SOURCES

Social media, in particular, have come into their own since 2006; indeed, current mainstay Twitter came into existence that very year, and Facebook lifted its "college and high school only" membership restrictions in the same timeframe. One would expect *IFM* to address this issue, and it does so, principally by expressing concern about filtering social media in schools and public libraries in the volume's opening pages and a somewhat longer treatment in the "Minors and Internet Interactivity" interpretation of the Library Bill of Rights. Both sections rest heavily on the *IFM*'s existing rhetoric about First Amendment rights and information skills. Although it is commendable to describe minors' use of social networking tools as an exercise in free speech and creativity, one wishes for a more thorough treatment of the subject. The skimpiness of the interpretation's accompanying "History" section is disappointing, as is the curious restriction of discussions of social media use to minors at a time when social media are rapidly spreading to all categories of library users. Practical suggestions on formulating library policies concerning social media would have been welcome as well.

"RFID in Libraries," a new chapter addressing concerns about privacy in the context of inventory, security, and circulation usage of radio frequency identification technology (RFID), is a commendable inclusion. The policies recommended here seem to be largely reiterations of article 3 of the ALA code of ethics and the privacy entry in the Library Bill of Rights, with mentions of encryption and limiting data stored on RFID tags to a unique identifier as the only concessions to the technical nature of the issue. Although the policies are concise and common-sense, it is a bit troubling that there is not more discussion of transactional RFID data and its potential for misuse. However, the associated external references do shed additional light on the topic. The assumption that adaptations of existing policies and rhetoric can suffice in the face of a new technology, as here, seems problematic at best.

Of the other major additions to the new edition of *IFM*, the interpretations of the "Importance of Education to Intellectual Freedom" and "Services to Persons with Disabilities" are both excellent if generalized, and the "Resolution on the Retention of Library Usage Records" is particularly timely and well-informed. The volume also provides numerous revisions, many in interpretations of the Library Code of Ethics; these changes generally serve to sharpen and update the materials they comment upon, and the additions of more contemporary sources is welcome.

Despite the concerns raised above, the eighth edition of the *IFM* remains an invaluable and essential tool, especially as it presents concise summations of major issues and policy recommendations that are very useful as starting points for devising library-specific guidelines. It is therefore highly recommended both as an update of the previous edition and a work in its own right. This recommendation does come with the caveat that the volume, perhaps necessarily, does not address some technical facets or details about the issues included, and that a more thorough reading of the cited literature is necessary for a fuller comprehension of their nuances.—*Alex*

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Risky Business: Taking and Managing Risks in Library Services for Teens. Linda W. Braun, Hillias J. Martin, and Connie Urquhart. Chicago: ALA, 2010. 151p. Paper $55 (ISBN 978-0-8389-3596-5).

This book was inspired by discussions of the Young Adult Library Services Association's (YALSA's) 2009–10 Presidential Task Force, who recognized that "librarians struggle with trying things out [in teen services], admitting that their efforts weren't as successful as originally hoped, and using what was learned from a trial project in order to improve a service" (xi). Second, the authors realized that "sometimes, because of a fear of risk taking, librarians don't always take the extra step in order to serve teens as well as they should" (xii).

Thus, this book's premise is that young adult librarians must become accustomed to risk, as it is inherent to their positions. After arguing their position, the authors follow with an examination of risk and reward in collection development. They consider, among other things, adding adult materials to young adult collections, retiring Dewey, removing unpopular young adult (YA) collections entirely, weeding aggressively, and even outsourcing some services. None of these ideas will be new to readers. Chapter 6 examines the barriers to selling risk to administration and offers tips on being an advocate for teen services in your library.

Appendixes include decision-making tools (self surveys) regarding risky decisions, resource lists, YALSA's Competencies for Serving Youth, and YALSA's white papers discussing the importance of teen spaces, teen literature, staff dedicated to young adults, and YA-specific training. These can offer some great ammunition in making your case for teen services.

In several extraneous chapters, authors of books for teens describe risks they have taken in their writing and send encouragement to librarians hesitant to rock the boat. Further chapters highlight the authors' own experiences with risk-taking in career decisions and teen leaders who take safe risks. Although tangentially related to the book's theme, these chapters feel disjointed from the rest.

A quick read, this title is high on enthusiasm but short on substance. This book embodies a teen-centric, "super-advocate" position for a limited audience of new teen librarians or those who feel they need to reignite their organization's teen focus.—*Sarah J. Hart, Acting Children's Services Coordinator, Brampton Library, Brampton, Ontario, Canada*

Stop Plagiarism: A Guide to Understanding and Prevention. Ed. by Vibiana B. Cvetkovic and Katie E. Anderson. New York: Neal-Schuman, 2010. 220p. Paper $65 (ISBN 1-5557-0716-5).

For the sheriffs of secondary and higher education, today's online frontiers can seem just as lawless as the Western frontiers of yesteryear. Stopping plagiarism in high school and university classrooms is a gunfight that requires innovation and constant engagement.