

there, the book moves on to specific pieces of librarianship, demonstrating how engaging design can be applied to each area. These include accessibility, physical spaces, instruction, and online learning. Each chapter contains at least one Action Plan list with a short summary of things to consider from the previous section of the chapter. Chapter 3, on accessibility, discusses how to incorporate engaging design into both physical and virtual spaces in a way that makes them usable by everyone. The chapter covers concepts such as universal design, inclusive behaviors, and design by adaptation. There is an especially detailed section on online course design. In chapter 4, the authors focus specifically on engaging design in physical spaces. They give an overview of library design history and architectural principles, including a deep dive into exterior spaces, and finish with a discussion of design for interior spaces. The Action Plan checklists feel especially useful in this chapter, as they contain actual next steps versus things to ponder.

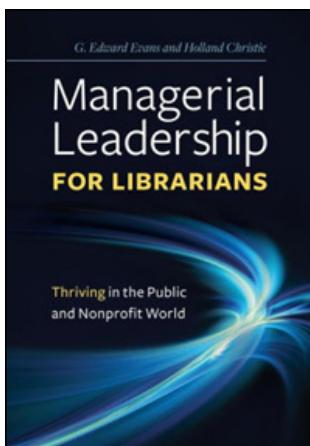
The last two chapters apply engaging design to instruction and online learning. Chapter 5 applies engaging design to library instruction. The authors discuss creating an instruction cookbook, centered on learners, knowledge, assessment, and community. They cover pedagogy, informed learning, and active learning techniques. Last, in chapter 6, information about engaging design and online learning is presented. The chapter begins by defining some foundational concepts and then discusses models of instructional design, design principles, aesthetic learning, data visualization, and more. (This is the longest chapter in this short book.)

What is particularly interesting is that *Engaging Design* presents the entire concept through the eyes of Jane, a fictional librarian who is currently the head of an academic library, although she worked previously in a public library branch. Jane has the amazing opportunity to completely renovate her library and moves through this process during the course of the book. The authors chose this method of case-study presentation to focus on Jane's well-executed and successful designs, versus using real-life examples where designs may not have always gone as planned. Other than the Introduction, the entire book is written in the third person from Jane's point of view. Some readers may find this off-putting, as it adds unnecessary verbiage. There are also many extraneous details about Jane's life—the reader is presented with an entire treatise on how Jane makes coffee. I would have preferred a case-study story about Jane interspersed with the content from each chapter written from the author's perspective instead of Jane's.

Despite being a book about design, the book contains very little in the way of charts, graphs, or other illustrations, except for one photo of a children's librarian to accompany one of the vignettes about Jane's life. It does contain a thorough index. While the premise of engaging design is thought-provoking, I recommend the book only for comprehensive collections in this area. The treatment of each subject matter is not deep enough for someone intending to reimagine that part of their library; it would require other, more extensive sources to fill in the gaps.—Ruth Szpunar, DePauw University

**G. Edward Evans and Holland Christie.** *Managerial Leadership for Librarians: Thriving in the Public and Nonprofit World*. Santa Barbara, CA: Libraries Unlimited, 2017. 377p. Paper, \$65.00 (ISBN 9781440841705).

*Managerial Leadership for Librarians: Thriving in the Public and Nonprofit World* by G. Edward Evans and Holland Christie is an excellent primer for library students and professionals who are looking for a broad and comprehensive understanding of the role that leadership and man-



agement play in the public and nonprofit library world. The book itself has 20 chapters covering a number of different topics. This may seem overwhelming, but the authors have done a good job of organizing the text around four assumptions. First, the reader must understand the core concepts of managing an organization. Second, the reader must understand the core management functions and activities. From that, the third assumption is possible. The third assumption addresses the landscape in which the managerial leader operates and focuses on different elements of the environment, like governing boards, fundraising, and the like. Finally, the fourth assumption illustrates the importance of the managerial leaders continually seeking to improve their craft. The reason for this is that the better a managerial leader is, the better the organization in which they lead. Using these four assumptions as a guide, it is possible to provide an overview of the book and the underlying conceptual frameworks used for each section.

The beginning chapters of the book address the underlying concepts related to the managerial leader. The first chapter serves as a primer for understanding the terms that are used. In this chapter, the authors discuss the differences among public, private, and nonprofit sectors. Chapter 2 provides a discussion on management and leadership; it serves as the foundation for understanding the remaining elements of the book. Chapters 3 and 4 address ideas surrounding persuasion, power, and authority, respectively. At the close of chapter 4, the authors move to the third assumption of describing the different elements of the environment that the manager of a public or nonprofit library will need to understand.

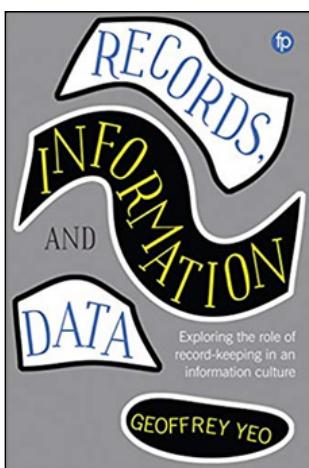
The middle section of the book focuses on the third assumption, introducing the practical components that a managerial leader will interact with during their time as a leader. As the reader progresses through chapters 5 to 14, they find that the authors address relationships with advisory councils, fundraising, fiscal matters, and project management, to name a few of the topics covered. The lobbying section in chapter 12 is an interesting addition, since the discussion of advocacy also occurs in that chapter. Typically, advocacy and lobbying are considered the same concept with different audiences, whereas in this chapter they are treated as two different ideas. Additionally, chapter 13 introduces the need for political skills. This chapter also has a good discussion around the importance of political skills, both internal and external, to the organization. The distinctions among advocacy, lobbying, and politics in these chapters provide unique insights into how to balance these relationships as a managerial leader.

The remaining chapters of the book confront the challenge of continued development. The chapters in this section deal with understanding of self, negotiation, collaboration, training, and development. These chapters address the fourth assumption: that being a successful managerial leader necessitates excellence in the concepts and skills of leadership. These concepts and skills can be developed and transmitted from within organizations using the ideas and understanding gained from chapters 15 through 20.

The book in general is organized well and follows the four assumptions mentioned in the introduction. Within each chapter are a series of cutouts and dialog boxes that serve to reinforce the ideas being discussed and to provide the reader with additional resources to consider. One critique that could be offered concerning this book is the fluidity in which the authors use the words "leader" and "manager." Each of these terms has a great deal of scholarship

and conceptual ideation associated with them. It seems that, in this book, a good manager can become a good leader if they understand how to do the job well. However, there is a lot of scholarship that would argue that one could be a good leader and a bad manager or vice versa. By conflating the terms together as managerial leader, it provides an opportunity for confusion on behalf of the reader. A clear distinction between leader and manager and how these concepts relate to each other is the only critique that can be offered on an otherwise excellent primer of the role of management, the tasks involved in management, and the road to success in management. It is a worthy read for any library professional in a leadership or managerial role. —*Ryan Litsey, Texas Tech University*

**Geoffrey Yeo.** *Records, Information and Data: Exploring the Role of Record-keeping in an Information Culture*. London, UK: Facet Publishing, 2018. 208p. Paper, \$94.00 (ISBN 978-1-78330-226-0).



What difference does it make if we are imprecise about how we use words? What difference does it make if we are unwilling or unable to distinguish among “records,” “information,” and “data”? Plenty, according to Geoffrey Yeo, in this, his latest attempt to think clearly and authoritatively about archival records “in an information culture.”

According to Yeo, as we have moved further into the 21st century, archival concepts and practices have tended to become subsumed under the big tent of “information.” As library schools have evolved into schools of information science and management, older concepts and practices have been reframed to fit into the world of digital information. However, according to Yeo, changes in the technologies of communication and information do not change the basic nature and purpose of records. “In the digital era, we still need records that have the power to underwrite accountability, to testify to past events and statements, and to sustain rights, obligations, agreements and commitments.” (37) Archivists and records managers need to keep doing what they have always been doing, though now in a digital era. Yeo spends much of his time trying to get his arms around the twin notions of “information” and “data.” This turns out to be a futile effort, though. He ends his review of the literature unable to offer anything definitive about either and so leaves the matter moot. They remain contested terms.

When it comes to archival records, though, Yeo finds his conceptual terra firma. Records have three characteristics that define their singularity. They are in the first place “representations”: that is, they represent something to be the case so that individuals can act. Here Yeo’s concern is to dispel the clichéd notion of records as dead, silent, and inert. On the contrary, records exist to make certain actions possible. They have an ongoing enabling function. Records are also “occurrents,” meaning they capture something that has occurred and ended, something that is temporally bounded. Finally, records persist as stabilized forms in their archival settings. Records are not information, but they afford opportunities for information depending on the intentions of the person seeking them out. Whereas the principal concerns of an information manager in an organizational setting is to facilitate access to the most current information in an unstable and changing environment, the records manager/archivist is focused on capturing, stabilizing, and preserving past propositions.

For some reason, Yeo felt the need to introduce “speech act theory” to buttress his claims about records. But I found that to be digressive and not really necessary to his larger argu-