Dozens of librarians have contributed short "recipes" about their embedded librarianship projects to this edited book. Calkins and Kvenild provide an introduction and a structure to the "cookbook," including a template for each recipe, with components such as "Cooking Time," "Ingredients and Equipment," "Preparation," "Allergy Warning," and "Chef's Note." The individual recipes, grouped by theme, form part 1. Part 2 includes "Test Kitchen" (assessment) and "Meal Planning" (curriculum mapping). The recipes vary in the amount of detail provided: Some authors give step-by-step instructions for implementation, whereas others simply summarize what they did. Most recipes offer excellent illustrations, lessons learned, and of course, a bibliography of additional resources.

In keeping with the cookbook concept, the recipe chapters are arranged by cooking-related themes. Chapter 1, "Amuse Bouche," offers "bite-sized" embedded projects; chapter 2, "First Courses," discusses embedding in the first-year experience; chapter 3, "Everyday Meals," contains projects for basic library instruction; chapter 4 "Regional Cuisine," provides many examples of subject-based projects; chapter 5, "Al Fresco Dining," focuses on online instruction; and chapter 6, "Tailgating," addresses how to be embedded outside the classroom, such as in athletics and service learning.

Recommended for academic libraries and library science education collections.—*Denise Brush, Public Services Librarian, Rowan University Libraries, Glassboro, New Jersey*

Feminist Pedagogy for Library Instruction. By Maria T. Accardi. Sacramento: Library Juice Press, 2013. 148 p. Paper $22 (ISBN 978-1-936117-55-0).

With *Feminist Pedagogy for Library Instruction*, librarian Maria T. Accardi gives the reader an interesting, innovative, and practical look at the intersection between library instruction and feminist pedagogy. Accardi directs the book towards instruction librarians interested in more progressive and theoretical approaches to library instruction in the academic setting. Feminism is defined in the text, and Accardi highlights her own personal stories about her life and her journey to both feminism and librarianship. This approach gives the reader a sense of what brought Accardi to study and write about this subject and why she feels it is an important addition to the field. She also provides information about feminist pedagogy in academia in general, giving a good overview of feminist pedagogy and what it means to be a "feminist teacher." Although those who already share her progressive views may be more open to this way of teaching, any reader will gain knowledge of this important area of academic pedagogy, which focuses more on supportive interaction and less on passive learning. The author explains that, in many ways, library instruction has already recently embraced elements of feminist pedagogy: "library instruction favors active learning, a nurturing environment, and learner-centered pedagogy" (57). However, according to Accardi, turning to more explicitly progressive politics

in the library instruction classroom creates a more feminist classroom and a path towards social change. As she explains: "Why make politics more explicit? Because this is how social change happens. This is how lives are transformed" (57). The book also describes assessment of learning outcomes from a feminist perspective.

Based on theory as well of years of practice, Accardi's lessons for applying feminist methods are useful and practical. Most importantly, Accardi gives the reader appendixes with outlined and annotated examples of classroom assignments; librarians will find it easy to incorporate these examples into their own practice. The book also includes an extensive and helpful reading list for further exploration of the topics.

It is interesting to note that, unlike many academic librarians, Accardi claims that information literacy is not neutral or apolitical. It is difficult to avoid agreeing with her when she points out that the subject headings used in libraries are not always neutral or apolitical and that students searching for information on controversial topics cannot help but be influenced by how society views these issues.

Feminist Pedagogy for Information Literacy is a personal, theoretical, and practical approach to using feminist pedagogy to enhance and elevate library instruction and make it a much more respected part of higher education. This book is recommended for librarians, LIS students, and LIS faculty who are interested in expanding their theoretical and pedagogical understanding of library instruction and assessment in a progressive and interesting way.—*Jennifer L. Smith, Serials/Documents Specialist, Carol Grotnes Belk Library at Elon University, Elon, North Carolina*

Interacting with History: Teaching with Primary Sources. Ed. by Katherine Lehman. Chicago: ALA, 2014. 136 p. Paper $46 (ISBN 978-0-8389-1205-8).

As the use of primary sources becomes more prevalent in educational standards at the state and national levels, teachers and librarians need resources to help them prepare lesson plans and create projects and assignments. *Interacting with History*, inspired by the 2011 Library of Congress Summer Institute, provides professional development tools, sample lesson plans, and steps for using a variety of online and physical primary sources for many age groups.

The contributed chapters in *Interacting with History* build upon each other, providing practical examples and useful resources for all stages of primary source implementation. The first three chapters of the book focus on resources available through the Library of Congress, including a tour of the Library of Congress's physical and virtual spaces, examples of available teaching resources, and professional development and classroom support tools. The focus throughout is on K–12 education, although many of the resources could also apply to higher education, especially the wealth of digital primary resources available through the Library of Congress website. In-depth exploration of resources like the "Teachers" webpage is very useful for educators, and the chapters

include multiple screenshots and primary source examples as beneficial illustrations.

The book's overarching goal seems to be practical classroom application. Along with the chapters describing the Library of Congress online resources are two chapters including sample lesson plans and techniques for using local history resources. The lesson plans, provided by participants from the 2011 Library of Congress Summer Institute, are aimed at various age levels and use several types of primary sources. It is inspiring to see how primary sources are used with students ranging in age from kindergarten to high school, and the teacher/librarian comments on lesson plan implementation are very useful. Many of the plan descriptions also include samples of student work as well as student comments about the projects they created or what they learned from primary source exploration. The local history resources chapter brings together Library of Congress sources with local resources, giving good examples of where to look for local resources and how to use them in the classroom. Samples projects and feedback are included in this chapter as well.

Interacting with History provides a practical guide for teachers and librarians who might be new to integrating primary sources into the classroom. Detailed descriptions of Library of Congress resources designed specifically for educators, sample lesson plans, and examples of local resources combine practicality and usability. Many of the examples use Web 2.0 technologies in interesting and fun ways, and the student feedback highlights children's and teens' enjoyment of the projects. The chapter subheadings can be confusing at times, but the resources listed in the bibliographies and notes for each chapter and lesson plan more than make up for this drawback. Practical application and detailed instructions for webpage navigation make *Interacting with History* a user-friendly resource.—*Jacquelyn Slater Reese, Librarian and Assistant Professor of Bibliography, University of Oklahoma Libraries, Norman, Oklahoma*

Legal Reference for Librarians: How and Where to Find the Answers. By Paul D. Healey. Chicago: ALA, 2014. 232 p. Paper $75 (ISBN 978-0-8389-1117-4).

Is it possible to provide excellent legal reference to library users without fear of liability or accusations of offering legal advice? According to this book, the answer is "yes." In fact, as author Paul D. Healey points out, no librarian has ever been held professionally liable or accused of unauthorized practice of the law for providing legal information. However, the possibility of posturing as an expert is enough of a risk that many librarians are reluctant to offer this kind of reference service.

Healey's concise and clearly written handbook provides guidance on how librarians can comfortably provide this service and still adhere to professional and personal codes of ethics. Divided into two parts, the opening chapters focus on *pro se* library users—that is, people who are handling their own legal affairs without being represented by an attorney. The author identifies the types of *pro se* users, their motivations for handling their own legal matters, and the potential risks they may confront. As Healey makes clear, not all *pro se* users risk the same level of harm; *pro se* users who are attempting to represent themselves in court are very different from *pro se* users who are merely drafting their own wills or business contracts. For these reasons, Healey advocates a minimalist approach in which the librarian provides the requested information but also makes it clear that more information may be needed. This way, *pro se* library users may begin to recognize for themselves the complexity and difficulty of legal research, which in turn "can motivate them to seek legal advice or representation" (19).

Part 2 is a legal research primer that will be especially useful to librarians who have never taken a legal research course as well as those in need of a refresher. Healey explains the structure of US law simply (international law is beyond this book's scope) and provides an orientation to secondary legal resources. An explanation of statutes and constitutions, case law, and regulations is also included.

The appendix, which comprises nearly half of the book, is a beautifully detailed reference to online legal resources. The state-by-state guides are especially outstanding, citing research guides and other resources on each state's executive, legislative, and judicial branches. For this reason alone, the book would prove to be a worthy addition to the ready reference shelf.

Bottom line: Healey, who is himself a law librarian and a former lawyer, balances his disciplinary knowledge with the practical needs of librarians and has produced a guide that is both readable and immensely useful.—*Meagan Lacy, Coordinator for Information Literacy Instruction, Guttman Community College, New York City*

Makerspaces: Top Trailblazing Projects, A LITA Guide. By Caitlin A. Bagley. Chicago: ALA, 2014. 128 p. Paper $50 (ISBN 978-1-55570-990-7).

Featuring a total of nine US makerspaces, this book explores the astounding diversity of library-sponsored makerspaces while providing the reader with a host of practical set-up tips along the way. Structurally, the text is bookended by a scene-setting introductory section and a succinct conclusion. Together, these contextual portions serve to defend the inclusion of makerspaces in twenty-first century libraries. "Libraries are community centers," Bagley states; and, indeed, the trailblazing facilities highlighted in the book go to commendable lengths to solicit community input.

The Urbana Free Library in Illinois, for example, hired a community ambassador to help pinpoint the specific needs of their population. Further, this teen-oriented facility's commitment to the minimization of (mostly material-based) fees is echoed throughout Bagley's book, further justifying widespread library adoption of these innovation spaces. At the Cleveland Public Library, the only fee is for 3-D printing filament and, for a mere five cents per gram, programs (like