identity in the library profession seems to have imbued her editorial choices and commentary with deep compassion and a nuanced understanding of the spectrum of issues LGBTQ library workers face.

The stories in *Out Behind the Desk* are organized into six parts: Trajectories, Sex and the Institution, The Rest of the Rainbow, Coming Out in Time, Coming Out in Place, and Coming Out in the Field. Some contributors tell very personal stories: "Girl meets girl. Girl works with girl. Girl falls in love with girl . . . " (23). Others approach the topic from a broader perspective, for example, "The Challenges of Coming and Being Out in Historical Perspective" (147) and "When is the Personal not Professional? An Exploration" (219). But all of the stories provide valuable insight, information, and perhaps validation to all kinds of people working in all kinds of libraries.

This book is essential to any collection that serves library students, staff, and professionals.—*Sarah VanGundy, Reference & Instruction Librarian, University of Idaho Library, Moscow, Idaho*

Outstanding Books for the College Bound: Titles and Programs for a New Generation. Ed. by Angela Carstensen. Chicago: ALA, 2011. 164 p. Paper $50 (ISBN: 978-0-8389-8570-0).

This reference book combines the last three revisions of the Young Adult Library Services Association and the Association of College and Research Libraries' collective work, *Outstanding Books for the College Bound*, intended to "provide reading recommendations to students of all ages who plan to continue their education beyond high school" (vii).

The book opens with the origin, history, and committee processes for this project, for those who care to know, and gives context for the valuable work that continues today. The following chapters outline interesting and creative ways to put this list to work for your library users—whether they be high school students, members of the public, postsecondary students, educators, or lifelong learners of any age.

The lists, of course, support collection development (and the selection work is done for us!), but they can also support "merchandising" in one's library, providing readers' advisory, preparing book talks (annotations are included for all titles), creating displays, and even producing programs. One writer suggests highlighting selected titles by inviting speakers from corresponding areas of discipline to speak to students, integrating book displays and book talks into the program. There are many inspiring ideas contained in a few short chapters here that could be very effective in sharing books. "By using these power lists of outstanding books, [library users] can add depth and breadth and creativity to their reading experiences. The lists . . . are a cornucopia for those seeking a lifetime of self-education" (40).

The annotated lists from 1999, 2004, and 2009 make up the bulk of the book, and in the last section, all three lists are combined and arranged by genre (arts and humanities, science and technology, etc.), providing another glimpse of the diversity and range the list holds. An appendix provides the committee's policies and procedures, and a title and author index is included.

It is important to note that the complete lists are available online through YALSA's website (as are policies and procedures for the committee) and also through Novelist Plus. Thus libraries with budgetary concerns that choose not to purchase this title can still benefit from online access to the lists and skip the marketing and programming advice that is available in this book.—*Sarah J. Hart, Branch Librarian, Chatham-Kent Public Library, Chatham, Ontario, Canada*

Reflective Teaching, Effective Learning: Instructional Literacy for Library Educators. By Char Booth. Chicago: ALA, 2011. 208 p. Paper $60 (ISBN: 0-8389-1052-1).

Long before my highlighter dried up about halfway through this book, I understood that I should have read it in library school. In fact, syllabi could be built around this book. In *Reflective Teaching, Effective Learning,* Booth teaches the processes and practices that I learned by trial and error during my first few years as an instruction librarian. Each chapter brims with well-articulated, theoretically-supported ideas that serve to strengthen Booth's main thesis. She insists that librarians need to learn instructional literacy—a combination of reflective practice, educational theory, teaching technologies, and instructional design—in order to be successful classroom teachers.

Part 1 coaches librarians who have never taught before, introduces learning theory, and covers teaching technologies and instructional design. Booth gives excellent advice on writing a teaching philosophy with superb examples, applying the "What's In It For Me" principle, avoiding "The Curse of Knowledge," creating communities of practice, teaching with emotion, and much more. Although Booth's ideas will be somewhat familiar to some of the non-rookies out there, her argument for instructional literacy grows more convincing with every anecdote, piece of advice, and story from the field. The more I read, the more reinvigorated I felt about my own teaching.

In part 2, Booth explicates her USER approach (Understand, Structure, Engage, Reflect), an adaptable strategy for planning instruction. Following an introductory chapter on the overall approach, she provides separate, detailed chapters on each part of USER. The Structure chapter, for example, is further broken down into sections on creating targets, involving participants, and extending interactions. Booth goes into great theoretical detail, but she makes these chapters even better by doing something remarkable that most textbook authors neglect: She connects theory to practice with concrete examples. To wit, she doesn't just say that instructors should blend activities requiring lower-order and higher-order thinking. She provides two separate examples of how a librarian might achieve that blend in an exercise on identifying scholarly articles. This extra step sets the book apart from its peers.