

the web's impact on academic libraries from a historical and philosophical perspective. This book is not intended as an instructional manual for distance education librarians, and Steilow leaves his readers with more questions than answers. He points to various technological and social revolutions, including the invention of the mass press and the rise of nationalism, as evidence that the library has weathered disruptions in the past and has evolved to survive. But he also acknowledges that the web presents the most significant obstacle to date for libraries' reinvention and survival.

The book is divided into two parts, the first of which outlines both the history of libraries and the history of the web and discusses how web technology has, and will continue to shape the role of academic libraries. The second offers a vision of how libraries can adapt to meet the demands of students and scholars as web technology makes information more readily accessible. Steilow does not make light of the fact that academic libraries must adapt if they are to remain viable in the future; he argues that as institutions of higher education move toward a business model, libraries face obsolescence unless they become more cost-effective by meeting user needs online. Although this book focuses primarily on the role of libraries in online education, it touches on topics that will be of interest to most scholars and professionals across LIS, including the open access movement and information literacy in the digital age. Stielow's work is a timely and excellent addition to libraries supporting graduate programs in library and information studies.—*Allison Embry, Access Services and Distance Learning Librarian, Rogers State University, Claremore, Oklahoma*

Say it with Data: A Concise Guide to Making your Case and Getting Results. Priscille Dando. Chicago: ALA, 2014. 152 p. Paper \$40 (ISBN: 978-0-8389-1194-5).

Today, libraries are under constant pressure to communicate with library policymakers and stakeholders the value of libraries and library services. Understanding how to strategically gather and utilize data are a key component in successful advocacy campaigns. In her book, *Say it with Data: A Concise Guide to Making your Case and Getting Results*, Priscille Dando explores the process of using data to advocate what libraries are being used for and why libraries are needed.

From the title alone, it is not obvious that Dando's target audience is school and public librarians. In the preface, Dando asserts that the target audience is "librarians and managers in school and public libraries" (vii). All of the examples included within the chapters and appendixes are specifically aimed at school and public librarians. However, because the majority of Dando's principles and examples can be easily adapted to any library environment, the book is also relevant to academic librarians who want to learn about incorporating data into advocacy work.

The book is comprised of six chapters and seven appendixes. In the first chapter, Dando describes the "six steps that are essential to a successful advocacy message based on

data" (1). Chapter 1 explores the first four steps—determining the needs, articulating the objective(s), identifying the audience(s), and determining what type of evidence to collect. Chapters 3, 4, and 5 explore the fifth step—collecting, analyzing, and synthesizing data. Chapter three discusses the impact of using statistics for advocacy purposes. Chapters 4 and 5 are a detailed discussion of surveys and focus groups as a means of gathering and measuring data. Chapter 6 explores the sixth and final step—presenting the data to the target audience(s).

Chapter 2 seems a bit out of place: it interrupts the "six steps" narrative with a discussion of strategies for effective communication. This is important information that definitely enhances the overall message of *Say it with Data*, but its placement within the book disrupts the flow of the six essential steps detailed in chapters 1 and 3 through 6.

Librarians with little to no experience in advocating with data that measures and communicates library programs and services will find *Say it with Data* an interesting and practical read.—*Magen Bednar, Reference Assistant, University of Oklahoma, Norman, Oklahoma*

Studying Students: A Second Look. Ed. by Nancy Fried Foster. Chicago: ACRL, 2013. 156 p. Paper \$44 (ISBN: 978-083898680-6).

This group of studies, conducted at the University of Rochester between 2011 and 2013, is meant to follow up on and build upon an earlier research project from 2004 and 2005. The original study was published as *Studying Students: The Undergraduate Research Project at the University of Rochester*. Both studies utilized ethnographic research methods common in anthropology, focusing on in-depth interactions with small groups, rather than large statistical surveys, to gain a more precise understanding of user behavior.

Each volume is divided into eleven sections with brief overviews of previous research, method, and findings. In *A Second Look*, each chapter has its own bibliography, as well as a copy of the survey instrument utilized. In general, this second volume's research projects focus on different behaviors from those covered in the first book. However, a few studies are repeated; both volumes examine what faculty look for in a good paper and how undergraduates research and write their papers. In addition, both volumes include a photo survey to investigate student life and technology usage.

The rest of the projects in *A Second Look* take a different angle, focusing on a greater understanding of how the students use the library as space and how students integrate the library into the bigger picture of college life. One study researched similarities and differences among faculty, students, and librarians in the ways that they search for information important to them. Another study examined how students learn about the human connection to research. Several projects investigated how individuals and groups utilize the library in their academic work and build a sense of a scholarly community. One clear trend that emerged is that the "typical"

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user or study group does not exist. Students mix and match library spaces to specific project goals, in addition to personality preferences, and thus value a diverse set of options.

An oft-repeated idea sets the tone for this volume: the idea that the opinions of “experts,” such as librarians and architects, are no longer authoritative or relevant because users’ behaviors change continually. This study will benefit any institution looking for creative ways to measure its users’ needs, challenge stereotypes about students, and build a more participatory design process into future renovations of physical space and library services—*Christina M. Kulp, Life Sciences Librarian, University of Oklahoma Libraries, Norman, Oklahoma*

Successful Social Networking in Public Libraries. By Walt Crawford. Chicago: ALA, 2014. 176 p. Paper \$55 (ISBN: 978-0-8389-1167-9).

The prolific Walt Crawford is a writer and speaker on libraries, technology, and media, and the author of seventeen books in these fields. He began his social media project in fall 2011 as a “rolling snapshot” that eventually encompassed thirty-eight states and nearly 6000 libraries, just over half of which were found to have a social media presence. His goal was to examine the prevalence of Facebook and Twitter usage for library communication, as well as the extent to which these media actually reach an audience.

The author carefully defines terms such as LSA (legal service area population), “likes,” presence, and reach, and breaks down his findings by HAPLR size—ten size divisions of public libraries as used in Hennen’s American Public Library Ratings. This book is not for librarians who want a “how-to” or for those who don’t have the patience for number crunching. However, as Crawford presents his findings, the text is loaded with real-life examples of postings arranged by HAPLR size. The examples show successful posts, loaded with humor, invitations, anecdotes, and questions. A chapter on state-by-state findings helps benchmarking among comparable-sized libraries.

Crawford’s survey helps answer questions such as: Should libraries devote staff time to social media activities? Can they sustain these activities and engage their communities effectively? Do their patrons expect to see them in these media channels? The survey viewed social media as actual engagement, something beyond simply another publication channel. Some best practice issues are raised, including how frequently to post, how to deal with spam, and how to pull the plug if it is just not working.

The take-away lesson here is that libraries of all sizes can have vibrant and engaging social network presences. Crawford notes that his research left him with a greater appreciation for the extent to which small libraries are the centers of their communities. In his closing thoughts, he says he is not daunted by the fact that few public libraries’ social media efforts reach even 10 percent of their potential patrons.

Crawford found that 94 percent of all library Facebook pages had significant gains in the number of “likes” during the four-month period that he studied, and he declares that, ultimately, each library must define success for itself.—*Susan Hopwood, Outreach Librarian (retired), Marquette University Libraries and Trustee, Whitefish Bay Public Library, Whitefish Bay, Wisconsin*

Transforming Young Adult Services. Edited by Anthony Bernier. Chicago: ALA, 2013. 254 p. Paper \$65 (ISBN: 978-1-55570-907-5).

This collection of scholarly essays attempts to answer the question, “How should LIS imagine today’s young adults?” (xvi). Bernier posits that those who work in and study libraries have been remiss in letting others define our audience for us. This leads to a distinct disconnect between libraries and teens.

Some of our fundamental ideas about who teens are and what services they need can be traced to the past century with dismayingly little change to date. If obsolete theories and concepts are used, teens are defined solely as students (in educational theory), patients (in psychological theories), “less than” adults, at-risk, “other”—in short, they are marginalized. This volume argues successfully that these definitions must be overhauled.

Of course, many definitions of young adults are possible, and this collection offers several ideas for instituting change. In nine chapters, respected scholars examine many concerns and propose jumping-off points for debate. Section one explores age-based definitions of teens and suggests turning these traditional, adult-centered perspectives into teen-centered approaches to services and programs. Section two examines stereotypes of young adult library users as at-risk youth, reluctant readers, and “those to be molded,” and attempts to loosen our grip on these outdated concepts. The third section considers moving library service to young adults toward a new vision for the future under a newly applied “critical youth studies” model.

For those looking for a “big-picture” theoretical look at library service to teens, this book might work. There are many ideas presented here, applying different theories to various young adult library concepts. Yet some of the ideas conflict with others, and some of the essays are written in academic language that renders them almost inaccessible. If readers are looking for a practical resource guide, or “how-to” instructions, they had best look elsewhere. As Bernier states, “While it is the chief intention of this collection to provoke debate, readers may not find it entirely satisfying or definitive” (21). This reader is not entirely satisfied to be left with so many more questions than answers. The debate must continue until these questions can be answered and libraries can move on from debate to actual transformation.—*Sarah J. Hart, Branch Librarian, Chatham-Kent Public Library, Chatham, Ontario, Canada*