

However, at only 438 pages it lacks the detail and comprehensive topics of the present work. *An Introduction to the Solar System* (Open University, 2003), edited by McBride and Gilmour, calls itself a textbook and is clearly intended for that function.

The Solar System would be a worthy addition to any public or undergraduate library. The text is readable, the information readily accessible, and its organization exceptional. Its cost is in line with other current scientific works. In the field of space study, updated works are vitally important to staying current in the field.—*Dr. Nancy F. Carter, Librarian Emeritus, University Libraries, University of Colorado, Boulder, Colorado.*

Professional Materials

Karen Antell

Editor

Combating Student Plagiarism: An Academic Librarian's Guide. By Lynn D. Lampert. Oxford, United Kingdom: Chandos, 2008. 206p. \$79.95 (ISBN 1-84334-282-0).

Lately, cases of academic dishonesty fill the news and popular press. Since librarians usually do not see the end product of students' efforts, it may be difficult to convince them that they share some responsibility. Yet Lampert provides compelling arguments for librarian involvement. Beyond the dismal statistics (more than 40 percent of students admit to cut-and-paste plagiarism), citation tools now available in databases make it even easier for librarians to discuss ethics. Also, academic integrity is part of the entire research process, including critical thinking, planning, search strategies, and other elements we already teach. Perhaps most importantly, librarians may have special insight into the cultural and instructional roots of the problem. We regularly observe students coping with professors who allow various degrees of peer collaboration, style manuals describing different citation conventions, and other requisites that seem nitpicky to the average person.

Thus, in *Combating Student Plagiarism*, Lampert provides a bridge between our professional journals and books like Susan Plum's *My Word! Plagiarism and College Culture* (Cornell, 2009) or Carol Haviland's *Who Owns This Text: Plagiarism, Authorship, and Disciplinary Cultures* (Utah State, 2009), which describe how ideas about intellectual property have evolved. Particularly helpful is Lampert's bibliography of discipline-based antiplagiarism efforts. This is invaluable for generalists and instruction coordinators who must teach all kinds of students.

This said, those who are already familiar with the topic and who seek ready-to-use resources (as in a Neal-Schuman publication) may be disappointed by what is essentially a literature review. Although Lampert's text provides URLs for some exemplary programs, it doesn't offer any jumpstarts. A busy instruction coordinator might be disappointed in this book, preferring a list of talking points or a script to help "work in" academic integrity while discussing the usual resources and search strategies in the typical, "one-shot," fifty-minute session. In other words, the profession still needs something akin to Charles Lipson's *Doing Honest Work in College* (University of Chicago, 2008). At \$79.95, *Combating Student Plagiarism* is an optional purchase for most libraries.—*Bernadette A. Lear, Behavioral Sciences and Education Librarian, Penn State Harrisburg, Middletown, Pennsylvania*

Connecting Young Adults and Libraries. Michele Gorman and Tricia Suellentrop. New York: Neal-Schuman, 2009. 389p. \$85 (ISBN 978-1555706654).

Whether your programs and offerings for young adults are thriving, need a little reviving, or are nonexistent, this book contains a wealth of useful information. The fourth edition of *Connecting Young Adults and Libraries* provides updated information on new technologies and trends that affect teens, including social networking, gaming, new awards for books and authors, and research about teen behavior and teens' relationships with libraries and technology. The included CD-ROM is a toolkit that contains examples of permission forms, policies, programming checklists, information literacy lessons, contracts, and so forth. The toolkit is a fabulous resource for those who are starting a teen program or need a boost introducing new programs or ideas. The book's sidebars point the reader to correlating documents in the CD-ROM toolkit and provide tidbits of information and quotes from teens. Also included are informational boxes about teen reading habits, popular books and magazines, and stereotypes of teens and librarians.

The first four chapters cover the basics of working with young adults. Chapter 2, "Understanding the Audience," provides research about teens and some of the reasons they act the way they do. Most important, the authors discuss how teens can be discriminated against in the library setting and give examples of positive ways that library staff might interact with young adults.

The remainder of the book covers collection development, booktalking, outreach, programming, space, publicity, technology, and youth involvement. The technology chapter is particularly helpful in explaining the role of technology in the lives of young adults, ways to include technology in one's library to increase teen participation, and sources to help librarians stay current with changes in technology and technology trends. Any library that serves teens should have this book in its collection, and it is an excellent resource to share with all staff members to make the library a welcoming and

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relevant place for teens.—*Melanie Wachsmann, Reference/Teen Librarian, Lone Star College CyFair Branch, Cypress, Texas*

Slow Reading. John Miedema. Duluth, Minn.: Litwin, 2009. 80p. \$12 (ISBN 978-0-9802004-4-7).

Slow Reading is a fast little book. I read it in one Friday afternoon in July, sitting on the steps of my library. I spent the morning sitting in my office, *intending* to read, but instead had overpowering “needs” to check my e-mail, edit a document, Google something, etc. Finally, I took the book and went outside. Sitting in the sun, I found myself marking the margins with questions, arguments, and commentary, but nevertheless . . . reading it all the way through.

Slow Reading exists to remind us of the unique rewards of spending an afternoon in exactly this way: deep in conversation with a book. The book is an expansion of an independent research project Miedema began as an MLIS student, and the writing displays a few earnest, unsupported declarations. This does not distract, however, from Miedema’s compelling argument that slow, deep reading of printed text is “an intimate act with transformative power. Unlike our modern consumption of information, slow reading is a journey that fundamentally changes us” (8).

The idea that there is a difference between reading a book and “information gathering” in front of a computer is not new. *Slow Reading* is useful not because it is groundbreaking, but because it serves as a kind of meditation on the history, future, and meaning of being a reader. Reading this book requires readers to question and reflect on their own habits of reading and thought.

In four essays, the book traces the concept of slow reading from its historical origins in “the symbolic eating of books by prophets in the Bible” (3) to its role in contemporary information ecology and human psychology. In the book’s third essay (my favorite), Miedema relates slow reading to the broader “slow movement” that encompasses everything from slow food to slow sex, emphasizing local production, community building, uniqueness, and pleasure over mass production, cost cutting, and convenience.

While not essential, this is a book readers in both public and academic libraries will appreciate.—*Sarah VanGundy, Reference & Instruction Librarian, SUNY Purchase College, Purchase, New York*

So You Want To Be a Librarian. Lauren Pressley. Duluth, Minn.: Library Juice, 2009. 215 p. \$15 (ISBN 978-0-9802004-8-5).

This brief but useful introduction to careers in librarianship is worth every penny of its low price. Pressley’s treatment of librarianship is accessible to aspiring young adults and college students as well as older readers who are considering a career change.

The first chapter provides an overview of academic, public, school, and special libraries, with a focus on their differing services, user populations, and current trends of management and operations. The second chapter addresses the types of jobs available in librarianship, including public services, technical services, technology, administration, and rare books and manuscripts. Pressley includes archives and the profession of archivist as possible career paths, which may give inexperienced readers the mistaken impression that archivists and librarians perform the same kind of work. In the third chapter, she adeptly elucidates the major professional issues surrounding librarianship, including some that bear repetition, such as the service ethos, the right to read, censorship, and libraries as community and cultural centers. She also touches on the technological impact of Web 2.0 technologies and current shifts in copyright law. The fourth chapter, “Getting the MLS,” contains generic information on the graduate school application process, including helpful tips on crafting the personal essay and relating individual experience to a probable career track. Pressley provides more definitive and better focused advice on how to maximize one’s graduate school experience for eventual job hunting.

The book’s conclusion serves more as an afterword with cursory details on the profession’s challenges (such as shrinking budgets) and the option of pursuing a career in the field loosely defined as “information science.” The appendixes include a glossary of selected terms and a collection of short interviews with librarians. The interviews are indeed informative, but would have been more useful if included in the foregoing chapters as a set of vignettes or detailed case studies. Placed within the proper context, the interviewees’ commentaries would have illustrated some of Pressley’s salient points. Each chapter features a list of relevant websites that the reader can consult for more information—if not for this handy book, prospective librarians would be face the time-consuming task of gathering those details on their own.—*Mike Matthews, Instructional Services Librarian, Northwestern State University, Natchitoches, Louisiana*

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