. The book is organized in two sections: the first focuses on how to identify underused resources and design a marketing plan accordingly, and the second details examples of marketing plans created by public and academic libraries. Each chapter flows logically and is well-researched, detailing different aspects of plan design, implementation, and assessment. The authors assume that readers have no background or experience in marketing, and they provide basic but very useful examples that show how to gather usage statistics to identify which resources are underused and how to set goals for a marketing plan. The book also discusses the importance of communicating with library managers and stakeholders about why a particular resource deserves a marketing plan, and the benefits of educating and involving all staff to ensure the plan's success. Examples of plans created by different libraries are used throughout the book, and readers will appreciate how these examples illustrate that effective electronic resource marketing plans can be created for almost any library, regardless of budget constraints. This book will be of greatest interest to librarians employed by institutions with moderate to large electronic resources collections, specifically academic and large public libraries. Taking into account the growing electronic collections at libraries in general, this work will also be beneficial to students enrolled in library management courses.—Allison Embry, *Access Services and Distance Learning Librarian, Rogers State University, Claremore, Oklahoma*

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**Serving At-Risk Teens: Proven Strategies and Programs for Bridging the Gap.** By Angela Craig and Chantell L. McDowell. Chicago: Neal-Schuman, 2013. 220 p. Paper \$60 (ISBN: 978-1-5557-0760-6).

*Serving At-Risk Teens* presents one of the first guidebooks for librarians who want to provide outreach to at-risk teens. Craig and McDowell do an excellent job of defining what "at-risk" means. They show readers that the A+ student whose family has a history of alcohol addiction is just as "at-risk" as the teenage mother with a newborn baby. They provide a history of how the term has been used, mostly with negative connotations, and how it can "have a detrimental effect upon how they [teens] perceive themselves and how the world perceives and reacts to them" (vii). The authors provide

tips on how to look past stereotypical labels and see young patrons who can benefit from library services, just like any other teens. The authors successfully organize the book into chapters on related themes. Chapters 1 through 3 focus on advocating for outreach, understanding the special needs of at-risk teens, and recognizing the common factors that can place all teens at-risk. Chapters 4 through 6 focus on how to provide outreach, specifically focusing on the benefits of partnerships with community organizations (such as juvenile detention centers, alternative high schools, foster homes, counseling centers, etc.) that serve at-risk teens. The final three chapters focus on actual programming ideas, including real-life examples of successful programs held at libraries and/or with a partner facility, and tips on how to successfully evaluate such programs (and help further advocate for their importance).

The one disappointment of this book lies in the examples of programs. Although the descriptions are very detailed and the authors are very encouraging, these examples might seem dauntingly difficult for a librarian new to serving at-risk teens. These are programs that require a level of planning and funding that might be unrealistic for a library just beginning to reach out to at-risk teens. This reviewer would have liked to see some smaller-scale examples of introductory initiatives that librarians could try out at first that, if successful, could lead to more ambitious and spectacular event programs.

The authors include two appendixes—a collection of the sample forms discussed throughout the text and a list of organizations that specifically work with youth. They also include an annotated bibliography of core titles, organized by theme, that are recommended for purchase in a collection serving at-risk teens. Overall, this is a recommended book that will encourage many teen librarians to begin outreach programs for at-risk teens if their library currently does not offer such services.—Lindsey Tomsu, *Teen Coordinator, La Vista Public Library, La Vista, Nebraska*

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**Teaching Research Process: The Faculty Role in the Development of Skilled Student Researchers.** By William B. Badke. Oxford: Chandos, 2012. 222 p. Paper \$90 (ISBN: 978-1-84334-674-6).

As a librarian and professor of religious studies, Badke recognizes the value of information literacy from both points of view. In *Teaching Research Process*, he takes advantage of this dual perspective to argue that faculty, and not just librarians, are responsible for developing students' research skills. As a way of provoking their attention, he asserts: "Students who do not know how to research are not educated students" (xii).

In the following chapters, Badke explains to faculty that students are sloppy researchers not because they are lazy or unmotivated but because they have not been taught how to think about the process. The problem, he argues, is that students are "given all the rules without the explanations" (7). In other words, they are taught how to imitate scholarly discourse, but not how to actually participate in it. The solution,