

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*