

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

INDEX TO ADVERTISERS

Annual Reviews	180
Hoover’s	cover 2
Marquis Who’s Who	121
M. E. Sharpe	105

MLA	cover 3
Omnigraphics	cover 4
Plunkett Research Ltd.	insert