

proaching the subject matter that, librarian-like, helps organize the information for future use. It seems clear that RA is most effective as a group effort and that the service becomes more valuable as it is adapted to local needs.

Saricks admits that training in RA is difficult; the subject matter can be overwhelming. Saricks's book helps to mitigate that effect and offers a practical method for bringing together patron and product, something we should all take advantage of in this era of questioning the relevance of libraries.—James McShane, Director, Kent Memorial Library, Suffield, Connecticut

The Real Story: A Guide to Nonfiction Reading Interests. By Sarah Statz Cords. Edited by Robert Burgin. Westport, Conn.: Libraries Unlimited, 2006. 464p. \$55 (ISBN 1-59158-283-0).

The Real Story is a unique handbook that helps readers' advisors recommend nonfiction titles to library patrons based on their preferred genre, subject, or writing style. Sarah Statz Cords states, "Librarians must recognize that there will always be books within subjects that most patrons, happy to browse in their habitual subject areas, would never see but might enjoy nonetheless" (xix).

While nonfiction's increased popularity is part of a larger media trend toward films based on true stories, documentaries, and reality shows, Cords encourages mixing fiction and nonfiction advisory because readers may enjoy both nonfiction and fiction on the same topic. Titles cover 1990 to 2005 and include starred reviews from review sources, award winners, a few titles from her library's sorting truck, and a few classics.

Within each chapter, Cords explains the development and appeal of the genre, subject, or style. The bulk of each chapter lists some of the best titles in that genre or subject area, along with a short list of titles to start with, fiction read-alikes, further reading, and references. Four appendixes provide lists of political pundits, spiritual writers, awards, and resources for nonfiction books. Bold index tabs help the reader flip to the next chapter.

In the "Biography" chapter, Cords points out that sports biographies may appeal to readers of true adventure because both contain "elements of the most exciting competitions or hardest-fought battles" (215). She spends a lot of time on "Relationships" and "Making Sense . . ." (of ourselves, of our culture) titles because they are well liked by readers, there are no corresponding subject headings, and they are not shelved near each other in libraries. Some truly fun sections cover celebrities and superstars, humorous memoirs, and "gentle family reads."

The Real Story distinguishes itself by being the only nonfiction readers' advisory (RA) book that includes annotated recommended titles, explains each genre's development and appeal, and suggests related fiction titles. Librarians who want to know more about the basics of nonfiction RA should consult Robert Burgin's *Nonfiction Readers Advisory* (Libraries Unlimited, 2004).

Reading *The Real Story* is an enjoyable learning experience. Knowing the appeal of nonfiction genres, subjects, and styles will help reference librarians immensely and will help their readers discover how exciting well-written nonfiction can be.—Margie Ruppel, Reference and Interlibrary Loan Librarian, University of Southern Indiana, Evansville

Student Guide to Research in the Digital Age: How to Locate and Evaluate Information Sources. By Leslie F. Stebbins. Westport, Conn.: Libraries Unlimited, 2006. 202p. \$45 (ISBN 1-59158-099-4).

Each year one encounters new research guides. However, the *Student Guide* by Stebbins is worth serious attention. Living up to its intention of being "essential reading" (xi), it does a masterful job of integrating critical thinking skills, information sources, and database searching techniques, all in one concise paperback.

Following a chapter outlining the basic steps of research (identifying a topic, choosing research strategies), the *Student Guide* leads users to sources for books (including e-books), magazine and journal articles, primary sources, biography, laws and court cases, and government documents. In addition to the usual subscription databases, the *Student Guide* judiciously mentions reference books, microfilm series, and freely accessible Web sites, thus enabling students to find helpful information, regardless of how digitized their own libraries have become.

Critical thinking and evaluation are important parts of each chapter, and Stebbins tailors her suggestions to the types of sources at hand. For instance, she encourages users of primary sources to look for internal and external consistency in the creator's story and suggests that readers of autobiographies find out whether a ghost writer was used. Whenever the *Student Guide* encourages readers to use a database, it uses partial screenshots to illustrate how to adjust search fields appropriately and compose a valid search with Boolean operators and truncation. These outstanding features should be emulated in all research guides.

There are only a few improvements one could suggest. Knowing the popularity of business as an undergraduate major, any subsequent edition should add a chapter on finding unbiased information about companies, nonprofits, and other corporate entities. Also, given that many students have to develop presentations along with (or instead of) written papers, a section on finding and using images and videos would be helpful. The final chapter, which addresses citation and plagiarism, could include more information on APA style.

Some guides, such as Jeff Lenburg's *Guide to Research* (Facts On File, 2005), excel at listing pertinent reference titles and subscription databases for an array of disciplines. Others, such as those by Pycszak Publishing, explain surveys, statistical software, and other concerns of graduate-level students and empirical researchers. However, the *Student Guide* by Stebbins is the best literature guide for undergraduates that has crossed this reviewer's desk. Highly recommended

SOURCES

for high school, college, and public libraries.—Bernadette A. Lear, *Behavioral Sciences and Education Librarian, Penn State Harrisburg Library, Middletown*

Studying Children's Questions: Imposed and Self-Generated Information Seeking at School. By Melissa Gross. Lanham, Md.: Scarecrow, 2006. 179p. \$40 (ISBN 0-8108-5219-5).

As the title suggests, this work addresses research on information seeking in a school setting. The study is a re-creation of groundbreaking research done at a university-affiliated laboratory school. Gross revisits the original school and, additionally, two other schools (both private) to test the validity of the original work. The author does a thorough job of acquainting the reader with the background, context, methods, and results of the investigation. Appendixes are included to allow for replication of the work by others. Although Gross seems to belabor the history and background of the study, the idea that this could be a handbook for researchers seeking to replicate her work explains the minute attention to detail the author provides.

For school library media specialists, the results of this study include no surprises. The fact that the study was done in 1997, when the Internet and information technology were just moving into the school setting, means that the results might be somewhat dated. These information tools are now commonly available to most students.

Gross's suggestion that library media specialists spend more time in formal instruction of information retrieval skills, based on observation of just three schools, seems overly bold considering the narrowness of the data pool. *Information Power*, the school library media specialist's bible, addresses our responsibility for this. Finding three professionally trained library media specialists who do not teach these skills formally represents an anomaly, not the norm.

Practicing library media specialists will find little revelation in this text. However, researchers of information science will probably find much from which to springboard.—Ann Miller, *Library Media Specialist, Eisenhower Elementary, Norman, Oklahoma*

The Teen-Centered Book Club: Readers into Leaders. By Bonnie Kunzel and Constance Hardesty. Westport, Conn.: Libraries Unlimited, 2006. Professional Guides for Young Adult Librarians. 211p. \$40 (ISBN 1-59158-193-1).

Would you like to start a teen book club or make an existing one better? If so, Libraries Unlimited has added another wonderful resource to their Professional Guides for Young Adult Librarians series that will offer assistance to both public and school librarians.

Kunzel and Hardesty have a deep respect for the teen library patron and offer several strategies for "getting to know" the teens you serve. They provide both motivation and how-to instructions for planning, facilitating, and evaluating a teen book club. This text is broken into two parts. The first section discusses the specifics of what a teen-centered book

club is, how to determine what your teens want, and provides examples of thirteen different models for successful book discussions. Issues of promotion and marketing are also covered in the latter chapters of the first section. The second section of the book gives step-by-step, hour-by-hour instructions for facilitating a book club from the first meeting to the last, including valuable advice on book selection, dealing with disagreements, and evaluating the program's success.

What makes this text unique is the attitude of the adult's role in the book club. The authors use the title "teen-centered" very deliberately. Their intention is not for the adult to pick out a book, invite teens to join, and lead the discussion after everyone has had a chance to read the book. Instead, they encourage the adult to take a step back and allow the teens the majority of the control in the book club. According to the authors, the adult's responsibilities are to "1) Provide a safe environment and consistent structure; 2) Model, support, remind, nudge, and occasionally instruct or intervene to foster leadership/book club values and behaviors; 3) Provide all the behind-the-scenes support the club needs to succeed; and 4) Get out of the way!" (6).

The Teen-Centered Book Club is a must-have for any librarian considering offering a book club for teens.—Karin Perry, *Library Media Specialist, Whittier Middle School, Norman, Oklahoma*

Using Pop Culture to Teach Information Literacy: Methods to Engage a New Generation. By Linda D. Behen. Westport, Conn.: Libraries Unlimited, 2006. 109p. \$35 (ISBN 1-59158-301-2).

It can be difficult for high school librarians to find a connection with students of a very different generation. In *Using Pop Culture to Teach Information Literacy*, Behen demonstrates how to incorporate today's teen trends into our teaching style and make learning fun for our students. Themes are designed around current pop culture television shows, and Behen gives examples of how to use these themes successfully with different grade levels and in different subjects. Included are examples of PowerPoint presentations designed with the theme of the reality television shows *Survivor* and *The Amazing Race* and incorporating game show themes based on *Who Wants to be a Millionaire?*

This book places importance on (1) involving the entire school in developing an information literacy model, and (2) how it will be implemented at each grade level. Helpful suggestions are included on how to encourage teachers and administrators to incorporate information literacy skills into lessons across the curriculum. Examples of Behen's information literacy model are given for each grade level, making it easy for librarians to adapt to their own uses. Also included are helpful ideas for promoting the library program to both students and parents, including contests, workshops on creating "Zines," and bringing in parents to show them how their children can make use of the library and its resources. This book will help bring new life and interest into any secondary school library program.—Elaine Warner, *Library Media Specialist, Norman North High School, Oklahoma*