

systems, and IR system types (systems for CD-ROM, multimedia, markup languages, Internet, natural language processing, citation analysis, and digital libraries). The final chapter discusses trends in information retrieval in regard to issues from previous chapters.

There are a few oddities throughout the book. Curiously, there is an entire chapter devoted to retrieving information from CD-ROMs & online sources, but there is no discussion of more contemporary physical devices such as DVDs, Blu-ray, flash-drives, or cloud servers. There is also no discussion of the economic value of IR systems like the decreasing cost of memory. Chapter nine includes semitechnical mathematical functions that are likely to be difficult for students to grasp (for instance, the vector processing model). The Discussion section of Chapter 12 includes a number of similarly worded summary points, which gave the section a very repetitive feel. Chapter 14 is entirely devoted to early studies on evaluating IR systems. This entire section, while providing interesting historical information, is really out of place from the rest of the book because it does not use contemporary examples. The final chapter, "Trends in Information Retrieval," is disappointing, for it does not mention some of the current or cutting-edge IR tools like social tagging as one might expect.

Overall, this book does a decent job of introducing general concepts of information retrieval without delving into overwhelming detail. In doing so, Chowdhury provides a good understanding of where much of our current systems have come from. Used with current supplemental readings, this book would be a good resource for a basic information retrieval course that focuses on traditional and, to a lesser extent, contemporary retrieval systems. The author has written numerous works related to IR systems—many are cited in this book—that demonstrate his knowledge of IR systems. For a contemporary alternative that focuses on the same topics, but does not go into as much depth or breadth as Chowdhury's book, consider

Heting Chu's book, *Information Representation and Retrieval in the Digital Age*. — John Reppinger, Willamette University.

**Critical Library Instruction: Theories and Methods.** Eds. Maria T. Accardi, Emily Drabinski, and Alana Kumbier. Duluth, Minn.: Library Juice Press, 2010. 341p. acid-free paper, \$35 (ISBN 9781936117017). LC2009-039408.

Written by librarian-practitioners and librarian-scholars, *Critical Library Instruction* examines critical pedagogy in the scope of library instruction. Critical pedagogy, as explained in this anthology, is a branch of educational research and practice that highlights the influence of power relationships in the educational process and tends to focus on the social, cultural, political, economic, and cognitive influences on instruction and learning. The relationship between critical pedagogy and library instruction is more precisely designated as critical library instruction and described as "the ideas that background critical practice in the classroom—from Freire's models of liberatory teaching to Kapitzke's criticisms of standards models to Elmborg's blending of literacy theory and library practice." These writers, as well as Henry Giroux and Troy Swanson, are frequently cited throughout the book.

The book is divided into five sections, each consisting of four or more chapters. The first section contains five chapters that offer a conceptual toolkit for critical library instructors seeking new ways to reinterpret and reframe their own library instruction. Several topics discussed in this section include the role of historical archives, nature of the information cycle, and impact of problem-based learning on critical consciousness. Section two presents a classroom toolkit that blends theoretical models with classroom strategies and lesson plans. These chapters mention some strategies for library instruction such as problem-based learning, use of workshops, and integrating feminist pedagogy as part of a research presentation. The third section focuses on teaching in context by highlight-

ing experiences of critical library instructors within various institutional settings, such as community colleges, service-learning programs, and high schools. Topics presented in this section include the importance of collaboration between librarians and departmental faculty, and the overlap between service-learning and information literacy. Section four discusses the use of unconventional texts and media sources, like Wikipedia, rather than the traditional use of library catalogs and scholarly databases. The aim of this section is to “encourage critical engagement with all kinds of materials, including the web resources we traditionally decry.” The final section examines the function of institutional power as it relates to the shrinking role of librarians. The issue of whether critical library instruction is even possible within the current culture of many colleges and universities is also addressed. Chapters in this section focus on the many challenges to implementing critical library instruction, such as assessment, ACRL Information Literacy Competency Standards for Higher Education, and the shifting role of libraries and librarians. The collection concludes with short summaries about each of the book’s contributors, an author index, and a subject index. In general, the editors of this work bring forth some interesting ideas, questions, and provocative proposals regarding library instruction. Most might be of interest to library instructors at institutions where there are opportunities beyond

a one-shot instructional session or where there is support for instruction involving interdisciplinary studies and problem-based learning. Some practitioners may find many of the suggestions to be lacking in overlap with standards such as the ACRL Competency Standards and with best practices for quantitative assessment. Disregarding these limitations, the editors of the book ask a stimulating question: “Would ideas that didn’t always lead directly to outcomes find a home in our profession?” If you are able to answer this question in the positive, then perhaps you are the intended audience for this book. Regardless, a background understanding of the writings of Elmborg, Freire, or Kapitzke might benefit readers who are new to the topic of critical library instruction or critical pedagogy.—*Anders Selhorst, Guilford Technical Community College.*

*The Handbook of Art and Design Librarianship.* Eds. Amanda Gluibizzi and Paul Glassman. London, U.K.: Facet Publishing, 2010. 330p. paper, \$115 (ISBN: 9781856047029).

Although much has been published about art librarianship, art libraries, and the information-seeking behavior of art students, that material is spread across journals, books, and digital literature. *The Handbook of Art and Design Librarianship* aims to bring together in a comprehensive resource the key issues affecting art libraries and librarians, and the uniqueness of these spaces and of their patrons.

Although the editors claim the handbook is the first art librarianship publication that has an international purview because it brings together authors from an international community, the vast majority of chapters were written by librarians in the United States. Furthermore, except for Nancy Fawley’s chapter “Cultural Differences and Information Literacy Competencies,” which discusses the cultural differences of art students at an American design school in Qatar, the book addresses art library-related issues in the western world. Nonetheless, the publication fills a gap in the scholarship.

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