

SOURCES

for a book study. Rather surprisingly, the first chapter asks the reader to reflect and engage in self-evaluation. The author emphasizes the importance of asking ourselves tough questions and discovering our own biases. Once we can put those aside, it will be easier to address the tough questions of our teens.

Other chapters include discussions and descriptions of the teen librarians' experiences in answering questions about sexuality, homelessness, body modifications (tattoos and piercings), abuse, and much more. These are tough topics. Librarians are trained in information retrieval and use, not counseling. However, librarianship is a service-oriented field, and librarians tend to step up to the plate and do what is needed to serve their patrons. *Answering Teens' Tough Questions* is a tool that will help librarians prepare for one of the potentially challenging aspects of their jobs. This book is recommended for group study or individual use and as a professional development resource to help librarians learn to effectively answer the tough questions our teens have every day.—*Lisa Hunt, NBCT, School Library Media Specialist, Moore Public Schools, Moore, Oklahoma*

A Book Sale How-to Guide: More Money, Less Stress. By Pat Ditzler and Joann Dumas. Chicago: ALA, 2012. 112 pages. Paper \$40 (ISBN: 9780838910740).

Book sales (or, to be more modern and current, book and electronic media sales) are the backbone of many libraries' fundraising efforts, and in tough economic times, these sales are a needed source of library revenue. Written by librarians from the Lancaster (Pennsylvania) Public Library, the Potsdam (New York) Public Library, and the Oro Valley (Arizona) Public Library, this book is unique in its perspectives and views from three different public libraries across the country. It contains many helpful tips and useful practices for organizing and managing a successful book and electronic media sale. The authors address topics such as how to obtain sufficient book donations, how to create book sale committees, how to recruit, train, and retain book sale volunteers, how to organize donations, how to publicize the event, and how to keep account of book sale income. Throughout each chapter, all three authors offer their expertise and experience in running successful book sales at their respective libraries, with handy tips (highlighted by a light bulb) and convenient examples of letters, posters, and flyers. The layout of each chapter, with its examples in gray, makes it easy to read and simple to locate information quickly. The appendixes include a book collection glossary, a guide to collectible books, a list of Internet resources, and a collection of price guide resources.

Although focused mainly on public library book sales, *A Book Sale How-to Guide: More Money, Less Stress* can also be used by other types of libraries, such as academic libraries, that wish to hold successful book sales. Pat Ditzler and Joann Dumas have written a very useful and resourceful guide to running smooth and hassle-free book sales—all libraries should make this book a part of their collection, if they want to earn income for their institutions. Highly

recommended.—*Larry Cooperman, Adjunct Faculty Librarian, University of Central Florida Libraries, Orlando, Florida*

The Changing Academic Library: Operations, Culture, Environments. 2nd ed. By John M. Budd. Chicago: ACRL, 2012. 416 p. Paper \$58 (ISBN: 9780838986127)

This work is the second edition of Budd's 2005 book of the same title. Budd is a professor in the School of Information Science at the University of Missouri at Columbia; his research areas include scholarly communication, social and epistemological aspects of knowledge transfer, and the politics of higher education and academic libraries. He is also the author of *Knowledge and Knowing in Library and Information Science* (Scarecrow, 2001) and numerous articles in scholarly journals.

It should be recognized at the outset that this book is intended primarily as a text for library science programs, although ACRL's press release states it could also be used as "an introduction for new professionals and academic administration." The book's style reinforces its suitability as a text by interspersing boxed "challenge" questions as a way of summarizing sections of each chapter. The didactic nature of the text is also seen in the discussion points that follow each chapter's summary.

The author's first chapter sets the context with a history of the academic library and of higher education in the U.S. back to colonial times. Chapters 2 and 3 provide an overview of the organizational culture of higher education and an understanding of governance, including business models, faculty governance, and management issues surrounding teams and quality assurance. Chapters 4 through 10 focus on more practical issues: funding and fundraising, scholarly communication, collections, the growth of electronic information, open access and digital repositories, user communities and literacy-based approaches, and the core aspects of academic librarianship. Budd's final chapter, "A Look Ahead," admits the dangers of speculation, but touches on trends in instruction, distance education, and scholarly communication. The book ends with a 30-page bibliography of sources cited in the text.

Budd's text takes such a long historical view that it spends only a fraction of its space on forward thinking. Although he raises some contemporary issues, such as embedded librarianship, it would have been valuable for him to have devoted more space to emerging trends for practitioners in the field. This book provides a solid introduction for students, but does not cover current challenges sufficiently for librarians already in the field, even new appointments.—*Susan Hopwood, Outreach Librarian, Marquette University Libraries, Milwaukee, Wisconsin*

Diversity Programming and Outreach for Academic Libraries. By Kathleen A. Hanna, Mindy M. Cooper, and Robin A. Crumrin. Chicago: Neal-Schuman, 2012. 200 p. Paper \$85 (ISBN: 9781843346357).

Diversity Programming and Outreach for Academic Libraries

is a case study in what it takes to bring diversity in all shapes and types to one's library. Following the experience of Indiana University—Purdue University Indianapolis (IUPUI), this resource puts together a plan for how an academic library can respond following a campus-wide initiative to become more inclusive and to diversify programming.

A few of the initial steps taken at IUPUI included forming a student advisory group and a University Library Undergraduate Diversity Scholar Program focused on “introducing undergraduate students to librarianship as a career” (28). Fostering undergraduate student development and assisting with career planning proved so fruitful that it was highlighted by the University's Diversity Council and was awarded a grant from the Laura Bush twenty-first century Librarian Program. Details on the creation of the program, from recruitment to hiring to assessment, are outlined in detail for the reader, including examples of forms and advertising.

An entire chapter within this resource is devoted to the programming and outreach efforts initiated by many of the undergraduate scholars. Some of the programs highlighted include displays focusing on multicultural awareness issues; the addition of DVDs on transgender topics, with concomitant viewings and a facilitated discussion; the creation of a small library in a women's community center in Cuernavaca, Mexico; and many other events and collaborations across the IUPUI campus. The subsequent chapters highlight the creation of an international newsroom within the library (the former microfilm room was converted to a lounge space with mounted televisions showing news from foreign countries in their respective languages), campaigns by the library using ALA's “Read” posters, and a program sponsored by the archives focusing on oral histories.

The diversity programming at IUPUI was undertaken in response to a campus-wide initiative to broaden the programming offerings to multicultural and other underrepresented student groups. It seems that an extraordinary amount of effort was devoted to both the library projects and the campus-wide initiative. This raises several questions. Are all of these programs sustainable? Was this much effort, time, and money also put into continued programming for the on-campus, online, and commuter student? And, finally, what kinds of programming were in place before these initiatives took place, and what prompted these initiatives to be undertaken?

Although this review cannot provide details about every program and event described in this complex and idea-packed resource, it's safe to say that any library seeking to diversify its program offerings will find valuable information here. Numerous appendixes provide details about the creation of many of the programs, and the book contains an index, a selected bibliography, tables, charts, and black-and-white photographs. This would be an excellent addition to any academic library collection, particularly those with affiliated library school programs. This book also could serve as a textbook or appear on a suggested reading list for library school students who will someday be providing programming in their own libraries for multicultural patrons, international

patrons, people with disabilities, people of various ages, and so forth, to be inclusive all of the patrons in their libraries.—*Lara Cummings, Instruction Librarian, Washington State University, Pullman, Washington*

Evaluating Teen Services and Programs: A YALSA Guide. Teens at the Library Series. By Sarah Flowers. Chicago: ALA, 2012. 118 p. Paper \$49.95 (ISBN: 9781555707934).

Author Sarah Flowers has worked in public libraries, administered programs, and conducted research to gather the data necessary to evaluate teen services and programs. This book is her how-to-guide. In our current culture of business models and needs assessments, Flowers makes a strong case for the power of using data to demonstrate and support our needs.

The book describes theory, planning, implementation, and evaluation. The chapter on “Best Practices” explains how the collected data can be used, so this book is really a road map of how to conduct the research as well as what to do with the research. Overall, *Evaluating Teen Services and Programs* does a good job of explaining evaluation and assessment and making the case that they are necessary elements of librarianship.

Flowers shares her own experiences and provides sample data from previous evaluation projects. She makes the point that evaluation is more powerful when connected to objectives and long-term planning. In fact, the gathered data makes long-term planning more effective overall. This book is filled with examples from previous evaluations, but also provides extensive rubrics, survey forms, and other data-gathering tools for readers' use. It truly is a how-to manual and works well as the first step for an institution just starting to gather hard data to support its needs. This book is an effective tool for librarians who need to add this element in their practice.—*Lisa Hunt, NBCT, School Library Media Specialist, Moore Public Schools, Moore, Oklahoma*

Facilitating Access to the Web of Data: A Guide for Librarians. By David Stuart. Chicago: Neal-Schuman, 2011. 173 p. Paper \$110 (ISBN: 9781856047456).

When first looking into e-science, data curation, or linked data, it is easy to become overwhelmed when confronted with information-packed websites such as the e-Science Portal for New England Librarians (<http://esciencelibrary.umassmed.edu/index>), the Digital Curation Center (www.dcc.ac.uk), or Linked Data (<http://linkeddata.org/home>), even before learning about the Semantic Web (http://semanticweb.org/wiki/Main_Page). So, it is a relief to find a book that pulls together all the basics in these areas into a readable volume of reasonable size. In this book, the web of data is defined as “data that is structured in a machine-readable format that has been published openly on the web” (x).

What makes this book useful for all librarians is the breadth of data covered. Dr. David Stuart is a researcher at