

specialties generally not taken into consideration, such as dentistry and mental health.

As the editors state, this work is not meant to be read cover to cover but rather to be consulted as a reference book. Written in scholarly style and heavily documented, it would be very useful for instructional and academic environments. In one volume, researchers in allied health fields, education, and library science will find a wealth of information. This book is also a good resource for consumer health and public librarians working with the general public. General hospital librarians will also find this to be a “nice to have” resource.—*Connie Kroll, Librarian, Reynolds Hospital, Lawton, Oklahoma*

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***Merchandising Made Simple: Using Standards and Dynamite Displays to Boost Circulation.*** by Jenny LaPerriere and Trish Christiansen. Westport, Conn.: Libraries Unlimited, 2008. 137p. \$36 (ISBN-13 978-1-59158-561-9).

As long as libraries have existed, librarians have attempted to present their collections in such a way that their patrons will eagerly borrow them, not just to boost circulation, but also to make sure their patrons find the library material they are seeking. One term for this activity is library marketing, but can it also be called library merchandising? Jenny LaPerriere and Trish Christiansen think so. In their book *Merchandising Made Simple: Using Standards and Dynamite Displays to Boost Circulation*, the authors, long-time public librarians in Denver, use retail terminology and techniques to describe and create library displays that any library patron will love (not to mention browse, read, and borrow from).

With the use of examples of their own library displays, as well as examples of analogous retail displays, the authors provide all types of librarians with essential retail techniques to highlight their collections, encourage patron browsing, and promote positive library visits. The authors write in a clear, concise style that is easy and enjoyable to read; they also supply numerous photographs of library and comparable retail displays as well as useful chapter summaries (or “face-out assignments,” as the authors call them). The final chapter contains a very resourceful, alphabetically arranged display guide by certain popular subjects, such as car care, traveling, and crafts.

LaPerriere and Christiansen have—in a slim, readable volume—supported the contention that libraries can effectively market their collections with simple, effective, practical, and affordable merchandising techniques. This book is an essential addition for enhancing any library’s professional collection.—*Larry Cooperman, Librarian, Everglades University, Altamonte Springs, Florida*

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***Opportunity for Leadership: Full and Informed Participation.*** By Mark Winston. Westport, Conn.: Libraries Unlimited, 2008. 109p. \$40 (ISBN: 978-1-59158-387-5).

In *Opportunity for Leadership*, Mark Winston explores the well-known dictum that a democratic society should be

an informed one. When citizens have access to information, they are able to make better decisions; indeed, information inspires us to be more dedicated to civic participation, the result of which is a more democratic society. Winston addresses the cultural, racial, and economic obstacles that often limit our ability to be informed.

Winston opens his book by examining a pivotal case in America’s history: *Brown v. Board of Education*. He explains the arguments waged both for and against integration and quotes extensively from the Supreme Court’s final decision. By illustrating his thesis with this trial, Winston presents a powerful argument that “access to [quality] education is necessary for all, in contribution to and participation in society” (7), simply because informed participation is always more desirable than the alternative.

Winston next explains that limiting access to information—even when it is deemed offensive or “hate mongering”—can be as harmful as refusing access altogether because if the “focus” is on “silencing the offensive voices” (12), potentially valuable conversations on controversial or difficult issues are prevented. He chooses interesting and current examples to make this point, such as the battle between the Federal Communications Commission and Howard Stern; the National Organization of Women’s call for Don Imus’s termination; and Jerry Falwell’s assertion that pagans, abortionists, feminists, gays, and lesbians were responsible for the terrorist attacks of September 11. Any time we attempt to “protect various segments of society by limiting access to information” (20), we do a disservice to both society and democracy.

Moreover, the free exchange of ideas leads to “better and more precise decision making” (43). This principle applies to almost anything, be it the death penalty, politics, or decisions regarding personal choice. Books and films such as *Dead Man Walking*, *The Green Mile*, and *In Cold Blood* have exposed the public to “what some might view as the barbarism” of the execution process (46–47). Information about birth control has led to fewer pregnancies and sexually transmitted diseases (80). *The Daily Show* often induces more cynicism about the status quo and disrupts complacency with established procedures (93–94). Hence, our ability to make an “informed and ethical decision” depends upon our having access to quality information (73).

Mark Winston’s book is insightful and timely. His clear and compelling account of *Brown v. Board of Education* highlights his extensive knowledge of the decision. Additionally, his comprehensive documentation and thorough index will be valuable aids for researchers.

Although the topic of this book is relevant to librarianship in the broadest sense, since we all want a country in which an informed citizenry works together to participate in democracy, its thesis never specifically draws librarianship into its context. Because of this, *Opportunity for Leadership* might not be as helpful a choice for library science collections as Ed D’Angelo’s *Barbarians at the Gates of the Public Library* (Library Juice Press, 2006) or even John Buschman’s *Dismantling the Public Sphere* (Libraries Unlimited, 2003). However, it would

## SOURCES

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

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**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*

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**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*

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**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