

## SOURCES

Social media, in particular, have come into their own since 2006; indeed, current mainstay Twitter came into existence that very year, and Facebook lifted its “college and high school only” membership restrictions in the same timeframe. One would expect *IFM* to address this issue, and it does so, principally by expressing concern about filtering social media in schools and public libraries in the volume’s opening pages and a somewhat longer treatment in the “Minors and Internet Interactivity” interpretation of the Library Bill of Rights. Both sections rest heavily on the *IFM*’s existing rhetoric about First Amendment rights and information skills. Although it is commendable to describe minors’ use of social networking tools as an exercise in free speech and creativity, one wishes for a more thorough treatment of the subject. The skimpiness of the interpretation’s accompanying “History” section is disappointing, as is the curious restriction of discussions of social media use to minors at a time when social media are rapidly spreading to all categories of library users. Practical suggestions on formulating library policies concerning social media would have been welcome as well.

“RFID in Libraries,” a new chapter addressing concerns about privacy in the context of inventory, security, and circulation usage of radio frequency identification technology (RFID), is a commendable inclusion. The policies recommended here seem to be largely reiterations of article 3 of the ALA code of ethics and the privacy entry in the Library Bill of Rights, with mentions of encryption and limiting data stored on RFID tags to a unique identifier as the only concessions to the technical nature of the issue. Although the policies are concise and common-sense, it is a bit troubling that there is not more discussion of transactional RFID data and its potential for misuse. However, the associated external references do shed additional light on the topic. The assumption that adaptations of existing policies and rhetoric can suffice in the face of a new technology, as here, seems problematic at best.

Of the other major additions to the new edition of *IFM*, the interpretations of the “Importance of Education to Intellectual Freedom” and “Services to Persons with Disabilities” are both excellent if generalized, and the “Resolution on the Retention of Library Usage Records” is particularly timely and well-informed. The volume also provides numerous revisions, many in interpretations of the Library Code of Ethics; these changes generally serve to sharpen and update the materials they comment upon, and the additions of more contemporary sources is welcome.

Despite the concerns raised above, the eighth edition of the *IFM* remains an invaluable and essential tool, especially as it presents concise summations of major issues and policy recommendations that are very useful as starting points for devising library-specific guidelines. It is therefore highly recommended both as an update of the previous edition and a work in its own right. This recommendation does come with the caveat that the volume, perhaps necessarily, does not address some technical facets or details about the issues included, and that a more thorough reading of the cited literature is necessary for a fuller comprehension of their nuances.—Alex

Watson, *Reference Librarian and Assistant Professor, University of Mississippi, Oxford, Mississippi*

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**Risky Business: Taking and Managing Risks in Library Services for Teens.** Linda W. Braun, Hillias J. Martin, and Connie Urquhart. Chicago: ALA, 2010. 151p. Paper \$55 (ISBN 978-0-8389-3596-5).

This book was inspired by discussions of the Young Adult Library Services Association’s (YALSA’s) 2009–10 Presidential Task Force, who recognized that “librarians struggle with trying things out [in teen services], admitting that their efforts weren’t as successful as originally hoped, and using what was learned from a trial project in order to improve a service” (xi). Second, the authors realized that “sometimes, because of a fear of risk taking, librarians don’t always take the extra step in order to serve teens as well as they should” (xii).

Thus, this book’s premise is that young adult librarians must become accustomed to risk, as it is inherent to their positions. After arguing their position, the authors follow with an examination of risk and reward in collection development. They consider, among other things, adding adult materials to young adult collections, retiring Dewey, removing unpopular young adult (YA) collections entirely, weeding aggressively, and even outsourcing some services. None of these ideas will be new to readers. Chapter 6 examines the barriers to selling risk to administration and offers tips on being an advocate for teen services in your library.

Appendixes include decision-making tools (self surveys) regarding risky decisions, resource lists, YALSA’s Competencies for Serving Youth, and YALSA’s white papers discussing the importance of teen spaces, teen literature, staff dedicated to young adults, and YA-specific training. These can offer some great ammunition in making your case for teen services.

In several extraneous chapters, authors of books for teens describe risks they have taken in their writing and send encouragement to librarians hesitant to rock the boat. Further chapters highlight the authors’ own experiences with risk-taking in career decisions and teen leaders who take safe risks. Although tangentially related to the book’s theme, these chapters feel disjointed from the rest.

A quick read, this title is high on enthusiasm but short on substance. This book embodies a teen-centric, “super-advocate” position for a limited audience of new teen librarians or those who feel they need to reignite their organization’s teen focus.—Sarah J. Hart, *Acting Children’s Services Coordinator, Brampton Library, Brampton, Ontario, Canada*

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**Stop Plagiarism: A Guide to Understanding and Prevention.** Ed. by Vibiana B. Cvetkovic and Katie E. Anderson. New York: Neal-Schuman, 2010. 220p. Paper \$65 (ISBN 1-5557-0716-5).

For the sheriffs of secondary and higher education, today’s online frontiers can seem just as lawless as the Western frontiers of yesteryear. Stopping plagiarism in high school and university classrooms is a gunfight that requires innovation and constant engagement.

*Stop Plagiarism* is not a silver bullet, but it is pretty darn close. This collection of essays is divided into three sections: “Understanding the Problem,” “Finding Remedies,” and “A Practitioner’s Toolkit.” The coverage is not comprehensive, but it is current and utilitarian. The editors’ goals are to help educators teach, model, and promote honesty, and they achieve those goals with a balance of essays on both the theoretical and the practical aspects of combating plagiarism.

The opening section frames current issues and theories very well. How do student perspectives challenge traditional views of what constitutes originality and who owns ideas, and where are those perspectives coming from? What new strategies and approaches can educators implement to account for those perspectives? Engagement with these issues and others like them will encourage educators to rethink the ways they discuss plagiarism with students and colleagues. Mixed in is a practical chapter on paper mills with links to some of the worst offenders.

Highlighting the second section is chapter 6, a great step-by-step guide for developing plagiarism tutorials based on the authors’ practical experiences at Rutgers University. Also included are essays on librarians’ expanding roles in the first-year college experience, universities’ plagiarism policies, and specific challenges for nonnative speakers of English.

The third section opens with a legal focus and also provides an annotated list of useful links, an annotated bibliography, and a summary of organizations’ perspectives on academic honesty. Also included are numerous resources for students. Many of the resources will be familiar to seasoned librarians and teachers, but there are plenty of new ones too.

A CD-ROM and a Wiki (stopplagiarism.wikispaces.com) supplement the articles. The former contains links to websites referred to in the book, and the latter establishes a place online to share ideas and generate discussion on plagiarism.—*Paul Stenis, Reference and Instruction Librarian, University of Central Oklahoma, Edmond, Oklahoma*

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**Teaching Information Literacy: 50 Standards-Based Exercises for College Students**, 2nd ed. Joanna M. Burkhardt and Mary C. MacDonald with Andrée J. Rathemacher. Chicago: ALA, 2010. 152p. Paper \$50 (ISBN: 978-0-8389-1053-5).

It is possible for college students to be computer-literate without being research-literate. Yet, given the proliferation of distance education and online education today, it can be difficult to reach all of our students or to give them all of the knowledge they need in the one-time information literacy session. The second edition of *Teaching Information Literacy* offers instructors a collection of fifty different exercises to use or customize for students in higher education. This workbook is designed with many types of exercises to choose from that can be copied from the book, used as a starting point to adapt and personalize, or used en masse for an entire course. Some are simple and short, whereas others are more involved, potentially even covering multiple class periods. The activities are research and discussion-based; no “right” answers are

given. Each exercise relates to a standard from the Association of College and Research Libraries (ACRL) Information Literacy Competency Standards for Higher Education, which are printed in the appendix.

The introduction provides a thorough overview of information literacy. Each chapter contains background information about the topic for discussion, followed by exercises. As an example, chapter 2, “What is Information?” contains exercise 11, “The Wikipedia Challenge.” Students are asked to find a Wikipedia article, evaluate it based on Wikipedia’s own standards, and compare it to an article about a college’s policy on the use of Wikipedia for research. The students are then asked to write an essay that answers questions such as, “Does the Wikipedia article have any value or serve any purpose for your research?” and “Does the article meet Wikipedia’s own evaluation criteria?”

Chapter 8 addresses “The Web and Scholarly Research,” and exercise 40, “Should I Use a Library Database, or Should I Just Search the Web?” compares the use of different search engines versus a library general periodical database. This search helps students understand that librarians pre-evaluate library resources. The concepts of deep web resources and “Website Worthiness” are also introduced.

Pertinent print resources are covered, as well as secondary and tertiary resources and types of periodicals. Several exercises help students understand library catalogs, call numbers, and key words. Chapter 9, “Other Tools for Research,” helps students discover the best sources for statistics and data about organizations.

Many types of educators, not just academic librarians, would find value in this book. The stated audience is college students, but because of the variety of designs, many of the exercises could easily be used as early as high school. This practical text is easy to read. Although illustrated entirely in black and white, including figures and tables, the content is presented in a fresh modern design. The very reasonable price is appreciated. Perhaps with the next edition the publisher could include a CD-ROM with the exercises or issue an online equivalent. Highly recommended.—*Sharon Leslie, Public Services Librarian, Mercer University, Atlanta, Georgia*

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**Web-Based Instruction: A Guide for Libraries**, 3rd ed. Susan Sharpless Smith. Chicago: ALA, 2010. 236p. Paper \$64 (ISBN 978-0-8389-1056-6).

For those who lack the time to read entire books on instruction, project planning, web development tools, user interface design, and interactive technologies, Smith provides a succinct overview of these subjects as they relate to web-based instruction, allowing readers to get started on their instruction projects quickly. A list of resources in an appendix suggests more in-depth resources for subjects covered when more information is needed. There is also additional material on the book’s website, including exemplary webpages and instructional videos. This book is intended for instruction in any type of library, although Smith uses the Association of