*Vanishing Act: The Erosion of Online Footnotes and Implications for Scholarship in the Digital Age.* By Michael Bugeja and Daniela V. Dimitrova. Duluth, Minn.: Litwin Books, 2010. 86 p. paper. $18 (ISBN: 978-1-9361-1714-7).

Bugeja and Dimitrova begin with a brief history of the use of citations and how they have helped solidify scholarship by providing scholars with a historical record of the development of ideas. They identify the difference between traditional print sources and web-based resources in the reliability of retrieval of cited works.

The authors became aware of citation problems while completing their own journalism and communication research, noticing that the citations they wanted to retrieve often were inaccessible, particularly when the citations were from online sources. Using scholarly journals in their field of journalism and communication as a sample, they embarked on a formal research study to find how many, and how fast, online sources being cited in academic journals are becoming inaccessible.

Although web archiving is a timely and important topic, the treatment of the issue in this book is not sufficiently substantial. The scant 61 pages of text barely touch on the complexity of the problem. Additionally, the authors make many unsubstantiated claims. For instance: "with the advent of easily accessible data from a library open online at all hours, citation mistakes are common and routinely overlooked" (3). This might be true, but the authors make no reference to any research suggesting citation errors are more common now than in the past.

According to the authors, new librarians and computer scientists are experienced with the ease of technology but are not as concerned with later retrieval. Hence, one stated goal of the book is to challenge these professionals to address preservation issues. However, the authors fail to include discussion of some of the key efforts currently being used to preserve online content, such as LOCKSS ("Lots of Copies Keep Stuff Safe"), initiated by Stanford University and used by scholarly publishers around the world.

The biggest flaws of this book are inaccuracies in defined vocabulary and errors in some of the concepts described. Throughout the first chapter, the phrases "online citations" and "web citations" are used without being defined; the result is a lack of clarity regarding the major topic of the book. Compounding the issue, the authors fail to distinguish between websites and online version of traditional journals. In another example of confused vocabulary, the authors incorrectly equate Digital Object Identifiers (DOIs) with barcodes. Although the authors correctly assert that DOIs allow publishers to connect users to content more reliably than via URL, the incorrect conflation with computer readable patterns distracts from the quality and clarity of the message.

This book serves as a good cautionary tale about why preserving research published online is rightfully a pressing issue. The authors' research findings show clearly that the problem exists, and they lay out a compelling case for why this issue must be addressed and resolved. But a reader who wants to understand the issue of preserving research, whether online or in print, would be better off consulting the recent scholarly and trade literature for more information on what is being done about the issue so that those efforts can be understood, improved, and supported.—*Sarah M. Vital, Reference and Instruction Librarian, Saint Mary's College of California, Moraga, California*

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*What They Don't Teach You in Library School.* Elisabeth Doucett. Chicago: ALA, 2011.149 p. paper $50 (ISBN 978-0-8389-3592-7).

If you are not fortunate enough to have had a mentor in library school or a first job, it's not too late. *What They Don't Teach You in Library School*, the latest book in the "ALA Guides for the Busy Librarian" series, is a great source of practical, front-line information for beginning and experienced librarians alike, written from the perspective of a library manager with a background in business. This well-organized, easy-to-read manual serves as a useful introduction to those little-anticipated but necessary topics that fall outside the realm of theoretical library school subjects.

Topics are organized in three areas loosely based on a professional's career stages—those looking for a first job, those new to the job, and those with a few years of experience. However, most topics will be relevant to professionals at any stage in their careers. For example, of particular note is the early chapter on "Making 'Librarian' a Brand," which emphasizes the importance of developing an "elevator pitch," which is a summary not only of what you do, but also why it is important. Other especially useful chapters include those on job hunting, facilities management, and networking. Many topics deal extensively with necessary general business and career skills, such as public speaking, retailing, strategic planning, and budgeting.

One omission from these useful business skills, although perhaps necessitated by the space limitations of the series format, is a chapter on basic staff management. Few librarians take a management course in library school, yet many are asked to assume management positions early in their careers. The chapter on teamwork does contain useful tips on dealing with coworkers in a project planning context, and much of the information here is relevant to management on a larger scale.

The book is packed with practical information, examples, checklists, and suggestions for further reading, a welcome feature for those readers who wish to delve more fully into a topic. Primarily geared toward beginning library professionals, this book is equally useful as a refresher for those who have been in the field for a few or many years.—*Jennifer A. Bartlett, Head of Reference Services, University of Kentucky, Lexington, Kentucky*

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*Young Adults Deserve the Best: YALSA's Competencies in Action.* Sarah Flowers. Chicago: ALA, 2011. 126 p. paper $48 (ISBN 978-0-8389-3587-3).

Young adults are among most underserved populations in the public library sector, and youth services librarians

# SOURCES

are often the only advocates for teens in their libraries. Librarians who often struggle with how to provide the best services to teens would do well to start with Sarah Flowers's *Young Adults Deserve the Best: YALSA's Competencies in Action.* This book is a companion to YALSA's updated Competencies for Librarians Serving Youth, published in 2010 on the YALSA website. Flowers addresses each of the seven competency areas directly. The information is based on her long experience at the Santa Clara County Library and her years of active YALSA participation.

One chapter is devoted to each of the seven competency areas. With great skill, Flowers expands on the competencies and discusses how each can be achieved by librarians. One could not provide a better roadmap for either the newest or the most experienced professional. The chapters include strategies and step-by-step directions for implementing the competencies with staff in the library. Examples of best practices from youth services librarians around the country are included as sidebars in each chapter. Other sidebars include examples of library strategic plans and philosophies of service for young adults. Each chapter also provides a comprehensive "further reading" list containing important articles and books from young adult librarianship. In the last chapter, "Starting from Scratch," Flowers outlines a specific plan for implementing youth services in any library.

Appendixes include the Library Bill of Rights with interpretations of "Free Access to Minors," "Access for Children and Young Adults to Nonprint Materials" and "Access to Resources and Services in the School Library Media Program," among others. A frank discussion in the appendix "Questions and Answers on Labels and Rating Systems" gives fresh and thoughtful insight into this issue. The ALA Code of Ethics and YALSA's Guidelines for Library Services to Teens Ages 12 to 18 are also included as appendixes. These important intellectual freedom documents, partnered with the in-depth discussion of the competencies, comprise an excellent handbook. This book offers the knowledge and support needed to the young adult librarian to bring best practices to any public or school library setting. It brings a much-needed practical approach to youth librarianship and serves as an important resource for every school and public library.—*Jenny Foster Stenis, Coordinator of Children's Services, Pioneer Library System, Norman, Oklahoma*