

format. There, the author explains the role of the New York State Thruway, helicopters, technical crews, the local hospital, nudity, and the 1970 documentary film as well as all the performers. Entries range in length from a paragraph to a page (for *Hendrix*, *Jimi* and *Hippies*, for example).

Two chapters cover Woodstock '94 and Woodstock 1999, contrasting the planning and outcome of those efforts to relive a time of relative innocence. The latter event was particularly violent. About 50 black-and-white photos (from the Photofest collection) intersperse the text. Most show performers, but several provide a picture of the audience and culture during that period. Appendixes offer "Woodstock Set Lists" and information on recordings and films. An extensive annotated bibliography provides evidence of thorough research.

The spirit of Woodstock appeals to several generations. This volume provides useful information about the event, the actions leading to it, and its aftermath and is recommended for high-school, college, and public libraries. —*Lesley Farmer*

## Professional Reading

**Classic Connections:** Turning Teens On to Great Literature. By Holly Koelling. 2004. 405p. index. Libraries Unlimited, paper, \$40 (1-59158-072-2). 027.62.

This addition to the Libraries Unlimited Professional Guides for Young Adult Librarians Series is a step-by-step, how-to manual for getting teenagers to read classics. The first half of the book is devoted to relevant theoretical aspects of readers' advisory, such as definitions, justification, and preparation; the second half is devoted to implementation, including how to develop, maintain, and display a collection of classics for a young audience and how to personally deliver advice and guidance. Along the way, the author provides helpful lists, charts, and scripts and has compiled exhaustive listings of print and online resources and support materials. Of primary interest to school library media specialists and secondary educators, this volume also offers realistic and feasible advice for public librarians who work with young adults. There is very little material currently in print on this topic. Professional collections will be well served by this thorough and constructive manual. —*Kathleen McBroom*

**The Librarian's Career Guidebook.** Ed.

by Priscilla Shontz. 2004. 565p. index. Scarecrow, paper, \$40 (0-8108-5034-6). 020.

Priscilla Shontz's *Jump Start Your Career in Library Science* (Scarecrow, 2002) guided novice librarians through the intricacies of finding, getting, keeping, and enhancing jobs. Her new book does all that, and more.

The 63 essays come from librarians and

other information professionals in a variety of institutions and at diverse points in their careers. Their topics include why and how to become a librarian, why and how to stay one after burnout rears its ugly head, how to develop practical skills not learned in school, ways to prepare for job interviews and performance reviews (whether evaluating or being evaluated), preparation for management and teaching, ongoing professional development, and exploring related careers. The pragmatic information in each article and the bibliographies make this an excellent guidebook for everyone in our profession, whether we are trying to assess where we are or figure out how to be in a better place. —*Sally Jane*

### Online Collaborative Learning

**Communities:** Twenty-One Designs to Building an Online Collaborative Learning Community. By Chih-Hsiung Tu. 2004. 140p. index. Libraries Unlimited, paper, \$35 (1-59158-155-9). 371.33.

Intended for classroom practitioners rather than academic theoreticians, this text focuses on offering specific, hands-on advice, tips, and guidelines gleaned from the author's personal experience in online education. The stated intent is to help instructors of all types incorporate online collaboration into their teaching, whether they are corporate trainers, workshop leaders, or classroom teachers. The 12 chapters are divided into three major sections: "Background and Theory," "Implementations," and "Beyond the Designs." Crucially, methods of assessment are consistently discussed, measuring both the students' progress and achievement as well as the instructor's. Concepts like communication, motivation, feedback, accountability, and active learning are stressed. The text is followed by a few pages listing online resources and a bibliography. —*Michael Tosko*

### Planning and Evaluating Library

**Networked Services and Resources.** Ed.

by John Carlo Bertot and Denise M. Davis. 2004. 354p. index. Libraries Unlimited, paper, \$45 (1-56308-964-5). 021.6.

This thorough text provides techniques for designing and evaluating services such as collection development and reference supplied and maintained through library networks. The authors use as their evaluation criteria a device called "e-metrics," which is fundamentally the use of statistics and data elements to measure the efficiency and effectiveness of electronically networked services. The use of vendor-provided data is discussed, but the emphasis is on creating useful measures for the unique needs of individual institutions. Specific measurement aids like worksheets, tally sheets, and sample survey questions are provided in abundance. Tables, charts, and references dominate the book. There is even a supporting Web site providing access to further information and documentation as well as instructive tutorials. Intelligent and specific, the book highlights the need for a library to use its evaluation and assessment tools to

demonstrate the value of the service it provides to its community. —*Michael Tosko*

### Still Struggling for Equality:

American Public Library Services with Minorities. By Plummer Alston Jones. 2004. 269p. index. Libraries Unlimited, \$65 (1-59158-243-1). 027.473.

This well-researched treatise on the history of American public library services for immigrants and minorities from 1876 to 2003 places library practice and the library profession within the context of events that shaped legal and judicial decisions affecting minority populations and their impact on library service in an increasingly multicultural society. Library school associate professor Jones (East Carolina University) reviews the role of the American Library Association as an advocate for the rights of all residents to have free and open access to library and information services. He traces ALA policies regarding intellectual freedom; the establishment of federal funding opportunities for public libraries, minority librarians, and library school students; and opposition to the USA PATRIOT Act. Recommended for all library school libraries, library consortia, or academic libraries that support a library school curriculum. —*Diana Kirby*

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