

SOURCES

database (www.sage-reference.com). Highly recommended for college libraries.—*Colleen Lougen, Electronic Resources Librarian, State University of New York, New Paltz.*

Salem Health: Cancer. Ed. by Jeffrey A. Knight. Salem Health. Pasadena, Calif.: Salem, 2008. 4 vols. alkaline \$395 (ISBN 978-1-58765-505-0). Includes free access to online database version.

Salem, the publisher of the highly praised *Magill's Medical Guide* and the online database counterpart Salem Health, is rolling out new specialized encyclopedias that focus on specific topics of medicine and that are reviewed by panels of experts and updated by top health professionals. This easy-to-use four-volume reference is designed for use by laypersons, and it will assist them with personal questions about cancer, including living with cancer.

The 835 signed articles are alphabetically arranged and vary from one to five pages. In addition, 166 informational sidebars and 250 black-and-white photos and illustrations that are directly integrated into the text facilitate understanding these topics. The reference is especially useful for report writing at the secondary and early undergraduate levels because of the clarity of the content. Each article supplies a short definition of the topic, along with extensive cross-references and a bibliography of current resources. Topics are organized under one of seven umbrella categories: cancer biology, carcinogens, diseases and conditions, drugs or drug classes, medical specialties, procedures, and social and personal issues. Health consumers will like the fact that the categories are listed at the beginning of each essay and that a list of each title by category is furnished at the end of volume 4. Moreover, the essays follow a uniform and logical format based on which category the articles are placed. For example, articles that are categorized as “Diseases, symptoms, and conditions” usually list subheadings, such as other names for the health conditions, related conditions, a definition, risk factors, etiology and the disease process, incidence, symptoms, screening and diagnosis, treatment and therapy, and prognosis, prevention, and outcomes.

Much of the content classified under the social and personal issues category focuses on cultural information, including the health of specific ethnic groups, such as “African Americans and Cancer,” “Africans and Cancer,” “Ashkenazi Jews and Cancer,” “Asian Americans and Cancer,” “Latinos/Hispanics and Cancer,” and “Native Americans and Cancer.” The social and personal issues category also contains entries that address cancer at different stages of life, such as “Sexuality and Cancer,” “Pregnancy and Cancer,” “Childbirth and Cancer,” “Aging and Cancer,” and the “Elderly and Cancer.” There is even an entry for “Living with Cancer.” Many entries in this category deal with preparations for time near or after death, such as the entries for “Advance Directives,” “End-of-Life Care,” “Grief and Bereavement,” “Hospice Care,” “Informed Consent,” “Living Will,” and “Watchful Waiting.”

This reference has many specialized appendixes, including information about cancer centers, hospitals, and cancer

support groups, a glossary, and an index. Main entry pages are annotated in the index in boldface. A value-added benefit of purchasing this print copy is an unlimited free subscription for three years to Salem Health's companion online database (<http://health.salempress.com>) with equivalent content. *Salem Health: Cancer* is a good choice for public and undergraduate health collections because of its authoritativeness and because it provides access to Salem Health. However, if libraries have already built a good health and medical collection and have limited budgets, or, alternatively, own the *Gale Encyclopedia of Cancer* (Gale, 2005), this resource should be deemed an optional purchase.—*Caroline Geck, Somerset, New Jersey*

Professional Materials

Karen Antell

Editor

Collaborative Library Research Projects: Inquiry that Stimulates the Senses. By John D. Volkman. Westport, Conn.: Libraries Unlimited, 2008. 208p. paper \$39 (ISBN 978-1-59158-623-4).

Initially conceived and crafted as a practical guide for school library media specialists working with grades 7–12, this book promises to be useful and influential beyond its author's expressed intent. This handy reference is a fine embodiment of the much-discussed “embedded instruction” model of information literacy (IL). Volkman, a high school librarian, has partnered with several history instructors to develop discrete learning experiences that include library media center use as an integral component in investigating selected historical disciplines. For example, the author has developed a section for the study of World War II that transforms the library into a learning center with stations employing various multimedia, static displays, and, of course, books as primary sources. This is just the beginning; full lesson plans are included for student poster sessions ranging from novel topics such as “Evil Characters in History” to standby topics such as “Edgar Allan Poe.” Each plan features intensive, intentional use of library resources, including significant attention to print resources.

With a little effort, the school librarian can collaborate with the teaching faculty in his or her school to develop stellar learning opportunities that prominently feature the library for little or no extra cost. Although Volkman's focus is history in grades 7–12, the lessons can be easily adapted to other disciplines. In fact, the present reviewer is a university instructor who uses these materials to great advantage in his teaching, including exercises involving the use of special collections. Included in this guide are several camera-ready handouts

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,

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