Sources
Professional Materials

Calantha Tillotson, Editor

25 Projects for ART Explorers. By Christine M. Kirker. Chicago: ALA Editions, 2018. 48 p. Paper $24.99 (ISBN-13: 978-0-8389-1739-8).

Reading stories to children may often isolate a story's purpose into narrow elements. Christina M. Kirker's *25 Projects for Art Explorers* expands storytelling by creating cross-curricular, literature-based art projects utilizing popular children's literature to encourage art appreciation and creative release.

There are many books on the market combining literature with art projects. What makes this book unique is its focus on the illustrator's purpose, a perspective rarely utilized as a means of understanding the purpose of a story.

25 Projects for Art Explorers includes a summary of an elementary-level children's picture book, information about the illustrator with a link to the illustrator's website, an explanation of the illustrator's art technique, books to display for additional exploration, library programming tips, and directions for an art project reflecting the art technique. Also provided is an appendix explaining art material guidelines.

A special feature of this publication is attention paid to art techniques. Young artists will learn about gouache, watercolor, painted tissue paper, collages, and cut paper, as well as other techniques. This book allows children to explicitly learn these styles while also gaining the transferrable skill of building an 'artistic eye' for the critical evaluation of art. The only drawback is the pages and illustrations are in black-and-white.

25 Projects for Art Explorers offers avenues for co-teaching, collaborations, or partnerships with teachers, librarians, and art teachers. The activities are appealing extensions to classroom curricular themes in English and language arts (ELA), social studies, science, and social-emotional learning, as well as library story-time programming ideas.

25 Projects for Art Explorers is highly recommended for those looking to create a multimodal approach to literature. It will be most beneficial for school libraries, public libraries, classrooms, and after-school programs.—*Tiffeni Fontno, Head Librarian, Educational Resource Center, Boston College, Chesnut Hill, Massachusetts*

Collaborative Library Design: From Planning to Impact. By Peter Gisolfi. Chicago: ALA Editions, 2018. 146 p. Paper $74.99 (ISBN-13: 978-0-8389-1717-6).

Librarians, administration, and architects will gain insight into library building design from *Collaborative Library Design* by architect Peter Gisolfi. The book discusses ten different libraries that Gisolfi's architectural firm was involved in designing. A wide variety of projects were discussed, including remodels, new buildings, and large, small, public, academic, and school libraries.

Each of the ten libraries has a chapter devoted to it, and each chapter is divided into three essays. The first essay is written by some sort of administrator for the library, such as a principal, board member, or trustee, and discusses the

planning process for the project. The second essay is written by Gisolfi himself on the design of the new space. A librarian wrote the third essay on the impact the design changes have made for the community. Many of the essays end with advice for others who will be taking on a building or remodeling project in the future.

Each chapter stresses the idea of collaboration—not just with administrators and architects but also with librarians, staff, users, and neighbors. Also discussed are suggestions for how to approach raising funds and convincing unwilling constituents that the project will benefit the community.

As a whole, this book is an easy yet fascinating read. The pictures of the different libraries are beautiful, and they truly help the reader understand the difference a remodel or new building can make for a library's atmosphere. Occasional repetition occurred within a chapter, but only enough to make the reader pause for a moment. While it does not provide in-depth coverage for any of the libraries discussed, this book does provide insight into items that should be considered before a library begins a large construction project.—*Megan Hasler, Technical Services Librarian, East Central University, Ada, Oklahoma*

Digital Humanities, Libraries, and Partnerships: A Critical Examination of Labor, Networks, and Community. Edited by Robin Kear and Kate Joranson. Cambridge, UK: Chandos, 2018. 199 p. Paper $79.95 (ISBN-13: 978-0-0810-2023-4).

As the title suggests, a major theme of this edited volume is partnership. While every digital humanist to some extent defines digital humanities (DH) in subjective ways, there is widespread consensus that DH work requires interdisciplinary collaboration of the sort in which each partner's disciplinary knowledge and expertise are respected. These conditions of mutual respect should be obtained whether or not the partner is a student, an MLIS- or PhD-credentialed librarian, an archivist, an alt-ac worker, or an academic faculty member (non-tenure track, tenure-track, or tenured). Inevitably, there are frictions within traditional academic hierarchies. For example, the chapter by Risam and Edwards recounts the unequal terms of participation for faculty and librarians in grant-funded work. Problems of credit-sharing are a feature of many chapters.

Even if the ethos of DH work is still foreign to many academics and journalists, the hybridity of the library DH worker is seen, internally at least, as a strength. Taylor et al. describe librarians as "cultural travelers" who, together with their academic partners, can transform humanities education (35). Heftberger, who describes herself as an "archivist/scholar," reminds us that this mutual respect demands "curiosity and the willingness to learn from other scientific fields" (56, 49). It is a heartening sign that DH practitioners put their beliefs into practice; despite the fact that Chandos is an LIS imprint, several chapters have been co-authored by humanities faculty, postdoctoral researchers, and graduate students, in addition to librarians and archivists.

The chapters span a wide range of topics and resource formats (e.g., film, images, and 3-D objects as well as text), thanks to an open-ended concept of what digital humanities is. One risk of this openness is that the library's take on digital humanities becomes somewhat vague in scope. Anyone coming to this volume in search of definitions will be disappointed (this was not the point); however, the contributions do embody Élika Ortega's assertion that "all DH is local DH."[1] The authors are affiliated with several different types of institutions, not only large public and private universities—some also come from non-US contexts, albeit mostly Anglophone. This book will be of interest to anybody in a GLAM context looking beyond technology for models of ethics and care in digital humanities teaching and research.—*Francesca Giannetti, Digital Humanities Librarian, Rutgers University–New Brunswick, New Brunswick, New Jersey*

Reference

1. As cited in Roopika Risam, "Navigating the Global Digital Humanities: Insights from Black Feminism," in *Debates in the Digital Humanities*, ed. Matthew K. Gold and Lauren E. Klein (Minneapolis: University of Minnesota Press, 2016), http://dhdebates.gc.cuny.edu/debates/text/80.

IMPACT Learning: Librarians at the Forefront of Change in Higher Education. By Clarence Maybee. Cambridge, UK: Chandos, 2018. 182 p. Paper $80.95 (ISBN-13: 978-0-0810-2077-7).

Since the Framework for Information Literacy for Higher Education was released and adopted by the ACRL, academic librarians have been challenged to rethink how they teach information literacy to college students. This rethinking has led to a new approach in information literacy called "informed learning," which teaches students how to use information within a context. In *IMPACT Learning*, Professor Clarence Maybee details an example of informed learning, namely the Instruction Matters: Purdue Academic Course Transformation (IMPACT) program.

IMPACT Learning is organized into three parts: part 1 discusses the fostering of learning through librarianship, part 2 presents course development at Purdue University, and part 3 deliberates the re-envisioning of information-literacy education. While the target audience is instructional and reference librarians, the organizational structure is such that, no matter what stage he or she is at in his or her career, a librarian will find something relevant.

Part 1 covers an introduction, the definition and history of information literacy, and the definition of informed learning and its theories. For the librarians who do not have a sound understanding of educational theories and practices, Professor Maybee explains in detail the pedagogical ideals that underpin the IMPACT program. While interesting, the information is very dense, potentially causing the reader to become bogged down with too many details and miss the