and how to construct and conduct them. Chapter 5 follows with a look at issues of ethics and inclusion. At first, the latter chapter seems to belong in a different volume, but the author demonstrates that any work on adopting new technology needs to take into account different abilities and circumstances of library users.

In chapter 6, the author tackles evaluating all the information one gathers or ingests. Of major importance is the discussion on telling a fad from a trend. One particularly comforting concept Hennig highlights is that of letting ideas percolate. Far too often, we find ourselves feeling like we need to constantly acquire more information. This section serves as a reminder that taking some time to process what we have learned and put it into context is at least as important as information gathering. Indeed, the author highlights the importance of wool-gathering: "[M]ind wandering may be part of a larger class of mental phenomena that enable executive processes to occur without diminishing the potential contribution of the default network for creative thought and mental stimulation." (82)

Chapter 7 introduces the reader to ideas for adopting new technologies, including how to conduct a pilot program or other methods of testing new equipment or models for new uses of existing technology. Evaluating the testing is also covered, along with a valuable section on how to decide when a project just isn't going to make it.

In chapter 8, Hennig discusses implementing a new technology. She focuses on not so much the technical aspects, which are really covered in the previous chapter, but rather how to convince a governing body of the importance of the new equipment or program. In this way, the chapter title "Moving toward Implementation" doesn't mean quite what a techie might think, but it is likely more polite than "Selling Your Idea." However, the suggestions include a reminder that your audience is not as immersed in your project and so you must aim any presentation at a beginner. Hennig also points out that administrators are interested in good community relations and value for money spent, so any attempt to sway them to your side should address these points.

Chapter 9 takes a look at job descriptions for Emerging Technologies Librarians. While she provides examples of current descriptions, the real value in this chapter is in Hennig's own definition of the job. As there is, at present, little agreement as to what an Emerging Technology Librarian is and does, it seems important that this chapter be more widely read by, and shared with, administrators.

If a criticism of this book can be made, it would be that there are too many topics addressed in one place. Each chapter could easily have been a handbook in its own right. However, were that the case, the intended reader, the overwhelmed Emerging Technologies Librarian, could easily miss the interrelationships between, for example, the ethics of their job and the mechanics of the same. The book serves as an invaluable guide not only to resources and methods for staying current and performing the duties, but also as a tool to place the role of Emerging Technologies Librarian into the broader context of librarianship.—*Michael C. McGuire, Colby College*

Participatory Heritage. Henriette Roued-Cunliffe and Andrea Copeland, eds., for the Chartered Institute of Library and Information Professionals. London, U.K.: Facet Publishing, 2017. 213p. Paper. $74.98 (ISBN 978-1-78330-132-2).

If you work in a college or university library and have ever tried to partner with a community group or heritage organization or are contemplating doing same, you will probably be well served by looking into this slim volume. Comprising nineteen short case studies, the book provides a wide variety of examples of the challenges and issues faced by institutions trying to collaborate with "participatory heritage" groups. Occasionally the partnership succeeds, but often projects pursued with the best of intentions end in frustration and disappointment. The very definition of participatory heritage offered in

the introduction implicitly lays out the problems for formally organized, professionally constituted institutions: "Participatory heritage could be thought of as a space, a space in which individuals engage in cultural activities outside of formal institutions for the purpose of knowledge-sharing and co-creating with others. Those engaged with participatory heritage collaborations tend to place importance on content and less importance on medium, process, or professional expertise; thus they acknowledge a diversity of expertise and operate from a premise of shared authority. The collaborations are bottom-up in nature, as they emerge from connections among individuals rather than organizations." (xv)
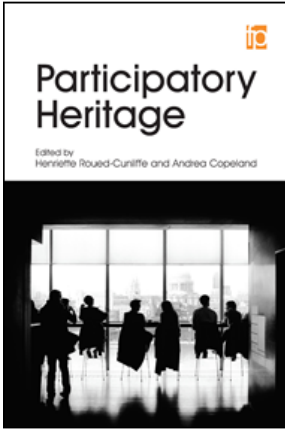
Participatory heritage groups are often DIY efforts, and they can be notoriously difficult for top-down, professionally driven organizations to work with. The asymmetries are too glaring: the power of funding, professional staff, expertise, infrastructure, processes, and standards versus volunteers, enthusiasm, loose organization, deep commitment to heritage or community, and possessiveness about content. The tendency of professionally staffed organizations to assert that "they know best" can be met with indifference if not resistance to "outside" claims on a group's heritage or a community's "stuff." Heritage groups want their material (archives, websites, and the like) for their own ends, and those often fly in the face of stability, continuity, and preservation. Finding common ground is the big challenge that the articles in this volume grapple with—sometimes successfully, sometimes not.

The nineteen case studies in this volume cover a broad field of examples of the frustrations and rewards of partnering with heritage and community groups. They embrace church, community, and professional groups' archives; a variety of local documentation projects; Wikipedia; groups dedicated to aspects of the Korean and Vietnam wars; and crowdsourcing. They are sited in the United States, Canada, the United Kingdom, and Australia. They raise all the right questions: who "owns" history? who are the real experts and what do they contribute? who sets the rules? what price must be paid for sustainability? whose benefit do the projects ultimately serve?

It may come as no surprise that the one area in which libraries and heritage groups can reconcile their asymmetries and in which libraries can really help make a difference is information technology and the web. The successes in this volume almost always occur in the virtual environment. The web, after all, has been the great destabilizer of authority and expertise, giving everyman the ability to do historical and genealogical research, diagnose illnesses, learn languages, and so on. The go-to source of information has become a DIY project called Wikipedia (is the Britannica even still available?). Access, ubiquity, and flexibility make the web a tool that libraries, archives, and other institutions use to mobilize, empower, and enrich heritage groups, helping them attain their own disparate aspirations. But, as one Danish case study cautions, the web works best for these groups when they control their sites. When that is not the case, when the larger entity hosts and manages the site, the results can be disappointing to the community. The web also provides a way of avoiding other sorts of ownership issues. A community that wants to make its collections and archives directly available to its members can finally do so without compromising the artifacts by scanning them and making them accessible on the web. Smartly deployed, the web can be a sustainable platform for heritage to share their content through scanned materials, dialogue and debate, and the dissemination of information useful to the community.

As might be expected, the contributions here vary widely in content and presentation, but several are quite excellent and each has something to teach.—*Michael Ryan, New York Historical Society Museum and Library*

Undergraduate Research and the Academic Librarian: Case Studies and Best Practices. Merinda Kaye Hensley and Stephanie Davis-Kahl, eds. Chicago, Ill.: Association of College and Research Libraries, 2017. 348p. $65.00 (ISBN 978-083898908-1).
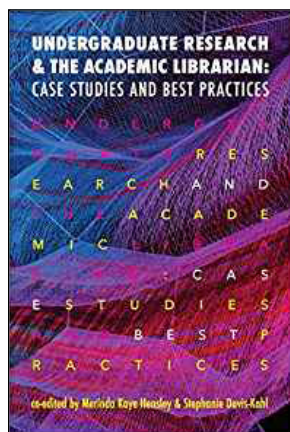
In this new volume, the editors' "hope is that with this collection of case studies, librarians come away with not only a better understanding of what undergraduate research entails but also with a clear vision of the potential connections and contributions they can make to support undergraduate research" (xxiv). The book contains 25 short case studies on topics having to do with undergraduate research in various forms. Each chapter contains the following sections: Introduction, Background, Partnerships, Reflection, Assessment, Recommendations/Best Practices, and Conclusion.

The reader will discover that many of the studies in this book describe ways for librarians to better focus their time and efforts to avoid duplication. One such project took place at Virginia Tech, where librarians created an Advanced Research Skills Certificate program designed for undergraduate students conducting focused research. To their surprise, a large number of students signed up for the program to prepare themselves for graduate school. Despite the fact that students receive no course credit for participating in the program, it has met with such success that librarians are looking at ways to scale the program, including creating a version for honors students.

Honors students themselves are the focus of several other chapters in the book. One example is from Berkeley College. Librarians there developed an Honors Thesis Project Curriculum, which is implemented each year with a new cohort of students. The curriculum is thorough and detailed, beginning with topic selection, continuing through the research process, and finishing with the writing of the paper itself. Librarians created an expansive LibGuide to walk the students through the curriculum, which includes video tutorials, quizzes, and a badge system. Students are also assigned a personal librarian, with whom they are required to meet at least twice, but students also contacted their librarians via e-mail, phone, and even Skype with additional questions.

Multiple chapters discuss support of undergraduate research journals, such as at the New College of Florida, where students doing an independent study were inspired to start a research journal of their own. Involvement in the project increased as word spread across campus, and the project eventually became a full-fledged course. The course was cotaught by a biostatistics professor and a librarian and focused on laying the groundwork for the journal's launch. The course has continued in different forms along with the journal.

At some institutions, student research was approached with a festive air and competitive spirit, such as at Kennesaw State University. The library there instituted an Undergraduate Research Award in conjunction with the *Kennesaw Journal of Undergraduate Research.* The winner of the award receives $500 in addition to being published in the journal. Applicants submit both a research article for publication and an essay about the research process, which gives librarians and others an inside look at their progress.