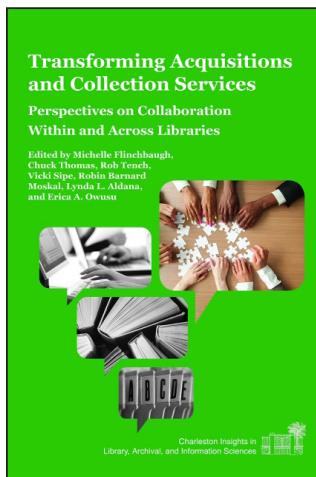


ing; there are very few current texts for this audience, and yet this choice would also seem to render the book less universally applicable. However, the vast majority of what is presented in this text could be applied to virtually any instructional setting, and the originality of addressing best practices in LIS education itself is worthy of note. Useful as an addition to the available resources for the professional development of instruction librarians in academic libraries, this well-researched and instructive text will be essential to collections serving library and information science programs. —*Melissa Anderson, Southern Oregon University*

Transforming Acquisitions and Collection Services: Perspectives on Collaboration Within and Across Libraries. Michelle Flinchbaugh, Chuck Thomas, Rob Tench, Vicki Sipe, Robin Barnard Moskal, Lynda L. Aldana, and Erica A. Owusu, eds. West Lafayette, IN: Purdue University Press, 2019. 442p. \$49.99 (ISBN 978-1-55753-845-1).



The Charleston Library Conference is one of the most venerable annual gatherings in librarianship, and one of just a handful whose focus is primarily on issues revolving around collection development. This specific monograph, which is also available electronically in an open access format, is one of at least nine titles that comprise the series *Charleston Insights in Library, Archival, and Information Sciences*. This volume, as indicated by the title, focuses broadly on change within two areas—Acquisitions and Collection Services—about whose inner workings many public services librarians know little. Not surprisingly, the introduction to the text states explicitly that the primary audience of the text as “library directors, technical services managers, and managers handling acquisitions and collections” (xiii). While it is true that this work relies to some extent upon the reader’s *a posteriori*

knowledge of the world often referred to collectively as Technical Services, and that it is also true that there are variations in quality from chapter to chapter, these case studies offer useful insights to both their intended audience and all those impacted by the critical work done there.

Structurally, there are six broad sections to the text, each with four chapters. Each of the 24 chapters includes a bibliography, and there is a consolidated bibliography following the final chapter and an index following that. There is a general introduction to the overall text, and the editor(s) of each of the sections also provides an introduction, which includes some historical context to the topic of that specific section (such as “Collaborations Between Acquisitions and Collection Management,” “Acquisitions, Interlibrary Loan, and Reserves”), as well as a very brief overview of each of the four chapters included in that section. Almost all the chapters have their own author(s), with the only exceptions being the two chapters authored by Michelle Flinchbaugh (who also edited the section in which those chapters appear). Additionally, each chapter includes its own introduction to the narrative, providing a specific context to the case study being presented. Separately, none of this is particularly remarkable, yet taken together it is difficult for the reader to not feel as though there is a great deal of preamble before getting into the details of the case studies. Further exacerbating this issue is the inclusion at the beginning of many of the chapters of institutional vital statistics (such as total enrollment, acquisition budget, total volumes held). While the decision of an individual author(s) to provide that context to their case study is both expected and proper, doing so further distances the reader from the essence of the study; and, more important, the

information is not always intrinsically relevant to the study. Finally, from a strictly aesthetic perspective, the collective, repetitive nature of that information interrupts the flow of the overarching narrative; in most of the chapters, it could have been included as a footnote.

As previously mentioned, each chapter provides its own introduction, and, at the risk of belaboring a point already made, a specific comment about these introductions is appropriate. While an introduction of some sort is certainly appropriate and to be expected, several of the chapters extend this to a page or more. One chapter includes an overview of the professional history of its authors. Another includes a 1.5-page description of “the golden age” of technical services, then has another entire page of background on the institution at the center of that case study. Still another chapter includes a literature review nearly five pages in length, which itself follows a two-page introduction. Frankly, the book is enhanced wherever the authors have not repeated information already touched upon by their section editor. Second-guessing talented authors and editors is much easier than writing or editing, but that does not mean that some of the chapters could not have been more carefully shaped.

Once into the details of each case study, and consistent with the methodology, there are useful and, in many cases, actionable details about the conditions that the author(s) and their organization were facing, the goals the organization was working toward, the methods employed, and some measure of outcomes. For example, Marien and Mundt not only provide a detailed discussion of the development of their “Rapid Copy Cataloging and Receiving of Shelf Ready Books” checklist, but they also make sure that the reader has access to the complete checklist by including a URL where it can be accessed. Also, the decision by Armstrong and Johnson to include a collection development policy and the procedures at the heart of a purchase-on-demand program would certainly be highly useful for libraries considering such a purchasing model. Applicable details included within the chapters also goes beyond checklists and procedures. The discussion by Huang and Wiles-Young of their library’s development of its “Express Purchase” plan is well-considered, logically structured, highly readable, and highly useful. Finally, Jung, Kim, and Choi combine each of those ideas by providing both a conceptual discussion of journal backfiles, and their relative value, and actionable details on their data-driven methodology for assessing whether to add specific backfiles to their collection. Another strength of this chapter is that it makes excellent use of tables and graphics—to make the data more digestible.

In the final analysis, whatever its weaknesses, for those information professionals, be they public service, technical services, or something between, seeking information about making changes surrounding the method(s) their library uses to acquire resources, the detailed information shared by the authors and editors of this volume is worth consulting.—*Joseph Aubele, California State University, Long Beach*

Seeing the Past with Computers: Experiments with Augmented Reality and Computer Vision for History. Kevin Kee and Timothy Compeau, eds. Ann Arbor, MI: University of Michigan Press, 2019. 254p. Hardcover, \$75.00 (ISBN: 978-0-472-13111-2).

In 2019, the *New York Times* launched the 1619 Project. What began in print is a now robust and interactive website, with the aim of offering readers a glimpse into the beginnings of American slavery through essays, photographs, and an online exhibit in partnership with the Smithsonian’s National Museum of African-American History and Culture. The 1619 Project was awarded a Pulitzer Prize in 2020, and, despite some controversy around its framing of