Perhaps more importantly, they contrast the different approaches so that the reader is fully aware of how differences may work.

Another positive aspect of this book is that the authors have not concentrated on one form of child abuse, but have instead looked at all forms of abuse. This is important because it allows the users to identify whether some systems treat certain classifications of abuse differently to others. This is a point that is often missed. The comparison of investigation and inquiries is particularly important within this book.

In order to keep the book to a sensible size, it has been necessary to take a policy-level look at issues instead of a detailed examination of every issue, although, at over 1,000 pages long, the book cannot be considered superficial. Some readers may believe that certain nuances of areas have been skated over, but I believe that this would be an erroneous assumption. It is necessary not to look at the specific detail of one area of an investigation, but rather to look at the theme as a whole and it is here where the rich detail is demonstrated.

I thoroughly recommend this book to anyone who has an interest in the law relating to child abuse. It is necessary to consult this book when making any serious inquiry, because it allows the reader to understand alternative approaches that are taking place in comparable jurisdictions. Every law library should be equipped with a copy of this book and it will be particularly important at those institutions where there are postgraduate and research students looking at this area.

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WOOD, Aileen. *A Comprehensive Library Staff Training Manual in the Information Age*. London: Chandos Publishing (Oxford) Limited, 2007. ISBN 978-84334-118-5 (pbk): £39.00, 978-1-84334-119-2 (hbk): £57.00. xviii, 357p

Given that industry commentators are currently observing that roles traditionally performed by librarians are under threat from others with non-information backgrounds, and that Google has all the answers, there has never been a more important time to show the unquestionable benefits that a trained information professional can deliver. Therefore, it is timely that this new manual is available, not only to provide useful guidance on how to effect a comprehensive training programme, but also to promote the undoubted prerequisite for effective training and marketing if our profession is to rise to today's challenges.

With a background in training and development, records management, information science and special librarianship, the author draws from a wide range of experience, based on working in organisations such as Surrey County Council, the Ministry of Defence and the Football Association, to compile this introduction to library staff training. In addition, the author has canvassed colleagues worldwide to determine what materials they have used to train staff, and accordingly, what materials should be included in a guide such as this.

Sensibly, the opening chapters consider the variety of competencies and skills that are desirable for an effective and efficient information professional, in conjunction with the need to identify where any deficiencies lie. The effective implementation of a training needs analysis and use of performance appraisals, to ensure that the subsequent delivery of training is correctly targeted, is considered in some detail.

There is also a chapter on how to successfully market one's own skills and experience by using an attention-grabbing CV, and giving an effective performance at interview. Additionally, consideration is given to the importance of understanding how people learn, and reference is made to the theories of eminent thinkers such as Honey and Mumford, Bloom and Kolb, with the inclusion of tables and diagrams.

A systematic approach to developing training courses is described, including important elements such as time-tabling, presentation and advertising of courses, as well as details such as room temperature and signposting, which can be problematic and easily overlooked. The author also provides a useful list of topics on which library staff might benefit from training, including core library skills, such as desk research and customer service skills, as well as perhaps less obvious themes, such as reflective practice, marketing and service level agreements.

Having dealt with the more traditional ways of delivering course content, the author draws on experience gained whilst working for organisations such as the London Library and Information Development Unit to suggest some alternative, more unconventional methods of training. This section will be of particular interest to experienced people who are looking for a more informal, and perhaps more challenging, way to address training needs. Methods such as mentoring and coaching are explored and references to authorities such as Whitmore and Clutterbuck provide the reader with the opportunity to further explore such techniques. Lest we forget that the ability to manage people can often make or break a successful training session, there is also useful guidance on how to facilitate training sessions and, in particular, in dealing with individuals, how to identify group dynamics, and how to handle conflict.

The author draws our attention to a range of academic, professional and vocational learning opportunities available to enhance skills and knowledge and, as an example of a professional scheme, looks at the framework of professional qualifications that CILIP (Chartered Institute of Library and Information Professionals) offers. This section could be particularly useful for the more

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experienced information professional who is looking to build upon knowledge and skills already acquired.

Each chapter follows a similar format, generally with an introduction and summary, with content broken down into short sections, bullet points, checklist, tables and diagrams. This makes the text less dense and the layout logical and accessible for a novice, but also serves as a handy quick reference refresher for the more experienced reader to dip into. Multiple references to relevant authorities add weight to the commentary and provide those left wanting to know more with the opportunity to follow up the references in the extensive reading list and bibliography. There are also a number of appendices which offer standard documentation that readers can adapt for use within their own organisation, along with checklists and the text of CILIP's certification scheme and chartered membership handbooks for reference. The contents pages are clearly laid out and index pages are sufficiently detailed.

This book is well researched and draws on the author's wide experience gained from a number of posts held mainly in the public sector. Tried and tested methods offer a solid basis for those looking for a starting point, as well as providing a benchmark for more experienced information professionals seeking to validate or develop their existing approach to training. The concluding chapter stresses why training, development and learning are issues which must be continually addressed by today's information professionals. Sentiments with which, in these challenging times, I couldn't agree more.

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CARR, R. *The Academic Research Library in a Decade of Change*. London: Chandos Publishing (Oxford) Limited, 2007. ISBN 978-1843342458 (pbk): £39.95, 237pp.

Dr Reginald P Carr wrote this book on his retirement in 2006 from the posts of Director of University Library Services and Bodley's Librarian, positions he had occupied since 1997. It is primarily an account of how research libraries have attempted to cope with the bewildering technological changes that have affected academia worldwide in the last two decades, but he has also woven in the attendant struggles that universities (certainly those in the UK) have endured through rising numbers of students and their heightened expectations, shrinking library budgets, endless evaluations, and escalating overall costs. The author also follows a subplot: will books, as we know and love them, survive the onslaught of the digital revolution?

Carr's book has twelve chapters and, as he confesses in the introduction, his account of the vicissitudes of academic libraries over the last two decades is presented through the "lens of the Oxford research library system". As a consequence, some of his chapters recount battles which other institutions viewed only from afar, even if the issues do seem familiar: for example "Modernising Oxford's libraries", "Fundraising in Oxford" and "Bodleian from Gutenberg to Google". This book concentrates on the role Carr and Oxford University played in moderating the electronic revolution that has engulfed UK libraries and academia.

Each of the "non-Oxford" chapters contains much that is of interest to academic librarians and administrators across the country. In his various senior posts, Carr was in the thick of the movement towards an integrated structure of the libraries at Oxford University and individual chapters of his book are devoted to particular aspects of the struggle to reorganise the system. Central to this has been JISC[1], and the author devotes a whole chapter (Chapter 2) to its influence, and how it interacted with important agencies to cope with the information deluge with which the universities and their libraries were faced.

The history of this parallel, committee-driven universe of library partnerships, in which the author clearly played no small part, is faithfully recounted and for the reviewer, who is not especially well-versed in these matters, it is informative and interesting. Chapter 6 ("Working together for strategic advantage: research library consortia in the digital age"), gives a dense account of its history in the UK with a detailed narrative of how CURL[2] was originally established and how it interacted with RLG.[3] Carr played an important part in this as he was Secretary to CURL in 1991/92. One of its solid achievements was when it recently passed the 40 million record mark, which the author points out has helped lay the "foundations for the first generation of institutional digital repositories in the UK." (p.106).

For readers not particularly interested in the minutiae of how each committee or group interacted during this traumatic time, there are still many areas that Carr's book visits which should be of value to those at the coal face of academic librarianship. I draw your attention to the following: Chapter 3 *What users want*, Chapter 7 The past, *present and future of the book*, Chapter 9 *Scholarly communications and the research library in the digital age*, Chapter 10 *The digital data deluge: the challenge of e-Science*, and, in particular, Chapter 11 *Overcoming transience: digital preservation for the long-term future*. All of these topics have been tackled by Carr with success.

A problem familiar to all library staff is that of serious financial difficulties in maintaining runs of scholarly journals, many of which are now in digital form. In Chapter 9, Carr outlines the vicious circle of spiralling costs (caused by some rapacious commercial publishers), and the budgetary constraints under which libraries operate.

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[1] Joint Information Systems Committee
[2] Consortium of University Research Libraries
[3] North American Research Libraries Group