

this volume presents a great deal of useful material. It does a particularly good job of exposing the reader to many different ideas and methodologies.

The book is divided into four sections: The Artifact, The Program, The Work, and The Pedagogy. The articles comprising The Artifact section cover projects that focus on the objects contained in various special collections. The authors discuss how they have used archival objects in unique ways to engage students in the history of the objects themselves and in the history of reading and books. Various methods are employed, including hands-on examination of objects, writing about objects, and creating objects. Ideas from these articles can be extended to apply to many situations.

The Pedagogy section consists of case studies about the use of special collections materials within a course curriculum. These projects involve using specific material from special collections to support specific courses (or units of courses) in a university setting. As a natural consequence, these cases are less universal than those in The Artifact section and may not be as easy to incorporate into diverse situations and environments.

The Program section presents multidisciplinary approaches to increasing undergraduate involvement in special collections. These studies discuss programs that engage students in campus-wide initiatives and use diverse resources from various special collections. The projects discussed in this section are the most general and perhaps the easiest to apply in a wide range of university special collections settings. Creative ways to encourage the use of the special collections throughout the university are discussed: for example, offering stipends to professors who incorporate special collections into their curriculum and digitizing items for students to use in the classroom.

The Work section contains case studies involving student workers in special collections. Several innovative programs are discussed, including classes creating exhibits, students creating metadata using blogs, and students creating original collections. Many of these projects could also be extended or altered to assist in the work of university librarians and other staff members.

The book could benefit from synchronizing the order in which the section descriptions appear in the introduction with the order in which they appear in the book. Providing an abstract for each case study would make it easier for readers to select the articles most relevant to their particular needs and situations. Overall, though, this work is a valuable resource. It presents numerous ideas and innovations that will provide inspiration to readers as they develop their own special collection education initiatives.—*Maura Valentino, Oregon State University, Corvallis, Oregon*

Privatizing Libraries. Jane Jerrard, Nancy Bolt, and Karen Stregge. Chicago: ALA, 2012. 72 p. Paper \$45 (ISBN 978-0-8389-1154-9).

This short but concise book discusses the core issues

surrounding the privatization of public libraries. From the beginning to the end, the reader is presented with strategic directions and pointers for library employees, the community, and other stakeholders considering privatization of their library. The authors explore the meaning of privatization, from a historical perspective to the most recent definition, making a clear distinction between privatization and outsourcing: “Privatization is the shifting of library service from public to private sector through transference . . . [whereas] “outsourcing involves transfer to a third-party or outside vendor” (1). In addition, the authors explain various policies on privatization of public libraries given by the American Library Association (ALA) and several state library organizations. Such policies often differ. “ALA opposes the shifting of policymaking and management oversight of library services from the public to the private for-profit sector” (2), but two states’ library organizations (New Jersey’s and Massachusetts’s) endorse privatization if the process adheres to certain essential stipulations. California, by contrast, has privatized some of its library systems but still “believes [that] public libraries are a . . . community resource that should be just that: public” (3).

The authors examine the privatization process undertaken by libraries from four different states: Kansas, Massachusetts, Tennessee, and California. The examination focuses on three major aspects: contracts, requests for proposals, and data analysis. Information about the process was provided by each library system and includes perspectives from the library’s directors, board of trustees, city officials, and the contracting agency. In addition, information was gathered from each library system about the privatization process’s timeline, contract negotiation, and effects. Some libraries also provided advice and outcome comments.

The final chapter presents the reader with potential obstacles to privatization as well as potential results. Some concerns to be addressed are staff changes, loss of community, and loss of transparency. In the words of the authors, “As the trend toward privatization of public assets is gaining traction . . . there is no doubt that this trend includes public libraries. . . . The simplest piece of advice for this scenario is, simply, be prepared” (37). This book is a valuable resource for librarians in general and public librarians especially.—*Ola Carter Riley, Biomedical Librarian, Prairie View A & M University, Prairie View, Texas*

Protecting Intellectual Freedom in Your Public Library. June Pinell-Stephens. Chicago: ALA, 2012. 148 p. Paper. \$50 (ISBN 978-0-8389-3583-5).

Intellectual freedom is one of the most contentious issues in the library profession. Book challenges, law enforcement requests for library records, use of library facilities by controversial groups—all tend to provoke heated argument that often degenerates until it borders on name-calling. The author, a former librarian with the Fairbanks (Alaska) library