

Chapter 9 focuses on the complexities of copyright law and less about how copyright relates to rare books. Topics include public domain, fair use, unpublished works, orphan works, physical and intellectual property, and the general importance of copyright. Chapter 10, "Outreach," is divided into three parts: "Finding and Working with Your Local Communities," "Reaching beyond Local Communities," and "Exhibitions and Exhibition Loans." Part 1 focuses on groups of people that rare book librarians should target to get them more interested and involved with rare book collections and libraries. Specifically, the authors outline various constituencies that rare book librarians should develop working relationships with such as faculty, students, local communities, friends of the library, donors, and the development office. Part 2 discusses ways in which rare book librarians can reach out to these various constituencies. The authors state, "[Y]ou are serving your users best when you are meeting their needs and meeting them where they are. They are online. And you need to be, too" (144). With this said, Galbraith and Smith state that some of the best online outlets to reach audiences include blogs, Facebook, Twitter, and other social media platforms. The third part discusses the importance of doing exhibits that feature rare books, and the policies and procedures recommended when loaning materials for exhibit at another institution.

The last two chapters of the book focus on continuing education and reference resources. Chapter 11 discusses the importance of a rare book librarian being both a librarian and a scholar. The authors provide lists of ALA-accredited library schools, rare book schools, societies and organizations, journals, and discussion lists—all of which can be helpful for a rare book librarian. Finally, chapter 12 provides bibliographies broken down into categories such as book terminology, book history, book illustration, bookbinding, conservation and preservation, and much more.

This book provides a practical overview of the basic functions of a rare book

librarian and what skills and knowledge are necessary to be successful in the field. While the book advertises its coverage of digital technologies and how digitization relates to rare books, the section in which this is discussed is brief and covers only the basics of digitization. If one is looking for more in-depth discussion about digitization and how it relates to rare books, this handbook would not be the best resource to consult. This handbook is recommended for any rare book and special collections librarian, teachers and students in library science, or anyone charged with the care of rare books. — *Katie Nash, Elon University.*

Past or Portal? Enhancing Undergraduate Learning through Special Collections and Archives. Eds. Eleanor Mitchell, Peggy Seiden, and Suzy Taraba. Chicago: American Library Association, 2012. 320p. \$40.00 (ISBN 978-0-8389-8610-3). LC 2012-6254.

As a librarian (not to mention a curator), it is heartening to see the array of imaginative programs and initiatives developed in over forty institutions nationwide using special collections and archives to engage undergraduates with primary materials. *Past or Portal?* is not only an excellent progress report on what I view as a new energy in special collections librarianship in the wake of mass digitization, it is also an effective sourcebook for practitioners to use to develop programmatic ideas for their own collections.

There are forty-seven chapters divided into four sections: "The Artifact," which includes eleven case studies focused on objects and their contexts; "The Pedagogy," which contains eighteen chapters on innovative methods using primary materials; "The Program," which presents six case studies addressing broad, multidisciplinary approaches to teaching with special collections; and "The Work," which contains twelve chapters "about programs where students are involved directly in the work of special collections as part of coursework, as student workers, or in internships" (xii–xiii).

The contributed chapters vary a great deal in terms of style and structure, which is to be expected from an anthology as large and varied as *Past or Portal?*, and the introductory paragraphs framing each case get repetitive after a while. But the book is not really meant to be read front-to-back, and the editors have done a fine job of organizing and introducing this cornucopia of cases. The project was inspired in part by a survey of the use of special collections in Oberlin Group libraries by Susan M. Allen, published in *Rare Books and Manuscripts Librarianship* in 1999 (Spring issue); a decade later, after years of seeing such initiatives publicized in library newsletters, the possibility of a volume of case studies was raised at an Oberlin Group meeting by Peggy Seiden (one of the editors), which received support from several library directors. A call for abstracts in 2010 generated nearly 100 proposals, so the editors expanded their original idea of publishing thirty case studies to include a total of forty-seven. For the sake of brevity, I will touch on only a few studies to give readers a sense of the spectrum.

In the "Artifact" section, a particularly compelling case related to literary history was the chapter on an initiative at the University of Pennsylvania, entitled "Crazy for Pamela in the Rare Books Library: Undergraduates Reflect on Doing Original Research in Special Collections." This collaboration between special collections staff and Professor Toni Bowers centered on the course called "The Pamela Craze," encourages students to discover the "universe of responses, critiques, parodies, spurious continuations and back-stories, operas, burlesques and farces, poetry and songs, fashion, and pornography" issued in the wake of Samuel Richardson's first novel *Pamela*, published in 1740. A transcript of the final class meeting in the spring of 2010 vividly demonstrates the pedagogical impact on the twelve students in the course. In terms of earlier book history, Ohio State University's Eric Johnson's contribution offers an excellent template for the study of medieval manuscripts, even

by nonspecialists. In "Seeing through the 'Priest's Eye': Teaching Medieval Codicology and Book History through William of Pagula's *Oculus sacerdotis*," Johnson states that, "By using a manuscript copy of the *Oculus* as a lens through which we can examine the complex intellectual, cultural, artistic, and material histories underlying medieval books and their production, we can figuratively and literally see through the *Eye of the Priest* and realize that we do not need to look at or understand a manuscript's textual content in order to make use of it as a powerful and practical pedagogical tool." Also in this section are chapters on using artists' books (Skidmore College), conducting "speed-dating" show-and-tell sessions (Merton College, Oxford), and "embedding" a special collections librarian in the classroom (Wake Forest University).

In the "Pedagogy" section, a collaboration between the University Archives and Harvard Yard Archeology Project is a stunning example of mixing history, archeology, archives, and even school spirit! An interesting contrast is the section on "Teaching Digital History through the University Archives: The Case of *Nebraska U: A Collaborative History*," which describes a project involving undergraduates to "help prioritize, digitize, and contextualize materials held within the University Archives." Another excellent use of special collections is related by David Pavelich, of the University of Chicago, who details "five examples of creative writing sessions held in the Special Collections Research Center," including a session on newspapers, maps, magazines, and ephemera for students writing historical fiction, and another using literary manuscript collections to compare authors' drafts to published pieces, as well as correspondence with editors, to learn about the writing and publishing process.

Representatives at Augustana College report (in the "Program" section) on the efficacy of the use of faculty stipends to incorporate material in special collections

into their courses, which has increased the “use statistics” in the department exponentially (and has also, the authors warn, impacted the staff workflow dramatically). Of potential use to similar institutions is the chapter by Laura Baudot and Wendy Hyman (Oberlin College) about “Building a Book Studies Program at a Liberal Arts College”; they conducted a Mellon 23 workshop and hope that their study “has illustrated the initial steps that can be taken to set up a book studies program, the various players that need to be involved, the necessity of collaboration between faculty and librarians, and the advantages of following up on meetings and ideas relatively quickly.”

In the “Work” section, Marianne Henson (Bryn Mawr College) offers some excellent advice related to having students curate exhibitions in “Real Objects, Real Spaces, Real Expertise: An Undergraduate Seminar Curates an Exhibition on the Medieval Book of Hours.” Similarly, Malinda Triller (Dickinson College) presents a useful study for the 21st-century curator in her article on “Social Networking Software in the Archives: Using Blogs to Engage Students with Primary Sources.” Finally, I want to notice an inspiring study by Christina Connor and Stephen Rice (Ramapo College of New Jersey) on “The American History Textbook Project: The Making of a Student-Centered Special Collection at a Public Liberal Arts College,” which actually created student-driven acquisitions for a research collection, a fabulous way to get students invested in an institution.

There is something in *Past or Portal?* for anyone working in special collections who wishes to engage students with book and printing history, manuscripts and archives, digital humanities, literature, history, or even the history of science. It is a superb sourcebook, and I would suggest that my colleagues buy two copies—one for their collection, and one as a “working” copy to be kept close at hand and used like a cookbook in a kitchen. —Richard J. Ring, *Trinity College*.

Library Leadership in the United States and Europe: A Comparative Study of Academic and Public Libraries. Eds. Peter Hernon and Niels Ole Pors. Santa Barbara, Calif.: Libraries Unlimited, an imprint of ABC-CLIO, LLC, 2013. 231p. paper, \$60.00 (ISBN 978-1-61069-126-0).

Libraries Unlimited, an imprint of ABC-CLIO, can always be counted on for excellent publications that support the practice of all areas of librarianship. Although those interested in leadership might find some of the theories covered in this book useful, their application is more scholarly and theoretical than practical. This is logical, since both of the editors are highly respected scholars of library leadership and management, and much of the book looks at the library leadership landscape across two continents. Professor Hernon represents the United States perspective while Professor Pors and the other four contributors represent the European perspective.

The book is divided into four parts: an introduction, an overview of leadership in the United States and Europe, themes, and a conclusion. The overview and the themes include most of the chapters. The introduction and the overview spends a significant amount of time discussing leadership theory and frames many organizational dynamics and management issues within these different theories. Hernon’s chapter on library leadership in the United States is comprehensive: he explores how the profession is attempting to address the need for ongoing development of leaders. The remaining overview chapters deal almost entirely with Europe. Again, there is a lot of time spent talking about different leadership and organizational theories, as well as management practices. It is within these chapters that the cultures of the different countries begin to be explored. Culture is an underlying theme throughout the entire book and it is appropriately given ample discussion under the themes section of the book. The work of a select few