

SOURCES

certainly be valuable reading for Education and Sociology classes.—Tracy Marie Nectoux, *Cataloger, Illinois Newspaper Project, University of Illinois at Urbana–Champaign*

Reality Rules! A Guide to Teen Nonfiction Reading Interests. By Elizabeth Fraser. Westport, Conn.: Libraries Unlimited, 2008. 246p. \$48 (ISBN 978-1-59158-563-3).

Fraser's experience on selection committees for Best Books for Young Adults's, the Michael L. Printz Award, the Young Adult Canadian Book Award, and currently the YALSA Award for Excellence in Nonfiction for Young Adults has served her well in the preparation of *Reality Rules! A Guide to Teen Nonfiction Reading Interests*. Although other teen readers' advisory guides are available, they cover a broad range of genres and interests, unlike this book, which limits itself to nonfiction. Fraser's book consists of more than five hundred annotations of nonfiction titles of interest to teen readers. The books selected for inclusion are either very recently published titles or classic reads, such as *The Perilous Journey of the Donner Party* by Marian Calabro.

The introduction provides a brief and timely overview discussing the new directions of nonfiction publishing and the current trends in teen reading. Brief sections explain the selection criteria of the books and the organizational features of the chapters. The book's organizational consistency makes it an extremely useful tool for readers advisory. All chapters are identical in their structure. Each begins with a brief definition of a genre or subject that interests and appeals to teens. Each list of classic and new titles is annotated and includes a school range (middle school, junior high, and high school) and icons that indicate award-winning books, "books for boys," and other relevant features.

Fraser's chapter topics accurately reflect current teen reading interests, including true adventure, true crime, and how-to books. The author has been very thoughtful in designing the key elements of her text. Three of these features extend this resource's usefulness beyond that of other books developed for the teen librarian. The first is a list of keywords after each entry, which provides an instant search strategy for finding related titles. The second is the "Consider Starting With" section, which offers quick guidance for librarians or teachers doing readers advisory. The third and best part of this resource is the "Fiction Read-Alike" annotated list at the end of each chapter. This is a great way to help kids combine fiction and nonfiction reading when they are truly captivated by a subject. The tabbing on the outside of the book allows for quick and easy access to any chapter in the book. The topical nature of chapters makes this book equally accessible to the newest and most experienced teen librarian or teacher; it is similarly useful as a reference book for capable teens to use on their own. *Reality Rules!* is an innovative resource for those who work with teens in any type of library or school. It helps librarians and teachers match the right book to the right teen, placing nonfiction books into the hands of teens at the moment when they are ready to read them. The only way

this resource would be any better is if it were longer.—Jenny Foster Stenis, *Coordinator, Children's Services, Pioneer Library System, Norman, Oklahoma*

Renewing Professional Librarianship: A Fundamental Rethinking. By Bill Crowley. Beta Phi Mu Monograph Series. Westport, Conn.: Libraries Unlimited, 2008. 173p. \$45 (ISBN 978-1-59158-554-1).

For more than a decade, Bill Crowley has been writing about pressing issues in librarianship. He intends this latest book to be a "contribution to the effort to re-conceptualize librarianship." Many authors in the library world discuss challenges, propose survival strategies, and envision various futures for the profession. Crowley departs from the mainstream of that discourse, taking a more radical approach that centers on the very definitions of library and librarianship. He calls for a change in direction for professional librarianship and suggests strategies to bring about its revitalization. Crowley is critical of what he describes as a redefinition of the library and librarianship in a way that privileges *information* over *library*. Central to his analysis is Crowley's depiction of an almost overwhelming dominance of the information model in ALA-accredited library education programs. He rejects the common view that librarians are part of the information infrastructure and instead advocates an alternative learning-centered model he calls "life cycle librarianship." Framing the conversation intellectually and historically, Crowley skillfully incorporates theories, documented experiences, and research findings from a wide range of authors and disciplines. He concludes with specific recommendations for ALA, library education programs and educators, and practitioners.

This book is a timely and incisive critique of professional librarianship and library education. In his deep concern for the profession, Crowley remains optimistic. Readers will find his message thought provoking, if not controversial. Besides being an engaging read, Crowley's scholarly approach has produced an extensive bibliography of literature that readers may explore more thoroughly as they consider his perspective and arguments. This book's far-reaching message and high regard for the best in the library profession make it an appropriate addition to the Beta Phi Mu Monograph Series. *Renewing Professional Librarianship* is a significant contribution to the library literature and it deserves the serious attention of professional librarians and library educators. It is an essential addition to collections supporting LIS programs.—Anthony Stamatoplos, *Associate Librarian, Indiana University–Purdue University Indianapolis*

User-Centred Library Websites: Usability Evaluation Methods. By Carole A. George. Chandos Information Professional Series. Oxford, UK: Chandos, 2008. 231p. \$69.95 (ISBN: 978-1-84334-359-2).

User-Centred Library Websites: Usability Evaluation Methods is one of UK-based Chandos's series of brief guides for practicing librarians, titled Chandos Information Professional

Series. The publisher's goal is to provide an easy-to-read authoritative view of current thinking on library-related topics. User-centered websites are of ongoing importance to librarians, and the book takes a straightforward approach, as is evident in the author's definition of user-centered design: "how easy a product, website or computer-based system is to use based on the users' perceptions" (3). The format of the book is ideal for the librarian who wants to learn about a topic, but does not want to study all of the research that has been published on it.

Carole A. George, a human-factors researcher at Carnegie Mellon University Libraries, holds degrees in research methodology and administrative and policy studies and has published articles about usability studies and information-seeking behavior. Her experience and background make her an exceptionally well-qualified author on this topic. In *User-Centred Library Websites*, George covers methods, procedures, report writing, and design changes as they relate to usability stud-

ies. Specific topics include participant recruitment, surveys, questionnaires, interviews, prototyping, and communicating the results. She adds a great deal of value to the book by explaining the reasons for designing user-centered websites—information that is just as important as how to design such a website. For example, George states the importance of doing a user-needs analysis: "Faulty assumptions or goals will lead to a faulty design that is difficult to fix once in place" (47).

The book concludes with an appendix, glossary, bibliography, and index. Useful extras fill the appendix, including a sample screening questionnaire and consent form. The bibliography guides the reader to other books and articles about user-centered websites and usability studies, as well as many useful online reports and study descriptions. *User-Centred Library Websites* is recommended for all academic, public, and special libraries.—*Margie Ruppel, Reference and Interlibrary Loan Librarian, University of Southern Indiana, Evansville*

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