

authors also have corrected some misconceptions surrounding leftist causes-célèbres, such as anarchist librarianship (see Section 4, “Librarians: Culture and Identity”) and dissident librarians in Cuba (see Section 5, “Cuba”).

Currently the arts and humanities librarian at the University of Minnesota at Duluth, Litwin utilizes his experience in reference and collection development, particularly in reflecting on “amusing” Internet searches that patrons have performed on library computers (see Section 6, “Various and Sundry Readings”). As he points out, these searches reveal much public naïveté about what the Internet is and how to use it. Yet Litwin explores philosophical depths that professional journals and continuing education seldom approach. The “Foundation Building” and “Intellectual Freedom” sections of the book are important reading, especially for LIS students and new librarians. In them, Litwin explores the distinct meanings of neutrality, objectivity, and political centrism, as well as the implications of the rise of “information professionals” over humanistic librarians. He also exposes readers to the alternative press (particularly through an interview with Chuck D’Adamo, compiler of the Alternative Press Index). These would make good assigned readings for library foundation courses.

One wishes that Litwin had published more responses to his essays (including both critical and supportive reactions). This would have revealed the intellectual give-and-take that often is the best feature of online publications such as *Library Juice*. Also, more commentary (or more references to people, books, and Internet sites relating to the topics at hand) would be useful to help neophytes place Litwin’s work within the context of others’.

This being said, and despite the fact that the full text of *Library Juice* is available online, this volume is a worthy purchase for universities supporting library science programs. If (heaven forbid!) the online version of *Library Juice* disappears, *Library Juice Concentrate* provides a permanent (if abridged) copy of Litwin’s and others’ progressive views. Although some of the contributors have published in other journals, one finds few works by Litwin in Library Literature, Library and Information Science Abstracts, ERIC, and other professional databases. There are few comparable serials other than *Progressive Librarian*, the ALA-SRRT newsletter, and Internet lists (notably, all these are hosted by one Web site for progressive librarians, <http://libr.org>). At only \$25, *Concentrate* is an affordable, thought-provoking summary for busy practitioners.—Bernadette A. Lear, *Behavioral Sciences and Education Librarian, Penn State Harrisburg Library, Middletown, Pennsylvania*

Out Front with Stephen Abram: A Guide for Information Leaders. Compiled by Judith A. Siess and Jonathan Lorig. Chicago: ALA, 2007. 204p. \$40 (ISBN 0-8389-0932-4).

Information professionals deal with constant change and a variety of challenges in their work. Views on how to understand and address such issues are plentiful in the literature.

Recurrent topics concern societal factors and technological innovations that influence the nature of information work and affect professional roles and identity. Such writings commonly include exhortations that information professionals strive to retain their relevance and stay true to a certain core purpose or set of values. Some focus on single issues or frame their discussions in terms of specific types of libraries, while others take a broad view of present circumstances or the future. This book stands out because Stephen Abram thinks and writes masterfully about both particular and general concerns that affect the profession. He is a prolific writer whose interests and expertise range widely, and whose perspective is pertinent to work in many different settings. Abram often recognizes societal forces and trends that influence information work early in their emergence, and he has a talent for understanding their significance and contextualizing them for his readers. He has not been timid in his assessment or in proposing strategies and solutions.

This book brings together a number of Abram’s writings, first published as journal and newsletter articles, posted on blogs, or presented at conferences. Although his output has been extensive and diverse, the editors have organized this collection into four topical chapters representing areas in which Abram has been particularly vocal: advocacy, technology, communities and generations, and the future. These themes arguably embody the most important issues that information professionals face today and will struggle with over the next several years. An excellent index provides access to the numerous topics covered in the book. A two-page biography of Abram, a selected bibliography of his work, and a list of relevant additional readings by other authors enhance this anthology.

Passionate in his writings, Abram is ever-positive and encouraging, and never fatalistic, alarmist, or patronizing. Given his track record and demonstrated wisdom on these matters, information professionals should consider his views. Those familiar with Abram and his work will want to read this book; others may want to add his work to their reading lists, beginning with this collection.—Anthony Stamatoplos, *Associate Librarian, Indiana University–Purdue University, Indianapolis*

Reading Raps: A Book Club Guide for Librarians, Kids, and Families. Rita Solan. Westport, Conn.: Libraries Unlimited, 2006. 354p. \$35 (ISBN 1-59158-234-2).

Starting a book club as a library program can be daunting. Rita Solan’s *Reading Raps: A Book Club Guide for Librarians, Kids, and Families* offers a step-by-step plan for implementing book clubs in a variety of settings.

In the opening chapter of *Reading Raps*, Solan includes the essentials for planning this event. As with any new program, knowing your community is crucial. Solan offers tips for determining what kind of book club to offer and to whom. Also discussed at length is how to lead discussions and select Web sites to find ideas and discussion questions. Some reading group ideas include family book groups,

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mother-daughter groups, father-son groups, and the kids-only group, Reader's Rap. For each group, the chapter contains a collection of titles along with a theme idea, a list of related titles, and discussion questions. These collections can be used just as they are, or as a jumping-off point for developing other discussions. For easy reference, the book also contains an author index and a genre index, which includes such genres as adventure, cultural fiction, fable, fairy tale, fantasy, historical fiction, humorous fiction, mystery, picture book, poetic format, realistic fiction, science fiction, and short stories. Also included are a grade-level index covering grades three to eight, a theme and subject index (including everything from "Betrayal" and "Bravery" to "Coming of Age," "Rivalry," and "Writing"), and a title index.

This book, with its indexes and lists, is a wonderful tool for librarians and library users as well. Teachers looking for title alternatives may turn to this book for guidance on themes. Parents and children's group leaders could use this book as a guideline for introducing themes for discussion. All in all, this book is a wonderful addition to school, public, and personal libraries.—*Alicia Smith, Branch Manager, Purcell Public Library, Pioneer Library System, Oklahoma*

Serving Young Teens and 'Tweens. Ed. by Sheila B. Anderson. Westport, Conn.: Libraries Unlimited, 2007. 158p. \$40 (ISBN 1-59158-259-8).

Displays. Programs. Outreach. Book talks. Anyone who has served as a children's librarian knows that there comes a point when creativity is simply exhausted. At that point, a resource such as *Serving Young Teens and 'Tweens* can come in very handy.

Focusing on the transitional period between childhood and adolescence, the book addresses the information needs of this very diverse group, generally ranging from the ages of ten to fourteen. It also discusses the difficulties of attracting tweens to the library, a place that they may no longer consider "cool," but a place that nonetheless offers materials and services many need as they navigate their early teenage years.

Anderson's introductory chapter reviews the developmental stages of early adolescence, while the following chapters are authored by experts in a variety of fields. Brenda Hager examines the different information needs of tweens, including topics such as menstruation, growth spurts, spirituality, body issues, and hobbies. Deborah Taylor explores the appeal of recreational reading to this age group and the ways in which fiction can contribute to tweens' social development, problem-solving skills, and decision-making abilities. Robyn Lupa recommends some creative ways of drawing young teenagers into the library and includes ideas on how to collaborate with other agencies in promoting programs. Kristine Mahood discusses the memorable techniques she uses to showcase fiction when visiting kids in the classroom.

Each chapter includes an annotated list of resources, library materials, Web sites, award-winning titles, and references that relate to the subject discussed. The material pre-

sented is both practical and valuable for any library interested in enhancing its outreach and hoping to increase its appeal to tweens.—*Jana Hausburg, Cataloger, Metropolitan Library System, Oklahoma City, Oklahoma*

Something to Talk about: Creative Booktalking for Adults. Ann-Marie Cyr and Kellie M. Gillespie. Lanham, Md.: Scarecrow, 2006. 123p. \$35 (ISBN 0-8108-5436-9).

Veteran booktalkers and adult services librarians Cyr and Gillespie, whose professional roots are steeped in youth services, author the first book aimed at booktalking for adult audiences. Myths surrounding booktalking are dispelled, and a strong case is made for investing the time and energy needed to develop high-quality and compelling booktalk programs focused on reading and literacy and aimed at reaching out to adults in the community.

Written in a conversational tone, the first part of the book addresses nuts and bolts. The authors clearly explain practical matters, such as booktalk writing and different categories of booktalk types, and they clarify the differences between book reviews and booktalks. They also explore book selection, with an investigation of what makes a book a desirable or undesirable candidate for a booktalk. Important touchstones in successful program design, including audience consideration and fundamental public speaking presentation skills, also are examined. However, the authors do not clearly address the differences between booktalking for youth and adult audiences. Neophyte booktalkers will appreciate the useful booktalking program and program room checklists.

The brief chapter on publicity highlights that one of the benefits of a booktalking program is that it will capture the interest of non-library users and will introduce the library and library services to this audience. A chapter on using technology (podcasting, community television segments, and YouTube) in combination with booktalking would have enlarged the book's scope, helping readers reach a broader audience using popular electronic media.

The second part of the book presents eighty-eight sample booktalks in eleven genres, ranging from historical, multicultural, nonfiction, romance, and chillers, while weaving in appeal factors from the readers advisory literature. Both seasoned and inexperienced booktalkers will appreciate the samples as repertoire builders and will have fun adding their personal flair.

Using booktalks as an essential tool for revitalizing adult reading in communities can position the library as a cultural, educational, and social agent connecting people who are interested in reading. Part instruction manual, part material sourcebook, this is a solid introduction to the topic of booktalking. A practical addition for public librarians, this volume will inspire enriching conversations about books and authors and help librarians to discover current reading trends and gauge literary needs in their communities.—*Zahra M. Baird, Youth Services Librarian, Chappaqua Library, Chappaqua, New York*