that can be duplicated and distributed at one's IL sessions as well as used in curriculum development. The bibliographic exercises and scoring guides alone are worth the price of the book. Overall, Volkman has provided an unparalleled winner that every teacher and librarian should own.—*Van Herd, Reference Assistant, University of Oklahoma Libraries, Norman, Oklahoma*

Creating the Customer-Driven Academic Library. By Jeannette Woodward. Chicago: ALA, 2009. 208p. paper $58 (ISBN 0-8389-0976-8).

If students could design the perfect library, what would it look like? Ask *them*. Jeannette Woodward writes on the subject of customer input in a conversational style based on her first-hand investigation of academic libraries. Woodward's entire argument in this book is summed up in this statement: "Unless customers tell us what they need and then immediately become involved in the development of services to meet those needs, we cannot expect to prosper in the twenty-first century" (50). Woodward touches on technology and concepts like Library 2.0. However, unlike Gibbons's *The Academic Library and the Net Gen Student* (ALA, 2007), which is concerned with students' use of technology and their research behaviors, *Creating the Customer-Driven Academic Library* focuses on "the bricks and mortar" library and how the customer sees it (viii). Woodward's book also varies from Gibbons's in that she considers not only traditional undergraduate students, but also nontraditional students and graduate students. "Marian," an example created by Woodward, is a nontraditional, married graduate student through whom the reader vicariously experiences the library. Although Marian and other examples provide a unique perspective, Woodward sometimes seems to digress to other issues before reminding the reader that they are, in fact, still observing "Marian" (57). This tendency can be somewhat disconcerting, but does not detract from the book's value overall.

In later chapters, Woodward discusses the entire process of making a library more customer-driven, from planning and budgets to evaluation and implementation, reminding the reader that not all projects have to be complete remodels. She includes a significant chapter on the information commons and how it should differ from a computer lab of yesterday. She also demonstrates an understanding of budget and staffing constraints, while encouraging librarians to remain a visible and vital part of the customer experience. Woodward ultimately accomplishes her purpose, suggesting that libraries must design services and spaces with the assistance of their own, unique users.—*Rebecca Weber, Reference and Instruction Librarian, Florida Institute of Technology, Melbourne, Florida*

Easy Information Sources for ESL, Adult Learners, and New Readers. By Rosemarie Riechel. New York: Neal-Schuman, 2009. 285p. paper $65 (ISBN 978-1-55570-650-0).

Services for English as a second language (ESL) learners, adult learners, and new readers tend to be neglected in many library planning discussions. *Easy Information Sources* is timely because it brings attention to these groups and examines ways to serve them. The purpose of this work is to list the best children's nonfiction books for this population and to discuss ways of choosing, using, organizing, and marketing these books in the library. The first of the book's two parts is a background discussion on how to use the information sources discussed in the book, how to conduct reference interviews with adults that might need such sources, and how to house and promote this collection. The second part is a bibliography of titles of children's books that are suitable and useful for adults. Special features include indexing by author, title, and subject, and a separate bibliography of professional resources for those looking for more information about assisting this group.

This book is a newer variation on an earlier book, *Light 'n Lively Reads for ESL, Adult, and Teen Readers: A Thematic Bibliography* by La Vergne Rosow (Libraries Unlimited, 1996), but *Easy Information Sources* includes more specifics about developing and housing the collection. The discussion throughout part 1 of *Easy Information Sources* is the strongest and most useful section of the book because it draws attention to this important service area and is very thorough in its coverage. The bibliography is somewhat helpful, but it is largely for the librarian who is looking to purchase information sources that can be used by ESL students and adult learners. The bibliography includes just one or two books per subject, which is of limited usefulness to the librarian working in a reference setting.

Easy Information Sources is useful for the librarian serving ESL learners, adult learners, and new readers. Strategies for promoting children's literature to adults, criteria for performing collection development, and methods for integrating children's nonfiction into the adult collection are rarely discussed in literature, which makes this book a valuable addition to many professional collections. This resource will be most useful for public libraries that serve this population, but it is recommended for middle and high schools serving the ESL population as well.—*Katy Herrick, Children's Librarian, Dallas Public Library, Dallas, Texas*

The Elements of Library Research: What Every Student Needs to Know. By Mary W. George. Princeton: Princeton Univ. Pr., 2008. 201p. paper $14.95 (ISBN 978-0-691-13857-2).

This volume promises to be a useful resource for college students confronting their first library research assignment. Writing in a conversational yet empowering style, George begins by conceptualizing library research with some potent truisms; for example, "The logic of the library research process is the movement from what exists to what is worth using" (21). Systematic analysis and evaluation are the guiding principles here: George describes how to orient oneself to a new library building and website, browse a library bookshelf, and create a research log. She stays true to the tenet that a