

## SOURCES

worked with libraries, but only one contributor is described as having a library background. The perspective of librarians who have both a background in public relations and library work experience would add much value to this book.

Multicultural communications is the focus of the first chapter, which includes several case studies. Stephen Abram continues the technology theme in chapter 3, listing tips for using Web 2.0 technologies to promote and communicate the value of libraries. He reasons that many library professionals “think people will notice the good work we do naturally. (They won’t.) And too many of us believe that it’s good enough to be right and good, and to tell folks stuff. (It’s not.)” (39).

The practical steps that Jené O’Keefe Trigg lists on outreach tactics and special events are especially useful. Chapter 8 has wide appeal because it contains tips on how to organize communications around national public awareness initiatives in all types of libraries. Laura K. Lee Dellinger’s chapter on values-based library advocacy carries a similarly helpful, step-by-step approach.

The last chapter effectively wraps up the book’s message by teaching readers how to empower patrons, employees, and partners to be messengers of the library’s mission and value. Recommended as supplemental, not essential, reading for librarians engaged in public relations.—*Margie Ruppel, Reference Librarian, Boise (Idaho) State University*

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***Neal-Schuman Library Technology Companion: A Basic Guide for Library Staff.*** 3rd ed. By John J. Burke. New York: Neal-Schuman, 2009. 279p. \$65 (ISBN 978-1-555-70676-0).

***Core Technology Competencies for Librarians and Library Staff: A LITA Guide.*** Ed. Susan M. Thompson. New York: Neal-Schuman, 2009. 248p. \$65 (ISBN 978-1-555-70660-9).

These books join many others written about library technology and what librarians and library staff should know about it. In fact, there are so many other books on this topic that it would be fruitless to list comparisons. Suffice it to say that these titles are worthy additions to the group.

Burke’s book is a teaching instrument. His mission is to introduce a library newcomer to the technology found in most U.S. libraries. Each chapter has review questions and a list of sources for more information. The chapters are divided into five sections: “Library Technology Basics,” “Technology Tools for Libraries,” “How Libraries Put Technology to Work,” “Building and Maintaining the Technology Environment in Libraries,” and “Where Library Technology is Going, and How to Get There.” He writes clear descriptions of the different technologies and how they are utilized. He starts with a survey of technology used by working librarians and staff, covers the history of technology in U.S. libraries, and then moves into the specific technologies. There is an accompanying blog to help readers keep up with technology.

Thompson’s book looks at technology from a more programmatic point of view. It’s about core technology competencies and is divided into three parts. “An Overview of

Technology Competencies for Today’s Librarians and Library Staff” covers the history of library technology. An interesting discussion of how library schools do or don’t prepare their students to deal with library technology follows. The second part, “Core Competencies for Library Technology Specialists,” looks at competencies for systems librarians, nonlibrarian systems managers, and solo information technology librarians. “Successful Competency Implementation Programs” provides very useful descriptions of actual competency programs. These chapters describe the development and impact of technology competency programs in three different environments: a multi-branch public library, a large academic medical library, and a large multi-branch academic library.

Although the books’ objectives are different, their content does overlap. Each contains a history of the technologies used in libraries, and each cites from the same group of publications. Each includes information about the newer technologies. Both books are practical and useful. For new staff members who need a good grounding in library technology, the *Neal-Schuman Library Technology Companion* is best. For librarians trying to improve or document the general technology competency of library workers, *Core Technology Competencies for Librarians and Library Staff* will be most useful.—*Robin N. Sinn, Research Services, Sheridan Libraries, Johns Hopkins University, Baltimore, Maryland*

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***Protecting Intellectual Freedom in Your Academic Library: Scenarios from the Front Lines.*** By Barbara M. Jones. Chicago: ALA, 2009. 246p. \$55 (ISBN 978-0-838-93580-4).

The ALA is a liberal organization that relentlessly pursues a homosexual agenda, and it relies heavily on “authentic literature” to drive that agenda. . . . Whenever these so-called “book burners” confront the ALA about inappropriate or obscene literature, the organization will inevitably begin touting its “Intellectual Freedom Principles.”

—Carolyn Plocher, “American Library Association’s Not-So-Hidden Gay Agenda,” *NewsBusters.org*, Jan. 5, 2010.

Any attempt, be it legal or extra-legal, to regulate or suppress materials in libraries must be closely scrutinized to the end that protected expression is not abridged.

—American Library Association Council, “Challenged Materials: An Interpretation of the *Library Bill of Rights*” ([www.ala.org/ala/issuesadvocacy/librarybill/interpretations/challengedmaterials.cfm](http://www.ala.org/ala/issuesadvocacy/librarybill/interpretations/challengedmaterials.cfm)).

The American Library Association adopted the Library Bill of Rights in 1939 and formed the Intellectual Freedom Committee (IFC) the following year. The IFC’s charge was “to recommend such steps . . . to safeguard the rights of library users in accordance with the Library Bill of Rights” (IFC charge, [www.ala.org/ala/mgrps/committees/ala/ala-if.cfm](http://www.ala.org/ala/mgrps/committees/ala/ala-if.cfm)).