

library school students learning about different approaches to varying patron populations as well as public libraries serving large populations of older adults.—*Lara Cummings, Instruction Librarian, Washington State University, Pullman, Washington*

Designing Space for Children and Teens in Libraries and Public Places. Sandra Feinberg and James R. Keller. Chicago: ALA, 2010. 167p. Paper \$60 (ISBN 978-0-8389-1020-7).

Library Director Sandra Feinberg and architect James Keller synergistically combine their experiences in *Designing Space for Children and Teens in Libraries and Public Places*. Their thorough handbook for creating successful library spaces for children and young adults systematically covers the practical steps of a redesign or renovation while exploring the necessary elements of communication, interactivity, and flexibility in creating a flourishing community space.

The authors explore architectural design theory in the context of early childhood development and the specific needs of adolescents. Recognizing that every project and population is unique, the book stresses the importance of including all stakeholders and emphasizes adaptability. The authors' extensive experience informs their design staff selection guidelines and their discussions of children's and teens' use of space. They address topics that librarians will face but may not be familiar with, such as carpet and wall treatments. They also cover practical financial, political, and administrative concerns, as well as post-renovation communication and considerations. Many useful checklists are included, and the authors illustrate their theories with examples from a diverse range of libraries. Carefully chosen photographs illustrate the concepts.

The book effectively addresses abstract concepts as well as the nitty-gritty particulars. It might have made more sense for the book to begin with its middle chapters, which deal with the more theoretical nature of architecture. The sample budget and planning rubrics are quite useful. Perhaps a future edition could contain a collection of blank forms as an appendix or online resource. The authors advise readers to conduct a literature review but do not formally address the extant works on the subject; this, too, could be an advantageous addition to a future edition.

This book belongs in libraries supporting current and future librarians, as well as architecture libraries. Library staff facing a renovation must read this book, which fills a niche covered only by scholarly articles and a few books on broader topics.—*Rachel Gould, Children's Resources and Services Librarian, Perkins Braille and Talking Book Library, Watertown, Massachusetts*

Developing Library Leaders: A How to do-it Manual for Coaching, Team Building, and Mentoring Library Staff. Robert D. Stueart and Maureen Sullivan. New York: Neal-Schuman, 2010. 250p. Paper \$75 (ISBN 978-1-55570-725-5).

Leadership and management are essential to the success of any organization. In this collaboration, Stueart and Sullivan

address "organizations and individuals who seek to prepare the next generation of leaders in the information services arena" (ix). Spanning eight chapters and covering various topics in management and leadership, the authors deliver a template that is useful to large units and teams within an information center as well as smaller institutions with limited staff and resources.

The first two chapters provide key background information on the definitions and evolution of leadership and a leader's roles and responsibilities. Some of the topics covered in this section are the challenges and opportunities of leadership, partnerships between leaders and staff, key theories and models with application to information services, and ways to engage and motivate staff for high performance. In addressing leaders' roles and responsibilities, the authors provide helpful checklists covering many aspects of leadership, such as key competencies for effective leadership, techniques for establishing confidence, and ethical leadership practices, as well as tips on developing skills and self-confidence.

Another portion of the book provides in-depth coverage of the strategies needed for effective leadership. The authors identify the key elements essential for successful leaders: leaders must be able to influence and persuade others, build and lead groups and teams, manage projects, coach staff, and mentor colleagues and future leaders. Although influencing and persuading skills help leaders establish credibility and connect emotionally with their subordinates, coaching and mentoring add passion to teamwork and instill values that propel the entire organization forward.

The book is written clearly and will be useful to everyone from the novice manager to the seasoned leader. The activities in each chapter are easy to follow and provide good templates for future group and team interactions. Overall, this book is recommended to all librarians and information providers who wish to develop their leadership skills and their team interactions with other members of their respective organizations.—*Artemida Kabashi, Continuing Education Librarian, Amigos Library Services, Dallas, Texas*

Intellectual Freedom Manual, 8th ed. Office for Intellectual Freedom. Chicago: ALA, 2010. 439p. Paper \$57 (ISBN-13: 978-0838935613).

Over the course of its eight editions, the *Intellectual Freedom Manual (IFM)* from ALA's Office for Intellectual Freedom has positioned itself as an authoritative reference work for librarians at all levels. This has made it one of the primary resources used in determining library policies across disparate institutions, as well as an oft-cited glimpse into the tortuous cultural battle lines often drawn directly through libraries nationwide.

Although a good portion of the previous volume has been carried over into the current one, the eighth edition nevertheless expands and supplements the seventh with new material on issues that have arisen or become more keenly felt since the latter's 2006 publication. While the older material remains as relevant as ever, the new material bears commenting on.

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*

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*

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.