

SOURCES

public and school libraries, along with museums, to cultivate partnerships, programs, and learning experiences outside of the classroom as a means of addressing deficiencies in science.

Harrington gives an excellent rationale for the necessity and benefits of encouraging and promoting scientific inquiry, focusing on museums, school libraries, and public libraries as ideal venues for creating informal, fun, and literacy-rich environmental science programming. She aggregates science literature and activities for audiences of preschoolers through high schoolers.

This book reveals knowledgeable, engaging, and active learning experiences to incite curiosity, comfort, and connections with environmental science. Harrington presents preschool and family programming, story times, book clubs, self-guided activities, and teen action clubs, among other activities, to help teachers and librarians accentuate student learning. *Exploring Environmental Science* supports programming by providing detailed structure and strategies while giving an abundance of ideas to ensure success. Also provided are bibliographies, multimedia suggestions, and web resources for further consideration and extensions to learning.

The book also covers science-related topics like Earth Day, plant life, habitats, life cycles, scientists, animals, rocks, and fossils, all of which align with common themes taught in school curricula. This offers public libraries and museums an opportunity to complement learning through entertaining craft activities and to promote reading self-efficacy in the sciences for children and teens.

Although geared towards librarians and museum program coordinators, teachers looking for curriculum ideas are also likely to find this book valuable for lesson planning or enrichment activities, as it inspires programming, collaboration, and appreciation of the sciences within and outside the classroom.—*Tiffeni Fontno, Education Librarian, Lesley University, Cambridge, Massachusetts*

Fundamentals for the Academic Liaison. By Richard Moniz, Jo Henry, and Joe Eshleman. Chicago: Neal-Schuman, 2014. 208 p. Paper \$58 (ISBN: 978-1-55570-967-9).

As the title states, this book is a fundamental overview of the common tasks performed by academic liaison librarians. Aimed at novices, this resource covers the basic concepts involved without getting lost in details that tend to vary among institutions. Thus this book serves as a solid foundation for library science students unfamiliar with the diverse responsibilities involved in being an academic liaison. The authors cover how the liaison role has evolved over time with new technologies, budget adjustments, and the changing nature of research; and yet they reinforce the idea that academic liaison work remains critical to the mission of many college and university libraries.

Each of the eleven chapters is concisely written to be about fifteen pages in length, and each chapter includes a convenient checklist of key concepts and separate bibliography. The fundamental duties discussed include orienting

faculty to the library; developing subject expertise; assisting researchers; communicating with faculty; creating guides and online tutorials; performing collection development duties; teaching information literacy sessions; becoming “embedded”; supporting accreditation and new course development; and evaluating one’s own effectiveness as a liaison. The book is not entirely comprehensive, as the authors do not differentiate among subject disciplines or types of academic institution. And the authors acknowledge that not all academic liaisons perform all of the duties listed, and different institutions will require liaisons to engage in these duties to varying degrees. However, for a brand-new librarian wondering where to begin, this book will provide solid advice.

Although clearly aimed at those just starting their careers, this volume might also benefit librarians returning to the profession after an absence, because it does address how liaison duties have changed. In addition, experienced librarians might find individual chapters useful when new duties are added to their jobs. For example, Chapter Four, on online tutorials, provides sound advice about using scripts and storyboards to plan out the actual tutorial before filming or production. This title could also be valuable in educating those outside the library about the diverse duties performed by academic librarians. This book will be a particularly useful resource for institutions with library science programs. In addition, it would be a great mentoring tool for new librarians.—*Christina M. Kulp, Life Sciences Reference Librarian, University of Oklahoma Libraries, Norman, Oklahoma*

Global Voices: Picture Books from Around the World. By Susan Stan. Chicago: ALA Editions, 2014. 240 p. Paper \$50 (ISBN: 978-0-8389-1183-9).

“What children get from an international picture book that they don’t get from an American picture book,” says Susan Stan, “is something that they can’t see and probably can’t articulate: a shift in perspective that can range from unnoticeable to stimulating to disorienting” (2). All of these reactions, her book goes on to argue, are valuable to the development of a young reader and global citizen.

Divided into two sections, *Global Voices* is both a critical examination and an annotated bibliography. In Part I, Stan presents a general history of picture book publishing around the world, as well as information about translation and acquisition in the American market. She acknowledges the limitations of her project: the book’s bibliographies, divided by continent, in some cases heavily represent English-speaking creators of books *about* those parts of the world, rather than books originally from these areas. The reasons for this vary: sometimes the region itself does not have a robust children’s publishing industry; in other cases, books published in certain countries tend not to be acquired by American editors, because they are thought to be too culturally specific to be relevant or interesting to American readers. This, she argues, is unfortunate, as it keeps many worthy books from reaching more readers, and is a disservice to today’s children, who

are growing up in an increasingly global world: “Twenty-first century American citizens must get used to meeting the rest of the world halfway by being exposed to other cultures and developing a tolerance for multiple points of view. There is no better group to start with than the very young” (5).

Part II takes an alphabetical trip around the world, with chapters highlighting Africa and the Middle East, Asia, Australia and New Zealand, Canada, Europe, and finally Latin America and the Caribbean. Within these chapters, books from or about these regions are arranged by country. Not every nation is represented, but the representation is broader than one might expect. Interstitials appear in each chapter and profile illustrators and writers, from the well-known (such as Mem Fox and Mitsumasa Anno) to the up-and-coming (Isol). With its dual focus on an impressive list of titles and analysis of artistic style and themes, *Global Voices* is both a useful reader’s advisory tool and a fine text for an undergraduate survey course on picture books.—Sarah Hannah Gómez, *Library Services Specialist, Castilleja School, Palo Alto, California*

Introduction to Reference and Information Services in Today’s School Library. By Leslie S. J. Farmer. New York: Rowman & Littlefield Publishers, 2014. 196 p. Paper \$55 (ISBN: 978-0-8108-8718-3).

School librarians who would like to improve or revamp their reference materials, reference area, and reference practices will find a wealth of information in this book. Farmer takes the reader through many different aspects of reference and information services (RIS), including today’s school library, community needs, information behaviors at different ages and levels of maturity, collection development, physical access, reference interviews, legal considerations, and management issues. The book exhibits a natural progression, starting with a needs assessment and progressing to collection development (both physical and virtual) and ongoing management of the library’s reference services. Farmer includes information to consider when working with various ages and special populations and provides a wealth of sources that support librarians and librarianship.

The beginning of the book provides an overview of what information gathering looks like for today’s K-12 students. Farmer also defines the terms included in RIS and provides questions to guide a needs assessment. Some of the information included in these first few chapters might be overwhelming for solo school librarians or those new to their campus; however, it does serve as a useful starting point. The collection development chapter includes a helpful list of core titles for elementary, middle, and high schools. The chapter on reference interactions is helpful to everyone who staffs a reference desk or answers reference questions at any type of library. Finally, the last chapters focus on teaching instruction sessions, providing materials, and managing legal issues.

This book is full of useful information, and its clear, logical structure suggests that it would be an excellent textbook for a library science course. Library coordinators and supervisors

would also find Farmer’s book valuable when considering physical layouts of libraries, purchasing print and electronic materials, and providing reference and information services. This is a solid text for librarians, even for those who do not work in a school library.—Melanie Wachsmann, *Reference/Teen Librarian, Lone Star College-CyFair Branch, Cypress, Texas*

The Library Juice Press Handbook of Intellectual Freedom: Concepts, Cases, and Theories. Edited by Mark Alfino and Laura Koltutsky. Sacramento: Library Juice Press, 2014. 469 p. Paper \$50 (ISBN: 978-1-936117-57-4).

Intellectual freedom is a concept that is widely debated but frequently misunderstood. The American Library Association’s *Library Bill of Rights* outlines core policies for libraries in promoting intellectual freedom, but as anyone who has dealt with this concept in practice knows, its application is nuanced and ever-evolving. Rather than a guide on day-to-day issues of intellectual freedom in libraries, this collection of essays explores the idea of intellectual freedom from historical, philosophical, legal, and practical angles. Despite its title, this work takes a more comprehensive than library-specific approach to intellectual freedom; topics addressed span its early historical origins in Athens to contemporary issues, including the open access movement and government secrecy and censorship. This is not to suggest that the book is not useful to practicing librarians; most of the collection’s more lofty writings, including a piece on Marxist philosopher Antonio Gramsci’s work, discuss how their ideas are applicable to libraries, and Loretta Gaffney’s “Intellectual Freedom and Libraries” is a remarkable reflection on how the Children’s Internet Protection Act (CIPA) prompted ALA to reconsider its stance on internet filters in libraries. However, most of the essays in this book assume that readers are familiar with First Amendment law and relevant political and social philosophies, and those who are not will have a difficult time making sense of their topics. This collection would be thought-provoking reading material for a graduate level course on libraries and intellectual freedom, so long as its ideas are actively discussed and clarified. At times, the breadth of information covered in these essays seems overwhelming, which is perhaps a testament to how intellectual freedom as an idea is too often oversimplified and misunderstood. While the essays in this collection are not always accessible, they treat this complex topic with the depth it deserves. This volume will appeal most to scholars and graduate students with an interest in political and social theory.—Allison Embry, *Access Services and Distance Learning Librarian, Rogers State University, Claremore, Oklahoma*

Metaliteracy: Reinventing Information Literacy to Empower Learners. By Thomas P. Mackey and Trudi E. Jacobson. Chicago: ALA Neal-Schuman, 2014. 248 p. Paper \$65 (ISBN: 978-1-55570-989-1).

Transliteracy, visual literacy, media literacy, digital literacy, mobile literacy—there has been a struggle for years to define