
First published in 1988 by the now-defunct School of Information Sciences at Brigham Young University, this slim volume remains the only biography of the library educator and pioneer in information science, Jesse Hauk Shera. With the additions of a foreword by Kathryn La Barre, Associate Professor in the Graduate School of Library and Information Science, University of Illinois at Urbana-Champaign, and an index by Victoria Jacobs, the text remains the same. Professor La Barre’s first sentence asks, “Why reissue this slender volume?”

Library Juice Press (http://libraryjuicepress.com/), an imprint of Litwin Books, specializes in theoretical and practical issues in librarianship from a critical perspective—“books for librarians with a critical edge.” Twenty-five years after first publication, with the original publisher defunct, and the author dead, one wonders who believed this to have a critical edge worth reprinting.

Forty-three percent of the original book consisted of a chronological bibliography of Shera’s writings. In this new version possibly created by optical character recognition, the bibliography contains missing italics; italics where there should not be any; spacing issues between punctuation, page numbers, and within words—apparently for right justification; misrecognition of letters and numbers; incorrect attribution of what book a chapter was published in; and missing words, volumes, and issue numbers. There is no excuse for the poor proofreading and the introduction of errors that were not in the original printing. The body of the five-chapter text also contains typographical errors not in the original. The physical reproduction problems make the bibliography in particular difficult to read and typos render it an unreliable source for Shera’s writings.

Substantively, Wright lays out Jesse Shera’s life, work, and philosophy of information science as it relates to librarianship in five chapters. The first two chapters introduce the reader to Shera, his early professional development, how he came to become a librarian, and his social science background which led to his investigations into the use of computers in librarianship and information science. Wright devotes the third chapter to Shera’s appointment at [Case] Western Reserve University and the establishment of the Center for Documentation and Communication Research. In chapter four, Wright details the infighting between Shera and the Center’s directors whom he had recruited and it is this focus that overshadows the biographical sketch. The reader learns little to nothing about Shera as dean of the library school, his philosophy of library education, or the impact he had on students (other than Wright) or the profession. Wright and reviewers of the first printing say he was a brilliant, intellectual giant in the field but Wright does not reveal much of that side of Shera.

The value of this new version lies in the introduction refuting early reviews and placing Shera at the forefront of current discussions about iSchools, the chronological bibliography of Shera’s works to see how his thinking developed over time and how he integrated his subject expertise into librarianship, the index, and the first two chapters that introduce the reader to Jesse Shera. H. Curtis Wright intended to write a comprehensive biography of his mentor and friend but died before fulfilling his plan. Complementing Shera’s papers at Case Western, Wright’s papers containing his research on Shera will become available for research in 2018 at Brigham Young University. Until a future scholar produces a full-length biography using newly-available archival resources, library historians will have to be content with this abbreviated biography.

To answer my initial questions, why reissue and does this have a critical edge worth republishing, I can only give a mixed response. Jesse Shera was on the critical edge twenty-five years ago. His own writings may give insight into his prescient belief in archival resources, library historians will have to be content with this abbreviated biography.

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As the library, archives, and records management professions move toward more emphasis on electronic records, the professional literature has begun to incorporate the digital world not only in theory but in practical applications. Records & information management offers a global view of records management in the digital era. Associate Professor Patricia Franks, School of Library and Information Science at San José University in California, teaches courses in records management, information organizations and management, and archival studies which places her in an authoritative position to extend our knowledge of records and information management.

The monograph seeks to differ from “traditional records management works by placing equal emphasis on business operations out of which records arise, and ways in which the records profession can contribute to the core mission of the enterprise beyond
the lifecycle management of records.” (p. xi). Franks invited and received real-world perspectives from twelve individuals—archivists, records managers, and information professionals from the United States, United Kingdom, and The Netherlands—whose reflections and case studies demonstrating practical applications conclude each chapter.

Franks organizes the book in a logical progression from the origins and development of records and information management to the evolution from records management to information governance with chapters in between covering how to build an information governance program on a solid records and information management foundation; records and information creation/capture, classification, and file plan development; records retention strategies for inventory, appraisal, retention, and disposition; access, storage, and retrieval; electronic records and electronic records management systems; emerging technologies and records management; vital records, disaster preparedness, recovery, and business continuity; monitoring, auditing, and risk management; inactive records management, archives, and long-term preservation; and records management education and training. Particularly helpful for corporate records programs is her discussion of the various state and federal laws applicable to business records. She deftly weaves analog and digital concerns throughout each chapter, and includes sidebars, graphic figures, screen captures, and tables to illustrate her points. The reproduction of some of the screen captures requires a magnifying glass to read.

While terms are defined within each chapter, Franks also compiled a glossary for easy look-up. An extensive bibliography complements the end-of-chapter footnotes. For records managers in multinational corporations, the appendix contains a sampling of records management laws and regulations outside the United States. She incorporates examples from corporate, educational, and governmental perspectives but primarily focuses on businesses where the majority of records need proper management.

The book is designed to be read either in toto or just the pertinent chapters relevant to the particular reader. Her intended audience consists of records professionals at any stage of their career and experienced professionals needing a reference book for specific topics. It could easily be an appropriate text for a graduate student planning a records management career. Franks promotes critical thinking. Part IV is an examination from Ragains and Suzanne L. Reinman on how librarians educate students to

Reviews


Together with sixteen university librarians, Ragains’ Information Literacy Instruction That Works will appeal to all librarians, from those teaching one-shot information literacy classes to those undertaking a campus-wide initiative. The second edition contains a considerable amount of new material, most notably the discussions on anthropology, engineering, and music to round out an already solid array of disciplines. Ragains and his contributors present concepts that can be applied to any library environment by practitioners at any level of expertise. Figures and tables are marginally used, but new to the second edition is a “Web Extras” URL for convenient bookmarking (rather than the companion CD ROM in the first edition). Web Extras include highly valuable videos, resource lists and guides, and search tips to easily download and adapt for use.

Spanning twenty chapters, the monograph is organized in four parts that frame overarching key concepts. While Parts I and II deliver transferrable pearls of wisdom on information literacy instruction, Parts III and IV focus on instruction for specific disciplines. The foundational information found in Part I addresses the best ways to teach information literacy. Ragains and Mark Emmons describe integrating instructional design principles and new library technologies with teaching, as well as embedded librarianship. Jean Caspers expands further by detailing faculty–librarian interactions, including scenarios on how to secure faculty buy-in on collaborative partnerships. Part II seeks to answer how librarians can effectively deliver information literacy instruction to a diverse study body including students with specific needs. Organized within ACRL’s five information literacy competency standards, Emmons offers sample lessons of freshman level instruction. The focus then shifts to the community college environment as Ann Roselle illuminates the challenges of designing information literacy programs and establishing competencies that reach broad educational goals. A detailed discussion on services for students with disabilities as well as legislation that dictates web accessibility standards is presented by Adina J. Mulliken and Bernadette A. Lear. Amy Elizabeth Hughes describes best practices and the benefits of integrating information literacy learning objectives into online courses to support remote students. Part III turns to teaching information literacy in discipline specific classes. Eleven common disciplines encompassing the humanities, science, social science and business are presented by noted experts. Each discusses user characteristics and effective teaching techniques. Most valuable is the inclusion of discipline specific resources. Notable among the contributors is Elizabeth Berman’s insight on an interdisciplinary approach to scientific literacy research and teaching that promotes critical thinking. Part IV is an examination from Ragains and Suzanne L. Reinman on how librarians educate students to