
SOURCES

reviewer. Nonetheless, all major areas of study are covered, and much of this advice can be applied across disciplines.

In addition to novice librarians, librarians who are new to teaching specific populations or disciplines will also benefit from this advice. LIS instructors who are teaching courses on academic librarianship should consider pointing their students to this text as well, as it provides guidance on how to be not only an effective teacher but also an effective liaison. In the same way, academic libraries that are transitioning to an embedded, curricular approach to information literacy instruction may find some helpful tips and suggestions in these pages as well. This book is not the final word on information literacy instruction, but it comes pretty close.—*Meagan Lacy, Assistant Librarian, IUPUI, Indianapolis, IN*

Mentoring & Managing: Students in the Academic Library.

By Michelle Reale. Chicago: ALA, 2013. 106 p. Paper \$55 (ISBN: 978-0-8389-1174-7).

Academic libraries cannot function without student assistants who perform a great deal of work. These employees are supervised by librarians, but are they also mentored? This quick read is helpful for new managers who want to start with a good foundation, not only with mentoring but also with hiring and other related personnel practices for student assistants. But the author, Michelle Reale, also provides information suitable for seasoned managers who wish to focus on the needs and expectations of their student assistants.

Reale uses her experience as a supervising librarian to discuss mentoring at its most basic: “providing guidance.” Anecdotes scattered throughout the chapters provide humor and real-life glimpses into the work of mentoring and supervising students. On the one hand, the brief chapters allow this book to be read in short intervals, but on the other hand, the redundancy in some of the chapters seems to add unneeded filler in an attempt to make this book seem more than a series of related articles. The most practical knowledge comes in the discussions of disengagement (which, in this book, refers to the end of the student’s employment) and being “cruel to be kind.” In addition, a chapter on cultural considerations touches topics with which all managers should become familiar. Inclusion of practical documents, such as examples of desk rules and grounds for dismissal policies, provide helpful vocabulary to use at any library.

This book is the first to address mentoring of student assistants in a systematic way, and it fills a gap in the recent literature about mentoring in academic libraries. Recent articles on mentoring in libraries focus on piloting new internship programs or mentoring recently hired librarians. Reale’s management experiences emphasize mentoring as one of librarians’ most basic duties: the duty to educate. Her matter-of-fact tone is successful in conveying personnel management information without condescension.—*Shelly McCoy, Head, Student Multimedia Design Center and Interim Head, Reference and Instructional Services, University of Delaware, Newark, Delaware*

Multiethnic Books for the Middle-School Curriculum. By Cherri Jones and J. B. Petty. Chicago: ALA, 2013. 296 p. Paper \$55 (ISBN: 978-0-8389-1163-1).

With the birth of new K–12 standards in many states, curriculums are being written and rewritten. Whether as an effort to include all students and their cultures or to simply introduce different cultures to students, books can serve as a gateway into many different ethnicities. *Multiethnic Books for the Middle-School Curriculum* goes beyond integrating books into English or reading curriculums, offering titles for different subjects and topics.

Although the authors of the book acknowledge that they were unable to include every relevant book, they include a wide variety of titles in seven different categories with publication dates ranging from 2004 to 2010. The seven categories include health, language arts, performing arts, physical education, visual arts, social studies, and science and math. In addition to fiction, the authors include nonfiction materials, picture books, and graphic novels. The authors note that, because standards vary from state to state, they use the national standards for each book to classify it for use in teaching specific objectives. Appendix A provides the website for each subject’s standard and elaborates on the objectives included in each of those standards’ lists. For each book entry, the authors include author, title, publication date, number of pages, publisher, fiction or nonfiction designation, grade levels, a summary, and standards addressed. Appendix B includes a list of cultures, and appendix C provides a list of resources for additional information about multiethnic literature. The comprehensive index includes references by author, title, and ethnic groups.

This is an excellent resource for any educator or school librarian who wants to incorporate more books into the curriculum. Even though the book focuses on middle grades, some books are appropriate for elementary and high school. For a librarian, this book could be used as a collection development tool, a starting point for collaboration, and a list for professional enrichment. This well conceived and timely book should be an essential purchase for librarians and educators who wish to enhance their curriculum.—*Melanie Wachsmann, Reference/Teen Librarian, Lone Star College, CyFair Branch, Cypress, Texas*

Reinventing the Library for Online Education. By Frederick Stielow. Chicago: ALA, 2014. 306 p. Paper \$75 (ISBN: 978-0-8389-1208-9).

The role of libraries in the digital age is one of the most widely discussed topics among scholars and practitioners in the information field. As higher education moves toward an increasingly online format and the open web continues to grow in its offerings, the necessity of college and university libraries is repeatedly called into question. Stielow, who currently serves as the Head of Classroom/ Research Information Services at the American Public University System, explores