

Chapter 3 provides an analysis of the survey outlining some of the challenges that institutions face in hiring diversity librarians. The area of job expectations is one challenge that can contribute to the difficulty in finding qualified applicants. Feedback from librarians emphasized the importance of making job expectations both clear and reasonable. The chapter concludes with suggestions for setting reasonable expectations (for those hiring diversity librarians) and discussion on job descriptions and improving the search process.

Chapters 4 and 5 draw heavily from the reflections and responses of librarians surveyed. Chapter 4 addresses the issues and challenges faced by those working in positions that serve diverse populations. Balancing responsibilities, budgetary concerns, work satisfaction, and feeling that their efforts were supported were common themes expressed as impacting the success of their work. The themes in chapter 5 address how to get started once in the job. Survey respondents present recommendations on moving past barriers and offer guidance in setting priorities, assessing collections, establishing relationships, and gaining entrée.

Chapter 6 includes information on how organizational culture, attitudes, and behaviors affect diversity awareness and training efforts; and chapter 7 outlines specific factors that need to be considered by libraries when implementing diversity training programs for their staff.

A major finding from the research study is that librarians receiving their master's degrees do so with little coursework or training in multicultural librarianship. If library schools are not providing the foundational knowledge related to diversity, then it should come as no surprise that library graduates may be ill prepared to provide the range of services these positions demand. Chapter 8 not only looks at some of the curriculum issues in library schools but also outlines reforms that address not only *what* is being taught but *how* it is being taught. Mestre

advocates for a curricula approach to cultural competency and cultural awareness that prepares all librarians to work in a multicultural environment.

Mestre does a good job of summarizing the experiences, suggestions, and perspectives of librarians serving diverse populations and comes full circle in chapter 9 by outlining what she considers the "next steps" involved in strengthening diversity efforts. Chapter 10 is an extensive compilation of resources related to diversity and serves as a useful reference source to anyone desiring to explore the topic further.

Overall, *Librarians Serving Diverse Populations* is a timely examination of the experiences and perspectives of librarians working in the field of multicultural librarianship.

The qualitative and quantitative data gathered from the author's research study are interwoven throughout the book and help to inform the discussion by providing first-hand perspectives on specific challenges and various opportunities inherent in serving diverse populations. — Kelly R. McBride, *Appalachian State University*.

Advocacy, Outreach, and the Nation's Academic Libraries: A Call for Action.

Eds. William C. Welburn, Janice Welburn, and Beth McNeil. Chicago: Association of College and Research Libraries, 2010. 224p. alk. paper, \$40 (ISBN 9780838985496). LC2010-018611.

Advocacy and outreach are two of the hottest topics in the profession today. The American Library Association's most recent past President, Camile Alire, created her presidential platform around the issue of advocacy and the idea that advocacy is everyone's job, not just the people in leadership positions. *Advocacy, Outreach, and the Nation's Academic Libraries: A Call for Action* is a book geared toward academic libraries specifically, but the information and suggestions can be used by any library professional looking for suggestions on implementing advoco-

cacy or outreach opportunities. Included are theory and case studies all designed to aid the reader in defining ideas for implementing, sustaining, or growing programs that will help them explore and contextualize advocacy.

The book explores each of three areas in-depth—advocacy, outreach, and engagement—and offers a wealth of suggestions. It also delivers a no-nonsense “now is the time” message that will resonate with the reader. The editors hope that librarians who read *Advocacy, Outreach, and the Nation’s Academic Libraries: A Call for Action* will be able to better understand our role in the world of civic engagement as well as our role as advocates for the library on campus. They also hope to equip librarians with an understanding of issues that will help them initiate discussions for productive results. Consisting of two sections, the book is divided into twelve chapters entitled “Advocacy through Engagement,” “Librarians, Advocacy, and the Research Enterprise,” “Librarians and Scholarly Communication,” “The NIH Public Access Policy,” “Frontline Academic Library Advocacy: Whose Job Is It Anyway?” “Library Advocacy in the Campus Environment,” “Outreach Issues for Information Technology in Libraries,” “Digital Advocacy,” “Advocacy & Academic Instruction Librarians,” “Advocacy and Workplace Diversity,” “Academic Libraries and Graduate Education,” and “Advocacy in Higher Education Environments: No More Excuses.”

Each chapter describes an area where outreach, advocacy, or engagement is defined, then expanded to include examples, benefits, challenges, suggestions for implementation, and, most important, a way to find opportunities within challenging situations. The authors are leaders in the field, knowledgeable about the subject and able to offer viable options relevant to every reader looking to create an action plan of his or her own. Especially useful is the chapter on the National Institutes of Health (NIH) and open access, which explains in detail the legislative advocacy

process, including the highs and lows, political implications and privacy issues that every library professional should be aware of and concerned with.

Julie Todaro concludes the book with her “no excuses” argument that we need to acknowledge the fact that librarians have “only baseline knowledge of the target audience, an uncertain commitment, a lack of political acumen, a lack of knowledge of the umbrella institution, budget process, disagreements on what the message is, unreal expectations of who delivers the message, and finally—little time to advocate in general as well as little time to integrate the concept into the life of the organization.” She assesses the negative aspects and counters each with a positive response, offering insight into each. Finally, she describes the successful teachable moment when we have convinced academic librarians that we not only need to know “how” but that we also must “do”—advocate for our libraries—with no more excuses.—*Marcy Simons, University of Notre Dame.*

M-libraries 2: A Virtual Library in Everyone’s Pocket. Eds. Mohammed Ally and Gill Needham. London: Facet Publishing, 2010. 273p. Paperback, \$105 (ISBN 9781856046961). LC 2010-478224.

This collection of twenty-seven articles represents the varied views of international librarians, information scientists, and educators delivering recommendations and solutions to problems we face in the evolution of educational technology. Specifically, mobile devices—challenged by issues of access, quality, and cost—offer a solution to these pressing technological issues through the delivery of those materials and resources that students and faculty require in the course of completing their work. Affordable and ubiquitous, mobile devices present a practical platform that librarians and their allies can focus upon as a delivery mechanism in realizing the goal of everyone having the world at his or her fingertips via a vir-