

## SOURCES

easy access to information needed. This resource is an asset to any librarian who is attempting to get children interested in reading. Students in the third grade and above could use this resource to locate numerous books in a particular area of interest. This book also could be used creatively to initiate networking between teachers and school librarians, which could then lead to cooperative lesson planning.—*Jamie Johnson, Library Media Specialist, McKinley Elementary School, Norman, Oklahoma*

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***Creating Database-Backed Library Web Pages: Using Open Source Tools.*** Stephen R. Westman. Chicago: ALA, 2006. 288p. \$48 (ISBN 0-8389-0910-8).

In this book, Westman has made an admirable attempt to elucidate the arcane and mysterious world of the technology behind Web services. Geared toward librarians of all types who have a basic understanding of HTML and have the ability to create HTML forms, this book supplies a conceptual foundation for many terms often used regarding Web services and the steps involved in creating database-backed Web pages. The author indicates that this book by itself will not explain absolutely every detail of the technology under discussion, and the book's companion Web site provides a bibliography for further reading. However, in some places, more complete information would be useful in the book itself.

The book introduces the reader to a variety of technological concepts and activities, such as relational databases, basic programming, report building, and data maintenance applications. However, the extensive companion material for the work alone demonstrates that creating database-backed Web pages is not for everyone. A project of this type requires a level of technical understanding well beyond the HTML prerequisites mentioned. Advanced technical understanding is necessary even to begin to "program along" with the author. Adding to the difficulty (through no fault of the author), on the companion site, Web pages sometimes would not load, and, when this reviewer followed links to downloadable software, the instructions for downloading were sometimes confusing or unclear.

To maximize the intended utility of the book, downloading software and running a server on a machine is necessary. Unless a personal computer is used, there is also the issue of institutional security that could lead to uncomfortable encounters with library or campus IT departments. The thirty-two-page (!) set-up file found on the companion site even includes advice on dealing with potential complaints from network administrators.

The ability to put into practice or perform the activities one is reading about is, indeed, a powerful learning tool. This would be an ideal book for a class on building database-backed Web pages, but it would be quite ambitious for intelligent librarians without technological experience and training.—*Kathleen Fleming, Reference Coordinator, Science and Engineering Library, Wayne State University, Detroit, Michigan*

***Information Literacy Assessment: Standards-Based Tools and Assignments.*** Teresa Y. Neely. Chicago: ALA, 2006. 218p. \$40 (ISBN 0-8389-0914-0).

Teresa Y. Neely, library director at the University of New Mexico and formerly at the University of Maryland (UM), and her colleagues from UM have written a useful, practical guide to information literacy assessment based on the Association of College and Research Libraries (ACRL) Information Literacy Competency Standards for Higher Education. In this ten-chapter book, chapters 3 through 7 each address one of the five standards, providing examples and recommending types of assessment queries and assignments for performance indicators and related outcomes (e.g., *Outcome 1.1.e: Identifies key concepts and terms that describe the information need*). Chapter 8 suggests other areas to assess that are not covered in the ACRL standards, such as the nature of the student/faculty relationship and the demographics of students. Chapters 9 and 10 focus on developing and automating an assessment survey instrument.

The real strength of the book is the work the authors have done for us in their literature review of more than seventy existing information literacy assessment instruments. Of the surveys reviewed by the authors, only a few (e.g., UM, Baltimore County Survey) were developed around the ACRL standards. For libraries that wish to develop a comprehensive information literacy assessment survey using the ACRL standards as a benchmark, this book is a valuable resource. On a smaller scale, for instruction librarians who want to measure student learning for one or two outcomes, many ideas can be found in the assessment queries and assignments sections throughout the book.

Some chapters exhibit greater readability than others. Several chapters would benefit from the use of bullet points or additional section headers. For example, in the section on "Do's and Don'ts of Writing Queries" in chapter 9, a numbered or bulleted list to follow from point to point would be helpful.

This book certainly provides a place to start the discussion on assessment. Both instruction librarians and library administrators will find the appendix listing all the survey instruments reviewed and the bibliography especially useful.—*Sherise Kimura, Reference/Electronic Resources Librarian, University of San Francisco*

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***Less Is More: A Practical Guide to Weeding School Library Collections.*** Donna J. Baumbach and Linda L. Miller. Chicago: ALA, 2006. 204p. \$32 (ISBN 0-8389-0919-1).

Baumbach and Miller have created a practical tool for school library media center directors and librarians to use in keeping their collections vibrant and relevant in the changing landscape of school libraries. Weeding is an integral part of collection development. This volume guides school library professionals through that process with criteria and models helpful to the unique type of library found in pre-K–12 educational institutions.