

stating that it is no longer the heart of the public library. However, a few pages later, he asserts it as an important place by stating that recent graduates from library school ought to spend time on the public reference desk, as this type of work provides valuable experience.

Part III of the book, “‘Dude, Where’s My Jetpack?’ Near Future of Reference,” includes two coherent and comprehensible chapters. In these chapters, the authors endeavor to foretell the future of reference services while acknowledging the limitations of prognostication. In chapter 8, one of the projections includes the growing need for librarians to familiarize themselves with regulations, such as fair use and copyright, to help users navigate the realm of digital rights management. The author also foresees the necessity for librarians to learn how to use artificial intelligence tools, such as ones that use audio commands to complete tasks, to teach users how to use these systems successfully. In chapter 9, it is suggested that the real challenge for reference is to establish reference librarians as “consultative experts and the go-to folks in the minds of the end users” (134). The chapter recommends a variety of strategies to accomplish this goal including strategic planning to demonstrate the value of the library and the use of data-gathering tools to accumulate evidence to make data-driven decisions. Part III provides useful information; however, this information may be familiar to librarians who stay current with the literature or who have already adopted similar practices in their libraries.

Generally, this volume does succeed in outlining the evolution and potential future for the delivery of reference services and librarianship. Unfortunately, the problems identified in part II diminish the book’s overall effectiveness. Nevertheless, there is enough worthy information to provide a good beginning point for librarians in institutions that have not yet adapted to the changing reference environment.—*Michelle Hendley, SUNY Oneonta*

***Getting the Word Out: Academic Libraries as Scholarly Publishers.*** Eds. Maria Bonn

and Mike Furlough for the Association of College and Research Libraries. Chicago: American Library Association, 2014. 288p. Paper, \$50.00 (ISBN 978-0-8389-8697-4). For readers seeking an overview of library publishing efforts, *Getting the Word Out* is an indispensable primer that also offers opportunity for reflection for those in the trenches. Ultimately, the work demonstrates how the convergence of publishing with the library offers new groups and generations of stakeholders greater opportunities for engagement. These benefits transcend the democratization of access to knowledge via open access, and their breadth is captured well by Maria Bonn and Mike Furlough’s edited volume.

The editors bring to the work professional backgrounds offering a favorable mix of theory and praxis. Dr. Bonn currently teaches scholarly communication and publishing at the iSchool at Illinois following an appointment as Associate University Librarian for Publishing at the University of Michigan Library. Mike Furlough also brings a wealth of expertise to the project, currently serving as Executive Director of HathiTrust Digital Library with prior appointments as Associate Dean for Research and Scholarly Communications at Penn State University Libraries and faculty for the ARL/DLF/Duraspace E-Science Institute.

Kathleen Fitzpatrick and Dan Cohen lend more than their names to the volume; they set the landscape and provide a helpful jumping-off point with their Foreword. An introduction by the editors follows, providing a practical condensed history of library publishing as a lead-in to highlighting key findings and exploring overarching themes. From there the book spans eleven chapters and is divided into three sections discussing the why, how, and what of library publishing.

In keeping with the approach favored by the Library Publishing Coalition, the book takes a broad and inclusive definition of scholarly publishing, sharing the voices and experiences of libraries large and small. Readers will find higher-level overviews such as a taxonomy of press and library integration, thoughts on capacity building for publishing, and the achievements of smaller institutions in their library publishing efforts. There is also ample attention to detail found in chapters on evolving publishing agreements, data curation, and open educational resources.

For those familiar with Kathleen Fitzpatrick's *Planned Obsolescence* (2011), this book serves not only as a companion resource to her chapter on The University, but continues the conversation. We see elements of her discussion of the alignment of the library's mission with the university press in the informative first chapter, where Paul Courant and Elizabeth Jones weave together business models and mandates of stakeholders in scholarly publishing with insights from the field of economics into plausible scenarios for ubiquitous access to scholarly resources.

J. Britt Holbrook provides necessary sensitivity training from the faculty perspective, emphasizing how librarians at times may, despite honorable intentions, trudge on what Isaiah Berlin has coined negative liberty (freedom from constraint), and positive liberty (freedom to pursue a self-determined course of action), when advocating for open access on campus (46).

An anchoring chapter is provided by Monica McCormick, who analyzes libraries and publishers independently, enumerating their skills and strengths to best illustrate how these strengths might be best combined. To this end, she describes a number of emerging models as well as distinct opportunities for collaboration. Charles Watkinson extends McCormick's chapter with his thoughtful taxonomy for levels of integration of the university press with the library, reinforcing his work with relevant case studies. As in the case of McCormick, Watkinson adeptly hints at potential friction that can exist between library publishers and presses. A separate chapter exploring this tension in scholarly publishing and how libraries navigate it would be a welcome addition to the volume.

The final section of the book, What Libraries Publish, illustrates the added value libraries bring to the student experience, including the pedagogical role that libraries are well positioned to play by engaging students as content creators, and the ability to facilitate the adoption and creation of open textbooks and open educational resources, as is the case with Open SUNY Textbooks. We are also shown that libraries can support humanities scholarship by curating data (making it more accessible and usable), and by providing APIs to extend its research possibilities. In the process of making the distinction between data publishing and curation in the final chapter, the reader is led to appreciate that the curatorial efforts invested by libraries position them as ideal publishers of data.

In the Introduction, the editors share that their goal for the book is "to examine library-based publishing with both a clear-eyed realism about the challenges faced by libraries as publishers and a confirmed optimism that libraries are well suited to address and overcome these challenges" (2). The challenges faced by libraries as publishers are not solely described in the volume; they are also present-at-hand: the reviewed print copy of *Getting the Word Out* shows noticeable fading of text toward the left margin for verso pages. We see, however, that the authors are also successful in bolstering optimism, as we are shown the underlying impact of a movement that has grown considerable roots. Moreover, the book demonstrates that libraries have moved beyond identifying and addressing challenges to realizing a more inclusive, diverse, and open vision for the future of scholarly publishing. — *Andrea Kosavic, York University*