

“Screening and Diagnosis,” “Treatment and Therapy,” and “Prevention and Outcomes.” The other essays all begin with a statement of significance, a list of key terms and their definitions, and also feature subheadings to guide readers. This encyclopedia has approximately two hundred black-and-white photographs with additional sidebars, tables, charts, and drawings. Its scope reaches the key social and ethical questions “ranging from cloning to stem cells to genetically modified foods and organisms” (ix). Online access, for unlimited users at every branch or school at your institution, is included with the purchase of print. This makes purchasing *Salem Health: Genetics and Inherited Diseases* very cost-effective.

I compared this encyclopedia set to two similar sources. The first is James Wynbrandt and Mark D. Ludman’s *The Encyclopedia of Genetic Disorders and Birth Defects* (Facts on File, 2008). This is also an A–Z encyclopedia, but the entries are very concise. The entries are also not divided into sections, which makes finding information more difficult. *Salem Health: Genetics and Inherited Conditions* provides more detailed information that is more accessible. I also looked at Brigham Narins’ *The Gale Encyclopedia of Genetic Disorders* (Thomson Gale, c. 2005). This alphabetically arranged encyclopedia goes into greater detail than *Salem Health: Genetic Disorders and Inherited Diseases*. The entries are divided into sections, and it lists key terms more prominently. *The Gale Encyclopedia of Genetic Disorders and Birth Defects* also contains color photographs, whereas *Salem Health* only contains black-and-white photographs. The only thing the Thomson Gale encyclopedia lacks in comparison to the Salem Press encyclopedia is that it does not go into the history and science behind the field of genetics. Both of the sources I looked to for comparison were also written for nonspecialists with the same target audience as *Salem Health: Genetics and Inherited Conditions*.

The audience for *Salem Health: Genetics and Inherited Conditions* is biology and premedical students, public library patrons interested in consumer health, and librarians building specific collections. It provides authoritative information on genetics and genetic diseases in an easy to understand language and format. Of the three sources I looked at for this review, I would recommend the featured title. While the entries are slightly shorter than *The Gale Encyclopedia of Genetic Disorders*, Salem’s work contains more updated information, a history of genetics along with the science behind the field, and online content.—Mina Chercourt, Unit Leader, Database Maintenance, Grasselli Library and Breen Learning Center, John Carroll University, University Heights, Ohio

Truman Capote Encyclopedia. By Robert L. Gale. Jefferson, N.C.: McFarland, 2010. 279 pages. Alkaline \$75 (ISBN: 978-0-786-44296-6).

For the Capote connoisseur, this encyclopedia offers a treasure trove of details about Truman Capote’s life and works. Author Robert Gale aims to enhance readers’ enjoyment of Capote, whom he describes as a “protean puzzle” (1). Gale

credits biographers Robert Stanton, Gerald Clarke, Deborah Davis, and George Plimpton for their insights.

There are numerous biographical and critical sources about Capote and his works, including many online reference tools (e.g., Literature Criticism Online, Literature Online LION, Biography Resource Center, as well as other encyclopedias). This 279-page encyclopedia should be especially savored by Capote devotees—those who want to learn more about the man, his immense talent, his innate ability to observe and dissect the human condition, his larger-than-life personality and circle of famous friends, and his impressive body of work. It’s an alphabetically arranged voyeuristic romp of sorts, where readers may feel as if they’re privy to juicy tidbits of gossip. The encyclopedia includes entries for Capote’s characters, even the most obscure, as well as his friends and family members, particularly those who influenced his life and work. Robert Gale’s book provides summaries of all of Truman Capote’s works, with chapter-by-chapter synopses of his novels, as well as descriptions of his short stories and nonfiction prose. Short story and essay entries list characters and identify books containing reprints of the works.

The Capote aficionado will experience hours of enjoyment by thumbing through the *Truman Capote Encyclopedia*. Take the entry, “Truman Capote by Truman Capote,” for example—“When God presents you with a gift, it is accompanied by a whip for flagellating yourself” (242). Those less familiar with Capote and his works are sure to learn more about the enigmatic writer. Readers will find a mix of lengthy and brief entries, as well as a chronology and bibliographic citations. Though the volume does not include photographs, Gale advises that “readers who miss photographs . . . may find an amplitude in other but not better books devoted to Capote, especially those by Gerald Clarke, Deborah Davis, and George Plimpton, and in Richard Avedon’s *Observations*” (2).

This volume offers a wealth of information about Capote and his work, of interest to both casual readers and Capote scholars. If purchasing this volume, shelve it in a circulating collection for greatest use and enjoyment.—Nancy Frazier, Instructional Services Librarian, Bucknell University, Lewisburg, Pennsylvania

Professional Materials

Karen Antell

Editor

Assessing Service Quality: Satisfying the Expectations of Library Customers. 2nd ed. By Peter Hernon and Ellen Altman. Chicago: ALA, 2010. 224 pages. Paper \$65 (ISBN: 978-0-838-91021-4).

Assessing Service Quality is an admirable blend of theoretical, statistical, and pragmatic assessment applications for academic and public libraries. Providing several methods to address library services and patron concerns, this is a primer

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for library practitioners. Hernon and Altman acknowledge that “the most serious problem with traditional statistics is that they do not indicate how well libraries serve customers or how libraries might change or improve their service” (122).

Ideas to aid in library service measurement and responsiveness include embracing patron complaints as a means to improve service by tracking them in a manner similar to the way FedEx tracks shipping; surveying a library’s internal customers (staff); and charting library patron loyalty. Each of these concepts can be implemented readily without disruptive changes in the daily library workflow. The methods reviewed will help librarians become intentional in their approach to improving library services.

Several chapters conclude with a summary outline, as well as copious endnotes. The book is well indexed and provides an extensive bibliography. A complementary resource is *The Quality Library: A Guide to Self-Improvement, Better Efficiency and Happier Customers* by Sara Laughlin and Ray W. Wilson (ALA, 2008).

The central theme of this book is that “libraries must communicate with their broader community in understandable and meaningful terms” (173). The authors succeed in providing a multiplicity of ideas that apply quantifiable and qualitative measures to patron service. New ways to interpret statistics provide libraries with better ways to articulate their worth to the public. For example, “the annual per capita cost of library services is the same as the cost of a movie for two with popcorn and drinks” (172)—a statement that captures the libraries’ value in terms patrons can comprehend readily.

Assessing Service Quality is recommended for both public and academic libraries. However, the heft of the \$65 price tag will place this out of reach for many small and medium-size public libraries.—*Lisa Powell Williams, Adult Services Coordinator, Moline (Ill.) Public Library, Illinois*

Building Bridges: Connecting Faculty, Students, and the College Library. By Monty L. McAdoo. Chicago: ALA, 2010. 159 pages. Paper \$55 (ISBN: 978-0-838-91019-1).

In today’s rapidly changing information environment, librarians are faced with the increasingly difficult task of maintaining the college library’s central role in improving students’ information literacy. *Building Bridges: Connecting Faculty, Students, and the College Library* addresses this problem by considering the ways in which librarians can work with faculty and students to improve the effectiveness of library- and research-related assignments. Comprising a good deal of background information on information literacy, examples of successful and unsuccessful assignments, and copious advice on improving assignments and faculty–student–librarian collaboration, this book serves as a valuable resource for new librarians or librarians seeking new ways to interact with faculty and students.

The book is divided into five parts. Part 1 focuses on a general discussion of information literacy and the role of effective assignments in improving information literacy. It

provides a discussion of the problems encountered when attempting to incorporate information literacy education into the curriculum and presents a brief overview of the history of library instruction models.

Part 2 considers the need to work closely with faculty members to improve the quality of individual assignments and of the curriculum. This section includes a detailed analysis of the assignment lifecycle and the interaction of the major participants in the assignment process. In addition, it focuses on the challenges librarians face when interacting with faculty members accustomed to having complete control over assignment design, implementation, and assessment.

Part 3, the largest section of the book, focuses on developing effective library assignments. It begins with a discussion of some of the common reasons that assignments fail and considers the use of information technologies and the impact of the Internet on student research habits. Next, the author addresses specific assignment types, including essay assignments and research papers, and concludes with a discussion of citations, information ethics, and the specific challenges of assignments conducted in an online environment. Part 3 contains numerous examples and list of do’s and don’ts for librarians to consider as they face the real-world scenarios on a day-to-day basis. This is perhaps the most useful section of the book.

Part 4 considers two types of library assignments that typically fail: tours and scavenger hunts. In addition to a discussion of the pitfalls and limitations of such assignments, this section includes ways in which these types of assignments might be improved. Part 5 presents a discussion of information literacy instruction conducted in the library and in the classroom, addressing the challenges and opportunities inherent in each.

In conclusion, *Building Bridges: Connecting Faculty, Students, and the College Library* provides a thorough overview of the role of assignments in information literacy education. As the author concedes, experienced librarians already may have encountered many of the problems and opportunities covered in the book. However, new librarians should find the book to be an excellent resource. With its emphasis on improving the success of assignments through improved faculty–librarian collaboration, this book will be beneficial not only to librarians but to receptive faculty members who can be persuaded by their librarian colleagues to read it. By improving faculty awareness of the many ways in which librarians can improve the quality of library assignments, this book can serve as a valuable tool in the quest to improve information literacy education.—*Maura Valentino, Coordinator of Digital Initiatives, University of Oklahoma, Norman, Oklahoma*

Customer Care: A Training Manual for Library Staff. Pat Gannon-Leary and Michael D. McCarthy. Chandos Information Professional Series. Oxford: Chandos, 2010. 242 pages. Paper \$115 (ISBN: 978-1-843-34570-1).

Intended for facilitators of workshops on customer care or customer service, this guide offers concrete activities,