

The concluding chapter provides a thoughtful top-level view of the transformations that digital has had on humanities research, the book, scholarly communication, and the library. It takes the reader on a tour of research possibilities but also questions how much has actually changed. Although succinct and well written, the wealth of topics covered in the chapter could easily be expanded into a full-length monograph. Student readers would stand to benefit from additional chapters dedicated to these topics. In addition, with the target audience in mind, a feature to consider for a future edition would be to add a section to each chapter that lists a few annotated supplemental readings selected to provide the student with deeper grounding on the introduced topics.

As can be seen, there is great breadth on offer for the reader. What is not apparent is the strategy behind the organization of the chapters in the volume. This is particularly noticeable in the transitions between the chapters that vary significantly in technical content, disrupting the potential for narrative flow between chapters. One could also argue in favor of this arrangement, however, in that the book resists the creation of disciplinary silos and that this juxtaposition has a generative effect that encourages the reader to ponder the relations.

We must ask, finally, does the book answer its own question? The authors ask us to pause before assuming the affirmative. The affordances of digital may speed up operations, although that may not ultimately change the way we do things or *should* do things in all cases. Moss cautions us not to abandon the practices the profession has developed over the centuries to ensure the safety of sensitive content, its discovery, and its persistence. The editors, by assembling their interdisciplinary response, provide us with a model; we are urged to bring a diverse chorus of voices to the table to carefully consider our path forward. — *Andrea Kosavic, York University*

Nigel Ford. *Introduction to Information Behavior*. London (UK): Facet Publishing, 2015. 224p. Paper, \$85.00 (ISBN-13 978-1-85604-850-7).

Introduction to Information Behavior seeks to provide the reader with a one-stop shop of the history, theories, and definitions that have come to encapsulate the very broad and highly studied field in librarianship. The author Nigel Ford is a professor of Information Science at Sheffield University. His extensive background on the topic is evident throughout the book in his references to the variety and amount of research that has been conducted on information behavior. The book is divided into three parts so the author can address such a broad and far-reaching idea. Part 1 defines the basic concepts of information behavior. Part 2 illustrates what the current level of knowledge is as it pertains to information behavior. Part 3 shows how an understanding of information behavior can be deployed in an analytical setting. By examining each part in further detail, we can see where the book succeeds and where it falters.

Part 1 serves as the foundation of the text. It is composed of two chapters, "Information Behavior" and "Changing Conceptions of Information Needs," which summarize the increasingly complex discussion that follows in the subsequent chapters. These chapters both stylistically and methodologically help the reader begin to understand the tremendous amount of information covered. Each of the first two chapters starts with a series of term definitions and the relevant scholars who have proposed those definitions. Peppered throughout these chapters and the book as a whole is a series of "Think" boxes. These boxes serve as a moment of contemplative reflection for the reader to internalize some of the key concepts discussed.

Part 2 covers a variety of different topics as they relate to some of the different components of information behavior. This is a complex section that deals with a variety of the component structures that define information behavior. The key chapter in this section is chapter 6. This chapter is an interesting and dense discussion on the differ-

ent factors, both internal and external, that affect or influence information behavior. This section is unique since rarely do you see a discussion of information behavior presented with such a wide variety of influencing factors.

Part 3 is structured as a springboard for the book. If parts 1 and 2 help give the reader a better understanding of the discipline and concepts of information behavior, then part 3 serves to help the reader with the inevitable “where do I go from here” question. Part 3 addresses such issues like the different types of methodologies one could employ in studying information behavior. It also discusses the design of an information system based on an observed or studied type of information behavior.

Overall, the chapters in this book could serve as a good introduction to the different aspects of information behavior. However, it may be a bit overwhelming to a reader. The challenge in reading this book as a complete text on information behavior is the lack of continuity between the different chapters. Each individual chapter could serve as a good primer of that specific topic, yet the book as a whole lacks continuity. There is no interconnected theme from chapter to chapter. Each singular chapter introduces a significant amount of scholarship and is well synthesized if taken alone. For example, there is a chapter on research methodologies. Although the chapter serves as a good introduction to research methodologies, the topic is so complex that the breadth of the different research methodologies takes away from the continuity of the whole book.

Examining the decades of research on information behavior in a single text is a challenging task. The author does a good job of building a structure to support such a heavy weight, but the structure of each chapter also serves to make them self-contained learning pods. What is most interesting about this book is that the singular chapters are some of the most in-depth synthesized discussions on information behavior. The reference and the examples are a good primer for any students interested in the discipline. The real problem, though, is there is no real thread woven through that illustrates a unique approach to understanding information behavior or a new methodology one could use to determine which of the multitude of theories and factors one could use for his or her own research. The book does as is described; it serves as a “primer on information behavior,” which should be read as a series of parts rather than the sum of its whole.—*Ryan Litsey, Texas Tech University*

Monty L. McAdoo. *The Student's Survival Guide to Research*. Chicago: Neal-Schuman, an imprint of the American Library Association, 2015. 232p. Paper, \$58.00 (ISBN 978-0-8389-1276-8).

The Student's Survival Guide to Research is a book aimed at beginning researchers, and likely its most immediate audience is students enrolled in a freshman-level composition or college writing course. The book's “Introduction” states that the content won't exhaustively cover research and writing, but instead it aims to prepare beginning researchers to understand the types of skills they'll need and challenges they'll encounter early in their research. Librarians who teach credit-bearing information literacy classes or offer library instruction to first-year writing students may find the book helpful in the way that it situates library-specific aspects of the research process within a broader array of skill and tasks.

In its opening two chapters, *The Student's Survival Guide to Research* identifies some key terminology and offers tips for how to prepare for a research project. McAdoo begins by clarifying that this book will not focus on research that involve testing hypotheses with experimental methods, yet rather the types of projects that ask students to use outside sources of information to write a term paper. The table of contents makes it clear that the book's focus is on library skills, writing, reading comprehension, and time management. In this way, *The Student's Survival Guide* is similar to research manu-