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## SOURCES

such as e-journals, e-books, e-reference sources, databases, copyright, pricing, budgeting, digitalization, and archiving, are covered here in varying degrees, yet the scholarly quality of the articles is uneven, and some would probably not be accepted by a rigorously refereed journal.

The implied objective is basically achieved. Nevertheless, this item works better as a journal issue than as a book. The work offers an interesting selection of articles, but it lacks the in-depth, systematic coverage expected in a book. Important aspects of the subject (licensing, collection development theory, and the public library perspective) are virtually ignored, while other topics, such as budgeting and print versus electronic, are covered in multiple articles. The reader would be better served by *E-Journals: A How-To-Do-It Manual for Building, Managing, and Supporting Electronic Journal Collections* by Donnelly Curtis (Neal-Schuman, 2005), despite the fact it is two years older and limited to e-journals.—*Thomas E. Nisonger, Professor, Indiana University, School of Library and Information Science, Bloomington*

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**Information Literacy and the School Media Center.** Libraries Unlimited Professional Guides in School Librarianship. Joie Taylor. Westport, Conn.: Libraries Unlimited, 2006. 148 p. \$35 (ISBN 0-313-32020-9).

Information literacy, according to the author, is “the ability to recognize a need, then access, find, evaluate, use and communicate information” (12). The definition of information literacy has changed and evolved over the decades. But one aspect of information literacy that has remained constant over time is its importance in maintaining a free, open, and democratic society. *Information Literacy and the School Media Center* has been added to the Libraries Unlimited Professional Guides in School Librarianship series to assist school media specialists with this important topic. Author Taylor, a school library media specialist from Nebraska, has written a timely, well organized book that covers such topics as information literacy definitions, information literacy standards, teacher and media specialist collaboration, research models and processes (such as the Big 6), and information literacy assessment. Each chapter contains helpful and relevant graphs and charts, along with a useful summary of each chapter’s objectives.

*Information Literacy and the School Media Center* is a valuable reference work for media specialists to use in their work to promote and enhance information literacy skills in their schools.—*Larry Cooperman, Media Specialist, Seminole High School, Sanford, Florida*

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**Libraries and Google.** Ed. by William Miller and Rita M. Pellen. Binghamton, N.Y.: Haworth, 2005. 240 p. \$24.95 (ISBN 0-7890-3125-6).

Let’s face it. Google is the preferred search tool of our users. The same can be said for most librarians. Google is here to stay and will only get bigger and better. How are libraries responding to this reality?

This book is one of the first on the market devoted to discussions of the effect of Google and its products on libraries. Co-published as a volume of *Internet Reference Services Quarterly*, the work comprises nineteen chapters (previously published as articles) that offer varied perspectives on the impact of Google, including Google Scholar and Google Print; most provide ideas on how libraries should respond. None of the chapters are unduly long, and each can be read individually in one sitting. Each chapter includes a summary, and most are divided into subheaded sections. While the majority of the authors are academic librarians, and several describe the effect of Google on the academic library environment, the chapter topics are broad enough to be relevant to all librarians.

The following questions are addressed in this volume: How should librarians respond to the suggestion (many would say fact) that the library has lost its place as the main provider of information due to Google? What role can the library play to remain relevant? How can reference services remain germane when they are being bypassed by our users? What role can information literacy play? How can we make the library Web site more relevant to the search process? How can we keep up with Google developments?

It is essential that librarians understand what Google offers our users and the challenges that it presents to libraries. This work offers practical suggestions for integrating Google (especially Google Scholar) into our resources and services. Although Google has usurped the library’s role as the gateway-of-choice to information, this book provides much hope that there is still an important role for the library to play.—*Janis M. Bandelin, Director of Libraries, Furman University, Greenville, South Carolina*

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**Library Services for the Incarcerated: Applying the Public Library Model in Correctional Facility Libraries.** Sheila Clark and Erica MacCreaigh. Westport, Conn.: Libraries Unlimited, 2006. 246 p. \$40 (ISBN 1-59158-290-3).

In their aptly titled book, *Library Services for the Incarcerated: Applying the Public Library Model in Correctional Facility Libraries*, Clark and MacCreaigh provide the why, what, who, and how for the provision of library service in prisons, jails, juvenile facilities, and community corrections. There are numerous issues, challenges, and rewards to librarianship in any environment, and correctional facilities are certainly no exceptions. The authors tackle an impressive assemblage of themes to guide the professional practices of current or potential correctional facility librarians.

The authors have thoughtfully organized their effort into eleven chapters designed to move the reader from the fundamentals to the specifics, from the ethics of service to the finer points of shelving construction and placement. Chapter 1 conjoins library services to the incarcerated with the broader issues of the public library model. Chapters 2 and 3 discuss the key players: the librarian and the inmate patron. The librarian and patron dynamic may be described as atypical

in the corrections setting, so this is a significant theme, and the authors give it the attention it deserves. Chapters 4 and 5 discuss the different types of correctional facilities and explain how the library fits into each. Chapters 6 through 11 discuss each of the aspects of librarianship, from collection development and cataloging to staffing and budgets.

While this reviewer has no immediate designs on this field of librarianship, he found this work both enlightening and engaging. The authors provide a remarkable volume of useful content in a modest 246 pages. Not only are Clark and Mac-Creaigh efficient, they strike just the right tone to draw in the reader. Their friendly, conversational voice gives the reader the feeling that he or she is receiving invaluable counsel from a knowledgeable, ardent mentor over lunch, and the numerous anecdotes, many describing interactions with inmates or security personnel, contribute to this impression. This title is strongly recommended for professionals considering correctional facility librarianship, or for those in the profession looking for supporting materials.—*James Bierman, Engineering Librarian, University of Oklahoma, Norman*

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***Literature Search Strategies for Interdisciplinary Research: A Sourcebook for Scientists and Engineers.*** Ed. by Linda G. Ackerson. Lanham, Md.: Scarecrow, 2007. 132 p. \$35 (ISBN 0-8108-5241-1).

*Literature Search Strategies for Interdisciplinary Research* is a timely, informative introduction to the process of doing research across disciplines. Very few current guides to interdisciplinary research of any kind are available, much less in science and engineering. Perhaps the received wisdom is that if an investigator can conduct research in one field, he or she can do it in several fields. However, this is a false inference. Among other considerations, one must understand the history and development of each field, become familiar with the indexing policies of primary indexes (when primary indexes exist), and understand how knowledge is disseminated in the fields one is investigating. Interdisciplinary research is a difficult undertaking for the professional as well as the novice, a fact that makes Ackerson's contribution all the more welcome.

This book is divided into two parts: the introduction, and the contributed essays. In the introduction, Ackerson offers an extremely informative theoretical framework for doing interdisciplinary research. In it, she outlines the questions we should ask and the types of sources we should look for when developing a research strategy. The bulk of the book is a collection of ten essays, selected by Ackerson, that detail how to put one's research strategy into practice based on the types of materials that are available in the disciplines one is investigating. The selected essays cover the following interdisciplinary fields: paleontology, crystallography, quaternary research, human factors engineering, nanotechnology, atmospheric chemistry, bioethics, computational biology, engineering entrepreneurship, and machine learning. Each essay contains a history of the discipline and an overview of the resources available for researching in that discipline.

Ackerson's book is not intended to be the last word on interdisciplinary research in science and engineering, but it is a long-overdue contribution. This work is a fine selection for any research library, but is particularly fitting for science and engineering collections.—*Chris Springer, Instruction Librarian, University of Central Arkansas, Conway*

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***A Passion for Print: Promoting Reading and Books to Teens.*** Kristine Mahood. Westport, Conn.: Libraries Unlimited, 2006. 239 p. \$40 (ISBN 1-59158-146-X).

Mahood's work hinges upon and opens with a well-documented analysis of teenage assumptions, feelings, and rationales both for and against libraries and reading in general. Mahood then proceeds to synthesize that data and formulate implications for librarians, teachers, parents, and other reading advocates. She draws upon a variety of resources, including professional research studies, reader and library surveys, individual interviews, and marketing techniques of trendy clothing and department stores, as inspiration for practical suggestions to promote libraries and encourage reading among teens.

The writing style is clear and straightforward, with a logical flow from one topic to the next. Mahood understands youths, and her affinity for young people is evident throughout. Those interested in pursuing particular topics in more depth will be pleased to find bibliographic references and suggestions for further reading at the close of each chapter. The table of contents showing chapter headings and subheadings, two appendixes (one listing young adult books and one citing resources for developing booklists and other promotional items), and a thorough index add utility to the work.

The author covers a surprising amount of material in a rather brief volume. She provides a concise yet thorough overview of several topics relevant to libraries, public relations, and teenagers, including designing promotional items and Web sites, book talking, activities, readers' advisory, spatial arrangement, and collection development. Mahood targets public libraries, but her information and suggestions are equally valid for secondary school libraries and can be easily adapted to educational settings. She presents many new insights and unique approaches, and the volume will have value for both new and experienced librarians who want to stay abreast of current trends among their teenage patrons.—*Terri L. Street, Library Media Specialist, Longfellow Middle School, Norman, Oklahoma*

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***Technology Made Simple: An Improvement Guide for Small and Medium Libraries.*** Kimberly Bolan and Robert Cullin. Chicago: ALA, 2006. 250 p. \$40 (ISBN 0-8389-0920-5).

Bolan and Cullin have created an excellent technology desk reference in this new volume. However, don't let the title fool you—large libraries could also benefit from the technology tips spelled out inside.

While so many librarians realize the importance of teaching patrons to evaluate their information needs, there are