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*

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*

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*

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