
Creating the One-Shot Library Workshop: A Step-by-Step Guide. Jerilyn Veldof. Chicago: ALA, 2006. 170p. \$42.00 (ISBN 0-8389-0913-2).

When it comes to bibliographic instruction, there's no shortage of good literature to guide the instructor through the venerated halls of pedagogy. And the proliferation of these materials is important, as very few librarians have the benefit of formal instruction training. The latest contribution to the panoply of bibliographic-instruction literature, Veldof's *Creating the One-Shot Library Workshop: A Step-by-Step Guide*, focuses on the design process of the ubiquitous fifty-minute "one-shot" workshop.

This is, first and foremost, a "How To" book, with limited text dedicated to instruction theory. The blueprint for this process is adapted from the Instructional Systems Design (ISD) ADDIE model: analysis, design, development, implementation, and evaluation. The author breaks down the ADDIE model into twenty steps, each an actionable item. A few examples include: Assess Needs, Create Teaching Points, Build Evaluation Tools, Structure Workshop, and Pilot Workshop. The steps are logically arranged, leading the reader through the detailed design process from start to finish with an appreciable absence of extraneous information that might compromise the work's focus. Veldof does provide some instruction theory and background, but these passages are succinct and immediately relevant to the design process. The author also provides suggested readings where appropriate.

This work could very easily have been dull and dry. One mention of the ADDIE model normally makes this reviewer's eyes take on the fresh glaze of a Krispy Kreme doughnut. The ADDIE model demands a substantial investment of time and attention. Pejoratives for the ADDIE model might include *time consuming*, *inefficient*, and *inflexible*. But Veldof is quick to establish an informal, friendly, even conspiratorial tone. The author begins each chapter, or step, by considering the all-important why questions: why is this particular step necessary? Why is it important? Veldof then concludes each step with a University of Minnesota Libraries case study. These case studies reveal how the instructional design process played out in the real world, adding a good measure of perspicuity. The author also supplies the reader several time-saving worksheets, forms, and example modules.

Creating the One-Shot Library Workshop: A Step-by-Step Guide is an accessible, well-articulated work that provides an unusually thorough treatment of the instructional design process. Librarians looking for a broader, theory-based approach to library instruction might be more interested in Nancy Pickering Thomas' *Information Literacy and Information Skills Instruction* (Thomas, 2004). But librarians searching for a practical guide to aid in the development of a consistent workshop program, or improve an existing program, will be well served by this work.—James Bierman, *Engineering Librarian, University of Oklahoma, Norman*

Fundamentals of Children's Services. Michael Sullivan. Chicago: ALA, 2005. 272p. \$45.00 (ISBN 0-8389-0907-8).

According to Michael Sullivan, nearly 40 percent of all library patrons are children aged twelve and younger. Despite this large number of users, many library administrators pay scant attention to the maintenance and improvement of integral children's library services. This useful and timely reference, part of the American Library Association Fundamentals series, attempts to redress these problems and offer children's librarians concrete and effective solutions to provide the best possible services to their patrons.

The author, director of the Greenland (New Hampshire) Public Library and a children's librarian for the past fifteen years, ably covers all of the topics every successful children's librarian should know, including traditional areas such as collection development, programming, and budgeting, as well as more recently important skills, such as booktalking and marketing. The author also provides excellent and useful examples in each of the twenty-two chapters of the book (such as library "Acceptable Use" policies, professional development links, and storytime bibliographies).

Though addressed mainly to public librarians, *Fundamentals of Children's Services* is also a good reference for media specialists who work with elementary and middle school students.—Larry Cooperman, *Media Specialist, Seminole High School, Sanford, Florida*

Genreflecting: A Guide to Popular Reading Interests, 6th ed. Diana Tixier Herald. Wayne A. Wiegand, ed. Westport, Conn.: Libraries Unlimited, 2006. 584p. \$60.00 (ISBN 1-59158-224-5).

Readers' advisory (RA) has become a subject of serious research during the past twenty-five years. The need to identify authors of similar subject matter or style is currently a much-prized library service for readers of popular fiction, and the number of resources attempting to assist the readers' advisor continues to grow. One title that has been around since the beginning and continues to deliver is *Genreflecting: A Guide to Popular Reading Interests*, now in its sixth edition.

This edition contains a number of revisions and updates, the most notable being a new two-part approach: (1) an introduction to popular reading interests containing a series of essays on "the social nature of reading," "a brief history of [RA]," the "[RA] interview," and "serving today's reader," and (2) a guide to the genres themselves.

There are now ten genres covered in *Genreflecting*. Both "Christian Fiction" and "Emerging Genres" are new to this edition ("Emerging Genres" includes "Women's Fiction" and "Chick Lit"). The format is substantially the same as in the fifth edition, though each chapter now begins with an extended essay on issues of the individual genre. This is followed by sections on "Themes and Types" and "Topics" and ends with a list of "D's Picks" of favorites in the genre.

The sixth edition gives the reader more information. For instance, historical fiction titles have been given a tag identifying the era in which the story took place, "D's Picks" are now annotated, and symbols are used to denote various qualities of a title (award winner, made into a film). The "Crime" and "Science Fiction" chapters have been substantially revised

SOURCES

in arrangement and subject headings, and “Romance” gives a much better breakdown of “Themes and Types” than in previous editions. One of the more helpful updates of the sixth edition is that each title listed now has a publication date beside it.

Some things have been left out of the sixth edition that might be missed. This reviewer was particularly sorry to see that there are no longer quotes at the beginning of each chapter, but what users will miss most is likely to be the character index. However, *Genreflecting* continues to be a very user-friendly source for RA. This is the best edition yet.—James McShane, Director, Kent Memorial Library, Suffield, Connecticut

Intellectual Freedom Manual, 7th ed. Compiled by the ALA Office for Intellectual Freedom (OIF). Chicago: ALA, 2006. 521p. \$52.00 (ISBN 0-8389-3561-3).

If every librarian, administrator, trustee, and library supporter were to read the seventh edition of the *Intellectual Freedom Manual*, we might enjoy a more temperate climate for the function of libraries than we currently have in the United States. The manual’s strength has always resided in its presentation of inspiring policy statements combined with practical strategies about how to protect these principles. Interesting histories provide context about how each statement was developed. The seventh edition of the *Intellectual Freedom Manual* has been updated to include several amended and substantively revised policies. “Privacy: An Interpretation of the Library Bill of Rights,” adopted in 2002 by the ALA Council, is new to the seventh edition.

The latter part of the manual has been updated, reorganized, and fortified with new and revised articles, offering a proactive approach. Regrettably absent from the seventh edition is any attempt to provide a comprehensive “field guide” to particular groups and their history of challenges to libraries, such as Rob Boston’s pointed article in the sixth edition, “Responding to Religious Right Censorship Attempts.” However, a more general article that effectively addresses challenges from groups, “Responding to Organized Challenges,” by Beverly Becker, emphasizes the importance of preparation. Two excellent new articles by Theresa Chmara, “Minors’ First Amendment Rights to Access Information” and “Public Libraries and the Public Forum Doctrine,” are welcome additions.

A new appendix item to the seventh edition, “Navigating the OIF Website,” is helpful in explaining the current organization of OIF’s Web site with its myriad interrelated links. Be sure to check the Web site (www.ala.org/oif) to find the latest updates, such as the newly adopted statement on “RFID in Libraries: Privacy and Confidentiality Guidelines.” The brief glossary clarifies several terms that, on first glance, may seem straightforward. For instance, five different types of challenges to intellectual freedom are detailed. By this taxonomy, the recent, widely publicized *King and King* challenge to the Metropolitan Library System in Edmond, Oklahoma,

would be classified as “public attack.”

This manual should be read as a call to action and careful planning; it reminds librarians, administrators, trustees, and library supporters of the importance and the “why” of what we do. Highly recommended.—Karen Bays, Manager of Library Operations, Edmond Public Library, Metropolitan Library System, Oklahoma

Metadata and Its Impact on Libraries. Sheila S. Intner, Susan S. Lazinger, and Jean Weihs. Westport, Conn.: Libraries Unlimited, 2006. 272p. \$45.00 (ISBN 1-59158-145-1).

This book is a synthesis of theory and practice surrounding metadata and its applications within particular disciplinary communities and digital library projects. It relies heavily upon frameworks and intellectual tensions present among similar works, for example, *Metadata Fundamentals for All Librarians* by Priscilla Caplan (ALA, 2003) and *Getting Mileage out of Metadata: Applications for the Library* by Jean Hudgins, Grace Agnew, and Elizabeth Brown (ALA, 1999), and portions of the text are organized similarly to Lazinger’s earlier book, *Digital Preservation and Metadata: History, Theory, Practice* (Libraries Unlimited, 2001). The treatment of the subject matter in this coauthored volume is better suited to readers for whom metadata is an unfamiliar concept, although the authors hint at the reader’s experience with cataloging (109) in their focus on “all [the] new circumstances that distinguish traditional cataloging from metadata activity” (5).

Thoughtful consideration of the purpose of metadata, often illustrated through descriptions of stakeholders and motivations for the development of particular approaches, is a notable strength of this text. *Metadata for Information Management and Retrieval* by David Hynes (Facet, 2004), in contrast, employs “purpose” as an organizing structure, but the authors of the reviewed text inject historical details into the narrative:

The CIDOC/CRM model, motivated by the requirements of cultural artifacts and museums, focuses more on changes in context than on object transformation itself. . . . The ABC model, driven by digital library requirements, was originally motivated by the need to describe how objects change over time (99).

Purpose and precedent—the “why” and “how” behind each development—are as important as the current components of these models and element sets, and the authors should be commended for composing descriptions of metadata that are so steeped in history.

Despite this strength, the manner in which the multiple voices behind the text are interwoven occasionally gives rise to discontinuities or jarring conceptual leaps. Chapter 2 introduces the concepts of syntactic, semantic, and structural interoperability, which the authors abandon in chapter 3, leaving the reader to grapple with how syntax, semantics, and structure are addressed by content standards such as AACR2