

their own personal characteristics. Each concept is treated with equal importance, and—as with most leadership theories—can be applied not just to one’s job but to one’s entire life. At the end of these chapters, the authors provide guided reflection tools for the reader, urging them to evaluate their own professional (and sometimes personal) lives. The questions are thought-provoking and prompt reader to do some higher-order thinking about how these concepts can be observed and emulated.

The authors provide two very practical chapters at the end—chapter 9, “Formalizing Service Leadership in Libraries,” and chapter 10, “Service Leadership in Libraries.” Chapter 9 provides exactly what its title promises: a way to formally introduce service leadership into the library setting. This is where the proverbial rubber meets the road, and the readers learn how and where service leadership can be implemented. Its main topics relate to personnel: recruitment, selection, evaluation, development, and rewards and compensation. Although much of the book is inwardly focused, encouraging readers to change themselves to become service leaders, this chapter discusses how to create service leadership throughout the library through careful curation of library employees. Chapter 10 provides more detailed information about how employees perceive their culture from the inside and how patrons perceive a service culture from the outside. It focuses on the daily tasks of a library that aims to communicate its service culture to its patrons.

One overarching theme of this book is the idea that leaders must practice what they preach. The reader will lose count how many times the authors insist that a service leader cannot simply say they want things to be a certain way—they must exemplify everything they hope their library and its employees to be. A leader must “walk the talk,” so to speak, because if leaders can’t change, neither will their libraries. This advice is repeated so often that it almost prompts eye-rolling, but the reminder is nonetheless important.

For those who already have some background in leadership theory, this book is an excellent choice for learning how some of those theories can be applied in a library setting. It certainly shouldn’t be the first or only book one reads on leadership, and some background and foundational reading would be necessary. However, *Leading Libraries* encourages the necessary metacognition and self-reflection that is helpful for understanding how to evaluate one’s own brand of leadership, as well as providing practical advice on how to truly embrace the service culture libraries are meant to exemplify.—Jennifer Tatum, *Reference & Instruction Librarian, Oklahoma State University Institute of Technology, Okmulgee, Oklahoma*

Local History Reference Collections for Public Libraries.

By Kathy Marquis and Leslie Waggener. Chicago: ALA, 2015. 160 p. Paper \$55.00 (ISBN 978-0-8389-1331-4).

This book provides information and insight to help public libraries develop, maintain, and market local history

reference collections (LHRCs). Public libraries frequently are given unpublished materials, and librarians may be reluctant to offend anyone by not accepting their gift. The authors explain how to develop an LHRC collection policy focused on published rather than unpublished material; such a policy provides a way to kindly reject materials that do not maintain the standards that are needed for developing a high-quality LHRC. The authors note that LHRC materials need not be archival or relegated to in-library use only, but can be made readily available to patrons. Librarians “can provide an invaluable resource to [their] patrons without taking on the additional expense, training, special housing, and staffing that an archival collection entails. It allows [them] to place the emphasis on ease of use, programming, and streamlined operation that makes sense in many public library environments” (xiv). This book can help librarians create collections of published materials that highlight local history and provide information about the area, community, and culture.

The book is grouped into nine chapters, the first of which covers current trends, practices, and concerns. Chapter 2 explains the difference between archival collections and LHRCs. The next three chapters discuss collection development, library mission statements, audience, and collaboration with other organizations. Chapters 6 and 7 explain what facilities are required to house an LHRC and how to preserve materials. The final three chapters discuss reference, access, marketing, outreach, and the virtual LHRC. Many chapters begin with a personal story related to the topic, followed by a concise yet thorough explanation of the topic, and conclude with a notes section that specifies resources for further reading. Additionally, this book explains how to coordinate, collaborate, and cooperate with other regional, university, and state libraries that maintain their own local history collections. This book includes a detailed bibliography, an index, and appendixes that include a survey, ALA guidelines, templates for useful documents, a genealogy training worksheet, and items found in the public domain or creative commons.

This book is a great resource for public librarians, explaining how to develop, maintain, market, and access a LHRC. Well written and thoroughly researched, the authors have given us a simple and easy-to-use book. This reviewer, a history buff, thoroughly enjoyed reading this book and would recommend it for librarians who wants to learn how to develop an LHRC and understand how to serve their communities with the best their libraries have to offer.—Janet A. Tillotson, *Library Director, Towanda Public Library, Towanda, Kansas*

Modern Pathfinders: Creating Better Research Guides. By Jason Puckett. Chicago: ACRL, 2015. 143 p. Paper \$42.00 (ISBN 978-0838988176)

Many libraries offer some type of online research guides to their patrons, and large academic libraries in particular rely on online guides to make their holdings accessible to undergraduate students. In theory, online research guides

have the potential to be superior instruction and outreach tools. In practice, however, many online guides do not receive much use, leading some librarians to question whether staff time and skills might be better used elsewhere. In this slim and readable work, Puckett argues that low use is most likely tied to lack of usability, and he advises librarians to simplify their guides if they want them to be helpful to students. Throughout this book, Puckett follows his own advice about simplicity, presenting his readers with succinct, well-organized chapters that define core instructional design and web usability concepts in plain language and explain how these concepts should be incorporated into research guides. Readers are never left to wonder about the relevance of any concept addressed in this book, nor does any part of the book feel esoteric or extraneous. Librarians with instructional and web design backgrounds will already be familiar with much of what is covered in this book. However, Puckett's ideas serve as a good reinforcement of knowledge and practices used in face-to-face teaching and remind librarians that the techniques they use in the classroom can be applied to help them create better research guides.

Although this book's strength lies in its simplicity, it leaves out important information about web accessibility and Americans With Disabilities Act (ADA) compliance issues. Platforms such as LibGuides are built to be ADA-compliant, but librarians still must understand the basic rules of creating accessible web content so that they do not unwittingly create barriers for patrons with hearing and vision disabilities. Those interested in learning more about ADA accessibility issues will therefore need to look elsewhere.

Readers considering purchasing this book may wonder why Puckett did not simply write a book about LibGuides, because LibGuides is the most popular and widely used platform for online research guides. But as Puckett explains, not all libraries subscribe to LibGuides, so the book is not platform-specific. Puckett's approach in explaining how instructional and web design standards can be applied in general, and not just to a specific platform, is another strength of this book. (Articles and conference presentations about how to create more user-friendly guides in the LibGuides platform are abundant, whereas information about how to create useful and usable research guides in general are lacking.) Academic librarians with an instructional role will find this book most useful, although it will appeal to some public librarians as well. A good (though considerably lengthier) companion to Puckett's book is *Using LibGuides to Enhance Library Services* (2013).—Allison Embry, *Research and Learning Librarian, University of Central Oklahoma, Edmond, Oklahoma*

Reviewing the Academic Library: A Guide to Self-Study and External Review. Edited by Eleanor Mitchell and Peggy Seiden. Chicago: ACRL, 2015. 352 p. Paper \$66.00 (ISBN: 978-0-8389-8783-4).

In *Reviewing the Academic Library*, Eleanor Mitchell and Peggy Seiden showcase a valuable array of tools and helpful

tips from a noteworthy collective of authors who have extensive experience and strong backgrounds in their areas of expertise. The book focuses on the process of academic library evaluation for both accreditation and self-study reviews. It is structured in such a way that each chapter contributes to the book's theme while allowing each author to express their own thoughts and suggestions. Most chapters contain bulleted points of takeaways or things to consider. In addition to providing examples, *Reviewing the Academic Library* emphasizes the idea that reviewing the academic library is a beneficial endeavor, even when it is not required for accreditation purposes.

The book's 16 chapters are divided into three major sections: "Why review?" "Approaches to the process," and "Gathering supporting data-assessment methods." The first chapter explains regional accreditation and covers common themes associated with the library-related standards that typically are part of the reaccreditation process. Chapter 2 helpfully provides a list of regional accreditation agencies and highlights specific requirements for libraries. Subsequent chapters in this section give details about the library's role during the accreditation process. The second section focuses on the self-study and external review of libraries, highlighting the reasons for conducting these kinds of evaluations and establishing standards and frameworks. Chapter 7 is a useful appendix of resources such as templates and examples, including a detailed itinerary for site visits from external reviewers.

The final section focuses on a common activity for many academic libraries: data collection and assessment. Various models and national survey instruments are highlighted, such as MISO and LibQUAL+. This section devotes attention to specific areas within the library. For example, in chapter 13, David Smallen highlights the use of MISO as a tool for improving IT services. In chapter 14, Lisa Hinchliffe addresses assessment of student learning and information literacy outcomes. In the last chapter, James Neal discusses the future of assessment for academic libraries.

This book should be viewed as essential for any academic library involved in an accreditation process, self-study, or external review. Each chapter contains practical suggestions and could be used as a quick resource guide on its own. Highly recommended.—Hector Escobar, *Director of Education and Information Delivery, University of Dayton, Dayton, Ohio*

A Year of Programs for Millennials. By Amy Alessio, Katie Lamantia, and Emily Vinci. Chicago: ALA, 2015. 216 p. Paper \$49.00 (ISBN 978-0-8389-1332-1).

For librarians who wish to start or revamp their library programming for millennials, this book is full of excellent ideas. The book starts out with a discussion of who the millennials are as well as information about what patrons of various ages—from late teens to the 40s—want in a library program. The authors also share the story of how their own library programs geared towards millennials led to this book.