Throughout this book, which is organized into three sections, the authors’ expertise in information literacy (IL) assessment is evident. The authors 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


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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