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

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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