

Warfield (Library Users Association), Lee Tien (Electronic Frontier Foundation), and Ann Brick (ACLU-NC).

In reviewing the previous edition (*C&RL*, Nov. 2002), I suggested that the next "would greatly benefit from an annotated directory of journals, groups, and Websites concerning freedom of information, censorship, and media democracy." Although the latest edition, like its predecessor, does contain a guide to basically ALA resources and activities compiled by Don Wood and featuring many more online citations, it still does not extend beyond the parochial confines of ALA itself. No entries appear in Wood's chapter or the overall index for Project Censored, Fairness and Accuracy in Reporting (FAIR), People for the American Way, and Comic Book Legal Defense Fund; Privacy Rights Clearinghouse and other watchdog organizations; international human rights groups such as Reporters Without Borders and Human Rights First; and such sources for identifying and acquiring diverse and alternative materials (to genuinely implement and revivify the Library Bill of Rights) as *Multicultural Review*, *Counterpoise*, *International Directory of Little Magazines and Small Presses*, Independent Press Association, Alternative Press Center, *Alternative Press Review*, *Books to Watch Out For*, *Broken Pencil*, *Factsheet Five*, *Queer Zine Explosion*, *Rain Text*, *Zine World*, *Small Press Review*, and *Xerography Debt*.

It's a pleasure to observe that "Intellectual Freedom" appears as an assigned subject heading in the Cataloging-In-Publication (CIP) entry. For the preceding six editions, it did not. Although welcome, why it took so long for the nation's premier library to recognize and validate one of the profession's core concepts remains a mystery.

Lastly, as a major library reference tool, the index should be impeccable. It's not, for instance, lacking entries for these clearly mentioned persons and topics: Bin Laden, Osama; bisexual persons; Book Industry Study Group; *Catch-22*; *Cat's Cradle*; Colorado Constitutional Amendment 2;

Daddy's Roommate; *Harry Potter and the Sorcerer's Stone*; *Heather Has Two Mommies*; *Little Black Sambo*; *Man Who Declared War on America*; Sarokin, H. Lee; Steig, William; *Sylvester and the Magic Pebble*; transgendered persons; user fees.—Sanford Berman, ALA Honorary Member.

Centers for Learning: Writing Centers and Libraries, Eds. James K. Elmborg and Sheril Hook, Chicago: ACRL (Publications in Librarianship, no. 58), 2005. 231p. alk. paper, \$28 (\$25.20 for ACRL members) (ISBN 0838983359). LC 2005-13806.

The twelve chapters in this book were written by a group of experienced academic librarians, educators, and writing center professionals and provide insightful reviews and reports illustrating possible and successful cases of collaboration between libraries and writing centers in creating an enhanced learning environment.

For a long time, writing centers and libraries on university campuses around the country have shared in the common vision of their parent institutions. However, they have usually acted independent of each other as separate campus support units. The driving force behind their recent collaboration, as stated in the book, has come from major changes "driven by (among other things) technology, the increasing diversity of American culture, a global economy, and a new accountability demanded by funding agencies and the workplace." Chapter One presents a theoretical framework for a pragmatic orientation of libraries and writing centers, examining the process-based activities of the two units, the social nature of academic work involving writing and library research, and the importance of peer tutoring and counseling in writing centers.

In the ever-changing landscape of higher education, library and writing center professionals continually face issues related to institutional support, funding, space, and training when they attempt to make their collaborations work. The examples dealing with these issues are

illuminating and convincing, though on different levels: from the University of Kansas with its top-down, formal structure; to the University of Washington, Bothell, where regular teaching meetings between the two units were instituted to facilitate collaboration; to Saint Joseph College, where the two units mutually conducted workshops, held regular meetings, and referred students to each other, thus integrating collaboration into regular work procedures for both units; to Southwest Missouri State University (recently renamed Missouri State University), which explored collaboration models from different perspectives. The authors of these chapters shared their passion, success, and the lessons learned through their firsthand experience.

How can we make collaboration between the two campus units sustainable? Chapter Six is an excellent case study that describes the evolving relationship between the two campus units for the past sixteen years. A formal structure, a committee consisting of directors from both units and shared strategies in marketing their respective services helped support ongoing collaboration in this case study. In subsequent chapters, the authors provide additional tips and examples of collaborations involving recognition of each other's unique experience, shared commitment, and mutual benefits, and most important, the unique needs and expectations of the new generation of students for convenient and instant campus service. Other strategies include sharing space and referring students to each other. Librarians, educators, and writing

professionals will find these chapters informative and useful.

The editors also include two chapters that provide commentaries on the issues discussed in the book. Chapter Two is a call for an understanding of the pedagogical practices and processes involved with writing and research, as a prerequisite to the creation of a holistic learning environment for students in which tutors and reference librarians are trained in a hybrid model sharing each other's instruction. Readers will find the commentaries insightful and valuable. This book serves as a practical guide to those who plan for collaboration between libraries and writing centers on campuses around the country. —*Sha Li Zhang, University of North Carolina at Greensboro.*

Empowering Marginal Communities with Information Networking. Ed. Rahman Hakikur. Hershey, Pa.: Idea Group, 2006. 363p. \$74.95 (paper); \$89.95 (cloth) (ISBN 1591406994; 15591407001). LC 2005-20907.

The objective of this book is to bring together research on policies and strategies for information communication technologies (ICT) and for the improvement of information access and education for marginalized groups. Special emphasis is placed on the development of sustainable models for information management in underprivileged communities. In many countries, access to new knowledge among the poor is effected by limited scientific and technological capacity. Efforts to bridge the digital divide in this context face social, technical, and educational challenges. This book provides insights into the accumulated knowledge learned from information and communication policy implementations at the national and local level; empirical results are presented within the broader theoretical and practical contexts related to the empowerment of marginal communities.

During the past decade, sociologist Manuel Castells proposed the idea that network logic, organized around ad-

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