

the web's impact on academic libraries from a historical and philosophical perspective. This book is not intended as an instructional manual for distance education librarians, and Steilow leaves his readers with more questions than answers. He points to various technological and social revolutions, including the invention of the mass press and the rise of nationalism, as evidence that the library has weathered disruptions in the past and has evolved to survive. But he also acknowledges that the web presents the most significant obstacle to date for libraries' reinvention and survival.

The book is divided into two parts, the first of which outlines both the history of libraries and the history of the web and discusses how web technology has, and will continue to shape the role of academic libraries. The second offers a vision of how libraries can adapt to meet the demands of students and scholars as web technology makes information more readily accessible. Steilow does not make light of the fact that academic libraries must adapt if they are to remain viable in the future; he argues that as institutions of higher education move toward a business model, libraries face obsolescence unless they become more cost-effective by meeting user needs online. Although this book focuses primarily on the role of libraries in online education, it touches on topics that will be of interest to most scholars and professionals across LIS, including the open access movement and information literacy in the digital age. Stielow's work is a timely and excellent addition to libraries supporting graduate programs in library and information studies.—*Allison Embry, Access Services and Distance Learning Librarian, Rogers State University, Claremore, Oklahoma*

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***Say it with Data: A Concise Guide to Making your Case and Getting Results.*** Priscille Dando. Chicago: ALA, 2014. 152 p. Paper \$40 (ISBN: 978-0-8389-1194-5).

Today, libraries are under constant pressure to communicate with library policymakers and stakeholders the value of libraries and library services. Understanding how to strategically gather and utilize data are a key component in successful advocacy campaigns. In her book, *Say it with Data: A Concise Guide to Making your Case and Getting Results*, Priscille Dando explores the process of using data to advocate what libraries are being used for and why libraries are needed.

From the title alone, it is not obvious that Dando's target audience is school and public librarians. In the preface, Dando asserts that the target audience is "librarians and managers in school and public libraries" (vii). All of the examples included within the chapters and appendixes are specifically aimed at school and public librarians. However, because the majority of Dando's principles and examples can be easily adapted to any library environment, the book is also relevant to academic librarians who want to learn about incorporating data into advocacy work.

The book is comprised of six chapters and seven appendixes. In the first chapter, Dando describes the "six steps that are essential to a successful advocacy message based on

data" (1). Chapter 1 explores the first four steps—determining the needs, articulating the objective(s), identifying the audience(s), and determining what type of evidence to collect. Chapters 3, 4, and 5 explore the fifth step—collecting, analyzing, and synthesizing data. Chapter three discusses the impact of using statistics for advocacy purposes. Chapters 4 and 5 are a detailed discussion of surveys and focus groups as a means of gathering and measuring data. Chapter 6 explores the sixth and final step—presenting the data to the target audience(s).

Chapter 2 seems a bit out of place: it interrupts the "six steps" narrative with a discussion of strategies for effective communication. This is important information that definitely enhances the overall message of *Say it with Data*, but its placement within the book disrupts the flow of the six essential steps detailed in chapters 1 and 3 through 6.

Librarians with little to no experience in advocating with data that measures and communicates library programs and services will find *Say it with Data* an interesting and practical read.—*Magen Bednar, Reference Assistant, University of Oklahoma, Norman, Oklahoma*

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***Studying Students: A Second Look.*** Ed. by Nancy Fried Foster. Chicago: ACRL, 2013. 156 p. Paper \$44 (ISBN: 978-083898680-6).

This group of studies, conducted at the University of Rochester between 2011 and 2013, is meant to follow up on and build upon an earlier research project from 2004 and 2005. The original study was published as *Studying Students: The Undergraduate Research Project at the University of Rochester*. Both studies utilized ethnographic research methods common in anthropology, focusing on in-depth interactions with small groups, rather than large statistical surveys, to gain a more precise understanding of user behavior.

Each volume is divided into eleven sections with brief overviews of previous research, method, and findings. In *A Second Look*, each chapter has its own bibliography, as well as a copy of the survey instrument utilized. In general, this second volume's research projects focus on different behaviors from those covered in the first book. However, a few studies are repeated; both volumes examine what faculty look for in a good paper and how undergraduates research and write their papers. In addition, both volumes include a photo survey to investigate student life and technology usage.

The rest of the projects in *A Second Look* take a different angle, focusing on a greater understanding of how the students use the library as space and how students integrate the library into the bigger picture of college life. One study researched similarities and differences among faculty, students, and librarians in the ways that they search for information important to them. Another study examined how students learn about the human connection to research. Several projects investigated how individuals and groups utilize the library in their academic work and build a sense of a scholarly community. One clear trend that emerged is that the "typical"