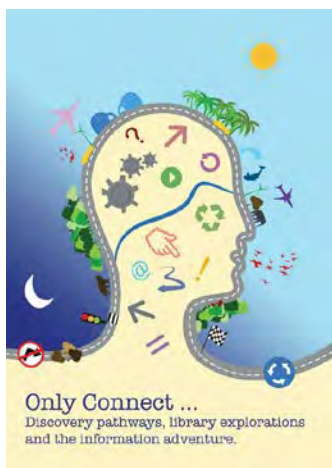


# Book Reviews



Walsh, A. and Coonan, E., eds. (2013) *Only Connect... Discovery Pathways, Library Explorations, and the Information Adventure*. Lepton, UK: Innovative Libraries. 250pp. ISBN 978-0-9576652-0-0; ISBN 978-0-9576652-1-7. [Free e-book.](#)

Andrew Walsh and Emma Coonan begin this work by noting the importance of context when referring to “information literacy.” The meaning depends on who is involved, and what we are doing, where. In terms of measuring out capabilities, Walsh and Coonan note that objective measures are not possible. For them, a person’s information literacy is “measured by standardized tests... Instead of trying to pin information literacy down to readily measured lists of competencies, or detailed descriptions of what it means to be information literate, this book takes a different path. We take pleasure in the diversity of ways we can be information literate” (pp.4-5).

The editors demonstrate how easy it is to self-publish these days, recognizing that they might swing back to more traditional publishers in the future, depending upon the work and audience. They are proud of this unbook, encouraging readers to begin where they like rather than taking a linear approach by reading successive chapters in order. Individual chapter authors also emphasize the unusual nature of the presentation in the e-book by integrating non-textual elements to carry the story forward. One thing missing from this interesting work is a list of authors and brief biographic sketches – either at the end of the work or the end of each chapter. I found myself wanting to know more about many of them, and I bet others will too.

This “unbook,” as the editors describe the text, is divided into two sections. Section One, ‘The Mapmakers’, “presents a set of planned routes, suggested and tested by knowledgeable guides” where “librarians offer a range of thoughtful observations on how learners encounter, negotiate and construct knowledge” (p.6). In the second section, ‘Travelers,’ authors show “more of the process behind an information discovery journey... candid, compelling and deliberately uneven,” in a range of voices (p.7). Think of Part One as having a focus on teachers and teaching and Part Two on learners and learning.

In “The Fishscale of Academicness,” Alke Groppe-Wegener and Geoff Walton emphasize information literacy as “a thinking skills framework which empowers learners to engage with information of any kind and which should be woven into the fabric of the subject being taught... A fundamental building block of inquiry-based learning” (p.17). Recognizing that “there are links between the searches students do while at university and their future ability to find the right information in their subsequent workplaces,” they pose the question: “Is information literacy part of the solution of preparing our graduates for this very real workplace skill?” (p. 18). Groppe-Wegener and Walton speak to a generation of visual

learners, who rely on imagery, taught by individuals most comfortable with text. They emphasize the Fishscale concept throughout the chapter, using “clear and engaging visuals and amusing texts,” plus the commentary academics expect in any serious work (p.15). The metaphor of fishing (e.g., “Casting your net – finding information”) continues through the chapter.

“An Educational Researcher’s Journal,” is based on blog entries by Mairi Ann Cullen, a researcher at the University of Warwick’s Centre for Educational Development, Appraisal and Research (CEDAR), who after some time concludes that “it’s worth learning how to use each specific database that is relevant” to one’s research project. The blog posts take the reader through the use of several databases and her exploration of help guides for optimum use. (I’m definitely going to share it with my students!)

Lynda Tolly uses Joseph Campbell as inspiration, likening “The Information Quest” to the “Hero’s Journey.” For more, link to the adventures of Sir Learnsalot on the Grace M. Hunt Memorial English Reading Room YouTube channel (<http://innovativelibraries.org.uk/RR>). Andy Burkhardt and Alan Carbery facilitate student discovery in “Exploring information landscapes & bubbles,” available as a Prezi at <http://innovativelibraries.org.uk/ExpPrezi>.

Zoe Johnson and Andrew Walsh show how “Journeying with a map leads to adventures or accidents.” Their approach to information literacy is experiential. While information literacy “always deals with identifying; assessing; retrieving; evaluating; adapting; organising and communicating information,” it “looks different depending on what you are trying to achieve” (p.72). The research they present in this chapter demonstrates the varied ways in which drama researchers and lecturers experience information literacy. How do they search, organize, use, and evaluate information for their research or teaching? Based on interviews, respondents fell into two camps: those who pretty sure that they knew what they wanted and where would be a likely place to begin their search and those who appear to take enjoyment in exploring – just seeing what is out there.

Nick Norton looks for the “person-centred library,” pointing out what might be missing in many of today’s libraries. Alke Groppe-Wegener concludes Part One with a chapter explaining “the difference of reading a book and engaging with its content” using poker as a teaching tool for “Reviewing Literature” (p.117).

Part Two, Travellers, begins with a conversation between two artists, Inês R. Amado and Ximena Alarcón (p. 127): “For this publication, we are generating an article about our states of creating, of learning and of exploring technology, together with the effects and emotions that these produce. We are engaging in a technology-mediated dialogue (Skype, Google Drive, zoom microphone and video recorder) and sharing our dreams, to reach an all-inclusive understanding of these experiences involving the mind and the body, immersing them in a relational process.” Utilizing both English and Spanish, the positioning of words on the page reminds one of modern poetry. There are heavenly images here – pure artistry – and a wonderful interplay between the co-authors.

Penny Andrews and Marika Soulsby- Kermode wonder at how the mind works and the challenges of information seeking for those diagnosed with various degrees of autism. Here

too the text is enhanced with visuals---graphics and embedded video pull the reader in. In “The Stable Group,” David Mathew provides a reflective account of his observation of group dynamics of a staff working in a horse stable. The original work was carried out for his studies in psychoanalysis, and true to form, Mathew now questions some of his original assumptions. Presenting original observations and commentary written soon afterward, he now reflects on original assumptions of the workplace as a place for working rather than learning, for example, which he now believes it is. What might his new insights “tell us about our relationship with our learners”? (p.173).

Georgina Dimmock, Will Hoon and Fiona MacLellan give us “Memories: Information, Discovery and Documentary” in the form of a video. The “I am what I am” chapter also begins with a video – a personal picture of how Antony Osborne became the person he is today, documenting a journey through perception of gay men in media (print and TV), politics, society, and online. Bryony Ramsden’s chapter, “The Library,” reads like a personal diary – a story about searching and finding answers.

The e-book – worth a look - is available (free) at <http://eprints.hud.ac.uk/17339>.

**Barbie E. Keiser**  
**Information Management Consultant**  
**Washington DC**



Hollins-Alexander, Dr. Sonja. (2013) *Online Professional Development Through Virtual Learning Communities*. Thousand Oaks, CA: Corwin, 2013. ISBN 978-1-4522-7666-3. Pbk \$22.95

After 22 years of being a teacher, administrator and director, Dr. Sonja Hollins-Alexander has earned an acclaimed position of fame for her expertise in facilitating district wide professional development for over 13,000 staff members. In her new book, Dr. Hollins-Alexander uses her own experience as guidance for other districts to create a virtual professional development system of their own.

Dr. Hollins-Alexander introduces the Learner-Learner model which is “based on the tenet of Vygotsky’s social constructivist theory (1978) and the constructs of andragogy (Knowles, 1980).” Another notable factor to this model is that it is a totally online concept. Her Learner-Learner model is structured for an easy creation of an interactive online community that enables low cost, district/school-wide learning opportunities. Educators that experience this learning strategy will see the results reflected in their classroom strategies as well as being more engaged and connected with their tech-savvy students.

Hollins-Alexander created this virtual learning community to encourage teachers to learn via technology and develop the skills needed to teach technology. This method has been chronicled in her own district with successful outcomes. The book highlights how to engage educators in the Learner-Learner model. She gives wonderful examples that include

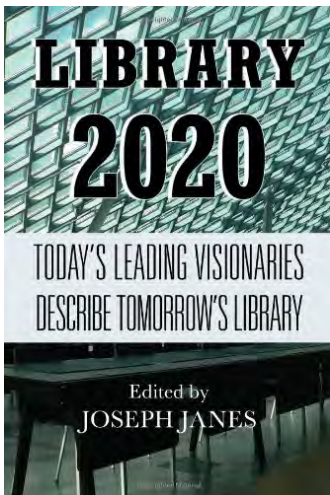
a planning template to get started, examples of a thread discussion that displays educators learning from each other, and a guide for administrators to promote online professional development.

Although, Hollins-Alexander wrote this book for school administrators her model can be applied to any organization, no matter the size or structure, to facilitate having a group of employees work towards professional development. This book is a great resource if you don't have a travel budget, if you are trying to facilitate and implement professional development across your district (or school system) or are working towards the goal of having a large group of employees learning a core curriculum of professional development.

The essence of this book is to use who and exactly what you already have available to you. Under this model, teachers are being taught by each other and are learning with each other. If everyone is learning while following this plan then all teachers' knowledge should be of one big accord.

Dr. Sonja Alexander-Hollins has proven that there is power in technology and it can be used as a tool to keep those in the field of education current, innovative and very competent in their online skills and abilities. We can share and continuously grow with one another. In the field of education, students will benefit the most because we will be able to teach them using the technology that they already use so fluently. As Dr. Alexander-Hollins said, "We will reach the students where they are." Educators learning to use technology to learn and grow professionally will create a new wave of technologically advanced professionals.

**Dorcas Carhee**  
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**Jackson, Tennessee**



Janes, J., ed. (2013) *Library 2020: Today's Leading Visionaries Describe Tomorrow's Library*. Lanham: Scarecrow. 161pp. ISBN 978-0-8108-8714-5 (pbk); 978-0-8108-87145-2 (e-book)

Joseph Janes, associate professor and chair of the MLIS program at the University of Washington iSchool, asked 23 individuals to fill in the blank in the following sentence: "The library in 2020 will be \_\_\_\_\_." The result: a collection of short pieces averaging five or six pages that display "tremendous variety and individuality" (p. vi). Some are more optimistic and enthusiastic about the changes they envision for libraries; others set their eyes on publishers as almost villains in the new marketplace emerging.

Organized into broad groupings, the chapters address "stuff" in the library; "people" who use and work in libraries; "community"; "place"; and "leadership and vision." The editor expresses his own views in a final chapter that warns us not to be too concerned with libraries in 2020 – what he considers the short-term – but be focused on building capabilities to allow libraries to thrive in the long-term. Assess which way the winds are

blowing – remain vigilant of new technologies that might be of use – and jump on the bandwagon as cautious risk-takers. What follows are a few of the highlights from this slim volume.

1. The Annoyed Librarian sees an extension of current trends: fewer books, music, and movies. “Eventually, print books will go away... as they (publishers) figure out how to make money and survive in a digital world” (p.3). The library in 2020 will feature video games, online databases, talks and workshops, competing with community colleges instead of bookstores. The library will be central to the community – particularly for children.
2. Kristin Fontichiaro (<http://fontichiaro.com/activelearning>) emphasizes “a makerspace culture” that “has the potential to do much more by inspiring libraries to envision themselves as places where all citizens feel welcome bringing their individual visions of creating and sharing” (p. 12).
3. Elizabeth A. Jones, a doctoral candidate at the University of Washington iSchool, explores the ways that digital access to books is transforming library structures and operations. She notes that 2020 will be post Google Books’ large scale digitization effort, with 10 million+ books scanned and OCR part of the free PDF download.
4. Clifford A. Lynch, executive director of the Coalition for Networked Information, begins his essay by noting the gaps that “will begin to appear in public-library collections” by 2020: “important works of broad public interest that are *only* available as electronic downloads but that aren’t offered to libraries by their publishers in electronic form or are embargoed for long periods” (p.25)... “It’s not clear how much damage this is doing to the public’s ability to get access to information and cultural material” (p.26).
5. Sarah Houghton, director for the San Rafael Public Library and author of the Librarian in Black blog, begins her essay by stating that “the library in 2020 will be ruled by geeks” who “run the servers, the cloud infrastructure, and the software” (p. 35).
6. Stephen Abrams who posts regularly about information trends in his blog, Stephen’s Lighthouse, sees the library *everywhere*. He is the first in this book to address the importance of the personal device stressing the increased need for the user to turn to the librarian for guidance through this new information age where everything is available, if you know the secret handshake. Measuring success will stress professional services and programming rather than collections. The library returns to its place within the education realm supporting personal growth through learning.
7. Courtney Green, head of Digital User Experience, Indiana University Libraries, considers the essential elements that together constitute a library: collections, technology, facilities, services, and people. She focuses on services provided to communities.
8. Marie L. Radford, chair of the Department of Library and Information Science, School of Communication and Information at Rutgers University, stresses the increasing need for convenience and collaboration. Reference services are already in transition, with more innovation to emerge by 2020. The current need to “do more with less” has been a boon to trials of innovative service and staffing models resulting in expanded community involvement. Next generation search “will result in greater discoverability, especially for underutilized items” (p. 59). Library apps and social media are “opening up a new range of collaborative solutions” (p. 60).
9. James W. Rosenzweig, education librarian at Northeastern Illinois University, uses the analogy of mountain climbing with librarians serving as guides. He sees the library of 2020 as “an information base camp—a forward outpost serving as a temporary home to people journeying out into the information environment” (p. 63). Rosenzweig says that librarians will have to get used to the fact that much of the information environment is not and will not be under our control. Also, as time goes on, we likely will not be the only guides to this new and evolving information space. We’re already reorganizing (“learning commons”) and must continue to reinvent library services to meet the new context. While the transformation

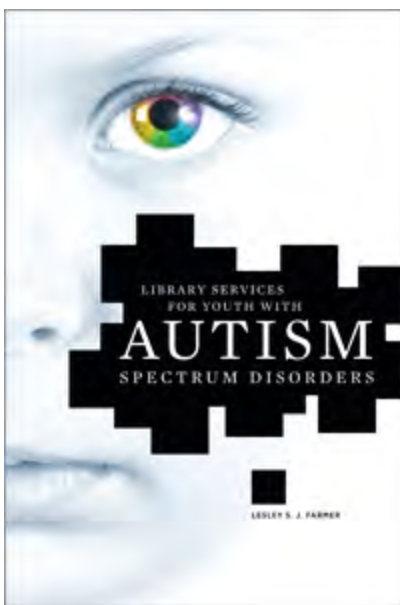
may have begun in special libraries, Rosenzweig believes it essential for school libraries to adapt NOW.

10. Michael Crandall, senior lecturer at the University of Washington iSchool, differentiates between the transformation of public libraries that has taken place in recent years as the commercial information infrastructure has changed, aggressively providing alternative access via computers connected to the Internet and e-book loans. Crandall defines the infomediary as the trained information professional providing information assistance, guiding “people through the changing landscape of information access in the digital world” (p. 72). The library becomes leader in community engagement.
11. Molly Raphael, past president of the American Library Association (ALA), sees the library as essential to the success of its community, collaborating and partnering with key community entities, responsive to diversity, willing to lead change and take risks, and advocate for the community.
12. Lynn Silipigni Connaway, senior research scientist at OCLC Research, sees the future as engagement-centered, with relationships being more important even than accessing information content. Librarians must be available and accessible, experimenting with new technologies, providing user-centered services, often as embedded librarians.
13. Marcellus Turner, city librarian at Seattle Public Library, states simply that the library in 2020 will be “different,” offering “guests” *experiences* that are customized for the communities served. Staffs are changing too: libraries focused on education should hire educators. If libraries offer writing programs, hire an author or journalist.
14. Ruth Falkis, director of Prairie Trails Public Library District, thinks that libraries will be better than ever. Libraries are ever-evolving, from Mesopotamia to flash drives.
15. Susan Hildreth, executive director of the Institute of Museum and Library Services (IMLS), sees the library as “the vibrant hub of its community,” community anchors, portals to public services, and “part of the educational ecosystem” (p. 99), particularly in light of adult learning, the importance of lifelong learning, and virtual learning options. Twenty-first century skills and literacies are essential and libraries are the logical place to train and connect to training provided by others, on-site or virtually.
16. Stacey A. Aldrich and Jarrid P. Keller serve as state librarians in Pennsylvania and California, respectively. Their chapter lays out the skills and abilities that embedded librarians, content packaging librarians, robotic maintenance engineers, lifestyle design librarians, and Global Brain Library cloud engineers - all real positions today - need to possess.
17. John Dove, president of Credo Reference, says that “an acceleration of content creation has led to information overload in almost every field of endeavor” (p. 113) and we now require better, customizable filters.
18. Bill Ptacek, the director of the King County Library System, sees the public library of 2020 as more of a concept than a place, known “for what it does for people rather than what it has for people” (p. 117). Ultimately the library will be the place to go to learn.
19. Loreine Roy, professor at the School of Information, University of Texas at Austin, envisions a customizable space, physical and virtual. Her “library of the future will enable patrons to find fulfillment...enhanced by a group or community” (p. 121). Subheadings for sections of her essay say it all: “A Place to Question Yourself and Others,” “The Place Where We Come to Create,” “What We Own and Sample,” “A Space to Showcase Ourselves,” and “A Place to Come Together.”
20. Josie Barnes Parker, director of Ann Arbor District Library, sees “a culture of generosity” in the library of 2020. Her library has rigorous controls over spending and realistic projections for budget requirements, with librarians questioning and challenging all assumptions. The essential skill for the librarian will be “to understand how power is manifested in” the community (p. 130).

21. Mary Ann Mavrinnac, vice provost at the University of Rochester, marvels at how the library has changed in the past few years as she contemplates what lies in store for academic libraries in the next few years: collaborative, team based, and project focused. She recounts what is likely to happen if libraries don't adapt.
22. Peter Morville, president of Semantic Studios, reminds us how libraries missed opportunities in recent years in terms of adopting advanced technologies.
23. Daniel Chudnov, self-described hacker librarian and director of scholarly technology at George Washington University's Gelman Library, looks at libraries as failed institutions, providing a few concrete ideas to stave off what looks today to be inevitable, including leading the way to design our own future by looking to others who are expert leaders in their own fields.

With few exceptions, the most thoughtful contributions are the final essays in each chapter: Clifford Lynch for "stuff"; James Rosenzweig for "people"; Susan Hildreth for "community"; Loreine Roy for "place"; and Daniel Chudnov for "leadership and vision."

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**Information Management Consultant**  
**Washington DC area**



Farmer, Lesley S.J. (2013) *Library Services for Youth with Autism Spectrum Disorders*. Chicago: American Libraries Association. ISBN-13: 978-0-8389-1181-5. Softcover \$60.00.

In *Library Services for Youth with Autism Spectrum Disorders*, Lesley Farmer provides insight into the world of autism spectrum disorders (ASD) that include autistic disorder, Asperger's syndrome, Rett syndrome, childhood disintegrative disorder, and pervasive developmental disorder not otherwise specified, and she offers many strategies on how libraries can better serve youth with ASDs. The introduction "Developmental characteristics of youth with ASDs" explains some of the more clinical aspects of ASDs in a very clear way, providing a solid foundation in understanding the many symptoms, from mild to extreme, on the continuum of preschool through

teenage years.

Chapter One "Youth with ASDs in Libraries and Other Educational settings" covers the challenges they face. Some examples of issues that affect their learning are lacking awareness of others (social); difficulties with spoken language (communication); and limited interests (restrictive or repetitive interests).

Chapter Two "Team Management Approach" presents the professionals who can provide services and resources as a team to support youth with ASDs and their families. Rightly so, Farmer points out that the student should be included as a member of their own team, as

well as parents and guardians. Farmer goes on to explain the duties and expertise of the array of school personnel who can be on the team such as teachers, counselors, social workers, school nurses, librarians, and others. A sample Individualized Education Plan (IEP) form shows how the team approach works, and also how it changes as the student transitions from early childhood to school age and then to adulthood.

Chapter Three “Inclusion and Universal Design in Libraries” reviews historic legal actions in the U.S. that reflect the country’s attitudinal changes regarding equal rights for all its citizens with disabilities. Some of the more recent examples are the Americans with Disabilities Act (1990), several amendments to the Individuals with Educational Disabilities Act, and the No Child Left Behind Act (2001). This chapter is an excellent resource – thorough but concise – for any parent or educator who is advocating for a young person with an ASD, or, in fact, any disability.

Chapters Four, Five, and Six discuss various accommodations for youth with ASDs that can improve their experience in the library. Farmer first explains how their sensory processing is usually different. Some may be hypersensitive and feel overwhelmed, while others may seek out sensory stimulation that can become a disruptive behavior. Understanding these differences can assist librarians and schools as they choose books, supplies, and assistive technology for these students.

Because the school library is an instruction center, Farmer provides ideas on changes in the physical environment that librarians can make to minimize sensory distractions for students with ASDs. She also explains different instructional methods librarians can try: direct instruction, discrete trial training, collaboration-based instruction, and constructivist instruction. With a library’s focus on reading, Farmer devotes a chapter to the processes that occur in reading and specific difficulties students might have with hyperlexia, distinguishing sounds, limited vocabulary, comprehending abstractions, and reading with expression.

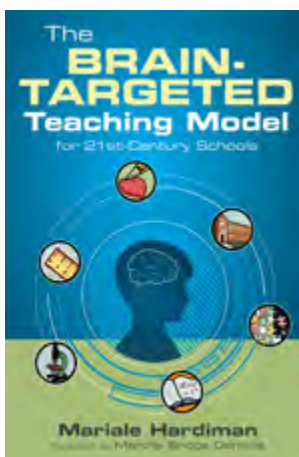
Chapters Seven and Eight look at ways librarians can help students build social skills and interact with others in socially acceptable ways. As she does throughout the book, Farmer emphasizes the importance of first developing a relationship with the student to understand their preferences and their individual characteristics. She goes on to describe different social models that a librarian might enlist such as the buddy system, peer mentors, and a circles of friends. She also devotes a chapter to behaviors in which she describes different models of behavior management.

The last three chapters focus on training, research, and projects led by staff. Farmer offers ideas on training workshops and resources that librarians can offer to different groups including other educators, library staff, caregivers, and peer groups. She also encourages librarians to act as researchers and take note of what works and why it works in a systematic way. This can be on an individual level between a librarian and a single student, or on a library-wide level as staff determine what programs, resources, and services are most effective. Farmer concludes her book with an inspiring case study written by the staff of Lancaster (Pennsylvania) Public Library who successfully created their own Autism Resource Center to serve youth with ASDs and their families.



While most of the examples are taken from school libraries, Farmer also includes public libraries and I highly recommend this book for both, as well as for MLS programs. In fact, as some post-secondary schools develop programs for students with cognitive and development disabilities (including the University of Iowa where I am employed), this book would also benefit academic librarians. In addition to descriptions of ASDs, Farmer provides many helpful strategies, activities, tips and do-able examples of how librarians can have a positive impact on youth with ASDs by creating a safe and welcoming environment. I appreciated that throughout her book, Farmer reminds us that each person is, first, an individual, and that people with ASDs also have strengths. She encourages librarians to be proactive in serving people with ASDs and the appendix of organizations and websites, extensive references, and glossary are great resources.

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Hardiman, Mariale. (2012) *The Brain Targeted Teaching Model for 21<sup>st</sup> Century Schools*. Thousand Oaks, CA: Corwin. ISBN 978-1-4129-9198-8. \$36.95.

The author, Mariale Hardiman, is Chair of the Department of Interdisciplinary Studies at the Johns Hopkins School of Education. She collaborated with colleagues and cognitive scientists Emma Gregory, Luke Rinne, and Julia Yarmolinskaya to inform *The Brain-Targeted Teaching Model*, which incorporates neuro and cognitive research in designing effective teaching strategies for early elementary to higher education classrooms. In the Forward, Martha Bridge Denckla, MD, Professor of Neurology, Pediatrics, Psychiatry at Johns Hopkins, supports this model as “a road map toward creating ever-better outcomes for our students and better collaborative professional practices in your school.”

Dr. Hardiman discusses neuroscience research as it relates to some of the myths about the brain, such as “some of us are left brained, some of us are right brained; listening to Mozart will make your baby smarter; after critical periods of development, learning shuts down; we only use 10% of our brain; learning styles theory; and we are born with all the brain cells we will ever have.” But don’t let this dissuade you from reading the book. Layman’s terms are used in this fascinating account of holistic learning theory based on scientific research.

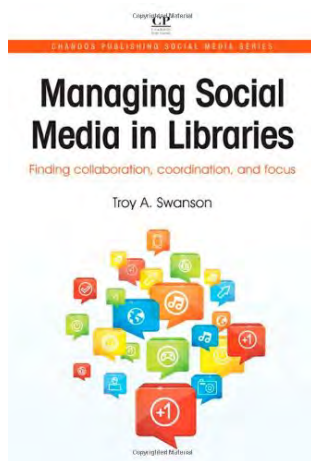
Each chapter focuses on one of the “brain based” targets identified by Dr. Hardiman. Supported by neuro and cognitive research, we learn why these targets need to be addressed and how they are essential to *deep learning*. The six targets are *Establishing the Emotional Climate for Learning*; *Creating the Physical Learning Environment*; *Designing the Learning Experience*; *Teaching for the Mastery of Content, Skill, and Concepts*; *Teaching for the Extension and Application of Knowledge*; and *Evaluating Knowledge*. Practical

applications of *The Brain-Targeted Teaching Model* and strategies addressing each target will help educators design effective lesson plans for *deep* learning in the classroom. “Imagine trying to put together a large puzzle without ever having seen the completed picture...,” is a good analogy of the familiar theory of learning taking hold especially when connected to prior knowledge and the big picture, or the overarching subject.

Graphic organizers are used to address this teaching strategy and many examples are provided to show the reader just exactly how this can be done for various disciplines. Research has concluded that retrieving information from memory helps to commit it to memory. Dr. Hardiman writes “Testing also has the power to cause learning.” Strategies of self-testing, and even students testing each other, are an examples of effective activities which commit information to memory.” Appendix II provides an Implementation Checklist along with strategies to guide instructors, as they move to the Brain-Targeted Model, and address each target.

This is a valuable resource for teachers looking for a new approach to learning using hands on, active, creative, effective methods based on current cognitive research. For additional information a Website is included, <http://www.braintargetedteaching.org>.

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**The Citadel: Military College**  
**Charleston, SC**



Swanson, T.A. (2012) *Managing Social Media in Libraries: Finding Collaboration, Coordination, and Focus*. Oxford: Chandos Publishing. ISBN 978-1-84334-711-8 (pbk); 978-1-78063-377-0 (online)

As it stands, *Managing Social Media in Libraries: Finding Collaboration, Coordination, and Focus* is a disappointing book, though with a more forceful editor this could have been TWO great books. The first half of the book contains the kernels of original thinking concerning social media management, but it appears to have been written for a different audience than the second half, which is a more practical “how-to” text. While Swanson just touches the surface of each point he eloquently makes, it’s not a superficial set of observations that are presented and each deserves greater attention from this thoughtful author. This slim volume of 169 pages – including a forward, preface, seven chapters, plus glossary, bibliography, and index – straddles the philosophical academic realm of managing social media and a presentation of practical guidelines for effective use of social media in libraries, ultimately satisfying neither audience. Dr. Swanson, Teaching and Learning Librarian and Library Department Chair at Moraine Valley Community College, should have been pushed to connect the dots, providing more conclusions concerning observations he states throughout the book, making recommendations to library staff at all levels within various types of communities.

The author stresses the utility of coordination tools within libraries, noting that we already employ several, including policies that “codify action, values and approach” (p.19); budgets that “formalize resource distribution between areas and try to balance needs” (p.20); culture, including the “informal rules and human interactions that fill in the gaps between the formal tools; and participation rules that “define who gets to do what” (p.21).

Swanson reminds us that social media has great potential, and the discussion should be about what is shared, not necessarily the technology. How will a particular tool be useful for us and what information will we share? The more managers build connections among workers in their organizations, the more likely it is that collaborations will occur. While the gadget “can be very important” (p. 48) – planting the seed, gaining attention, and demonstrating potential – librarians strive for innovative uses of social media: curating content, discussing credibility of resources about a topic, capturing events, encouraging user contributions, and collaborating with those at a distance. Limiting examples of social media use in libraries to well-known tools, such as Facebook or Google+, does not give readers the chance to move beyond the pedestrian. Alternative tools for social media filtering are not mentioned, nor does the author attempt to predict how librarians should deal with a future that is sure to include other, newer technologies and tools to be incorporated into their workflow.

Social media allows library staffers to tell stories – giving people a voice, within limits that need to be stated and monitored if the library is to speak with one voice in its outreach effort. “Engaging users in social media requires librarians to move into the arena of ideas” (p. 48). Building a community within a community is more than mere marketing and

librarians must be part of the conversations happening around them, throughout their community. Swanson stresses the importance of integration of social media tools with existing vehicles for interacting with a community.

Where Swanson is most effective is addressing the challenges facing libraries implementing social media, outlining the various social media risks libraries face (p. 85-87). The most practical section of the book is one that addresses the crafting of social media policies in libraries with suggested language, including “how managers can push organizational culture by examining participation rules and by trusting organizational members with the power to act.” (An appendix that included one or two complete policies would have added much to this chapter.) In fact, Swanson points to the bottom up, organic growth of social media use in libraries. Managers must model behavior to effect change in staff attitudes to technology (and everything else, for that matter).

Perhaps the most important chapter of the book is the last, addressing leadership of social media to position libraries to take leadership roles within a community. Leaders within the library must model the way for library staff and community in approaching the new technology, inspiring a shared vision, challenging the process (“we’ve-always-done-it-this-way”), encouraging and enabling others to act (p. 142). It’s not the tool, it’s what will be shared and with whom in which way to effect what. It’s that last point that is critical: Determine what you want to happen and craft the message and the vehicle to effect that change. Ultimately, sadly, this book does not live up to its potential.

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