Sources
Professional Materials

Karen Antell, Editor

50+ Library Services: Innovation in Action. By Diana Dow Schull. Chicago: ALA, 2013. 335 p. Paper $55 (ISBN: 978-0-8389-1119-8).

Focused on programs for public libraries, this common-sense primer for both frontline librarians and administrators challenges practitioners to rethink aging in the United States. Setting the tone for the entire book, the preface reframes services to patrons over the age of 50 in terms of "bonus years" and "midlife constituents," rather than the oft-used terms "seniors" and "older adults." From the outset, Schull notes that this book should not be considered comprehensive; rather, the goal is to enable librarians to examine their own landscapes and to "cherry pick" the ideas most applicable in their libraries. The author likewise notes that "this volume captures a series of works in progress rather than tried and true 'best practices'" (xix).

50+ Library Services describes in depth the work of libraries in four "leading edge" states: Arizona, California, Connecticut, and Massachusetts. Some ideas taken from public libraries in other states are also examined, albeit to a lesser degree. While examining ideas from these libraries, however, one of Schull's cardinal tenets is that the best range of services and programs will be achieved only if librarians know their own communities' needs, resources, and potential partners.

Highlighting the change in how we view services to aging adults, a librarian in Minnesota is quoted: "I think the paradigm will shift. People will not be interested in programs because they are for 'seniors' or for 'adults.' They will be attracted to programs because of their content and their schedule" (42).

Midlife adults are attracted to a wide array of programs and services, ranging from encore career advice and book clubs to arts events and wellness programs. Numerous examples of these programming endeavors are provided. One clear theme is that services and programs to midlife adults cannot continue to hinge on one-time grant projects, but must become integrated into the complete line-up of public libraries' community offerings.

50+ Library Services would be more useful if it included statistics reporting the average program attendance for each of the examples discussed. Information about how many staff and how much staff time is invested in the programs would also be of help to readers. It is difficult to ascertain a return-on-investment for each of the programs, or the programs as a whole, without measurable quantitative and qualitative data.

Further proofreading of the book would have helped avoid errors such as the Fargo Public Library's being described as located in South Dakota rather than North Dakota. However, these rather minor flaws do not detract from the overall substance and value of *50+ Library Services*.

As Tempe Public Library's slogan so aptly puts it, "the rest of your life begins with a cup of coffee." *50+ Library Services* inspires librarians to do the same: start the coffee conversation with our own communities and respond to the needs of adults finding the next chapter in their lives.

Highly recommended for all public libraries regardless of

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