

collegiate level, has caused those charged with the task to be on constant lookout for materials that help achieve such a goal. *The Blue Book on Information Age Inquiry, Instruction, and Literacy* is just what is needed: a one-stop sourcebook designed to serve as a theoretical model for designing and implementing a K–12 information literacy program. Having its origin in a monthly column published in *School Library Media Activities Monthly*, this is an update and revision of *Key Words, Concepts, and Methods for Information Age Instruction*, published in 2003.

The focus of *The Blue Book* is information inquiry: what it is, how it benefits today's learners, how it functions in the information age, and how to teach it effectively. Part I examines the concepts and models of information inquiry, search, and use models, and discusses the instructional role of the library media specialist and instructional media specialist, among many other topics. Part II takes the inquiry concepts that have been introduced and discusses the implementation of them in the student research process. This section is aimed at middle schools, but the information and materials can be adapted for high school and college use as well.

Part III, "Key Words for Instruction in Information Inquiry," is perhaps the most useful part of the book. Each key word, such as "bias," "primary sources," "synthesis," or "evidence," is defined and discussed in great detail. These have been nicely designed to be reproduced for handouts and study guides. Each section provides references for further reading, and there is an extensive bibliography of selected Web resources on K–16 information literacy instruction at the end. The book is very well organized and can be read serially or consulted as needed.

Daniel Callison and Leslie Preddy have created an excellent resource for K–12 library media specialists, but colleges and universities also will find it extremely useful. Its greatest strength is the thoroughness with which this subject is covered, and even those who have been teaching information literacy for many years will find new ideas and resources here.—*Mark Watson, Instruction Librarian, Southern Illinois University, Carbondale*

Books Kids Will Sit Still For 3: A Read-Aloud Guide. Judy Freeman. Westport, Conn.: Libraries Unlimited, 2006. 917 p. \$55 (ISBN 1-59158-164-8).

Freeman fans know what to expect from her work: clear annotations of outstanding read-aloud books across a broad spectrum of ages, interests, and subjects, along with curriculum integration, follow-up ideas, and related readings. Readers will not be disappointed in her latest book in the *Books Kids Will Sit Still For* series. It is typical Freeman at her best. The author has selected more than 1,700 titles. Each listing contains the full bibliographic citation, suggested grade level, a brief hook rather than a synopsis (no spoilers here!), Freeman's trademark germ suggesting how to use the book in education, and a list of related titles in brief citation form, with author, title, publisher, and copyright date only. A thorough bibliog-

raphy and indexes organized by author or illustrator, title, and subject enhance the usefulness of the volume.

Children's librarians, teachers, and anyone who reads to children will find this book an invaluable tool for creating lesson plans, developing read-aloud programs, and going beyond the "read the book aloud, then pick up another" style of sharing books with young people. Her integration germs are creative, practical, and age-appropriate for the suggested grade levels. The activities she proposes do not require elaborate props or supplies other than those typically found in a classroom or a library's children's department.

The volume would be worth the purchase price for the booklists alone, but Freeman offers much more. The opening section, "About Children's Books and Ways to Use Them," is filled with gems of information, anecdotes, statistics, and Freeman's witty commentary. Topics in this section include a list of qualities necessary to be a great school librarian, a section on book evaluation and awards, a discussion of why the Finns are the world's best readers, and much more. Freeman's writing has a natural flow reminiscent of her rapid-fire speech. Reading her work is almost like sitting down to a one-sided chat with an old book-loving friend.—*Terri L. Street, Library Media Specialist, Longfellow Middle School, Norman, Oklahoma*

Collection Development Issues in the Online Environment. Ed. by Di Su. Binghamton, N.Y.: Haworth, 2007. 170 p. \$34.95 (ISBN 0-7890-3087-X). Simultaneously co-published as *The Acquisitions Librarian* 19, no. 1/2 (2007).

Dedicated to the memory of Bill Katz, who mentored "this project through his last days," this volume's topic is described by its title. Its purpose and audience, while not explicitly stated, are implied by the following statement in the brief introduction: "This book reflects the current practices in academic libraries, presents various viewpoints, offers suggestions, and attempts to be globally relevant" (1). The work consists of eleven articles that are somewhat artificially organized into three chapters: "Common Issues," "Special Issues," and "Future Issues."

The authors are all academic librarians who possess suitable credentials plus current knowledge of their subject matter, and who generally write well. They often draw upon practice at their institution, outline major issues, and offer prescriptive suggestions for better practice. Five of the eleven articles are written by contributors from Canada, Australia, and the United Kingdom. Testifying to the international perspective, a chapter subheading uses the British term "electronic short loan" for "electronic reserve." The emphasis is on contemporary developments, but the discussion about corporate annual report digitization at the University of Pennsylvania by Cynthia L. Cronin-Kardon and Michael Halperin contains fascinating historical background information. David Stern's outline of alternative access and pricing models and Stephen Good's discussion of personal digital assistant serials are future-oriented. Most topics pertinent to the subject,

SOURCES

such as e-journals, e-books, e-reference sources, databases, copyright, pricing, budgeting, digitalization, and archiving, are covered here in varying degrees, yet the scholarly quality of the articles is uneven, and some would probably not be accepted by a rigorously refereed journal.

The implied objective is basically achieved. Nevertheless, this item works better as a journal issue than as a book. The work offers an interesting selection of articles, but it lacks the in-depth, systematic coverage expected in a book. Important aspects of the subject (licensing, collection development theory, and the public library perspective) are virtually ignored, while other topics, such as budgeting and print versus electronic, are covered in multiple articles. The reader would be better served by *E-Journals: A How-To-Do-It Manual for Building, Managing, and Supporting Electronic Journal Collections* by Donnelly Curtis (Neal-Schuman, 2005), despite the fact it is two years older and limited to e-journals.—*Thomas E. Nisonger, Professor, Indiana University, School of Library and Information Science, Bloomington*

Information Literacy and the School Media Center. Libraries Unlimited Professional Guides in School Librarianship. Joie Taylor. Westport, Conn.: Libraries Unlimited, 2006. 148 p. \$35 (ISBN 0-313-32020-9).

Information literacy, according to the author, is “the ability to recognize a need, then access, find, evaluate, use and communicate information” (12). The definition of information literacy has changed and evolved over the decades. But one aspect of information literacy that has remained constant over time is its importance in maintaining a free, open, and democratic society. *Information Literacy and the School Media Center* has been added to the Libraries Unlimited Professional Guides in School Librarianship series to assist school media specialists with this important topic. Author Taylor, a school library media specialist from Nebraska, has written a timely, well organized book that covers such topics as information literacy definitions, information literacy standards, teacher and media specialist collaboration, research models and processes (such as the Big 6), and information literacy assessment. Each chapter contains helpful and relevant graphs and charts, along with a useful summary of each chapter’s objectives.

Information Literacy and the School Media Center is a valuable reference work for media specialists to use in their work to promote and enhance information literacy skills in their schools.—*Larry Cooperman, Media Specialist, Seminole High School, Sanford, Florida*

Libraries and Google. Ed. by William Miller and Rita M. Pellen. Binghamton, N.Y.: Haworth, 2005. 240 p. \$24.95 (ISBN 0-7890-3125-6).

Let’s face it. Google is the preferred search tool of our users. The same can be said for most librarians. Google is here to stay and will only get bigger and better. How are libraries responding to this reality?

This book is one of the first on the market devoted to discussions of the effect of Google and its products on libraries. Co-published as a volume of *Internet Reference Services Quarterly*, the work comprises nineteen chapters (previously published as articles) that offer varied perspectives on the impact of Google, including Google Scholar and Google Print; most provide ideas on how libraries should respond. None of the chapters are unduly long, and each can be read individually in one sitting. Each chapter includes a summary, and most are divided into subheaded sections. While the majority of the authors are academic librarians, and several describe the effect of Google on the academic library environment, the chapter topics are broad enough to be relevant to all librarians.

The following questions are addressed in this volume: How should librarians respond to the suggestion (many would say fact) that the library has lost its place as the main provider of information due to Google? What role can the library play to remain relevant? How can reference services remain germane when they are being bypassed by our users? What role can information literacy play? How can we make the library Web site more relevant to the search process? How can we keep up with Google developments?

It is essential that librarians understand what Google offers our users and the challenges that it presents to libraries. This work offers practical suggestions for integrating Google (especially Google Scholar) into our resources and services. Although Google has usurped the library’s role as the gateway-of-choice to information, this book provides much hope that there is still an important role for the library to play.—*Janis M. Bandelin, Director of Libraries, Furman University, Greenville, South Carolina*

Library Services for the Incarcerated: Applying the Public Library Model in Correctional Facility Libraries. Sheila Clark and Erica MacCreaigh. Westport, Conn.: Libraries Unlimited, 2006. 246 p. \$40 (ISBN 1-59158-290-3).

In their aptly titled book, *Library Services for the Incarcerated: Applying the Public Library Model in Correctional Facility Libraries*, Clark and MacCreaigh provide the why, what, who, and how for the provision of library service in prisons, jails, juvenile facilities, and community corrections. There are numerous issues, challenges, and rewards to librarianship in any environment, and correctional facilities are certainly no exceptions. The authors tackle an impressive assemblage of themes to guide the professional practices of current or potential correctional facility librarians.

The authors have thoughtfully organized their effort into eleven chapters designed to move the reader from the fundamentals to the specifics, from the ethics of service to the finer points of shelving construction and placement. Chapter 1 conjoins library services to the incarcerated with the broader issues of the public library model. Chapters 2 and 3 discuss the key players: the librarian and the inmate patron. The librarian and patron dynamic may be described as atypical