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*

Service Learning: Linking Library Education and Practice. By Loriene 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 Loriene 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*