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***Intellectual Freedom for Teens: A Practical Guide for Young Adult and School Librarians.*** Edited by Kristin Fletcher-Spear and Kelly Tyler. Chicago: ALA Editions, 2014. 144 p. Paper \$48 (ISBN: 978-0-8389-1200-3).

*Intellectual Freedom for Teens* is a short, easy-to-read introduction to the topic of intellectual freedom (IF). The book's raison d'être is the fact that many young adult (YA) librarians deal with unexpected book challenges because a large proportion of the titles on ALA's annual Frequently Challenged Books list are YA books that are popular among teens, used in classrooms, or both. The book aims to introduce librarians to the issues involved in championing for teens' intellectual freedom rights, specifically the right to read.

The book is divided into five chapters. The first covers a history of IF and YA librarianship. It stresses that a YA librarian's main responsibility is to make sure teens' information needs are being met. The second chapter discusses how to prepare for a book challenge before it occurs. It emphasizes the importance of materials selection policies to help justify a book's inclusion in the teen collection and covers how to handle patron complaints, prepare front-line staff members, and avoid "self-censorship" (censorship by librarians) that can unintentionally harm teen patrons. The third chapter gives advice on what to do when a book is challenged—whether the challenge comes in the form of an indirect oral complaint, a public attack, outright censorship, or anything in between. This chapter also provides advice about remaining calm and respectful when interacting with the complainant and preparing for a hearing (if it comes to that). The fourth chapter covers how to introduce IF topics to teens and parents through programming and marketing efforts, including everything from Banned Books Week celebrations to teen involvement in educating the public about the freedom to read. The final chapter discusses often overlooked issues regarding teens' IF rights in a digital world—equal right to digital access, online behavior guidelines, age limits for computer use, and the implementation of filtering software. The book ends with many appendixes.

The overall strength of this book is related to its overall weakness. The book is very straightforward and simple to follow. It would be a wonderful choice for students in IF classes or for new YA librarians to read. The corollary to this is that most of the information discussed will be old news to seasoned YA librarians who might be looking for more real-life examples and case studies than a general introduction to the topic.—Lindsey Tomsu, *Teen Coordinator, La Vista Public Library, La Vista, Nebraska*

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***Managing Copyright in Higher Education: A Guidebook.*** by Donna L. Ferullo. London: Rowman & Littlefield, 2014. 206 p. Paper \$45 (ISBN: 0810891484).

Need to know how to manage copyright at your academic library, or, scarier yet, your university? Yes? Then read this now. Unlike Kevin L. Smith's more abstract (but also

excellent) monograph, *Owning and Using Scholarship: an IP Handbook for Teachers and Researchers*, Donna Ferullo's text focuses on the practical. She earns the book's subtitle, striking a balance between explanations of the law and practical workaday advice, and for that, librarians throughout the land will rejoice.

Ferullo's and Smith's texts would complement one another nicely in a master's level library science course on copyright, or reside comfortably on any veteran librarian's shelf. Smith provides examples of intellectual property disputes, digs into the history of intellectual property law, and speaks more thoroughly to its dynamic nature, while Ferullo's call-and-response sections are utilitarian, posing the kinds of questions that librarians with copyright expertise are surely already tackling for students, faculty, and administrators at their institutions.

Has an administrator tasked you with starting a copyright office? Never fear. Ferullo devotes a chapter to this endeavor, laying out the questions to ask, a sound approach given the variety of ways institutions create such offices. Need to develop a policy on copyright? Build a website? Ferullo has advice on those projects too.

She devotes ample attention to fair use, of course, and this is where she excels, explaining in clear language how the courts apply it—and continue to apply it—in key cases such as the Georgia State University e-reserves case, the Authors Guild's infringement lawsuit against Google, and many more. These marvelous examples elucidate the four-factor test for determining fair use and show the state of flux intellectual property law is in today. All of Chapter 6, *Copyright Services for Librarians*, is an essential reference for day-to-day copyright issues at an academic library, whether related to interlibrary loan, e-reserves, archives and special collections, digitization projects, institutional repositories, conversion of VHS tapes to DVD format, or e-resource licensing.

Ferullo is just as effective and thorough at addressing copyright services for faculty, administrators, staff, and students, leading the way through scenarios (in print and online) that copyright librarians will encounter with increasing regularity.—Paul Stenis, *Librarian for Instructional Design, Outreach, and Training, Pepperdine University, Malibu, California*

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***Native North Americans in Literature for Youth: A Selective Annotated Bibliography for K–12.*** By Alice Crosetto and Rajinder Garcha. London: Rowman & Littlefield, 2013. 267 p. Paper \$40 (ISBN: 0-8108-9189-0).

In *Native North Americans in Literature for Youth*, the authors have selected appropriate Native American materials, focusing on book award winners and established authors, with an emphasis on books published from 1995 to the present. When this book first arrived on my desk, it prompted an immediate search for the materials pertaining to the major tribal nations in Oklahoma, where I work as a selector for a public library system. Well-written and accurate material

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## SOURCES

about Native Americans is important for every public and school library in my state, and Alice Crosetto and Rajinder Garcha have done a thorough job in selecting objective and accurate literature on the topic.

The authors identify hundreds of appropriate and culturally consistent resources, including books, Internet sites, and media titles, to aid in curriculum development for K–12 students and educators. Entries are subdivided into twelve chapters covering geographic regions, history, religion, social life, customs and traditions, nations, oral tradition, biographies, and fiction. Ever sensitive to native cultures, the authors have divided the religion chapter into two subheadings: spirituality and creation stories. Additional chapters are devoted to general reference resources, curricular resources for educators, media, and Internet sites. These materials are not all written by native writers, but the books have been selected for accurate, consistent, and positive portrayals of Native cultures.

The succinct and thoughtful annotations are packed with information and include complete bibliographical descriptions, grade level information, brief quotes from sourced reviews, awards won, series information (if any), and URLs for supplemental online resources. The appendixes make this resource extremely user-friendly. In addition to author, illustrator, title, subject, and series appendixes, two additional appendixes are of particular interest: book awards and grade/level.

When combined with *A Second Look: Native Americans in Children's Books* (by Andie Peterson) and *The Broken Flute: The Native American Experience in Books for Children* (edited by Doris Seale and Beverly Slapin), *Native North Americans in Literature for Youth* can be used to analyze for accuracy any school or public library's Native American collection. Each of these three books has a different approach to the organization of books about Native cultures, and *Native North Americans in Literature for Youth* is unique in that it includes an alphabetical listing of books by nation. Aimed at educators and librarians, this book is an essential tool for anyone interested in locating accurate resources regarding Native North Americans.—*Jenny Foster Stenis, Readers Services, Pioneer Library System, Norman, Oklahoma*

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***The One-Shot Library Instruction Survival Guide.*** By Heidi Buchanan and Beth McDonough. Chicago: ALA Editions, 2014. 136 p. Paper \$40.50 (ISBN: 978-0-8389-1215-7).

Based on their combined thirty years of experience in information literacy instruction, Heidi Buchanan and Beth McDonough speak honestly of the challenges and opportunities associated with one-shot library sessions and provide readers with practical, creative, and inspirational resources. The authors begin each chapter with an attention-grabbing title, such as “They never told me this in library school” and “There is not enough of me to go around!” After capturing the readers' attention, they proceed to continually captivate

readers which covering relevant topics, such as how to effectively collaborate with departmental instructors, how to create a meaningful session despite severe time constraints, how to utilize active learning activities to engage students, how to instruct in non-traditional learning environments, how to successfully assess instruction sessions, and how to efficiently follow time management strategies. The authors' conversational writing style allows readers to easily grasp and stay engaged in the concepts being addressed. In addition, the authors' use of informative and clarifying tables allows readers to learn visually, and their use of storytelling boxes, such as “Lesson Learned!” and “Vignette,” provides readers with the chance to be encouraged by the successes and learn from the frustrations of their fellow instruction librarians.

This book is highly recommended for all instruction librarians, as they will find *The One-Shot Library Instruction Survival Guide* to be a useful and engaging read. In fact, following the sage advice of the authors, Buchanan and McDonough, will likely help instruction librarians to go beyond the “survival” promised by the title and find themselves with the strategies and resources needed to excel at any and all one-shot library instruction sessions they may encounter. Furthermore, all instruction librarians will find themselves encouraged by the relatable and sometimes humorous stories from fellow instruction librarians included in *The One-Shot Library Instruction Survival Guide*. Buchanan & McDonough make it abundantly clear that no instruction librarian stands alone in his or her challenges and all instruction librarians can learn from one another. —*Calantha Tillotson, Graduate Assistant, Bizzell Memorial Library, the University of Oklahoma, Norman, Oklahoma*

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***The Power of Play: Designing Early Learning Spaces.*** By Dorothy Stoltz, Marisa Conner, and James Bradberry. Chicago: ALA Editions, 2015. 224 p. Paper \$55 (ISBN: 978-0-8389-1255-3).

*The Power of Play: Designing Early Learning Spaces* is a discussion of how libraries are reinventing space to offer “play and learn opportunities” (xiii) to families. Predicated on the idea that play and interaction with caregivers enhances literacy learning, this book is designed as a hands-on guide in developing a library plan to implement early literacy play spaces in libraries of all sizes and budgets.

Stoltz, Conner, and Bradberry invite libraries to explore many dimensions of play. In the first section, “The Magic of Play,” the authors discuss the importance of play through the centuries, capping it with examples of three public libraries whose play spaces enhance early literacy learning. Each discussion includes examples of how play can be used to reinforce pre-reading skills through interaction of parent and child and how the librarian can model interaction in these innovative play spaces. The second section, “Play and Learn Destinations,” describes transformation at three public libraries. In the third part of the book, “Mindful Planning