

## 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)).

Fifty years later, as digital communication was “revolutioniz[ing] library collections, access, and services,” librarians foresaw the “censorship and privacy challenges” to come, and the IFC created policies, manuals, and tool kits for librarians to employ as they learned to navigate a new technology that was democratizing information, but also re-contextualizing our lives (109).

Barbara M. Jones’s *Protecting Intellectual Freedom in Your Academic Library* presents a comprehensive text outlining situations that academic librarians encounter regularly. Jones acknowledges that the library profession has, through conferences and library literature, created and cultivated its own “ethics and culture” (46), but adds that we should not insulate ourselves from those who are unfamiliar with this culture. These “campus players” range from those within the library itself—students, faculty, and administrators—to those who are only in contact with libraries periodically or sporadically: donors, boards of trustees, legislatures, and even law enforcement.

In particular, collection development has experienced dramatic change in academic libraries, as is detailed in chapter 2. Along with traditional print, vinyl, and CD formats, we now have electronic serials, digitized journals, and video streaming. These new technologies offer collection developers ever-widening varieties of information, some inevitably controversial. Jones explains that while this “new, diverse world of collections access is a blessing,” it can also be a “curse” for librarians devoted to protecting the intellectual freedom of our patrons (66). As the opening quote from Plocher above demonstrates, censorship challenges are still prevalent in our society.

In chapter 3, “Internet Access,” Jones discusses the difficulties that can arise when dealing with faculty who do not allow students to cite any Internet content in papers and with students who “never use anything but Internet content in their research” (103). Jones encourages librarians to volunteer to teach information literacy classes to explain the difference between illegitimate or biased websites and scholarly sources such as electronic journal subscriptions. She outlines the different approaches that librarians and information technology (IT) departments have regarding the rights of users, and warns that sometimes “campus administrators ignore [this difference] at their peril” (107). Jones advises that librarians discuss their library’s policy on intellectual freedom with their IT departments “to ensure there is no policy conflict” (108).

Jones covers book challenges, privacy, copyright, control and mediation of content, filters, exhibits and programs, and so-called free speech zones. Legal issues, including the Family Educational Rights and Privacy Act (FERPA), the USA PATRIOT Act, and library confidentiality statutes are also discussed. Jones likewise explains the judicial process that law enforcement must take for librarians to turn over a patron’s library records (168–69).

The appendix (which contains the ALA intellectual freedom documents) and the case studies alone offer enough advice and documentation for an academic library to create

a complete, thorough policy manual on intellectual freedom. The reader will never feel that Jones tries to cover “too much of everything, but not enough of anything.” Each chapter and section is clearly written and well documented. Jones never encourages librarians to create particular policy manuals or tool kits without also providing them the information to do so.

*Protecting Intellectual Freedom in Your Academic Library* is recommended not only for academic libraries, but also for library courses for administrators, managers, and directors.—*Tracy Marie Nectoux, Illinois Newspaper Project, University of Illinois at Urbana-Champaign*

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**Service Learning: Linking Library Education and Practice.** By Lorlene Roy, Kelly Jensen, and Alex Hershey Meyers. Chicago: ALA, 2009. 232p. \$65 (ISBN 978-0-838-93576-7).

Although definitions within the book itself vary slightly, the titled term “service learning” is broadly defined as student learning and service to the community within the library and information science (LIS) program. Several other very similar terms are also used in the book: “experiential education,” “service-based experiential learning,” “practicum,” and “fieldwork.” These are all meant to portray the various experiences of a library science student who gains meaningful professional experience outside of the classroom and provides benefit to the community served.

This book is the result of the task force Supporting Library and Information Science Education Through Practice during the 2007–8 term of then-ALA President Lorlene Roy. It addresses the importance of graduating LIS students with a perspective on the professional practice as a component of the degree process. The strongest chapters are those that are most specific to the titled premise of the book. Many interesting programs are outlined, including cultural heritage initiatives at the University of Michigan and two courses at the University of California, Los Angeles focusing on multiculturalism. A chapter outlining service learning projects in Second Life is relevant and timely.

However, in some cases, obvious or commonly known information is presented. For example, the chapter “Practicum and Internship Experiences in LIS Education” reports that the 2008 Emerging Leaders related a strongly positive experience from their own practicum and internship experiences. No one would be surprised to learn this; it is commonly known that professional experience is critical to obtaining paid employment after graduation, particularly in a challenging economy. The information presented in this chapter about the lack of a viable national database of LIS practicum opportunities also seems misplaced and loses the thread of service learning as an active way to assist communities through the LIS program.

This book would be of best use to library school administrators and faculty involved in the practicum experience with students. The bibliographies at the end of each chapter are particularly strong and provide ample information for further research.—*Terry Darr, Library Director, Loyola Blakefield School, Towson, Maryland*