SOURCES

and cycles of generational friction bring a new perspective to the discussion of why objections arise in the first place.

Readers familiar with some of the response templates available in intellectual freedom kits and manuals will be surprised by some of LaRue's practices for handling challenges. In several sample responses in a lengthy appendix, he eschews detachment in favor of frank comments on his personal reaction to the material and on his opinion of his community's taste.

The New Inquisition is an entertaining and valuable read: LaRue's narrative voice is wholly likeable and reasonable. The book contains a good index and a short and very useful reference and resource list. It will make a good companion to other texts on the topic and is recommended for public libraries and academic libraries with a library studies program.—*Heather De Forest, Reference Librarian, Simon Fraser University, Vancouver, British Columbia*

A Practical Guide to Information Literacy Assessment for Academic Librarians. Carolyn J. Radcliff, Mary Lee Jensen, Joseph A. Salem Jr., Kenneth J. Burhanna, and Julie A. Gedeon. Westport, Conn.: Libraries Unlimited, 2007. 180 p. $45 (ISBN 1-59158-340-3).

The authors' expertise in information literacy (IL) assessment stems partly from their involvement in Project SAILS (Standardized Assessment of Information Literacy Skills), which began at their institution, Kent State University. Their knowledge and experience with IL assessment is evident throughout this book, which is organized into three sections. Part I provides an overview to help the reader determine the kind of assessment that might be appropriate for his or her own institution, based on the Association of College and Research Libraries (ACRL) *Information Literacy Competency Standards for Higher Education*. The main portion of the book, however, is Part II, in which the authors provide the various tools for assessment, complete with helpful examples of worksheets and charts as well as numerous tips and techniques. Chapters 4–12 describe each tool and begin with a set of icons representing seven key IL assessment indicators: time, money, level, domain, access to participants, degree of faculty collaboration, and need for outside experts. These are quite helpful and allow the reader to more quickly determine which type of assessment he or she wants to explore further.

These chapters provide in-depth coverage about how to create focus groups, conduct interviews and surveys, and employ knowledge tests. The chapter on concept maps is particularly interesting because it is a unique way of doing assessment, and it helps fill the gap on this topic in library literature. Part III will be especially useful to the reader because it discusses how to analyze the data once it has been collected and provides suggestions about software and other data tools to consider, methods for sharing the results, and ideas for follow-up after the assessment process is complete. Throughout this guide, the authors cover formal and infor-mal assessment techniques for use both in and outside of the classroom. Works cited and suggestions for further reading abound. Overall, this book is an excellent guide and should be required reading for all librarians implementing information literacy at their institution.—*Rachel Vacek, Web Services Coordinator, University of Houston, Houston, Texas*

Radio Frequency Identification Handbook for Librarians. Connie K. Haley, Lynne A. Jacobsen, and Shai Robkin. Westport, Conn.: Libraries Unlimited, 2007. 166 p. $ 45. (ISBN 978-1-59158-371-4).

The emergence and growing popularity of Radio Frequency Identification (RFID) projects in libraries has created a need for reliable, unbiased information on this subject. RFID, which does not require direct line-of-sight like current barcode technology, has the potential to streamline library services like check-out and inventory, but these systems have also created concern over privacy and other issues. The *Radio Frequency Identification Handbook for Librarians* is intended as an all-in-one guide designed to convey the basics of RFID and answer questions commonly asked by librarians new to this method of material identification. What's more, this handbook appears to be one of the first full-length guides on RFID implementation written specifically for librarians.

The guide, written by an academic librarian, a public librarian, and an RFID vendor, is designed to answer most questions about RFID system implementation, with sections on technology basics, the advantages and disadvantages of adopting such a system, as well as the required hardware and supplies. Additional sections address how to find a vendor and manage an RFID conversion project. The book also includes several appendixes full of additional resources and a useful index. Because of both the breadth and the depth of the information presented, this handbook could very nearly serve as a sole source for someone undertaking an RFID project. It covers all aspects of the technology and is very thorough in answering nearly every conceivable question a librarian might have when considering conversion to an RFID system.

This guide is well-written and informative, and highly recommended for academic and public librarians interested in learning the basics of RFID or wishing to implement a system of their own.—*Katy Herrick, Manager, Kettle Falls Public Library, Kettle Falls, Washington*

Read 'Em Their Writes: A Handbook for Mystery and Crime Fiction Book Discussions. Gary Warren Niebuhr. Westport, Conn.: Libraries Unlimited, 2006. 249 pp $35.00 (ISBN: 1-59158-303-9).

In the overview of *Read 'Em Their Writes*, author Gary Warren Niebuhr states that the book is "a guide for those who wish to begin or maintain a mystery book club—in a library, in a bookstore, or in the comfort of their own home." A librarian, avid mystery reader, and book club leader, Niebuhr makes a distinction between mystery, detective, crime,