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. Caroyln 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, conducts 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

SOURCES

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*

Sex, Brains, and Video Games: A Librarian's Guide to Teens in the Twenty-First Century. Jennifer Burek Pierce. Chicago, Ill.: ALA, 2008. 130p. $35 (ISBN-13: 978-0-8389-0951-5).

Numerous books have been written about providing library access to teens or young adults and understanding their behavior to serve them better as patrons. A new addition to this very large canon is Jennifer Burek Pierce's

intriguingly titled *Sex, Brains, and Video Games: A Librarian's Guide to Teens in the Twenty-first Century*. In this slim yet information-filled book, Burek Pierce focuses on two areas that many teens are interested in—namely, sex and video games—in relation to how the third area, the young adult's brain, affects their personality, their characteristics, and their development.

The focus on teens' brain development is what makes this book really stand out as an excellent reference and guide. (Don't worry—Burek Pierce provides a crash course in brain terminology!) The author also provides many vignettes and case studies throughout each chapter to reinforce her main points and offer examples of how to provide relevant and exciting library programs for teens and young adults. Further readings can be found at the end of each chapter; each reading's entry contains a short description and the URL or book citation for easy reference.

This book is a viable and unique guide to today's teens. With the author's focus on young adult brain physiology, technological savviness, and other relevant teen topics, she makes it easier to understand why teens act the way they do, as well as to use those characteristics to serve them (and to retain them) effectively as library patrons. Highly recommended for young adult librarians and high school media specialists.—*Larry Cooperman, Librarian, Everglades University, Altamonte Springs, Florida*

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.