

## SOURCES

elementary and middle school students. Booktalks or book reviews are written for each selected title. Books listed are generally published between 2005 and 2007, with most having a 2006 copyright date. Most of the information about the books profiled comes in the form of a ready-made booktalk. The booktalks are delivered in a variety of formats, including “fun facts,” notes of interesting illustrations to show, and plenty of hooks to get the audience clamoring for nonfiction books. Occasionally, the authors slip into a review written for the librarian rather than the reader. Without distinction between the two, the casual user will need to be cautious when using *Gotcha Good!* for some quick booktalks. A large percentage of the books profiled have a black-and-white picture of the cover included. There are also eight interesting author profiles written in question-and-answer format. Five top-ten lists are scattered throughout the book with the intention of a quick list for bookmarks. However, a mixture of reading levels is included on each bookmark, making it difficult to use for any one audience. The range of topics covers most areas of nonfiction. The book is divided into seven chapters by broad subject, ranging from “American Journeys” to “Monsters, Mysteries, Mummies and Other Quirky Books,” then alphabetized by author within the chapters. Although this book has a title and author index, it is missing a subject index, which is problematic. Because of the missing subject index, it is difficult for this book to be used as a reference. It is time-consuming to find out whether a book on a particular subject is suggested. Thus, this title will primarily serve as a browsing title for a librarian looking for interesting books to buy or promote in the nonfiction area.—*Tiffany Wylie, Library Media Specialist, Truman Elementary School, Norman, Oklahoma*

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***The Medical Library Association Essential Guide to Becoming an Expert Searcher: Proven Techniques, Strategies, and Tips for Finding Health Information.*** By Terry Ann Jankowski. New York: Neal-Schuman, 2008. 150p. \$65 (ISBN 1555570-622-3).

In the preface to this new guide to online searching of biomedical databases, author Terry Ann Jankowski notes that, in the recent past, “newly hired librarians were ill-equipped either to run or teach others how to perform comprehensive literature searches on even the most commonly used bibliographic databases” (ix). An experienced teacher of searching skills and head of the Education and Information Services Department at the Health Sciences Library of the University of Washington, she has built upon her popular Medical Library Association continuing education course to create this monograph. The intended audience is library school students and librarians who have not had extensive training in database searching. Although many of the principles discussed may be applied to other bibliographic databases, the focus is on the biomedical sciences.

The book is organized around the database search process, starting with the patron interview and continuing through database selection, search construction, subject and

natural-language search principles, and evaluation and revision of search results. Along the way, the author provides several helpful checklists and worksheets for the reader, such as search request forms and a search strategy worksheet. One valuable chapter contains annotations of many key databases in the biomedical sciences, both open-access and proprietary. The author discusses several methods of revising a search depending on the client’s feedback and explains the concepts of precision and recall.

Some of the special features of this volume are a glossary of terms, exercises at the end of many of the chapters (with suggested answers), and resources for maintaining search skills. Each chapter includes references, and a list of additional resources for further study by chapter topic is provided at the end.

It is not difficult to find books that cover theoretical information on databases and the search process or books that teach nonlibrarians how to find health information on the Internet. But this book fills a different niche. It meets its author’s goal of being a practical manual for learning the process and skills for online searching of biomedical databases. It will be useful for library school students and for librarians coming from other fields to a hospital or the health sciences library.—*Betsy Tonn, Reference Librarian, Bird Library, University of Oklahoma Health Sciences Center, Oklahoma City*

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***The Medical Library Association Guide to Health Literacy.*** Ed. by Marge Kars, Lynda M. Baker, and Feleta L. Wilson. New York: Neal-Schuman, 2008. 314p. paper \$75 (ISBN: 978-1-55570-625-8).

*The Medical Library Association Guide to Health Literacy* is a compilation of chapters written by a different authors—practitioners as well as academicians. The authors’ task was to define literacy as it relates to, or forms the basis of, their work with patient information. “Literacy” can mean several different things, including the ability to read, the ability to comprehend written information, and the ability to do basic math, but the main focus of this book is on low literacy in reading, which is a major barrier to the dissemination of health information and which has a negative effect on the other features of literacy.

There are three stated purposes of this work: to help librarians “better understand the issues of health literacy,” “help others become health literate,” and “become change agents within their organizations.” People who are health literate, as defined by the American Medical Association and the authors, can recognize when they have a need for information, can read and understand the information they are given, and can determine the appropriateness of such information. This book focuses on the mechanics of low reading literacy, dealing with other areas to a much lesser extent.

The guide addresses its second and third goals in a way that is oriented toward practical solutions. This volume provides a few good ideas for working with various target populations, such as teenagers, senior citizens, and public library patrons, as well as patrons with questions regarding health