

tionable local value, but the reader is not provided with a clear sense of why these programs were selected for inclusion, or in what ways they are exemplary (or at least representative of broader trends in practice).

Finally, while reflecting on the issues raised in this collection and the picture it paints of instructional collaboration between academic libraries and FYE programs, this reviewer could not escape the sense that it presents a more effective study of the past than it does of the potential these collaborative programs have for the future. There is something almost quaint about the cover image selected for this collection and its depiction of a student laden down with print volumes. On a campus where "digital natives" are redefining our approach to undergraduate instruction, is this really representative of "the role of the library in the first college year"? This is a useful collection, especially to those librarians and FYE educators not already familiar with the history of collaboration between our communities of practice, but it may be a more effective summary of where we have been than it is a vision of where we should be going.

Even given these limitations, there is no doubt that this collection will provide useful ideas for librarians planning to approach an FYE coordinator to build collaborative approaches to information literacy instruction for first-year college students. It is an important work that provides librarians with an introduction to the first-year experience and academic administrators with an introduction to information literacy instruction and assessment. Simply by providing the intellectual space where those introductions can take place, the collection serves a valuable purpose. It is difficult, though, to introduce a complex topic to two very different professional communities. The editor has worked diligently to meet the needs of these two audiences, but the collection could have done more to capture the rich history of instructional collabo-

ration between academic librarians and FYE educators.—*Scott Walter, University of Illinois at Urbana-Champaign.*

Youth Information-Seeking Behavior II: Context, Theories, Models and Issues.

Eds. Mary K. Chelton and Colleen Cool. Lanham, Md.: Scarecrow, 2007. 382p. alk. paper, \$45 (ISBN 081056549). LC 2006-32922.

Youth Information-Seeking Behavior II builds on the earlier work of Mary Chelton and Colleen Cool. In this current publication, they have assembled an impressive group of academics from the United States, the United Kingdom, and Canada. Ten contributed chapters focus on the information-seeking patterns and needs of children and young adults relating to everyday life and represent a variety of perspectives.

In the introductory chapter, Anthony Bernier, a professor at San Jose State University and an expert in library services to young adults, contextualizes the nature of research into youth information-seeking behavior. Synthesizing past and current research in this field, Bernier identifies opportunities for new areas of research through consideration of children as information producers, the role of peer-to-peer communication using technology, the relationship of information-seeking behavior to cognitive development and literacy, and different patterns and information behaviors of boys and girls.

The first chapter, by Karen Fisher and her colleagues, reports on the preliminary findings of their NSF-funded study of the information needs of "tweens." This is a unique study focusing on the information behaviors of this particular age group. Subsequent chapters focus on a variety of topics, reflecting at first glance on a rather eclectic collection of research studies and offering readers the opportunity for further investigation through the identification of prominent researchers in the particular fields as well as extensive notes and references.

In chapter two, Sandra Hughes-Hasell and Denise Agosto's study identifies urban teenagers' preferred locations for gathering information and the recurring information topics of emerging sexuality, financial concerns, self-identity, and understanding the world. Jennifer Burek Pierce's chapter focuses on the young adult's need for sexual and reproductive health information. This topic has not often been broached by the library research community, yet is abundant in other fields, especially in the health sciences. Pierce's findings indicate that locating accurate and authoritative information in this area is challenging for teens. Some of the information they are seeking may actually be blocked on school and library computers by Web site filtering. Bharat Mehra and Donna Braquet's essay, "Process of Information Seeking during 'Queer' Youth Coming-Out Experiences" reports on the results and analysis of interviews with adults relating to their experiences as gay adolescents and their information-seeking behavior.

Chapter five takes an in-depth look at the pleasure reading of teens in Nova Scotia. Vivian Howard and Shan Jin track trends in library usage, book buying, and reading as well as the impact of television, sports, movies, and other forms of entertainment.

The remaining five chapters explore online information searching. Manjeet Dhillon focuses on higher education in the United Kingdom and examines students' feelings and behaviors while performing database searches. Joyce Kasman Valenza uses the results of focus group interviews with high school students to examine school library usage. Her work dispels the myth of the information-il-

literate high school student and paints a picture of competent students using fairly sophisticated resources including journal indexes, online databases, and other authoritative research tools in their search for information supporting their academic work.

In chapters eight and nine, Joanne Silverstein's "Digital Reference Services: Recommendations for Supporting Children's Informal Learning," and the contribution by Andrew Large et al., "Children's Web Portals: Can an Intergenerational Design Team Deliver the Goods?" offer research-based assessments of the current state of online services for children. They present design principles and a research agenda for future investigations.

Andrew Shenton's concluding chapter touches on many of the issues raised in the preceding chapters. Reporting on a study of information-seeking failures by children ages four to eighteen, Shenton identifies the factors that lead to failure and provides practical solutions and remediation that could be offered by librarians and other educators.

This book contains systematic and well-designed research studies that collectively offer an interesting mosaic of the complex nature of the relationship of young people and their information-seeking behaviors. Despite uneven use of citation formatting, the chapters are well written, scientifically based, informative, and would be of interest to scholars, teachers, and parents. *Youth Information-Seeking Behavior II: Context, Theories, Models and Issues* offers a significant contribution to the fields of library and information science, child development, and education. —Leila Kocen and John Collins, *Harvard University*.