of the engaged academic library in the information-literate community, we can find important lessons in this collection that can help us to bring our own efforts to reform evaluation of professional performance into a broader campus context.—*Scott Walter, University of Kansas.*

Grassian, Esther S., and Joan R. Kaplowitz. *Learning to Lead and Manage Information Literacy Instruction*. New York: Neal-Schuman (Information Literacy Sourcebooks), 2005. 322p. alk. paper (+ CD-ROM), $65 (ISBN 1555705154). LC 2005-9356.

Most books about information literacy instruction (ILI) address valuable topics such as teaching methods, scheduling, and IL standards. Grassian and Kaplowitz's focus on the overall management of ILI and the qualities of good ILI leaders, therefore, is a welcome addition to the literature. Both authors have experience in managing and leading ILI in academic libraries and have added to the research base on the topic by writing articles and jointly authoring *Information Literacy Instruction: Theory and Practice* (Neal Schuman, 2001).

Although this book is aimed at librarians who participate in instruction, its main audience includes those who wish to focus on changing ILI in positive ways. ILI librarians are in the unique and challenging position of staying up-to-date on databases, IL trends, library policies, and evolving issues in information science, while also developing instruction for the library's users, most of whom are unfamiliar with the nuances of finding aids and the nature of information.

Learning to Lead and Manage Information Literacy Instruction progresses logically from a discussion of leadership and management, in general, to sections on doing ILI research, securing relevant grants, and determining the role of technology within the instruction librarian's duties. Grassian and Kaplowitz distinguish between managers and leaders, hence the title of the book. Managers, by nature of their duties, are in a position to control how and when things are accomplished in libraries, whereas anyone may be a leader ("grassroots leaders") regardless of their position. Leaders direct the what and why in libraries: "Each time an individual takes a stand, expresses an opinion, or suggests a new way of doing things, that person is taking a leadership role."

Much of the first half of the book covers ways of communicating and collaborating. This is another area central to the authors' ideas on effective ILI programs. Even the subsequent discussions on building teams, working through change, cooperating within and outside the library, fostering growth, developing grants, and marketing and promotion are grounded in communication and collaboration.

This book has three main strengths: (1) inclusion of many ideas for promotion and marketing (and the authors do not shy away from answering the tough question of handling the workload associated with successful promotion), (2) discussion of the realities of the technological side of the ILI librarian's job, and (3) recommendations for additional reading on ILI and management/leadership topics. One weakness is the authors' failure to discuss their ideas and successes with integrating standards, such as ACRL's Information Literacy Competency Standards for Higher Education, into ILI programs. The book regretfully concludes immediately after the technology chapter; no wrap-up or cohesive conclusion synthesizes the ideas presented in the chapters. A full bibliography and index follow the last chapter.

The CD-ROM is a helpful feature of the book package. The sample syllabus stands out as the most interesting section, with many sound ideas on working IL into the curriculum of an English course. Two sample proposals, one for a grant, serve as good, concrete examples of the text such documents may contain. A sample letter to faculty discussing the potential of ILI for their students is a nice surprise. There

also is a sample memo to an administrator addressing local ILI problems and solutions, but it is just a list of questions unaccompanied by a concrete example. The book's bibliography is repeated and is appropriate considering that two-thirds of the bibliography contains links to Web sites.

As with most subjects, this book cannot stand alone as the sole introduction to managing and leading ILI programs. Grassian and Kaplowitz's book, however, serves as the best starting point on the topic. One would benefit from reading this book along with Michael Eisenberg's *Information Literacy: Essential Skills for the Information Age* (Libraries Unlimited, 2004) and Julia Nims and Eric Owens's (eds.) *Managing Library Instruction Programs in Academic Libraries* (Pierian Press, 2003), the latter being a compendium of papers and materials from the 2001 LOEX conference. I recommend *Learning to Lead* for all academic librarians and for use in all libraries where ILI is a focus. *—Margie Ruppel, University of Southern Indiana.*

Licensing in Libraries: Practical and Ethical Aspects. Ed. Karen Rupp-Serrano. Binghamton, N.Y.: Haworth, 2005. 210p. alk. paper, $29.92 (ISBN 0789028794). LC 2004-30491.

Licensing of electronic resources has become commonplace in most library operations in the United States. As the availability of such resources has increased, virtually no library is too small, too specialized, or too isolated as to be without access to them. In fact, these smaller libraries may have the greatest need for access to such databases, as publishers' prices and budget constriction make it difficult to build appropriate and timely collections. Consortial licenses often solve such problems for small libraries. Without teams of lawyers, how will these smaller libraries or groups of libraries master the complexities of the licensing process?

Licensing in Libraries seeks to resolve this conundrum. From a quite basic level, it provides examples of various types of licenses, offers resources for model licenses, outlines the history of licensing, and describes the pitfalls of this complex process. The twelve chapters, simultaneously published as *Journal of Library Administration* (vol. 42, nos. 3–4), effectively cover in depth various perspectives on licensing. Most notable are the bibliographies following each chapter; these alone will lead the reader to a comprehensive library on the topic.

Kristin Gerhard, Iowa State University, describes the ways in which electronic resources are priced. These methods range from restrictive to inclusive and may latch onto a range of IP addresses, or allow access through portals, or with log-ins. Gerhard emphasizes that one must be vigilant to find pricing that can be afforded and databases that serve the needs of the library's users. Jill Emery, University of Houston, investigates—for the purposes of informing the public of their responsibility and for avoiding violations—the ways in which end users can be made aware of licensing terms.

In two successive chapters, Janet Brennan Croft, University of Oklahoma, and Tracey Armstrong, Copyright Clearance Center, discuss the impact of electronic resource licensing on interlibrary loan and its implications for copyright. Particularly helpful is Croft's reference to sources for model licenses and her admonishment that libraries must understand the database vendor's terms for ILL use. Stephen Bosch, University of Arizona, follows with a detailed guide to using model licenses, an exceedingly helpful tool for librarians who may be struggling with negotiations with publishers.

The publishers' perspective is not ignored. Richard Fyffe and Beth Forrest Warner, both of the University of Kansas, present the case for digitization contracts with commercial interests, partnering to build a database. Andrea Ramsden-Cooke and Priscilla McIntosh, from LexisNexis, discuss the concerns and priorities of the database producers and aggregators. Both articles are effective in showing that there