

SOURCES

implement change and adjust a library's management structure, or whether it was the merely the only option chosen to be highlighted by the authors.

The bulk of the book looks at the example of two academic libraries that implemented radical organizational change—the University of Arizona Libraries and the University of Pittsburgh Libraries. While the chapter on the University of Arizona Libraries focuses almost exclusively on the barriers to change encountered by the organization and the lessons learned from the experience, the chapters on the University of Pittsburgh examined more closely the environment that led to the changes, the manner in which the changes were brought about, and the benefits of putting the changes into place. More detail about the University of Arizona Libraries' process, including benefits to the patrons and the university, would have been a useful and welcome addition to this section of the book.

Most useful are the chapters describing organizational development theories that would be beneficial to libraries. This information is especially beneficial to those unfamiliar with these concepts.

Overall, this book is well thought out and presented and is an excellent guide to academic libraries looking to embrace change.—*Qiana Johnson, Reference and Instruction Librarian, Shaffner Library, Northwestern University, Chicago, Illinois*

Crash Course in Storytelling. Kendall Haven and MaryGay Ducey. Westport, Conn.: Libraries Unlimited, 2007. 120p. \$30 (ISBN 1-59158-399-3).

Storytelling can strike fear in the heart of even the most seasoned librarian. *Crash Course in Storytelling* is a basic manual designed to help the average librarian overcome that fear and become a successful community storyteller. This book persuades readers of the positive impact created by skillful storytelling and reassures them that they can become effective storytellers in their libraries. Practical and specific steps are given to enable the reader to learn basic storytelling skills and avoid some of the common pitfalls. The number of steps is kept to a minimum, keeping the process from seeming intimidating and overwhelming. However, it might leave the unfamiliar storyteller without enough direction to feel comfortable getting started. An informative section on storytelling extras addresses the many possible variations. The authors reassure the reader that everything that can go wrong has happened to even seasoned storytellers. They provide ways to plan recovery from many of the potential disasters so that one can feel more at ease in the storytelling process.

While there are many books that cover storytelling, *Crash Course in Storytelling* is geared specifically toward busy librarians. It is written and formatted for those who need a quick working plan to begin storytelling. It is well-organized, allowing for quick reference to the details one might need in undertaking the storytelling process. Four appendixes fill in pertinent details to help novice storytellers expand their understanding of storytelling. An extensive set of bibliographies,

ranging from “Reliable Collections of Traditional Tales” to “Storytelling Advice, Approaches, Theory, and Stories” gives the reader many other resources to use, from old favorites to new. This up-to-date book will be a great help to beginning storytellers in public libraries, school libraries, and other storytelling venues.—*Tiffany Wylie, Librarian in the Center for Children's Services, Pioneer Library System, Norman, Oklahoma*

Crash Course in Web Design for Libraries. Charles P. Rubenstein. Westport, Conn.: Libraries Unlimited, 2007. 220p. \$30 (ISBN 1-59158-366-7).

If you work in a public library with no technical support, do not have a WYSIWYG (“what you see is what you get”) type of editor, and know absolutely nothing about putting a Web page together, then this book might prove helpful. The book's title is a bit deceptive because there is no discussion of information architecture—the building blocks of organizing and structuring Web sites—or how one might present library services within a Web site. Instead, the book could be called “Crash Course in Basic HTML,” because a mythical public library is only used as an example for learning HTML, and not all aspects of the Web design process are covered. The author provides templates that can be downloaded from his Web site, www.redroselibrary.com, and he refers to them throughout the book, but these, again, are very basic and are intended to be cut, pasted, and heavily modified.

If the reader is interested only in learning how to write clean code that is upward-compatible, meaning the code follows XML (Extensible Markup Language) standards and separates style from content by utilizing basic Cascading Style Sheets (CSS), then this book will meet expectations. Rubenstein does an excellent job of explaining all the techniques used in HTML and points out browser incompatibilities when applicable. However, the book falls short in usefulness because the author fails to acknowledge other tools are available, such as blogs and newsfeeds, that are easier to set up and more functional than the static newsletter page coded in HTML. Overall, this book is well-written, and the examples show the full functionality of HTML, but the book would have been more helpful if it had been published ten years ago.—*Rachel E. Vacek, Technology Coordinator, Walker Management Library, Vanderbilt University, Nashville, Tennessee*

Gotcha for Guys! Nonfiction Books to Get Boys Excited about Reading. Kathleen A. Baxter and Marcia Agness Kochel. Westport, Conn.: Libraries Unlimited, 2007. 288p. \$35 (ISBN 1-59158-311-X).

How do you get boys of middle school age excited about reading, and where can one find an updated, fresh reading list of the hippest, coolest books around for guys? Kathleen A. Baxter and Marcia Agness Kochel's *Gotcha for Guys!* has the answer for any library professional or teacher of middle school boys. *Gotcha for Guys!* is a continuation of the “Gotcha!” series by Libraries Unlimited from Baxter and

Kochel, who outdid themselves this time with this wonderful resource. When adults find themselves sharing this book, with topics such as “Creepy-Crawly Creatures,” “Disasters,” and “Unsolved Mysteries,” and a section specifically on “All Things Gross,” that includes bodily functions and poop, you know you have a winner with young guys everywhere.

Gotcha for Guys! offers citations of more than 1,100 books that aim to the interest of middle school boys. Research reveals that boys in this age group are much more interested in nonfiction materials versus the fiction that dominates the shelves for this age group. *Gotcha for Guys!* lists nonfiction book talks that are presented in a beginning section of chapters, starting off with “New and Notables.” These are the hottest titles that are exciting and appealing for any young male reader. A second section in each of these chapters comprises brief annotations and talks for other books of interest. Finally, a third section offers lists of starred-review titles under the heading “Worth Reading” to consider for boys. The authors carefully selected each title listed, and this contributes to the strength of this resource. Also, placing the latest titles at the front of each chapter makes it a user-friendly reference tool for librarians and teachers.

Baxter, who is well known for her “Nonfiction Book-talker” column in *School Library Journal*, makes the point that nonfiction is the perfect genre for enticing reluctant readers, yet it is a genre that is often ignored by librarians and teachers when doing book talks for this age group. Who says nonfiction for boys isn’t exciting? It is evident that the authors had great fun compiling the lists for this book, and this is a must-have for all libraries that serve boys of this age.—*Nelson Dent, Information Services Librarian, Norman Public Library, Pioneer Library System, Oklahoma*

Law Librarianship in the Twenty-First Century. Ed. by Roy Balleste, Sonia Luna-Lamas, and Lisa Smith-Butler. Lanham, Md.: Scarecrow, 2007. 229p. \$55 (ISBN 0-8108-5881-9).

The title of this edited collection implies an examination of the future of law libraries, and it fulfills this mission with eminently practical results. Name recognition of contributing authors Roy M. Mersky and Robert C. Berring Jr. virtually ensures that this book will receive due attention within the field, but the less-known authors, culled largely from the directorships of academic law libraries, deliver equally on the title’s promise. Of course, one cannot satisfactorily project the future without also examining the past, as *Law Librarianship in the Twenty-First Century* does in nearly equal measure. After Mersky’s provocative introduction, Berring sets to the task of neatly encapsulating the history of the profession into five stages, culminating in an era of “Current Questions.” He posits that law librarianship faces an identity crisis between the various charms of the Special Library Association, the American Association of Law Schools, and the field of librarianship as a whole, while arguing for the maintenance of cohesion for the good of the profession. From there, the table of contents reads like a recipe of ingredients for a law library: “Adminis-

tration,” “Public Services,” “Technical Services,” “Collection Development, Licensing, and Acquisitions,” and so on. Tracy L. Thompson’s chapter on library consortia is somewhat exceptional in that it covers territory that may not be familiar to all existing law libraries.

If there is a weakness to *Law Librarianship in the Twenty-First Century*, it is that its focus is so broad that many law librarians may find little new information in the chapter on their specialty. As a consequence, this title is likely to be most useful to individuals who are new to, or unfamiliar with, law librarianship, especially library students, librarians considering a change of career track, and researchers hoping to compare law library trends with those of other library types. Law librarians mired deeply in their own specialties also may find these generalized summations of their colleagues’ work insightful.—*Chris G. Hudson, Serials and Government Documents Librarian, MacMillan Law Library, Emory University, Atlanta, Georgia*

Libraries Beyond their Institutions: Partnerships That Work. Ed. by William Miller and Rita M. Pellen. New York: Haworth, 2006. 230p. \$39.95 (ISBN 0-7890-2909-6).

Libraries do not exist in a vacuum. *Libraries Beyond their Institutions* seeks to provide administrators and librarians with examples of how to move outside their own walls and comfort zones. This work illustrates success stories beyond the traditional partnerships in bibliographic utilities. As the editors outline in the introduction, “we see librarians realizing that their institutions are part of the total fabric of society, and need to be linked in a variety of ways to the world around them” (2).

This volume, which was simultaneously published by Haworth as *Resource Sharing & Information Networks* 18, no. 1/2 (2005/2006), provides examples of how public and academic libraries are developing partnerships involving database consortia, leadership training, international ILL agreements, civic activities, continuing education opportunities, and many other enterprises. These articles provide background information, project details, success stories, and lessons learned in such a way that others can benefit from their experiences.

As with any edited volume, some articles are better written than others. One challenge is that many contributors rely heavily on acronyms, making for slow and often confusing reading. In addition, the articles are not arranged in any logical order. It would have been helpful to have the general articles precede the more specialized ones. Julie Beth Todaro’s article “Community Collaborations at Work and in Practice Today: An A to Z Overview” is an excellent introduction to the concepts of partnership and collaboration, but it appears toward the end of this volume. Another general article buried in the middle is Elizabeth A. Curry’s “Play with the Slinky: Learning to Lead Collaboration,” which provides a training model to help library leaders develop and lead collaborative community projects.