

SOURCES

Although Wherry provides a solid basic introduction to copyright, trademarks, and patents, this book is somewhat dissatisfying. The subtitle promises so much more than this book delivers: “Everything the Digital-Age Librarian Needs to Know” leads the reader to expect a much more in-depth and thorough treatment of intellectual property. Although a text focused on instruction naturally cannot delve into all of the intricacies and issues of intellectual property, for fifty dollars one expects more.

Even more problematic than the dearth of substance is the fact that the text provides no citations. Wherry is knowledgeable about his topic, but it would be highly useful to the reader if the book included a “works cited” or “for further reading” list to help those seeking a more in-depth treatment of the various topics covered.

While this would be a useful resource for school, public, and academic librarians who need a quick refresher on these aspects of intellectual property, the overall cost of the work may prove prohibitive considering the brevity of the work.—*Heather Hill, Doctoral Candidate, University of Missouri, Columbia*

Leadership Basics for Librarians and Information Professionals.

G. Edward Evans and Patricia Layzell Ward. Lanham, Md.: Scarecrow, 2007. 246p. \$40 (ISBN 0-8108-5229-2).

Authors Evans and Ward subscribe to the adage that leaders are made, not born. With this view in mind, and in response to the continuing concern over the “greying” of library and information service professions, Evans and Ward offer a basic guidebook for information professionals moving into leadership positions. For their third collaboration, the authors shift their focus from management to leadership, taking care to distinguish between the two. They assist new leaders with crafting and successfully implementing their vision, while preparing them for twenty-first century changes and challenges. They emphasize a collaborative approach to leadership, reminding new and future leaders that they are successful only if the organization they lead is meeting the needs of the community.

This book’s strength lies in its thorough research. Evans and Ward share recommendations and insights from leadership literature (primarily from the business sector), a survey of current leaders in the information industry, and personal experience. *Leadership Basics for Librarians and Information Professionals* offers a mix of theory and practical application. It serves as an effective primer on leadership theory and history (beginning with the early twentieth century), though readers interested in a thorough review should pursue the suggested readings. Background theory is supported by practical advice based on real-world experience.

The authors aim their advice at leaders in libraries, archives, and other information service fields. Particularly strong are the sections on creating vision, values, and mission statements, preparing for politics and negotiation, and developing e-leadership. Although directors and high-level administrators are the primary audience, early-career

information professionals would benefit from reading the book, as it outlines career strategies and recommendations for preparation for an eventual leadership position. In addition, they would find resources to help them decide whether they want to take on a leadership position, and tools to self-assess the skills and attributes necessary to take on such a role.

For any newly appointed leader, this book will serve as a reassuring and instructional lifeboat. Evans and Ward offer useful guidance based on their own and other leaders’ failures and successes, and they direct readers to authoritative outside resources for leadership training and professional development. This work is recommended as a solid starting point for information professionals preparing for imminent or future leadership positions, in all information service settings.—*Deb Raftus, Romance Languages & Literatures Librarian, University of Washington, Seattle*

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 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*

New On The Job: A School Library Media Specialist's Guide to Success. Ruth Toor and Hilda K. Weisburg. Chicago: ALA, 2007. 212p. \$38 (ISBN: 0-8389-0924-8).

Toor and Weisburg have designed a step-by-step guide to becoming a school library media specialist—a book that could easily be used as a library school textbook. This reviewer could have used it some twenty years ago as she worked to fit together the librarian, teacher, and library administrator roles while preparing for job searches, interviews, and a new position. The authors' claim that this book will “help you hit the ground running when you walk into a new school” (vii) is an understatement.

Each of the twelve chapters, beginning appropriately with “Your Philosophy,” includes a detailed table of contents for ease in browsing; short, friendly topical sections; thought-provoking quotations; and most important, boxed questions designed to inspire introspection and creative thought. These prompts may not have one correct answer, but are instead intended to encourage the reader to analyze and perhaps discuss with others their thoughts and feelings. Because actions usually stem from beliefs and feelings, this process provides a firm foundation for confident action on the part of the new library media specialist. The chapters end with Key Ideas—short, simply stated lists of suggestions and information—and source notes. Rounding out this practical volume are appendixes on “Essential Resources” and “Jobbers and Vendors,” plus a glossary and index.

As the authors state in the beginning, this book is not about teaching the standards. As it happens, there are many other sources for that information. This book is really an independent study guide for the school library media specialist, experienced or not, who wants to clarify his or her thinking on those issues that seem common or mundane but have the power to make a library media specialist's life either stress-filled and miserable or challenging and enjoyable—and to make the library program under his or her direction a failure or a success.—*Peggy Black, Library Media Specialist, Irving Middle School, Norman, Oklahoma*

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