
Protecting Intellectual Freedom in Your School Library: Scenarios from the Front Lines. Pat R. Scales. Chicago: ALA, 2009. 148p. \$55 (ISBN 978-0-8389-3581-1).

All libraries have to deal with the thorny and complicated issues of promoting intellectual freedom, but school libraries and media centers face more challenges to promoting and maintaining intellectual freedom than other types of libraries. Parents, concerned about the quality of their children's education, present the greatest challenge to ensuring that the proper learning materials are available to all who wish to use them, whether or not parents (and school boards) approve.

Pat R. Scales, of the American Library Association's Office of Intellectual Freedom, has written a timely and unique book that explains what intellectual freedom is in the context of a school media center, provides answers to common challenges to intellectual freedom, and offers methods for dealing effectively and successfully with challenges. The book covers materials selection, library management, programs, library access, labeling, privacy, and Internet access; the two appendixes address how to protect the First Amendment rights of minors and how to compose a proper intellectual freedom policy for school libraries and media centers.

Scales's format for each chapter consists of various case studies challenging media center intellectual freedom and the proper responses and procedures that media center librarians and staff should follow. Numerous court cases and their documentation provide detailed explanations and support for the case studies.

One shortcoming of this valuable book is the format itself, with a case study placed in one area, a court case (with perhaps too-voluminous detail) in another area, and other documentary support in yet another area; the book lacks a coherent flow, which makes it difficult at times for the reader to follow effectively. Paring and editing the supporting documentation would allow for easier reading and comprehension of the case studies. The case studies themselves, however, are well worth the cost of the book, as they cover practically every intellectual freedom challenge imaginable. Scales has put much time and effort into ensuring that readers of her book learn how crucial intellectual freedom is in school media centers and how media center staff can protect it so that all parties—students, parents, and school board members—can have their opinions heard and addressed in the fairest way possible.

In sum, despite its cumbersome format, Scales's book is an important one that school media specialists will find timely and very helpful in answering the challenges of preserving intellectual freedom in school libraries and media centers.—*Larry Cooperman, Librarian, Everglades University, Altamonte Springs, Florida*

Reference Renaissance: Current and Future Trends. Marie L. Radford and R. David Lankes, eds. New York: Neal-Schuman, 2010. 312p. \$75 (ISBN 978-1-55570-680-7).

When librarians talk about reference, they sometimes fall into a kind of defensive booster-ism that seems to be

more concerned with reassuring ourselves that we will still have jobs next year than acknowledging the fact that reference work is indeed changing and trying to figure out what that means for libraries and library users. The three sections of this edited volume, comprising chapters updated from presentations made at the 2008 Reference Renaissance: Current and Future Trends conference in Aurora, Colorado, successfully avoid this trap. This book makes a significant and original contribution to the study of reference work by honestly assessing the current state of reference (Part I: The State of Reference Services: An Overview), surveying the latest research findings (Part II: What Research Tells Us about Reference), and gathering reports about contemporary reference work from a spectrum of libraries (Part III: Reference in Action: Reports from the Field). Like a library geek rewriting Raymond Chandler, *Reference Renaissance: Current and Future Trends* intelligently explores “what we talk about when we talk about reference.”

Librarians of every kind, library school students, and library administrators will all find something of value in these pages. *Reference Renaissance* fills a gap in reference literature by holistically addressing the current reference experience from a variety of perspectives. These chapters acknowledge the interconnected spectrum of issues that influence the way we approach reference work and the way our library users experience reference encounters. Library education, staff development, mentoring, new tools for reference, information seeking behavior, and the sociology, psychology, and philosophies of reference service are just a few of the topics covered. By providing both theoretical discussion and practical suggestions ready to use at your next desk shift, this book ties together many of the threads discussed in other recent books on reference, such as Lankes's *Virtual Reference Service: From Competencies to Assessment* (Neal-Schuman, 2008) and Steiner and Maddens's *The Desk and Beyond: Next Generation Reference Services* (ALA, 2008).

The strengths of this book lie in its timeliness and the breadth of its scope. This breadth means that readers looking for an in-depth discussion of one particular subject area may need to go elsewhere, but anyone who wants a thorough introduction to current issues and new ideas about all kinds of reference service will be very satisfied with *Reference Renaissance*.—*Sarah VanGundy, Reference and Instruction Librarian, SUNY Purchase College, Purchase, New York*

Searching 2.0. Michael P. Sauers. New York: Neal-Schuman, 2009. 337p. \$65 (ISBN 978-1555706074).

Michael Sauers, the technology innovation librarian for the Nebraska Library Commission, is an experienced technology trainer and a frequent presenter, and his ninth book, *Searching 2.0*, does not disappoint. Sauers presents an exciting online world full of tools to help librarians easily find and organize their important information.

This tutorial-like book will appeal to master searchers as well as the 2.0 newcomer who wants to learn more about the convergence of exploration, communication, and collabora-

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ration. Sauers begins with a screenshot-packed chapter on setting up a Delicious.com account to organize information using tags. He then progresses into other chapters on using popular search engines, making the most of Wikipedia, and searching for specific types of information. Sauers also acknowledges the varying opinions surrounding Wikipedia and encourages librarians to appreciate and utilize the tool, noting that its error rate is similar to that of *Encyclopedia Britannica*.

In later chapters, Sauers dives into Flickr, YouTube, and Podscope and covers techniques for searching for local information, print materials, and even archived information using Google cache, the Wayback Machine, and Wikipedia's page histories. Sauers offers ways for readers to get even more out of the 2.0 world by using the tools he suggests in the remaining chapters on using OpenSearch, downloadable desktop search applications, and data visualization, which he believes to be the future of searching.

Sauers does an excellent job of covering the intricate details of the advanced features in all the tools mentioned throughout the book and even provides excellent hands-on exercises at the end of most chapters. However, screen shots are frequently large and superabundant, often requiring the reader to flip back and forth between the images and the text. In addition, Microsoft LiveSearch is now Bing and has a different interface, so screenshots of LiveSearch are now obsolete, demonstrating that the in-depth coverage and large number of screenshots of a specific tool may not be as helpful as a general discussion about the benefits in using a particular tool.

Despite these minor drawbacks, this book is one of the best and most thorough ones available on this topic today. Sauers also has a companion site, <http://delicious.com/travelinlibrarian/searching2.0>, which makes it easy to get access to all of the shiny new toys presented in his book.

Overall, the information presented in this book, coupled with Sauers's engaging writing style and inherent enthusiasm, not only leaves the reader eager to experiment with all the tools mentioned, but also provides ample justification for using Web 2.0 tools in one's public or academic library services.—*Rachel Vacek, Head of Web Services, University of Houston Libraries, Houston, Texas*

Serving Boys through Readers' Advisory. Michael Sullivan. Chicago: ALA, 2010. 152p. \$48 (ISBN 978-0-8389-1022-1).

Many public librarians have had the experience of being summoned to a local school to present a booktalk, only to find that, afterwards, the girls grab up all the books. How can librarians entice boys as well as girls? "Don't Panic!" says Michael Sullivan, quoting the words emblazoned on Douglas Adams's *A Hitchhiker's Guide to the Galaxy* in reference to readers' advisory for boys. Sullivan's latest book, *Serving Boys through Readers' Advisory*, provides all the information a librarian needs to engage boys with books. After discussing some of the differences between boys' and girls' reading behaviors, he launches into a discussion of the characteristics of what boys read and what he dubs "boys' lit."

Sullivan devotes two chapters to the readers' advisory interview, including an insightful discussion of the differences between readers' advisory with just the parents as opposed to readers' advisory with the parent and child together. Sullivan covers aspects of marketing books indirectly through bookmarks, e-mail, blogs, and social networking sites such as Goodreads. Sullivan shows how to give effective booktalks with great "grab 'em" strategies.

The most exciting part of the book is the booktalks themselves: chapters full of ready-to-share booktalks of new, classic, and favorite books for elementary, middle, and high school boys. These booktalks grab the attention of boys—and girls as well. Librarians should be sure to have many copies of the books on hand when they finish the talk.

The book concludes with a variety of book lists organized by genre and divided into sections for elementary, middle, and high school ages. These chapters are useful for those times when one has run out of ideas for the next read. Books with lists such as these sometimes feel out-of-date soon after being published, but new titles from 2009, including up-and-coming popular authors, are included in these lists.

The insight and knowledge imparted by this book will enable librarians to create their own great booktalks to engage boys. It is appropriate not only for school and public librarians who work with boys; this book, as well as *Connecting Boys with Books 2*, will give every librarian in a public setting better insight into this underserved population.—*Jenny Foster Stenis, Coordinator, Children's Services, Pioneer Library System, Norman, Oklahoma*

The Social Transcript: Uncovering Library Philosophy. Charles Osburn. Westport, Conn.: Libraries Unlimited, 2008. 335p. \$45 (ISBN 978-1-59158-758-3).

Charles Osburn, dean and professor emeritus of the University of Alabama Libraries, has written a demanding, compelling, and original philosophical essay on the role of the library in human civilization. He posits that a sound and comprehensive library philosophy can be attained only by examining the unique function of the library as the container of what is termed the "social transcript." An idea first developed by the sociologist Kenneth Boulding, the social transcript is the record of human cognition and action, as embodied in language and transmitted in the form of concrete knowledge. The purpose of the social transcript is to provide the necessary contextual framework for each succeeding generation of humans, thus enabling the intellectual evolution of the species. Without the transcript, human civilization would be like an amnesiac who must relearn every aspect of his existence at every moment of his life. Because the library encloses and preserves the transcript, it is the technology—sine qua non—that brings shape and meaning to our collective worldview.

The book consists of three sections divided into multiple chapters. The first section of the book, "Siting the Philosophy," reviews the history of library philosophy and several brilliant but failed attempts to synthesize the quotidian tasks