

practical applications for any type of library. The one anomaly is an Internet health information guide for consumers. I read the book on the long way back to Philadelphia from the Special Libraries Association conference in Los Angeles and wondered, if these chapters were conference sessions, which ones would I attend? They are all worthwhile, but I found some more compelling than others.

The essays in *Teaching and Training* tend to reflect our love affair with "information literacy." The authors acknowledge the seduction of students by the fool's paradise of search engines but do not entertain the possibility that information literacy may be a fool's errand. However, the research findings described in this section do hold numerous useful insights about what does and does not work in coaching students.

"E-mail Reference: Who, When, Where and What Is Asked" is an overview of the current state of e-mail reference in general and, specifically, at Colorado academic and public libraries. The bulk of the report is a close examination of two years of observation at Colorado State University. Although no earthshaking conclusions about the value of e-mail reference are presented, the detailed usage statistics provide an interesting tool for comparison.

"Internet Engineering Reference: An Academic Strategy" chronicles a University of Texas library's active confrontation with the widening gap between the reference desk and library users. The boom in new classroom and residence facilities presents challenges with which many readers will readily identify. In their analysis of reference questions, the staff uncovered interesting trends: Although "I need information on . . ." still predominates, the biggest change is represented by questions concerning access and computer-related problems. What *aren't* they asking? They seldom ask about which index to use, a sad indication of their misguided reliance on the public Internet. The marketing and public relations aspect of reference service is also addressed. "We have changed our thinking—the Web

makes the library remote from its users, not the other way around."

I thought I was a keen evaluator of Web content, but "Historical Fabrications on the Internet" shocked me out of complacency. Frightening examples of hate literature and biased reports skillfully disguised as historical fact prove that malicious misinformation is more pervasive than many of us could have imagined.

"The Impact of 'Scholar's Workstations' in an Undergraduate Library," in the IT management section is an excellent model of successful project management. The systematic treatment does not omit the distressing detours taken and is a useful lessons-learned account for any type of library planning a major technological change.

Almost a century ago, Thomas Edison predicted that the motion picture would replace the book. Similar forecasts ascribe the future demise of printed matter to the Internet. Today, we teeter on the brink of the Semantic Web, which will, according to Tim Berners-Lee who invented the World Wide Web in 1989, relegate the Web to antiquity by 2005 (<http://www.w3.org/People/Berners-Lee>). *Evolution in Reference and Information Services* is refreshingly void of theoretical assumptions, focusing, instead, on down-to-earth practical observations by innovative and astute reference librarians. The articles are well referenced, and the index is faultless. This is an inspiring and educational work for information students and veteran librarians alike.—*Terese Mulhern Terry, University of Pennsylvania.*

***Intellectual Freedom Manual*, 6th ed.**

Comp. the Office for Intellectual Freedom. Chicago: ALA, 2002. 434p. \$45, alk. paper; ALA members, \$40.50 (ISBN 0838935192). LC 2001-26684.

"A must-have guide," reads a rear cover blurb. And that is true. This latest, updated compendium of official ALA policies, guidelines, and interpretations, together with a "history" of how each was created and some fifteen essays by intellectual freedom (IF) authorities such as

Judith F. Krug, Anne Levinson Penway, Bruce J. Ennis, Beverly Becker, and Don Wood on topics such as the Buckley Amendment, Internet access, confidentiality policies, opposition to Religious Right censorship attempts, and lobbying, belongs in all library systems. ALA's Code of Ethics and a two-page Selected Bibliography, incidentally, appear as appendices.

However, even to someone embracing a nearly "purist" stance on intellectual freedom, something is wrong here. Indeed, more than one thing is wrong. For starters, there is a pervasive smugness, dogmatism, and self-righteousness, a nearly "circle-the-wagons" mentality bordering on paranoia, that views anyone who questions the worth or appropriateness of particular library materials as a benighted censor and sees the many reported "challenges" to, for instance, *Of Mice and Men* and the Harry Potter books, as evidence of a nonstop tidal wave of suppression. In fact, any citizen should be able to make a request for reconsideration without being tarred as a narrow-minded storm trooper. Materials selectors make mistakes. And, increasingly, local librarians do not even see or evaluate new titles supplied by distant vendors through outsourcing schemes or approval plans. Further, those myriad "challenges" actually and typically arise in fairly rural and remote locales, hardly affecting large numbers of students or library users, and in any event are usually denied, although they do represent opportunities to reexamine selection decisions and to explain free speech precepts to the challengers.

This leads to another *Manual* anomaly: The consistent exclusion of critical, dissident IF perspectives within librarianship itself. As an example, Focus on the Family and the Family Research Council are excoriated for contesting the validity of ALA's annual Banned Books Week. These are easy, fundamentalist targets. Nowhere, though, are the serious criticisms articulated primarily by Earl Lee and Charles Willett mentioned. Mainly in the pages of *Counterpoise*, Lee and Willett,

both librarians deeply committed to the freedom to read, unmask Banned Books Week as a self-serving deception, demonstrating that the works more truly "banned" in the sense of being barely available in either libraries or bookstores are those emanating from small and alternative presses. In short, these are materials no one has "challenged" in libraries because libraries did not stock them in the first place. The *Manual* alludes to "self-censorship" once or twice but never explores this major threat to intellectual freedom in any depth. Similarly, the appended bibliography curiously fails to cite a recent scholarly study on this very issue: Toni Samek's *Intellectual Freedom and Social Responsibility in American Librarianship, 1967-1974* (Jefferson, N.C.: McFarland, 2001).

Another overwhelming oversight is the failure to acknowledge, much less discuss, the broader IF context, especially the rapid concentration of media ownership and consequent shrinkage of available opinion and information. This rampaging process, disturbingly addressed by analysts such as Noam Chomsky, Robert McChesney, Michael Parenti, Ben Bagdikian, Norman Solomon, Edward Herman, and Herbert Schiller, as well as by Project Censored and FAIR (Fairness and Accuracy in Reporting), demands attention from librarians, whose collections and clients are directly impacted by the constriction of diversity in print, electronic, and AV formats alike.

Although the *Manual* devotes some space to "the librarian and intellectual freedom," it smugly concludes after recounting details of the 1980 Layton Case—in which a Utah librarian successfully, and with ALA support, won a suit and regained her job after being dismissed for refusing to remove a novel from the Davis County Library—that "in general the library profession takes its responsibilities on this front seriously indeed." Well, that is unalloyed fantasy. Since 1980, colleagues have been rebuked or dismissed for the following: conducting a program on Israeli censorship; writ-

ing prolabor freelance newspaper columns and scheduling a labor film series at a county library; questioning why a system closed on Easter, but not on Jewish holidays; criticizing library management at a city council meeting; supporting a black coworker who charged the administration with job discrimination; publicly opposing a new main building with inadequate space for books; asking for improved security following a sexual assault; and expressing an opinion on the merits of AACR2 to state OCLC vendors. In the last instance, the librarian was subsequently reprimanded, forced into retirement, and five books written or edited by him, plus a sixth about him, expunged from the library's catalog and shelves. Indeed, the "library profession," including local and national IF units, apparently did not take "its responsibilities" very seriously in these cases. And an amendment to the Library Bill of Rights that would have extended free speech rights to library staff, affording them the same protection as materials and meeting rooms, was introduced to the ALA Council in 1999 but ultimately scuttled, buried. This event, perhaps unsurprisingly, also is unreported in the *Manual*. (Likewise unnoted are the documented examples of censorship or omission within the library press [e.g., "Top Censored Library Stories of 1998/2000," *Unabashed Librarian*, nos. 118, 119]).

Two final observations: First, the next edition would greatly benefit from an

annotated directory of journals, groups, and Web sites concerning freedom of information, censorship, and media democracy. Such a list should helpfully include sources for identifying and selecting truly diverse materials (e.g., *Counterpoise*, *MultiCultural Review*, *Small Press Review*, *Women's Review of Books*). Second, isn't it about time for ALA's Intellectual Freedom Committee and Office for Intellectual Freedom to advise the Library of Congress that there really is a concept called "intellectual freedom" that deserves its own subject heading? (At present, the term appears in *LCSH* as an omnibus "see" reference to more specific topics such as "Academic freedom" and "Censorship." A subject search under "Intellectual freedom" will yield neither the *OIF Manual* nor Samek's book.)—*Sanford Berman, Alternative Library Literature.*

Kister, Kenneth F. *Eric Moon: The Life and Library Times*. Foreword by John N. Berry III. Jefferson, N.C.: McFarland, 2002. 442p., alk. paper, \$30 (ISBN 0786412534). LC 2001-7509.

Kenneth Kister, of *Kister's Best Encyclopedias* renown, has tackled the fertile, but seldom tilled, field of library biography. What makes Kister's biography particularly interesting is the fact that its subject, the legendary Eric Moon, is still very much alive and kicking. That having been said, Kister does not shrink from telling all he has gathered from more than a hundred hours of interviews with Moon himself and his second wife, Ilse, but also with his family (including his mother Grace and his younger brother, Bryan), and friends and colleagues (notably, Patricia Glass Schuman, John N. Berry III, E. J. Josey, and Arthur Curley, all of whom eventually served as president of the ALA). Although Kister lets Moon and others tell their sides of the story in their own words, he remains very much in control of the content and direction of the narrative.

Eric Edward Moon, the first of two sons of working-class parents Ted and Grace (Scott) Moon, was born March 6, 1923, in Yeovil, an old town in the south

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