

this book will enable any librarian to understand the challenges and opportunities inherent in providing gaming as a library resource.

With a tip of the hat to gaming convention, the book is organized into “levels” as opposed to chapters. Librarians who are active gamers or who have a solid understanding of the video game industry might find they can move quickly through the first level, just as an experienced gamer often breezes through the first level of a game. The first level presents a brief introduction to the history of video games. This level contains information that may be already known to some librarians but provides a useful introduction to the less experienced. Librarians who have little or no gaming experience will find that this level provides them with the necessary context to understand the information that follows.

Level two delves specifically into video games and their incorporation into library settings. Providing games as a library resource has created controversy, as some contend that funds and effort should be expended in other areas. In this level, the author debunks many of the negative stereotypes of gaming. She also contends that many games function as positive influences and help individuals develop a wide range of skills that can be applied to other areas of life. As an example, the author discusses the popular multiplayer online game World of Warcraft. Through the use of in-game screen shots, she demonstrates how players are required to set goals, develop organizational skills, manage finances, integrate large amounts of information, analyze and respond to a wide range of changing situations, and work with or against others to achieve goals. The level concludes with an extensive list of resources, including games, blogs, wikis, and conferences.

Level three discusses ways to implement gaming in your library, and level four provides specific information on how to run various types of gaming events. The author presents detailed plans on everything from designing floor plans to scheduling resources. She even includes game-themed cookie recipes. Level four ends with many examples of gaming in a variety of libraries around the country and provides extensive resources, including sample posters, permission slips, and tournament charts.

Level five discusses building a game collection and includes recommended lists for various platforms and age groups. Level six, the final level, briefly discusses the future of gaming.

Overall, this book is a complete handbook for any public or school librarian interested in implementing or extending gaming in his or her library. It provides the tools needed to

make a case for starting or expanding a gaming program in your library. Beth Gallaway does not rely on rhetoric but uses solid examples of programs that have worked and gives enough detail to duplicate them.—*Maura Valentino, Coordinator of Digital Initiatives, University of Oklahoma Libraries, Norman, Oklahoma.*

Going Beyond Google: The Invisible Web in Learning and Teaching. By Jane Devine and Francine Egger-Sider. New York: Neal-Schuman, 2009. 156p. \$65 (ISBN: 978-1-55570633-3).

This is a book that will remain near this reviewer's desk for the next semester or two. As with any book of its kind it will quickly become dated, but for the near future it will serve admirably as an introduction to the topic of effective Web searching and as a ready source of ideas to use in improving classroom visits.

The book's strongest attributes are its suggestions for approaching Web searching in the classroom. The authors include possible approaches for three scenarios: The one-off instruction session, a full semester course, and the online environment with a librarian-as-mentor arrangement.

Going Beyond Google is organized into three parts that ostensibly deal in turn with defining and discussing what the authors call the invisible Web, searching it for information, and a somewhat truncated discussion of present and potential developments. However, the book's focus on the “Invisible Web” seems to be a vaguely artificial construction promising more than the book delivers. The section on tools for use in searching the Invisible Web is, for the most part, very well-thumbed old acquaintances such as the Librarians' Internet Index (<http://lii.org>) and the University of California at Riverside's Infomine (<http://infomine.ucr.edu>). On the whole, the “Invisible Web” emphasis detracts from what otherwise might have been more accurately marketed as an all-in-one Web instruction handbook and digest of the attendant issues.—*Ben Johnson, Faculty Librarian, Vermont Technical College, Randolph Center, Vermont*

Staff Development Strategies that Work! Stories and Strategies from New Librarians. By Georgie L. Donovan and Miguel A. Figueroa. New York, NY: Neal-Schuman Publishers, c. 2009. 260p. \$75.00 (ISBN 978-1-5557-0644-9).

Eighteen “new” librarians are featured in *Staff Development Strategies that Work*, one of the latest books by Neal-Schuman. The preface notes that one of the main goals of this book is to

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“turn the idea of staff development on its head” (xviii). Each chapter is designed for a supervisor to read and consider. Additionally, the book is intended, in part, to address the often discussed shortage of emerging library leaders.

This compilation's premise is a good one; however, many of the suggestions are actually “tried and true,” rather than “new.” A minor detracting element to *Staff Development Strategies that Work* is the inclusion of librarians who have worked a decade or more in the field. Their reflections upon their experiences, while well articulated, seem incongruous with the book's subtitle. That being said, however, the professional development stories are valid and provide “food for thought,” for both new librarians and their managers.

Among the many points of wisdom the book conveys are the need to trust employees, appreciate their diverse skills and talents, be able to engage in creative conflict, show employees how to take risks, and coach or mentor staff. Collectively, these things can go a long way in contributing to the successful development of the investment we make in each employee we hire. Additionally, professional development leadership programs of excellence are cited, including ALA's Spectrum Scholars and Synergy: The Illinois Library Leadership Initiative.

Staff Development Strategies that Work fills a niche for a contemporary book-length work on continuing education ideas for librarians. The book succeeds in bringing together ideas that will challenge librarians to recognize that we do not merely have jobs, but rather we have rewarding and fulfilling careers. Recommended for academic libraries, particularly on campuses with accredited library science degree programs, as well as for library consortia and library systems. This book is a worthwhile read, although \$75 for a paperback may be beyond the reach of some libraries.—*Lisa Powell Williams, Adult Services Coordinator, Moline Public Library, Illinois*

Training Paraprofessionals for Reference Service: A How-To-Do-It Manual for Librarians. By Pamela J. Morgan. New York: Neal-Schuman, 2009. 201p. \$65 (ISBN 978-1-55570-643-2).

As libraries across the country cut budgets, using paraprofessional workers as reference staff may become an increasingly attractive option. *Training Paraprofessionals for Reference Service* is a very comprehensive training guide that may even offer some tips for the professional librarian.

This manual discusses the reasons for employing paraprofessionals at the reference desk and covers every topic from training to performance evaluation. *Training Paraprofessionals* is unique in that it lays out exactly what paraprofessional staff (or any staff, for that matter) should be taught in order to provide effective reference service. These skills are often not obvious to new reference staff, and it is through this precise delineation of skills that the guide shines. This appears to be the only reference training manual specifically designed for paraprofessionals, with previous works focusing solely on reference training for the professional librarian.

The only weakness noticed in this manual is that it may be *too* comprehensive. It covers so much very basic information that at some points it seemed that the guide assumes that the paraprofessional and the trainer would be coming to the job with absolutely no previous job experience. Although this makes for reading that is tedious at times, in the end it is better to include more information than necessary than not enough. In addition, this drawback is small in comparison to the wealth of useful ideas covered in this manual.

This timely guide would be a good choice for all libraries that use paraprofessionals to staff their reference desks. It might be especially useful for small libraries, which often do not have the resources to maintain large professional staffs.—*Katy Herrick, Children's Librarian, Dallas Public Library, Dallas, Texas*

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