

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

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characteristics of good leadership within an organization. They promote initiative and direct readers to work on communication and collaboration instead of worrying about the authority of job titles. Each chapter title is followed by apt and inspiring quotes useful as reminders to encourage librarians and keep them on task when the going gets tough.

Although there are useful documents on the CD-ROM, it could have been designed and edited more professionally. Its homemade appearance does not meet the standards expected from a big-name publisher.

Learning to Lead is, however, truly a leadership text for the new millennium. As Ilene Rockman wrote in the foreword to the book, "Leaders . . . are the listeners, the curious ones, the passionate ones, making 'people' connections to carry out their plans, aligning information literacy goals with strategic initiatives of the larger institution" (ix). Grassian and Kaplowitz have written a transformational leadership textbook for librarians. *Learning to Lead and Manage Information Literacy Instruction* is highly recommended to all college libraries.—Mary Wickline, 2005 graduate of University of California-Los Angeles School of Information Studies, San Diego

More Outstanding Books for the College Bound. Edited by YALSA. Chicago: ALA, 2006. 251p. \$35.00 (ISBN 0-8389-3553-2).

Since 1959, the Young Adult Library Services Association (YALSA) of the American Library Association (ALA) has compiled a list of exemplary fiction and nonfiction works. Published every five years, the 2005 edition remains the standard reference book from which educators and students can choose the best books for reading and for research.

Part I of the 2005 edition provides readers with entries by genre listed alphabetically by title; each book entry also contains the date of publication, previous years awarded, and a helpful synopsis. Part II lists previous winners from 1959 to 2004, providing a very useful cross reference to locate the frequency of earlier award winners. Part III contains special reading lists, including a graph of the top twenty-three titles selected from 1959 to 2004. The appendixes include a reading-action plan, additional resources, and strategies to encourage young adult reading.

As an authoritative reference guide for media specialists, educators, parents, and students, *More Outstanding Books for the College Bound* continues to be a resourceful, thought-provoking guide for those interested in recommending and reading the best books for young adult readers.—Larry Cooperman, *Media Specialist, Seminole High School, Sanford, Florida*

The Skeptical Business Searcher: The Information Advisor's Guide to Evaluating Web Data, Sites, and Sources. By Robert Berkman. Medford, N.J.: Information Today, 2004. 281p. \$29.95 (ISBN 0-910965-66-8).

Business researchers rely heavily on the Internet for their work; consequently, books addressing their needs are increas-

ing in abundance. This book differs from others by focusing on the evaluation of Web resources rather than merely on the resources themselves. Editor Robert Berkman brings a wealth of knowledge and insight to this volume. He likens business researchers to investigative reporters because both "must evaluate the credibility of their sources, turn complex and technical data into information understandable by laypeople, and use the language skillfully" (69).

Berkman uses the "JDLR factor"—meaning "just doesn't look right" (197)—as the basis for much of this book. He encourages developing "soft" research skills: the lost art of the reference interview, critical thinking ability, and the use of intuition to determine reliable and current business sources. He also uses examples from his own experience to show how business researchers should go about finding the most reliable information on the Internet.

There are nine chapters in this volume, including information on company and industry sources, statistics, media services, and blogs. Two appendixes and an index are also included in the text. Additionally, the publisher has provided a companion Web site (<http://books.infotoday.com/skepticalbiz/>) that provides access to all of the Web resources in the book. Although the "Significant News and Trends" section does not contain any new content, the Web sites listed are current.

Berkman's book is well researched and very thorough. It is obvious that he believes the Internet will not make librarians obsolete; rather, he believes that business research is now more complex than ever. This book will be useful for professionals who are new to the field, as well as for the experienced, "skeptical" researcher.—Emma Duncan, *Information Services Coordinator, Business and E-Services, Brampton Library, Ontario, Canada*

Supervising Staff: A How-To-Do-It Manual for Librarians. By Marcia Trotta. How-To-Do-It Manuals for Librarians, no. 141. New York: Neal-Schuman, 2006. 194p. \$59.95 (ISBN 1-55570-424-3).

Beginning managers would do well to look into this addition to the literature on supervision, though certainly not for its profound or original insights. It is not intended to replace a standard text, such as Stuart and Moran's *Library and Information Center Management* (Libraries Unlimited, 2002). This book provides quick and ready approaches to problems and answers to questions that will immediately confront those new to the role of library supervisor. It covers basic supervisory techniques, hiring, training, teamwork, performance evaluation, conflict resolution, time management, mentoring, and managing crisis and change, noting that communication is of primary importance.

The text does not reflect any bias toward supervisory techniques at different types of libraries, so the public librarian should find it as useful as those in academe. The author writes with a refreshing, amiable style that works very well with the manual-like intention of the book.

The book is standard fare for the how-to-do-it texts in this series. It is physically big, with large print, paragraph and