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 books 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: Neil-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 collabo-