

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