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 informal 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,

intrigue, suspense, adventure, and thriller titles. The author suggests that each of these genres attracts different types of readers and shapes discussion in different ways. While the main part of the book describes 150 individual novels, the introduction covers the basics of leading a book discussion, including preparation and developing open-ended questions.

The 150 mystery and crime titles that constitute the main section of the book are organized in alphabetical order by author's last name. The first one hundred titles include an in-depth synopsis with author background, plot summary, publication date, number of pages, setting, time period, notes about series, subject headings, similar titles, and Web sites. Each description also includes potential discussion questions. In addition, Niebuhr includes a sample handout for book discussions, resources for discussion leaders, and indexes organized by author, title, subject, location index, and time period.

This easy-to-use book will prove immensely useful for book clubs and public libraries, especially where mystery titles are popular.—*Shannon Delaware, Librarian, Hickey College, St. Louis, Missouri*

Stories on the Move: Integrating Literature and Movement with Children, from Infants to Age 14. Arlene Cohen. Westport, Conn.: Libraries Unlimited, 2007. 226 p. $32 (ISBN 978-1-59158-418-6).

Stories on the Move provides descriptions of programs that include elements for creative expression such as movement and vocalization. Program outlines are grouped together by chapter based on their target audiences, who range in age from infants to early teens. The author notes practical considerations like space, materials, and equipment needs, and offers book and music resource lists along with complete program content—from introductions, the ordering of parts and their lengths, craft templates, worksheets, and handouts for participants. Unfortunately, there are aggravating redundancies throughout the book, and some instruction sets could be simplified and more concise.

Cohen's goal is to "enable you and the children you work and play with to creatively express and interpret imagery through the medium of movement" (xvii). The focus is on storytelling, or *performing* stories, as another tool for developing literacy, beyond the more traditional library techniques of sharing books and promoting collections. Some may find that these examples relegate print media to the background; of course, programs can be modified to fit library requirements and programmer's individual style. At the suggested lengths (one to three hours), they may need adjustment. Themes for programs include multicultural fare such as "StoryTrips" to Mexico, Africa, India, and Japan.

The author has written this guide "for librarians, teachers, parents and caregivers," although it is most suited to those interested in, or with a flair for, the dramatic. Training in dance or drama is not necessary for using the techniques in this guide, yet it may enhance your experience. For example, in the "StoryTrip" to India, the programmer acts as a genie and takes the kids on a magic carpet ride. As a movement activity, the children are asked to "dance their food wishes . . . by using all parts of their bodies to express the eating, the exuberance, and the shape of the food" (106).

While this title may not be for everyone, it is full of enthusiasm, imagination, and high on creativity! If your programming style needs a new twist, this may be just the book for you.—*Sarah Hart, Information Services Librarian, Children's Services, Brampton Library, Ontario, Canada*

Understanding Manga and Anime. Robin E. Brenner. Westport, Conn.: Libraries Unlimited, 2007. 333 p. $40 (ISBN 1-59158-332-2).

In the introduction to her book *Understanding Manga and Anime,* author Robin E. Brenner states that the intended audience for the book "may include librarians selecting titles for their collections, parents purchasing for their children, or simply new readers wondering what those giant sweat drops appearing above the characters' heads are all about" (x). This extensive, detailed survey of the world of Japanese comics (manga) and animation (anime) will indeed meet the needs of readers from any of the above categories. The book joins a list of many that provide overviews of the history and culture of manga; however, this particular work stands out from the others due not only to its informative content but its user-friendly organization.

The book initiates readers into the world of manga and anime by giving a brief history of each and discussing their unique visual vocabulary, such as the sweat drops mentioned above that indicate a character's feelings of "nervousness and embarrassment" (54). Brenner then delves deeper into the aesthetics of manga to discuss many of its typical elements such as nudity, graphic violence, and homosexuality, which many western readers would not expect to find in a comic, and places these elements within a proper cultural context to help new readers understand the prevalence of such "questionable" content.

Readers looking to learn about specific titles in a given genre and librarians looking for titles to add to a collection will benefit greatly from the chapters dealing with various genres. Each of these chapters contains a list of recommended titles with plot summaries and age recommendations. Aspiring manga artists and readers looking to learn more about manga will also benefit from Timothy R. Lehmann's *Manga: Masters of the Art* (HarperCollins, 2005) and Paul Gravett's *Manga: Sixty Years of Japanese Comics* (Laurence King, 2004). The former contains in-depth interviews with manga creators about their work. The latter provides an extensive look at the history of manga. Librarians planning a manga or anime collection, however, will easily benefit more from Brenner's book than any other due to the inclusion of suggestions for promoting a manga library collection, the lists of recommended titles, and the lists of resources for locating reviews.—*Edward Whatley, Instruction and Reference Librarian, Georgia College and State University, Milledgeville, Georgia*