ized as an entailment mesh, in which key concepts and propositions (circles) are connected to each other by relationships (arrows). This provides readers with a comprehensive, yet compendious, overview of the territory being mapped. The third section comprises an alphabetical listing of each of the concepts or propositions—that is, "agreements"—that appears in the diagram. In this listing of agreements, each entry includes a picture of the fragment of the diagram in which the agreement appears, information for locating the agreement in both the threads and the diagram, and, in many cases, a brief essay that supplements the discussion of the agreement in the threads: in short, it functions as an analytic index that allows the reader to enter into Lankes' representations of new librarianship at a number of different thematic points. Finally, let us note that Lankes' articulation of new librarianship is very much an ongoing project: accordingly, he has set up a supplement to the book in the form of a Web site (www.newlibrarianship. org/wordpress) that contains supporting materials and promises to incorporate, over time, new additions to the model of new librarianship.

Taken as a whole, Lankes' *Atlas* is a remarkable work of synthesis that integrates a plethora of insights into a coherent general philosophy of librarianship. The book is addressed to all persons interested in the profession of librarianship, be they practitioners, academics, or students. To write for such a diverse intended audience requires considerable skill in exposition: the matter must be presented in such a way that it conveys complex ideas clearly without oversimplifying them. In this, Lankes has succeeded brilliantly: his explanations and arguments are models of lucid and effective exposition, often leavened by humor, that will get his message across to all segments of his audience. The book, however, is more than a work of analysis; it is also very much a work of evangelization. Lankes passionately believes in new librarianship and so

has written the *Atlas* in a deeply personal style that seeks to entice, persuade, and, indeed, inspire the reader to take up the banners of his vision. It is true that the rhetoric sometimes becomes overheated and enters the realm of bathos; nevertheless, many readers will draw inspiration from the engaged and affirmative tone of Lankes' prose. Whether one agrees with all details of Lankes' vision or not, one cannot but profit from perusal of the *Atlas*, the contents of which will doubtless contribute to many conversations about the *Wesen und Werden* of librarianship.—*Thomas M. Dousa, University of Illinois, Urbana–Champaign.*

Transforming Research Libraries for the Global Knowledge Society. Ed. Barbara I. Dewey. **Oxford,** United Kingdom: Chandos, 2010. 208p. $75 (ISBN 9781843345947**).**

In an environment where public university budget allocations for research libraries are increasingly recouped as a stratagem to forestall the current crisis of the political economy, academic administrators charged with reducing costs and services may look to *Transforming Research Libraries for the Global Knowledge Society* to find justification for the dwindling support for library programs. After a close analysis of the heterogeneous essays contained here, however, I am confident that such a reading mistakenly vacates the core findings of this book. Self-doubt is expressed. Will the library exist? Ought the library exist? But these questions, staged as they are in familiar ways, do not make the book remarkable. They are deployed as if to satisfy a polemic our professional literature seems to demand, to announce the authors as 21st Century/ Next Generation librarians. After due formality, the text moves beyond the garb of library obsolescence to forward some serious new thinking on the enduring cause of academic libraries, by offering grounded ideas and strategies to position today's libraries as institutions capable of adapting and transforming again,

not only the universities they serve, but the global knowledge environment they helped to create.

Editor Barbara I. Dewey gathers an impressive assembly of senior research library and information professionals to take on the challenges of the present while thinking broadly about what it will take to nurture, encourage, and facilitate the next wave of academic innovation and scholarly discovery. Divided into four parts, which cover administration, research services, public programing/outreach, and scholarly publishing, her collection can be best summarized as a rapid-fire tour of recent library initiatives drawn together to help jump-start creative thinking about emerging possibilities.

The book opens with essays that seem aimed to scare and dare librarians into action. We hear familiar calls, to innovate or die, and to collaborate or wither. We are admonished to develop strategic leadership programs, cultivate more intensive relations with researchers, embrace the latest communication technologies, and harness systems to exploit an economy of scale. The tone and timber is diverse, ranging from James Neal's stimulating "Powerpoint" style, to Jennifer A. Younger's more deliberate discussion of strategies for incremental change. Beneath the surface rhetoric of library liquidation, we hear a sober but urgent call to plan. Without an affirmation of the research library, however, one wonders whether or not some of the planning called for here is not simply a call for a more efficient

displacement of the library centrality in the university mission. Graham Jetcoate provides some thoughtful speculation on how research libraries will figure in the future academy, but even his affirmative vision does not seem to rise above the timid. Yet, if these opening essays err on the side of vagueness or equivocation, each approach also effectively animates timely discussions among research librarians about values and goals. They certainly had this effect in my office.

The one outlier in this section is Anthony W. Ferguson's well-conceived essay on "The Transformation of Academic Libraries in China." I suppose the editor inserts it here as a means to further dislodge any residual parochialism by way of inserting a measure of global thinking. Ferguson does provide a thoroughly descriptive account of the ongoing transformation of Chinese academic libraries, one that confirms the global reach of the challenges facing North American libraries, as well as the potential that might be had by way of a deeper attention to international strategies of library development. Its placement, however, leaves one desiring a more sustained treatment of the global forces shaping the new international public sphere.

The second section, "Organization and University Context," consists of two grounded case studies that focus in on how the university library might reconnect with the university it serves. It opens with University of Connecticut Vice Provost Brinley Franklin's description of how organizational change models taken from the corporate environment can be applied to the academic library. Franklin documents how Leeds University deployed David Kaplan and Robert Norton's "Balanced Score Card" formula and suggests the successes at Leeds advocates for a wider adoption of the program. Jeffery G. Trzeciak follows with a similar essay, "Building Key Relationships with Senior Campus Administrators." This time, one learns how McMaster University in Hamilton, Ontario, applied something

called "Human Performance Technology," a systematic process to discover and analyze institutional goals, and measure their outcomes. Both chapters are detailed hands-on accounts summarizing how these alternative methods can be used to critically evaluate the various facets of our complex institutions. A third chapter in this section, one that objectively weighs the successfulness of each strategy, would be welcome. As it is, the reader must be satisfied with each author's claims. An even more ambitious project might address the foundational issues behind the contemporary demand for new metrics capable of measuring the value of library services. Without such an analysis, it is difficult to determine if these types of organizational transformation programs are productive.

The third section makes perhaps the most important contribution to the volume. In two chapters, it focuses first on the university library as a center for collaboration and second on the opportunities afforded by developing collaborative spaces. In "Partnerships and Connections," Nancy Noe and Bonie MacEwan advocate for an expansive notion of the research library. It is conceived as more than an instrument to collect, organize, and disseminate knowledge. In their vision, the library includes (on site or off) computing centers, tutoring and writing centers, faculty governance assemblies, university development personnel, literary agencies, and more. To achieve better partnerships, they advocate closer relations between the library and other academic faculty, reporting positively on projects that embed librarians into academic departments as instructors or writing tutors and bringing faculty more concretely into library governance. The second chapter in the section, "Common Spaces, Common Ground: Shaping Intercultural Experiences in Learning Commons" by Allison S. Bolorizadeh and Rita H. Smith, explores the concept of the commons as it deployed in the research library. It calls on libraries to take an ac-

tive role in creating campus knowledge communities, by bringing the classroom into the library and taking the classroom into the world of information and cultural performances. The commons, as their title suggests, is a site of intercultural contact, a place to develop the context of academic projects and critically assess information in relation to other cultures of inquiry. The library is conceived by Bolorizadeh and Rita as a laboratory, one that grounds knowledge in the process of discovery and critical evaluation. Rather than viewing reference as a simple exchange of information, these chapters show it for what it is: a place to teach progressive information literacy and provide customized research assistance. It is a practice deeply connected to the mission of the research university, because the university today cannot be satisfied with simply transferring today's information or skills. It must invest in and nurture tomorrow's critical and creative thinkers.

In the last section, we are treated to another aspect of this volume's call to envision libraries as part of an expanded field. It contains three articles on scholarly publishing. Gunilla Widén discusses how libraries can prepare the way for new modes of scholarly publishing, which include the development of a scholarly social Web and other interactive tools. The second, by Linda Phillips, is on the return of the University Press and the library's role in creation of scholarly peer-reviewed publishing. The third essay in this section, by Fred Heath, Christian Keller, T-Kay Sangwand, and Kevin Wood, documents the possibilities and opportunities made available for the research community by the library's involvement in data curation. Each of these chapters documents the application of these new library-based publishing initiatives.

By the conclusion of this book, one begins to see the academic library less as an institution squeezed into obsolescence as its function between researchers and end users diminishes. Instead, the real-life stories and struggles here show the

research library engaged in the effort to become more productively involved in the entire life cycle of knowledge: its creation, critique, and dissemination. If the library, following Carlyle, once found itself at the heart of the university by virtue of its manifestation as a collection of books, the library of the future, according to these authors, is better understood as a place of conversation; a place for discovery, reflection, and play; a generator of creative associations between the notes of the author and the notebook of the reader.—*David Michalski, University of California, Davis.*

Ksenija Mincic-Obradovic. *E-books in Academic Libraries*. Oxford, United Kingdom: Chandos, 2011. 203p. $80 (ISBN 9781843345862).

Written by Ksenjia Mincic-Obradovic, *E-books in Academic Libraries* is based on the author's experience with e-books at the University of Auckland Library. Chapter 1, the Introduction, discusses the e-book collection at the University of Auckland library and offers a synopsis of the remaining chapters.

In chapter 2, "The (Magical) World of E-books," the author discusses the evolution of e-books, what e-books are, types of e-books, and how e-books function in academics. Some of the advantages of e-books she mentions include that they can be accessed from anywhere, anytime; they save space in the physical library; users can conduct full-text searches; and they are enriched with other media. This chapter concludes with some disadvantages of e-books such as the need for a device and software; the variety of formats; ability for users to read on a computer or device screen; compatibility with citation management software; and technical requirements such as keeping up with the latest versions of software and hardware.

The next chapter, "Between Publishers and Library Needs," looks at a host of issues dealing with "the complexity of e-books as a medium." For instance, there are a number of e-book publishers and

a variety of publishing practices among commercial providers. In addition, free e-books are often produced by individual authors, government agencies, and libraries. One section focuses on libraries as publishers of e-books, while other sections look at pricing and purchase models and copyright and digital rights management.

The meat of the work is in chapter 4, "Developing and Managing E-book Collections." As the author notes, academic libraries are generally moving from print to electronic resources and are shifting more of their budget to e-resources. As the "e-book environment is pretty much unstable and unpredictable" and "it is difficult to create and apply an e-book collection development policy," the author provides some options for how to handle e-books in terms of selecting and buying; providing access; cataloging; interlibrary loan; and preservation. Mincic-Obradovic provides a checklist of questions to ask when considering e-book purchases; and, in the cataloging section, she discusses the need for catalog records for e-books and talks about the pros and cons of single, separate, and provide-neutral records.

Chapter 5, "Connecting with Users," and chapter 6, "New Opportunities," will especially appeal to public services librarians. In chapter 5, the author mentions several surveys, including two conducted at her own institution, that looked at e-book use. With the University of Auckland surveys, the author wanted to see what users knew about e-books and what their perceptions were. In chapter 6, Mincic-Obradovic looks at the potential of e-books in teaching and learning and highlights some e-books developed to support university courses. Each is enriched with audio, video, and the like.

Mincic-Obradovic concludes the book with "Future Considerations": barriers to adoption; e-books in relation to study and research; lack of relevant content; and opportunities e-books bring to academic libraries. Among the barriers to adoption are lack of standards, lack of user