

Best read from cover to cover, this is not a quick reference tool because of the high text density and the lack of illustrations. Combined with Sandra Hughes-Hassell and Anne Wheelock's *The Information-Powered School* (ALA, 2001) and Sandi Zwann's *Build Your Own Information Literate School* (Libraries Unlimited, 2005), Carlson and Brosnahan provides a clearly written example of one method that can enhance the research and writing experiences of middle school students. It is a useful addition to the professional development library for teachers and teacher-librarians.—*Debra Engel, Associate Dean of Libraries for Public Service, University of Oklahoma, Norman*

Inside, Outside, and Online: Building Your Library Community. By Chrystie Hill. Chicago: ALA, 2009. 175p. \$48 (ISBN: 978-0-838-90987-4).

What do libraries do, for whom do they do it, and why does it matter? *Inside, Outside, and Online* gives a poignant yet realistic look at these questions and leads the reader through the steps necessary to answer them. The author offers a good balance between informative and anecdotal prose, often relying on stories and recollections from colleagues and personal experience. The writing is fresh, personal, and relevant. With a forward by Steven Cohen, the book provides its readers with a real-world look at real-world challenges facing libraries and their place in today's society.

Starting with a brief history of the concept of "social capital" and what it means to libraries, Hill attempts to define the library's place in society and its relevance to patrons and information consumers. She applies five common practices to the concept of "libraries build communities," leads the reader through the importance of those practices, and gives hands-on, how-to advice in an informative and entertaining manner. Chapter 5 gives a much needed look at marketing in libraries and addresses common misconceptions. A useful marketing strategy worksheet is provided that will help propel readers into building a marketing plan that works for them and their libraries. Particularly useful are the section on branding and the list of marketing tactics that can be implemented from the ground up.

This book provides the principles for those wanting to build their library's community base. Sometimes finding the right questions to ask is the hardest part; *Inside, Outside, and Online* gives readers the questions to ask while planting seeds of thought to ponder and develop. In the section on assessing community needs, Hill writes, "No matter how well we think we know, we need to know more" (36). Although this statement is accurate for many people, it is particularly apt for librarians, who are constantly seeking more information. This book appeals to the reader's need for information within a conceptual and theoretical framework. While highly applicable to public libraries, this book is also a great asset for any reader who wants to know more about community building and how it relates to his or her library.—*Candice Gwin Oliver, South Central Account Manager, Integrated Technology Group, St. Louis, Missouri*

Libraries Got Game: Aligned Learning Through Modern Board Games. By Brian Mayer and Christopher Harris. Chicago: ALA, 2010. 134p. \$45 (ISBN 978-0-838-91009-2).

Given the rise of video games and gamers in recent years, it is no surprise that games are now finding their way into libraries. Other books have covered the use of video games for entertainment purposes in the library, but this volume, which focuses on "designer" board games and how they can be used for educational gains in the school library, fills a unique niche.

Authors Mayer and Harris lay out a persuasive argument for using designer games in the school library. They start by explaining how these sophisticated games differ from traditional board games, which usually require less skill and depend more on chance than designer games. The authors also discuss how these games can meet national and state curriculum standards in a library setting, and they include a helpful demonstration of how designer games have been used in their school library system. Games can teach important skills in a different way, and the authors clearly present a strong argument as to why and how they should be included in schools.

All aspects of a game collection are covered, including collection development considerations, practical tips, and recommended games for every grade level. After finishing this book, readers should be confident enough to start a designer game collection of their own, knowing that Mayer and Harris have already done much of the hard work for them.

This book is for people looking for designer board games, as traditional games are not discussed, but traditional games are also more familiar and do not warrant much discussion in a school setting. For people unfamiliar with designer games, they can seem a little abstract at first, but Mayer and Harris do a nice job of making them easier to understand. This book is most relevant for school libraries, who can directly apply the advice given, but will also be useful for public libraries that are considering adding board game collections of their own.—*Katy Herrick, Children's Librarian, Dallas (Tex.) Public Library*

The Library PR Handbook: High-Impact Communications. Ed. Mark R. Gould. Chicago: ALA, 2009. 113p. \$55 (ISBN 978-0-838-91002-3).

According to this new ALA book, library communications have the most impact when they inform citizens of services and collections they need, reflect their cultural values, and are communicated using the proper medium. The purpose of *The Library PR Handbook* is to help librarians strengthen public relations with their communities. All librarians interested in public awareness programs will find the content useful, but public librarians are the primary audience.

Mark R. Gould, the book's editor, is a highly credible editor. He has spent twenty-five years in the communications field and has served as ALA's Public Information Office director. The contributors work in communications fields, and some have

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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*

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*

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).

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).