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