

## SOURCES

*Promoting Electronic Resources: Creating the E-Buzz* (Routledge, 2009) and *The Customer-Focused Library: Re-Inventing the Library from the Outside-In* by Joseph R. Matthews (Libraries Unlimited, 2009).

This particular book is most similar in tone to *The Accidental Marketer* (Information Today, 2009) because all three award-winning authors are sensitive to some librarians' aversion to corporate strategizing for hooking hapless customers. Their take on it is "The way to get people in our doors is not to convince them that we have the materials they need but to help them feel that by using our materials they are becoming the person they want to be" (5).

*Bite-Sized Marketing*, a slim 140-page volume with rich, smooth, thick paper and eye-catching design, covers topics such as employing Word of Mouth Marketing (WOMM); using "story" to bring one's library to life; and marketing electronic resources. The pleasingly designed book provides short but well synthesized solutions for library survival: public relations, outreach, advocacy, marketing with Web 2.0 technologies, and branding. Most appreciated are the librarian quotes interspersed throughout the book, the handy checklists and questionnaires, and pointers to several external websites.

The table of contents and indexes make these contemporary and insightful strategies as accessible as the truffle-sized bites so deliciously drawn on the cover. Highly recommended for public libraries.—Katharine Phenix, *Adult Services, Rangview Library District, Northglenn, Colorado*

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***Conducting the Reference Interview, Second Edition.*** By Catherine Sheldrick Ross, Kirsti Nilsen, and Marie L. Radford. New York: Neal-Schuman, 2009. 290 p. \$75 (ISBN: 978-1-555-70655-5).

An outgrowth of the collective research of Ross, Nilsen, and Radford, *Conducting the Reference Interview* examines in detail the importance of understanding patron questions and providing patrons with answers to fulfill their needs. Actual transcripts of in-person, telephone, and virtual reference transactions are provided to illustrate "what to do" and "what not to do" to answer patron queries successfully.

Focused on promoting effective communication skills rather than teaching reference tools, *Conducting the Reference Interview* provides methods that librarians can use to evaluate their performance. Some examples are a self-evaluation exercise on approachability and acronyms to assist with being thorough in answering queries, such as PACT: "Place is Right, Available and Listening, Contact Made and Topic (in general) understood" (48). Numerous case studies analyzing reference transactions are cited. The need to address the ambiguity of words without context is addressed. For example, when a patron asks for information about "grease," a librarian needs to clarify, asking for further information: "Grease, the musical?" (57).

In addition to a thorough review of reference interview skills, techniques, and applications, a chapter is devoted to the readers' advisory (RA) interview. As many librarians are charged with performing both reference and RA, often from

a single service point, and library school curricula as a whole do not emphasize RA, this section is particularly valuable. RA expert Joyce Sarricks is quoted: "It's not like a reference question where there may be only one correct answer to the question. There are fifty thousand correct answers to the [RA] request" (237).

*Conducting the Reference Interview* provides extensive source notes at the end of each chapter, promoting further study, and is thoroughly indexed. This comprehensive manual will serve as a complement to *Crash Course in Reference* (Libraries Unlimited, 2008), which focuses more on reference resources.

*Conducting the Reference Interview* is essential reading for newcomers to the reference desk, as well as librarians who have served our profession for years. Supervisors will find it an effective tool for evaluating staff performance, librarians will find it helpful for day-to-day reference transaction analysis, and students will find it to be a pragmatic guide for assessing and enhancing their reference communication skills. Ideally, all libraries would purchase this seminal work. However, given the \$75 price tag for this book, it is recommended for academic libraries, particularly those with library school programs, as well as larger public libraries.—Lisa Powell Williams, *Adult Services Coordinator, Moline (Ill.) Public Library*

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***Guiding Students into Information Literacy: Strategies for Teachers and Teacher-Librarians.*** By Chris Carlson and Ellen Brosnahan. Lanham, Md.: Scarecrow, 2009. 101p. \$35 (ISBN 978-0-810-85974-6).

Using familiar refrains from students as chapter headers, such as "There's No Stuff in this Library" and "Not Another Boring Report," Carlson and Brosnahan provide planning strategies for maximizing the research experience of students in the middle school environment. Written for teachers and teacher-librarians, the authors discuss practical examples of how a research topic assignment can be broken into manageable parts for the students using an inquiry-based "I-search" method.

Drawing on the I-search premise that students learn best when they are interested in the topic, the authors outline a step-by-step process for asking questions such as "what do I want to know?," "how will I find the answers?," and "how will I record the information that I find?" The authors suggest that teachers and teacher-librarians collaborate to make the research assignment productive for the students and provide the information literacy skills that can result in lifelong learning skills for the student.

Readers who are seeking resources and ideas for planning research assignments will find helpful the specific examples, such as the project proposals, the collaborative planning worksheet, the calendar form for an I-search assignment, and the further readings listed in each chapter. The authors provide classroom assignments with techniques in presentation and specific examples that can help students become better users of information and critical thinkers.

Best read from cover to cover, this is not a quick reference tool because of the high text density and the lack of illustrations. Combined with Sandra Hughes-Hassell and Anne Wheelock's *The Information-Powered School* (ALA, 2001) and Sandi Zwann's *Build Your Own Information Literate School* (Libraries Unlimited, 2005), Carlson and Brosnahan provides a clearly written example of one method that can enhance the research and writing experiences of middle school students. It is a useful addition to the professional development library for teachers and teacher-librarians.—*Debra Engel, Associate Dean of Libraries for Public Service, University of Oklahoma, Norman*

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***Inside, Outside, and Online: Building Your Library Community.*** By Chrystie Hill. Chicago: ALA, 2009. 175p. \$48 (ISBN: 978-0-838-90987-4).

What do libraries do, for whom do they do it, and why does it matter? *Inside, Outside, and Online* gives a poignant yet realistic look at these questions and leads the reader through the steps necessary to answer them. The author offers a good balance between informative and anecdotal prose, often relying on stories and recollections from colleagues and personal experience. The writing is fresh, personal, and relevant. With a forward by Steven Cohen, the book provides its readers with a real-world look at real-world challenges facing libraries and their place in today's society.

Starting with a brief history of the concept of "social capital" and what it means to libraries, Hill attempts to define the library's place in society and its relevance to patrons and information consumers. She applies five common practices to the concept of "libraries build communities," leads the reader through the importance of those practices, and gives hands-on, how-to advice in an informative and entertaining manner. Chapter 5 gives a much needed look at marketing in libraries and addresses common misconceptions. A useful marketing strategy worksheet is provided that will help propel readers into building a marketing plan that works for them and their libraries. Particularly useful are the section on branding and the list of marketing tactics that can be implemented from the ground up.

This book provides the principles for those wanting to build their library's community base. Sometimes finding the right questions to ask is the hardest part; *Inside, Outside, and Online* gives readers the questions to ask while planting seeds of thought to ponder and develop. In the section on assessing community needs, Hill writes, "No matter how well we think we know, we need to know more" (36). Although this statement is accurate for many people, it is particularly apt for librarians, who are constantly seeking more information. This book appeals to the reader's need for information within a conceptual and theoretical framework. While highly applicable to public libraries, this book is also a great asset for any reader who wants to know more about community building and how it relates to his or her library.—*Candice Gwin Oliver, South Central Account Manager, Integrated Technology Group, St. Louis, Missouri*

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***Libraries Got Game: Aligned Learning Through Modern Board Games.*** By Brian Mayer and Christopher Harris. Chicago: ALA, 2010. 134p. \$45 (ISBN 978-0-838-91009-2).

Given the rise of video games and gamers in recent years, it is no surprise that games are now finding their way into libraries. Other books have covered the use of video games for entertainment purposes in the library, but this volume, which focuses on "designer" board games and how they can be used for educational gains in the school library, fills a unique niche.

Authors Mayer and Harris lay out a persuasive argument for using designer games in the school library. They start by explaining how these sophisticated games differ from traditional board games, which usually require less skill and depend more on chance than designer games. The authors also discuss how these games can meet national and state curriculum standards in a library setting, and they include a helpful demonstration of how designer games have been used in their school library system. Games can teach important skills in a different way, and the authors clearly present a strong argument as to why and how they should be included in schools.

All aspects of a game collection are covered, including collection development considerations, practical tips, and recommended games for every grade level. After finishing this book, readers should be confident enough to start a designer game collection of their own, knowing that Mayer and Harris have already done much of the hard work for them.

This book is for people looking for designer board games, as traditional games are not discussed, but traditional games are also more familiar and do not warrant much discussion in a school setting. For people unfamiliar with designer games, they can seem a little abstract at first, but Mayer and Harris do a nice job of making them easier to understand. This book is most relevant for school libraries, who can directly apply the advice given, but will also be useful for public libraries that are considering adding board game collections of their own.—*Katy Herrick, Children's Librarian, Dallas (Tex.) Public Library*

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***The Library PR Handbook: High-Impact Communications.*** Ed. Mark R. Gould. Chicago: ALA, 2009. 113p. \$55 (ISBN 978-0-838-91002-3).

According to this new ALA book, library communications have the most impact when they inform citizens of services and collections they need, reflect their cultural values, and are communicated using the proper medium. The purpose of *The Library PR Handbook* is to help librarians strengthen public relations with their communities. All librarians interested in public awareness programs will find the content useful, but public librarians are the primary audience.

Mark R. Gould, the book's editor, is a highly credible editor. He has spent twenty-five years in the communications field and has served as ALA's Public Information Office director. The contributors work in communications fields, and some have