alphabetical, cross-referenced essays range in length from 250 to 3,000 words and are signed by nearly 150 scholars in multiple disciplines. More than half of the articles include further reading lists, and the most extensive ones (those with more than 2,000 words) offer annotated reading lists. Photos accompany most biographical entries, and tables and charts illustrate arcane data and concepts (for example, "levels of judicial scrutiny"). An extensive annotated bibliography, timeline of Court events, and glossary of key terms complete the large appendix section.

The U.S. Supreme Court is a mid-priced source (about $200) of very current, authoritative Supreme Court information for public, high school, and university libraries. Less expensive ready reference titles (under $100) include recent editions of Kermit Hall's *The Oxford Companion to the Supreme Court of the United States* (Oxford Univ. Pr., 2005) and Kenneth Jost's *The Supreme Court A to Z* (Congressional Quarterly, 2007). Hall is a prominent legal historian, and his small-print volume (updated prior to Chief Justice Rehnquist's death) includes more than a thousand alphabetically arranged entries signed by three hundred experts. *The Supreme Court A to Z* is similar in arrangement and topics to *The U.S. Supreme Court,* but the articles are unsigned and less rich in content. On the more expensive end ($370) is David Savage's *Guide to the U.S. Supreme Court* (Congressional Quarterly, 2004), which is updated through 2003. Savage covers the Supreme Court for the *Los Angeles Times,* and this theme-based Congressional Quarterly guide is a good supplement to the other sources for larger public and university libraries.—*Jane Thompson, Assistant Director for Faculty Services, William A. Wise Law Library, University of Colorado, Boulder*

World and Its Peoples: Middle East, Western Asia, and Northern Africa. Ed. by Paul Bernabeo. Tarrytown, N.Y.: Marshall Cavendish, 2007. 11 vols. acid free $499.95 (ISBN 0-7614-7571-0).

The first set in a series that "will eventually include every region and country of the world," (5) the eleven-volume *World and Its Peoples: Middle East, Western Asia, and Northern Africa* is a photograph-rich reference work on an important yet poorly understood region of the globe. Encompassing thirty-seven countries extending from Mauritania to Kazakhstan, this set is geared toward high school and public library audiences, but is accessible to middle school patrons as well.

Two countries, Egypt and Iran, merit individual volumes. The remaining thirty-five countries are arranged in geographic groupings of two to six countries. Afghanistan and Pakistan are paired, and the Arabian Peninsula countries share a volume. Volumes begin with an extensive geographical and historical overview set off by tinted pages—beige for geography and climate, green for history and movement of peoples. Readers will come away with a general understanding of a region or country's geography, geology, climate, and history. These essays are augmented by color photographs, maps, chronologies, and charts. As an example, the volume covering Iraq, Kuwait, and Syria devotes more than forty pages to

history, ranging from the Sumerians, Assyrians, and other ancient peoples through the end of Ottoman rule in 1918. Sections for individual countries begin with an introductory profile, followed by essays on government, modern history, cultural expression, daily life, and economy. Particularly interesting in the "Daily Life" sections are profiles of individual cities such as Esfahan, Gaza and Ram Allah, and N'Djamena. The discussion of cities is especially welcome for Africa, where village life is more commonly portrayed. Although readers will gain an understanding of circumstances leading up to the current unrest in such places as Afghanistan, Iraq, and Sudan, they will need to seek other sources for most events occurring after 2005.

Articles are signed. Individual writers and their affiliations (mostly academic, with some unaffiliated) are listed in the front of each volume. Each volume contains a further research list of books, periodicals, and electronic sources. The bibliography for the stand-alone Iran volume was inexplicably omitted (despite its being listed in the table of contents) and this reviewer hopes that a reprint of the volume will appear with the missing pages. In comparison to the bibliographies in *Worldmark Encyclopedia of the Nations* (Thomson Gale, 2007), where the oldest title in the five-item Afghanistan source list is 2005, *World and Its Peoples: Middle East, Western Asia, and Northern Africa* includes more than twenty titles spanning from the 1950s to 2004 for Afghanistan. Each volume concludes with an index. Volume 11 is titled "Indexes," but the first forty pages include comparative tables, an A ("abaya") to Z ("ziker") glossary, and a bibliography. The comprehensive index is complemented by six thematic indexes, including place-name, cultural-artistic, and economic indexes.

For libraries on a tight budget, up-to-date factual information regarding these thirty-seven countries (and the rest of the world) can be obtained at a lower cost from such venerable sources as *The CIA World Fact Book* (CIA, Annual), *The Europa World Year Book* (Routledge, 2006), and *Worldmark Encyclopedia of the Nations*. Where *World and Its Peoples: Middle East, Western Asia, and Northern Africa* stands out is in its readability; visually rich content; extensive coverage of geography, history, and daily life; and profiles of individual cities. Recommended for middle school, secondary school, and public library reference collections.—*J. Christina Smith, Anthropology/Sociology Bibliographer, Boston University*

Professional Materials
Karen Antell
Editor

The Blue Book on Information Age Inquiry, Instruction, and Literacy. Daniel Callison and Leslie Preddy. Westport, Conn.: Libraries Unlimited, 2006. 660 p. $45 (ISBN 1-59158-325-X).

The need to provide effective information literacy instruction in primary and secondary education, as well as at the

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,