

However, at only 438 pages it lacks the detail and comprehensive topics of the present work. *An Introduction to the Solar System* (Open University, 2003), edited by McBride and Gilmour, calls itself a textbook and is clearly intended for that function.

The Solar System would be a worthy addition to any public or undergraduate library. The text is readable, the information readily accessible, and its organization exceptional. Its cost is in line with other current scientific works. In the field of space study, updated works are vitally important to staying current in the field.—*Dr. Nancy F. Carter, Librarian Emeritus, University Libraries, University of Colorado, Boulder, Colorado.*

Professional Materials

Karen Antell

Editor

Combating Student Plagiarism: An Academic Librarian's Guide. By Lynn D. Lampert. Oxford, United Kingdom: Chandos, 2008. 206p. \$79.95 (ISBN 1-84334-282-0).

Lately, cases of academic dishonesty fill the news and popular press. Since librarians usually do not see the end product of students' efforts, it may be difficult to convince them that they share some responsibility. Yet Lampert provides compelling arguments for librarian involvement. Beyond the dismal statistics (more than 40 percent of students admit to cut-and-paste plagiarism), citation tools now available in databases make it even easier for librarians to discuss ethics. Also, academic integrity is part of the entire research process, including critical thinking, planning, search strategies, and other elements we already teach. Perhaps most importantly, librarians may have special insight into the cultural and instructional roots of the problem. We regularly observe students coping with professors who allow various degrees of peer collaboration, style manuals describing different citation conventions, and other requisites that seem nitpicky to the average person.

Thus, in *Combating Student Plagiarism*, Lampert provides a bridge between our professional journals and books like Susan Plum's *My Word! Plagiarism and College Culture* (Cornell, 2009) or Carol Haviland's *Who Owns This Text: Plagiarism, Authorship, and Disciplinary Cultures* (Utah State, 2009), which describe how ideas about intellectual property have evolved. Particularly helpful is Lampert's bibliography of discipline-based antiplagiarism efforts. This is invaluable for generalists and instruction coordinators who must teach all kinds of students.

This said, those who are already familiar with the topic and who seek ready-to-use resources (as in a Neal-Schuman publication) may be disappointed by what is essentially a literature review. Although Lampert's text provides URLs for some exemplary programs, it doesn't offer any jumpstarts. A busy instruction coordinator might be disappointed in this book, preferring a list of talking points or a script to help "work in" academic integrity while discussing the usual resources and search strategies in the typical, "one-shot," fifty-minute session. In other words, the profession still needs something akin to Charles Lipson's *Doing Honest Work in College* (University of Chicago, 2008). At \$79.95, *Combating Student Plagiarism* is an optional purchase for most libraries.—*Bernadette A. Lear, Behavioral Sciences and Education Librarian, Penn State Harrisburg, Middletown, Pennsylvania*

Connecting Young Adults and Libraries. Michele Gorman and Tricia Suellentrop. New York: Neal-Schuman, 2009. 389p. \$85 (ISBN 978-1555706654).

Whether your programs and offerings for young adults are thriving, need a little reviving, or are nonexistent, this book contains a wealth of useful information. The fourth edition of *Connecting Young Adults and Libraries* provides updated information on new technologies and trends that affect teens, including social networking, gaming, new awards for books and authors, and research about teen behavior and teens' relationships with libraries and technology. The included CD-ROM is a toolkit that contains examples of permission forms, policies, programming checklists, information literacy lessons, contracts, and so forth. The toolkit is a fabulous resource for those who are starting a teen program or need a boost introducing new programs or ideas. The book's sidebars point the reader to correlating documents in the CD-ROM toolkit and provide tidbits of information and quotes from teens. Also included are informational boxes about teen reading habits, popular books and magazines, and stereotypes of teens and librarians.

The first four chapters cover the basics of working with young adults. Chapter 2, "Understanding the Audience," provides research about teens and some of the reasons they act the way they do. Most important, the authors discuss how teens can be discriminated against in the library setting and give examples of positive ways that library staff might interact with young adults.

The remainder of the book covers collection development, booktalking, outreach, programming, space, publicity, technology, and youth involvement. The technology chapter is particularly helpful in explaining the role of technology in the lives of young adults, ways to include technology in one's library to increase teen participation, and sources to help librarians stay current with changes in technology and technology trends. Any library that serves teens should have this book in its collection, and it is an excellent resource to share with all staff members to make the library a welcoming and