Book Reviews

The 21st Century Black Librarian in America: Issues and Challenges. Eds. Andrew P. Jackson, Julius C. Jefferson Jr., and Akilah S. Nosakhere. Lanham, Md.: Scarecrow Press, 2012. 277p., $80.00 (ISBN 9780810882454). LC 2011-042051.
The powerful legacy of librarian, mentor, and activist Dr. E.J. Josey (1924–2009) permeates and inspires this collection of essays addressing the diverse and multifarious concerns of the black librarian in America. This edition, which follows two earlier versions edited by Josey in 1970 and 1994, begins with a dedication to Josey, a selected bibliography of his works, and a tribute to him by the Black Caucus of the American Library Association (BCALA). Indeed, Josey influences every page in this comprehensive volume with his work providing inspiration and guidance to black librarians in America.

With 47 chapters and eight parts, this wide-ranging collection offers a varied and prolific assortment of essays related to black librarianship in America. The unifying theme of this collection is that, despite the hard work and accomplishments of black librarianship's preeminent activists and scholars, such as Josey, there still remains much work to be done, "glass ceilings to be shattered, closed doors to be opened." Activism against racism in America remains as relevant as ever, and the 21st-century generation of black librarians is encouraged to continue the work of Josey and others: "Our responsibility to ancestor warriors and elders has not yet been fulfilled." Racism in the profession of librarianship continues to obstruct recruitment of black librarians to the field and their advancement in the profession.

Part I focuses on the school library. As the introduction notes, "all are in agreement that students with low academic skills typically come from schools with poorly equipped school libraries." Part II addresses issues in the public library. Themes explored in this section include the financial difficulties faced by public libraries in difficult economic times and the centrality of the public library to the community as a safe place for all people, from job seekers to the homeless, to seek assistance and refuge. Part III discusses black librarianship in terms of the academic library. A variety of perspectives from the academic library are presented. Part IV focuses on the special library. The chapters presented here address health sciences and medical librarianship and private institutional libraries. Part V discusses state and federal libraries, and Part VI addresses issues in the library and information school: both sections contain important essays about recruitment and retention of black librarians in the profession. Part VII focuses on library technology and its impact on librarianship and information access. Access to Africana collections in historically black colleges and universities (HBCUs) is one such topic addressed in this section. Finally, Part VIII, "Issues and Profiles," is a diverse mélange of essays that discuss "challenges that have plagued librarianship for decades."

This volume is highly recommended for collections concerned with diversity in librarianship, the history of the field of librarianship, the education of library professionals, and activism in the profession.—*Maria T. Accardi, Indiana University Southeast.*

Nicholas G. Tomaiuolo. *UContent: The Information Professional's Guide to User-Generated Content.* Medford, N.J.: Information Today, 2012. 340p., $49.50 (ISBN 9781573874250). LC2011-043838.
From blogs to podcasts to Facebook, information professionals of all stripes have

been aware for years now of the "social" components of Internet content and how much is currently driven by user-generated content. In *UContent*, Nick Tomaiuolo, a library practitioner and instructor of LIS research methods, offers a "shortcut guide" for librarians and information professionals in a variety of posts to the plethora of platforms and tools that can use the huge base of "Citizen marketers" (to borrow another term from the literature on user-generated Web content) for our work as librarians.

Tomaiuolo is not just giving us a book on fads in cyberspace. His text notes both in the introduction and the conclusion the large numbers of Internet users who contribute to user-generated content and the faith that Internet users can place on such content. Tomaiuolo offers both success stories for information professionals (such as the extremely fruitful collaboration between the U.S. Library of Congress and the Flickr Commons to make historical images freely available on the web) and cautionary tales (such as the efforts of volunteer mapmakers from India for an early Google project to create maps that showed Pakistan as part of their country). Throughout, though, the focus of his text is more on introductory description to each tool and a "shortcut guide" to how each might be helpful to the work of librarians and information professionals.

Each chapter of the book takes a different platform or type of tool, gives a brief history of how it has been used both by libraries and other parts of the information world, and often provides some examples of how simple the basic technical steps for a setup can be. From Project Gutenberg (which the author almost deifies but justly describes as one of the oldest user-generated content sites on the web), through the blogosphere, to Wikis and podcasts, *UContent* offers good overall histories of the platforms, quite fair criticism of the content as it stands (such as the multiplicity of user contributions to Wiki sites), but also excellent examples of how specific library websites are already using the tools. Tomaiuolo asks directly if a library should have and maintain a Facebook site, but then he presents a very cautious and fair reading of the literature about how students consider library Facebook friending. One of the most pertinent sections to librarians might be the chapter on the variety of book review sites from Amazon and LibraryThing on that can be available to librarians; this excerpt is a prime example of how the chapter's list of familiar and less-than-familiar review websites can help each reader to find new resources in this arena.

The chapters on self-publishing and citizen journalism are perhaps of less value to many librarians, though the information trends are still very active and Tomaiuolo's placing of each in the context of Chris Anderson's "Long Tail" of information access make both still quite pertinent to the overall topic of user-generated content. Perhaps the most interesting chapter for librarians is Tomaiuolo's treatment of tagging and "folksonomies." Once again, the author gives some context for the potential importance of this kind of content—user-generated subject terms—in connecting users with the "Long Tail" of information resources by their own terms that could contain pertinent information beyond Library of Congress of Dewey Subject Headings. At the same time, the text offers a fair hearing to common critiques of tagging such as the lack of professional oversight and the number of unique tags on sites such as Flickr that are typos or very personal in orientation (the "vacation" tag). The overall argument is for better use of aggregated tag clouds and for a judicious combination of user-generated and librarian-generated subject terms.

The final chapters deal with somewhat newer players in this UContent space: custom search engines, in which users can create and share pieces of code that routinely execute custom topic searches; cyber-maps, in which librarians can use maps to group local and historical infor-

mation; and Yahoo Pipes, a new kind of website-embeddable feed for searching a variety of online sources. Each of these, and Flickr (already noted for its strong work with the Library of Congress, the Getty, and fifty other information science nonprofit sources in the Flickr Commons), all have good potential that Tomaiuolo notes for applications in the provision of information to patrons.

Overall, the volume could be a bit more comprehensive than any single librarian might need; the catalog of tools available can be daunting. At the same time, we all should be following each of the trends Tomaiuolo charts and thinking outside the box of traditional reference provision. Each chapter of the book is not only full of basic information, but most chapters also contain interview transcripts with leaders in the field on the topic of a particular tool (such as Karen Schneider, Walt Crawford, and Meredith Farkas), or comparative tables of different web services that serve one of the user content needs above, or specific examples of libraries who are benefiting from a user-generated content service. Whichever tool(s) seem best for your particular institution, *UContent* can serve as a reference librarian's reference in the brave new world that we inhabit.—*Timothy J. Dickey, Kent State University*.

Joan R. Kaplowitz. *Transforming Information Literacy Instruction Using Learner-Centered Teaching.* New York: Neal-Schuman, 2012. 326p., $75 (ISBN 9781555707651). LC2011-041991.

The well-worn saying, "Tell me and I will forget, show me and I may not remember, involve me and I will understand," quoted as the epigraph to Chapter 10 of *Transforming Information Literacy Instruction Using Learner-Centered Teaching*, sums up the learner-centered teaching method explicated and advocated by author Joan R. Kaplowitz's informative book. According to Kaplowitz, the key difference between learner-centered and traditional teaching methods is who controls the learning process: "Traditional teaching puts control in the hands of the teacher and views him or her as the dispenser of information and knowledge. In the learner-centered approach, power, control, and responsibility for learning is shared by everyone involved—teacher and learners alike. Learners actively construct or create their own knowledge."

This book provides a useful, if predominantly theoretical, introduction to Learner-Centered Teaching (LCT) for librarians looking to improve their information literacy instruction. As it synthesizes a large body of research on educational theory, learning styles, and teaching and assessment activities, it would also make an excellent textbook for a library science course on user instruction. Each chapter concludes with a summary, study questions, annotated bibliography, and references that the library science professor could easily use as the basis for assignments and class discussions.

The author, who spent twenty-three years as a librarian at UCLA before retiring as Head of the Research, Instruction and Collection Services Division of that university's biomedical library, holds a doctorate in Psychology in addition to her Master of Library Science degree. She has worked with the ACRL Information Literacy Immersion Program (1999–2004) and the steering committee for UCLA's Library Information Literacy Initiative (2001–2003). Several chapters were cowritten with Hillary Kaplowitz, an instructional designer in the Faculty Technology Center at University of California, Northridge. The writing is graceful but informal, often conversational, and reads as an invitation to explore the principles and uses of learner-centered teaching along with the author(s).

The book is divided into three sections. Part I, "Finding Out about Learner-Centered Teaching," outlines the characteristics of LCT. At its core, LCT emphasizes "collaboration, participation, and shared responsibility for learning among all participants" and emphasizes teaching meth-