

tion development in school library media centers.—*Kathleen Fleming, Reference Coordinator, Science and Engineering Library, Wayne State University, Detroit, Michigan*

Making A Difference: Leadership and Academic Libraries. Ed. by Peter Hernon and Nany Rossiter. Westport, Conn.: Libraries Unlimited, 2007. 300 p. \$45.00 paper (ISBN: 1591582911).

As its title indicates, this book aims to describe the role of leaders and leadership in academic libraries. Chapters address several characteristics of leadership qualities, effectiveness, assessment, management theories, and incomplete reviews of the research literature. The editors do not relate these multifarious trends to higher education administration practices. In fact, the crucial relationship between higher education culture and the academic library is rarely addressed. Influential scholars and thinkers such as William Bergquist, Ernest Boyer, Clark Kerr, and Robert Birnbaum are not mentioned. Instead, the editors concentrate on conveying the more generic and popular interpretations of leadership as demonstrated in business and industry.

The book is divided into eighteen chapters, eleven of which were either written or co-written by the editors. Hernon often cites his own previously published work as a source. Chapter 8, "Library Directors' Views on Leadership," while offering some interesting first-hand accounts from eminent librarians, proves quite repetitive. Chapter 14, "Assessing Leadership Skills," contains thirty footnotes, sixteen of which are *ibidem*. Chapter 17, "Managerial Leadership as an Area of Doctoral Study," does not articulate an intellectual foundation; rather, it outlines the course work and rationale for a degree that is offered at the editors' place of employment, Simmons College. Numerous copyediting mistakes suggest that the book was rushed to publication and not properly vetted by Libraries Unlimited's editorial board.

Readers can glean some information from this volume if they are willing to look beyond its deficiencies, or if their research focuses on the corporate model of organizational leadership. Libraries with limited funds should carefully explore other options before purchasing.—*Mike Matthews, Instructional Services Librarian, Northwestern State University, Natchitoches, Louisiana*

Managing Facilities for Results: Optimizing Space for Services. Cheryl Bryan, for the Public Library Association. Chicago: American Library Association, 2007. 221p. (ISBN 0-8389-0934-5).

In today's library world, most staff members, managers and administrators would say that their library space is insufficient for what they want and need to accomplish. Even the library users will usually agree that while the space is usable, it does not allow the freedom to roam comfortably or display items in an attractive manner. To change this view of the physical space and to provide a more comfortable space for end users as well as staff, library administrators or board members may elect to reallocate space within the existing

building or may even decide to add new space to the building. If this is the case, then the group responsible for this project should be required to read *Managing Facilities for Results: Optimizing Space for Services*.

Managing Facilities for Results has been written for those libraries that have already established service to the public and have determined the service priorities of the library. This ensures that the building's facilities are used to support the library's goals instead of creating goals that fit the building's footprint. Too often, the services that a library provides are provided because "that's the way it's always been," or items are located in an unlikely space because "they've always been there." This book takes these ideas into account and helps the reader rethink his or her way of seeing the layout of the facility.

Managing Facilities provides tools such as work forms, diagrams, conversion charts, and timelines that will assist the reader with completing a project successfully. Library administrators or project directors who are not architects will be pleased with the space planning and Americans with Disabilities Act guidelines that are located throughout the book. The countless details involved in project planning as outlined by this publication is a little daunting, but by following the model in the book, many questions and situations that would otherwise crop up unexpectedly are brought to the forefront of the project and handled in a rational manner.

This book is a must-have in every library that plans to renovate, add on, or reallocate spaces in its facility.—*Candice Y. Gwin, Director of Library Services, Kirkwood Public Library, Kirkwood, Missouri.*

The New Inquisition: Understanding and Managing Intellectual Freedom Challenges. James LaRue. Westport, Conn.: Libraries Unlimited, 2007. 157 p. \$40 (ISBN: 978-1-59158-285-4).

James LaRue offers fresh advice on dealing with requests to pull books from public library collections. In an engaging, anecdotal style, LaRue recounts numerous examples of real-life intellectual freedom challenges he has encountered during his years as director of a Colorado library system.

Like most manuals on dealing with intellectual freedom challenges, this book begins with a chapter on the historical, philosophical, and legal contexts of intellectual freedom. But LaRue's treatment of this background champions the library profession's lofty "enduring values" in a down-to-earth, accessible tone. Also expected and present here are ideas on drafting collections policies that anticipate challenges and that can be used as tools in a review process.

LaRue advises preparation, but this book's most important contribution is its emphasis on the establishment of trust. LaRue's most practical advice, and the approach that informs all aspects of this text, is, "know your users". LaRue advocates proactive community outreach to create mutual respect, to be drawn upon when emotional challenges inevitably arise. The examples of challenges in this book come from across the political and social spectrum, and LaRue's sections on patterns

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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,