

SOURCES

area for concern. Approximately thirty of the nearly 250 contributors to the work are not affiliated with an educational institution, but are listed as “Independent Scholars.” Combined with the fact that none of the articles are signed, this may be of concern to selectors who strive to balance shrinking budgets with purchases of information sources of the highest quality. The single-volume works mentioned earlier are preferable for collections with space limitations and tight budgets.—*Carla K. Bauman-Franks, Assistant Manager, Readers’ Services Department, Allen County Public Library, Fort Wayne, Indiana*

World Police Encyclopedia. Ed. by Dilip K. Das and Michael J. Palmiotto. New York: Routledge, 2006. 2 vols. acid free \$350 (ISBN 0-415-94250-0).

This new set by Das and Palmiotto offers a cross-cultural, global approach to their collected analyses of police systems and procedures, a perspective necessary with the “accelerated expansion of communications, trade, and transnational political organizations” (xi).

The 193 entries in *World Police Encyclopedia* consist of United Nation member countries and nonmember Taiwan; each listing is signed and submitted by renowned criminal-justice scholars and professionals from all over the world. Entries are arranged alphabetically by country and follow a common format to better compare countries’ practices: “Background Material” lists the country’s location, population statistics (including ethnic composition), and GDP statistics; “Contextual Features” describes the country’s political structure; and “Police Profile” details information about police demographics, organization, functions, training, complaint procedures, and international cooperation. Some entries also include a “Police Education, Research, and Publications” section, which not only includes leading researchers and authors, but also related Web sites. A bibliography—often quite extensive—concludes each entry.

An especially exciting feature of this new encyclopedia is the analytical index placed at the end of both volumes. The index includes countries and people, as well as subjects such as “Kidnapping,” “Death Penalty,” “Gang Activity,” and “Neighborhood Organizations,” which should appeal to researchers and students of criminal justice as well as those from other social sciences.

This new work updates information in George Thomas Kurian’s *World Encyclopedia of Police Forces and Penal Systems* (Facts On File, 1989). And though it does not cover non-United Nation member countries (except for Taiwan), or go into as much depth about penal systems as Kurian’s work does, *World Police Encyclopedia* greatly expands information about policing, especially with its inclusion of police public projects and use of firearms. The inclusion of terrorism and international policing also makes this new work a must-have. Highly recommended for college, research, and large public libraries.—*Jennifer Johnston, Reference Librarian, Norman F. Feldheim Library, San Bernardino Public Library, California*

Professional Materials

Karen Antell

Editor

The Children’s and Young Adult Literature Handbook: A Research and Reference Guide. By John T. Gillespie. Westport, Conn.: Libraries Unlimited, 2005. 353p. \$90 (ISBN 1-56308-949-1).

This handbook is truly broad in scope, bringing a more global approach to children’s literature than its previous edition, *Children’s Literature: A Guide to Information Services* (1998) by Margaret W. Denman-West. Well-organized by topic, this book evaluates more than one thousand publications. It covers a broad range of resources, including general background sources, bibliographies, reviewing tools, children’s magazines, curriculum guides, awards and prizes, biographies of authors and illustrators, professional organizations, publishers, and booksellers. The most important aspect of Gillespie’s work is that it includes more than American materials, encompassing resources from other English-speaking countries including Canada, the United Kingdom, Australia, and New Zealand. These additions add new viewpoints and perspectives, broadening the range of the handbook.

Each chapter begins with a detailed chapter outline that allows the reader to locate sources quickly and efficiently. The chapters on curriculum guides give updated resources on topics such as social studies, history, folktales, art, and religion. The chapter on multicultural sources includes a section on ESL materials, but fails to include cultural groups outside the United States.

The sources are up-to-date and reflect the current diversity in children’s literature. Descriptions of older materials include contemporary relevancy and pinpoint the material’s importance to the field of children’s and young adult literature.

Perhaps the most helpful tool is the use of descriptors that lend insight into the tone and style of the materials. Evaluative words such as “practical,” “provocative,” and “accessible” help give the reader clues to the usefulness of each resource. Name, title, and subject indexes give easy access to the material included in each chapter. This handbook, with its inclusion of international resources and updated and descriptive entries, is a useful selection guide and collection-development tool for all librarians. In addition, this text can be used as a source for researchers and scholars.—*Jenny Foster Stenis, Coordinator of Children’s Services, Pioneer Library System, Norman, Oklahoma*

Guide to Information Sources in the Forensic Sciences. By Cynthia Holt. Westport, Conn.: Libraries Unlimited, 2006. 190p. \$70 (ISBN 1-59158-221-0).

Guide to Information Sources in the Forensic Sciences is timely, comprehensive, and valuable. As the title accurately portrays, this bibliographic work provides an essential start-

ing point for anyone conducting research in the forensic sciences or in the multitude of other related subspecialties within the discipline. While not exhaustive (the focus is primarily on English-language tools and sources), it successfully brings together a variety of the major information sources in the forensic sciences arranged by the type of material (for example, books, journals, online sources).

Before delving into the body of the bibliography, the author provides an introductory section describing the variety of existing subject-classification systems and outlines their treatment of the forensic sciences. This helps to illuminate the multi-, inter-, or cross-disciplinary nature of the forensic sciences and demonstrates the true value and importance of having this new resource as a navigational tool.

The detailed table of contents and two indexes (name and title as well as subject) make it easy to locate specific information sources of interest. Of particular note, most of the bibliographic entries include brief but highly useful annotations by the author regarding the source's scope, special features, and audience.

A minimal effort is made to address what is titled "Research Essentials," which includes bibliographic management tools, copyright issues, and citation styles. This inclusion falls somewhat outside the scope of the book, which is a weakness. The author does, however, provide some sources for additional and more detailed information for follow-up, if desired.

Guide to Information Sources in the Forensic Sciences would be a welcome addition to any academic library that supports either a criminal-justice or forensic-sciences program, as well as to any other highly specialized setting focused on the forensic sciences, such as a police department, a crime laboratory, or a law firm. This book is an equally valuable resource for students, librarians, researchers, and forensic-science practitioners.—Tom Rink, *Officer/Information Specialist, Tulsa Police Department, Oklahoma*

Integrating Print and Digital Resources in Library Collections. Edited by Audrey Fenner. Binghamton, N.Y.: Haworth, 2006. 203p. \$29.95 (ISBN 0-7890-2834-4).

This book, copublished as numbers 35 and 36 of *The Acquisitions Librarian*, is a collection of articles addressing the challenges of integrating print and digital resources. All but the most specialized libraries are facing the dilemma of how to provide access to both print and digital collections. Both are valuable resources, and both must be accessible to library users. This timely collection of journal articles provides research, opinion, and case studies about different aspects of the integration of print and digital resources. It does not, however, provide a cohesive or full examination of the topic, as a book written by one author would do.

The thirteen articles are divided into three sections titled "Issues and Opinions," "Research and Analysis," and "Histories and Projects." They address a broad range of topics: serials, collection development, the reference collection, licensing, integrated library system, and the physical building.

The articles are well written, thoughtful, and useful to a wide variety of librarians. Each article would find a reader in any public or academic library.

This book could be considered the sequel to *Managing Digital Resources in Libraries* (Haworth, 2005), also edited by Audrey Fenner and copublished as numbers 33 and 34 of *The Acquisitions Librarian*. The articles in those works focused on digital collections only, while the current series addresses the necessary integration of print and digital collections. In fact, the last article of *Integrating Print and Digital Resources in Library Collections* reminds us that there are resources other than print that need to be included in that integration. Librarians must constantly reassess their resources and how they are presented to library users, no matter how many formats they offer.

Libraries that are wrestling with this integration of formats and that do not subscribe to *The Acquisitions Librarian* should consider purchasing this book.—Robin N. Sinn, *Interim Reference Coordinator, Bowling Green State University, Ohio*

Learning to Lead and Manage Information Literacy Instruction. By Esther S. Grassian and Joan R. Kaplowitz. New York: Neal-Schuman, 2005. 322p. Incl. CD-ROM. \$75 alk. paper (ISBN 1-55570-515-4).

The authors of the award-winning *Information Literacy Instruction: Theory and Practice* (Neal-Schuman, 2001) have joined forces again to write a timely, highly readable, and useful book on leadership and management of information-literacy programs. Esther Grassian and Joan Kaplowitz received the 2004 Association of College and Research Libraries (ACRL) Instruction Section Publication Award for their previous book. The current book is written for librarians already leading information-literacy programs, especially those who wish to see information literacy incorporated into the undergraduate core curriculum.

Grassian and Kaplowitz's previous book covered the essential basics of instruction: learning theory, criteria for choosing particular modes of instruction, teaching assessment and evaluation techniques, and a vital chapter on designing instruction for diverse populations (that is, there is not necessarily one "best practice"). The current book takes up where the last left off.

Learning to Lead maintains a big-picture focus. It goes well beyond how to create an information-literacy program and includes chapters on methods for sustaining it. The authors instruct readers on how to foster growth in others through modeling, how to do research that supports the value of information literacy, how to write winning grant proposals, how to market programs on a budget, and how to manage technology successfully.

This book is well organized, with introductory pages to each chapter that not only tell the readers what will be covered but do it with a sense of humor and panache. For example, the chapter on "Developing the Leader within You" starts with "Do Not Skip This Chapter!" The authors shake up ideas about how leaders are created while still covering the qualities and