Sources
Professional Materials

Karen Antell, Editor

Building a Core Print Collection for Preschoolers. By Alan R. Bailey. Chicago: ALA, 2014. 160 p. Paper $57 (ISBN 978-0-8389-1219-5).

This is a comprehensive and concise resource for librarians, teachers, parents, and anyone interested in the best books for preschool-age children. In the preface, author Alan R. Bailey informs the reader of the book's purpose, which is to help caregivers find the right books to read to children, and points out that reading together is one of the most important things parents can do to prepare children for kindergarten. The preface also includes a list of the criteria Bailey used to evaluate whether to recommend a title. This is helpful both because it provides insight into the author's process and also because it aids readers in evaluating books on their own.

The list itself is impressive in its scope. Recommended books are helpfully divided into categories, such as colors, counting, nursery rhymes, board books, and more, which makes for easy searching. The succinct annotations for each book help the reader determine quickly whether a title might be a good match for their child. Many classics are included, along with sure-to-be future classics and lesser-known titles worth discovering.

Readers will enjoy finding familiar titles on the list but may also notice their personal to-read list growing with each page in this book, which makes many hidden gems of children's literature discoverable. In addition to the more than three hundred recommended titles, the book also includes a section listing additional resources for building a collection. All in all, this is a worthy addition to reference collections.—*Lauren Bridges, Children's Librarian, Mandel Public Library, West Palm Beach, Florida*

The Embedded Librarian's Cookbook. Ed. by Kaijsa Calkins and Cassandra Kvenild. Chicago: ACRL, 2014. 167 p. Paper $48 (ISBN 978-0-8389-8693-6).

This unusually sized (ten inches wide by eight inches high) paperback book is designed for sharing. The wide page borders, excellent layout, and pleasing font make the pages ideal for copying. And that is exactly what librarians will want to do with these very useful "recipes" for embedded librarianship projects. It is amazing how much great information Calkins and Kvenild have stuffed into just 167 pages.

One minor complaint is that the authors never define the term *embedded librarian*. Although most academic librarians will be familiar with the term, a definition would be welcome because in some contexts, this term refers to a librarian's participation in online-only activities, and in other contexts, embedded librarianship includes both face-to-face and online ventures. Several similar titles, such as *Embedding Librarianship in Learning Management Systems* (Tumbleson and Burke, 2013) and *Virtually Embedded: The Librarian in an Online Environment* (Leonard and McCaffrey, 2014), focus exclusively on online environments. This volume, the sequel to the editors' 2011 book *Embedded Librarianship: Moving Beyond One-Shot Instruction*, considers embedded librarianship in all contexts.

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