
Sources

Professional Materials

Karen Antell, Editor

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Bringing the Arts into the Library. Ed. by Carol Smallwood. Chicago: ALA, 2014. 248 p. Paper \$50 (ISBN: 978-0-8389-1175-4).

This anthology presents a treasure trove of ideas from beyond the library world. Cultural institutions of all kinds, including libraries, museums, academic institutions, and performing arts centers, will glean programming ideas that are presented in succinct chapters scanning a broad realm of possibilities. Seasoned editor Carol Smallwood divides the book into five parts, and the book as a whole gives insight into the entire programming process.

The book's five parts are titled "Literary Arts," "Visual Arts," "Performing Arts," "Mixed Arts," and "Management and Administration." Each chapter within these sections highlights a real-world example, and the topics covered range from writing (an outreach event for all writers at the University of Florida's library, from the novice writer to the seasoned author) to music (a performance of rarely heard music in Chicago, a collaborative effort put forth by the Grant Park Festival Orchestra and the Music Library of Northwestern University) and everything in between. Some of the projects and programs discussed had no budget or very low budgets, and the book provides tips on how to manage within such financial constraints. Other chapters discuss how various projects obtained funding and succeeded through collaboration. The "Management and Administration" section is very hands-on and provides the most practical information. The chapter titled "Behind the Scenes" includes advice on working with presenters, such as how to put together a formal independent contractor agreement and what to include in a letter of request when borrowing artworks and other materials from outside individuals and organizations. The section ends with a chapter organized by the ALA Public Programs Office, listing a variety of online programming resources and ideas, including a useful section on funding and support resources.

A thorough index completes the anthology. Moreover, although each chapter stands alone, it should be noted that the anthology is easily consumed as a whole, and a greater understanding of uniting the arts with the library is gained when consulting the volume in its entirety. The chapter headings and subheadings expedite this process, making this book an excellent point of reference for information professionals looking to create successful library programs, events, and outreach opportunities that include the art world—*Elizabeth Lane, Associate Librarian for Public Services, Frick Art Reference Library, New York, New York*

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Developing and Managing Electronic Collections. By Peggy Johnson. Chicago: ALA, 2013. 192 p. Paper \$65 (ISBN: 978-0-8389-1190-7).

Coming from a distinguished career in technical services, Johnson delivers an exceptionally well written and much-needed book about what one must do to get one's library ready for the next frontier: the conversion from a largely print collection to one more heavily oriented toward electronic

formats. Because of the intrinsic differences between electronic and print materials, librarians must rethink the way they do things. Included in the chapter on “working across organizational units to acquire and manage e-resources” is a flowchart illustrating the many steps involved in deciding whether to purchase a given electronic item. Let’s use the example of a database. Step one: A reference librarian with expertise in the relevant subject area will conduct a trial of the database. Two: Another staff member, perhaps from technical services, will negotiate the license with the vendor. Three: A systems librarian may be involved in evaluating the product from a technical standpoint. You get the idea: An entire team of staff members, culled from several departments, is required. Ultimately, this means that anyone currently involved in any facet of collection development must start gearing up for what’s ahead. For instance, media selectors face decisions about whether their libraries will continue to offer movies in DVD format, or whether streaming media will soon make DVDs obsolete.

Unfortunately, the softcover edition of this book is an inferior product from a physical standpoint. The 10-point type is too small to be comfortable for most people. To make matters worse, because the book was printed on lightweight bond, the opacity is very poor. Although the softcover edition is not recommended because of these readability problems, libraries should consider adding the e-book to their reference collections—*Dana M. Lucisano, Reference Librarian, Silas Bronson Library, Waterbury, Connecticut*

Going Beyond Google Again: Strategies for Using and Teaching the Invisible Web. By Jane Devine and Francine Egger-Sider. Chicago: ALA, 2014. 192 p. Paper \$70 (ISBN: 1555708986).

Devine and Egger-Sider open this brief monograph on the invisible web with a two-part definition. The first part is a “traditional technology-based definition” designating the invisible web as “the part of the World Wide web that is omitted from the results presented by general-purpose search engines” (4). The second definition refers to what the authors call “the cognitive Invisible web,” which is related to what “people know and do not know” about research (12). The focus falls heavily on the former here, but the latter probably deserves more scrutiny.

This book covers the trends that are affecting the invisible web—for instance, increasingly personalized search results and students’ reliance on social media, to name just two. In addition, one of the author’s main points is that librarians and information users should seek out resources that go beyond the first page of Google search results.

Chapters 2 and 3 in particular belabor this point. Is it an argument that needs to be made? Of course. Is it an argument that needs to be made to the intended audience for this book, practicing instruction librarians? Not really. Before most instructions librarians read this, they will have taught library databases to many classrooms of students. And given that

library databases are part of the invisible web (as defined by these authors), few instruction librarians will need to be convinced that it should be taught. A more productive argument might be made for making “the invisible web” a ubiquitous metaphor in one-shot library instruction curriculum. Doing so would provide a succinct way for librarians to explain what they teach to their stakeholders.

Chapters 4,5, and 6 hit closer to the target. The authors provide useful examples of how to teach the invisible web, links to specific resources, and an insightful look forward. Particularly helpful is a ready-to-implement exercise in which students compare search results from an invisible web resource to results from a general search engine. Also helpful are the series of diagrams and images that represent the metaphor of the invisible web visually. And last but not least, the annotated links to specialized databases and search engines are extremely helpful.

Going Beyond Google isn’t terribly fresh, but it is a practical guide and has much to offer the aspiring instruction librarian.—*Paul Stenis, Librarian for Instructional Design, Outreach, and Training, Pepperdine University, Malibu, California*

Information Literacy Instruction That Works: A Guide to Teaching by Discipline and Student Population. Edited by Patrick Ragains. Chicago: Neal-Schuman, 2013. 342 p. Paper \$85 (ISBN: 978-1-55570-860-3).

Newly minted academic librarians, unaccustomed to teaching or unfamiliar with the language of information literacy, will immediately recognize the value of Ragain’s newest edition of *Information Literacy Instruction that Works*. By identifying the major challenges that teaching librarians face, this book acculturates readers to the field of information literacy. Moreover, by offering strategies and resources to overcome these challenges, it gives them the means to become more effective teachers.

The opening chapters provide a succinct history of the development of information literacy in academic libraries, an overview of current research and researchers in the field, and an outline of best practices for instructional design. The remaining chapters offer advice on how to tailor instruction to specific student populations (e.g., first-year students, community college students) and academic disciplines.

These practice-oriented, discipline-specific chapters are authored by experienced liaison librarians. Each chapter is intended to be a “road map” to the discipline, describing these users’ information needs, their information-seeking behavior, and the resources most important to their research and work. A bibliography accompanies every chapter, and supplemental material—related lesson plans, handouts, and examples—are available online at ala.org/webextras.

Originally published in 2006, this second edition is revised, updated, and expanded. New discipline-specific chapters cover music, anthropology, scientific literacy, engineering, and business. In total, fourteen disciplines are represented, although more still would have been welcomed by this