

SOURCES

“she,” which are third person (29). In a paragraph warning librarians to avoid the passive voice, three of the four sentences employ passive voice. The work is, in fact, dominated by passive voice. Finally, the author warns against explaining the obvious and then goes on to do just that (e.g., he defines peer-reviewed journals). All of these errors suggest sloppy copy-editing.

The book's tone can be quite condescending. This may come from the author's decision to write the work in the journalese he is teaching. This means third person instead of first person, avoidance of contractions, elevated diction, and so forth: language appropriate for professional journal articles but not advisable for teaching colleagues. The conversational voice of a friendly guide would be more appropriate here and might provide a point of contrast to illustrate what must be done when presenting one's literature review. Sentences like this are also difficult to endure: “Readers of this text are reminded that clarity and precision are essential for effective academic writing” (46). Really? Maybe this reviewer is not giving the author the benefit of the doubt. Perhaps this reviewer focuses too much on the writing sections of this book. But he would politely suggest that clarity and precision are essential in such works, and unfortunately they are not always present here.

Writing and Publishing: The Librarian's Handbook by Carol Smallwood may serve librarians better, but a subsequent edition of *Handbook of Academic Writing for Librarians*—with some tender loving editorial care and a friendlier voice—would definitely warrant a spot on my bookshelf.—*Paul Stenis, Librarian for Instructional Design, Outreach, and Training, Pepperdine University, Malibu, California*

Library Services for Children and Young Adults: Challenges and Opportunities in the Digital Age. Ed. by Carolyn Rankin and Avril Brock. London: Facet, 2012. 248 p. Paper \$110 (ISBN: 978-1-85604-712-8).

This book focuses on services for children and young adults in the digital age. It is made up of four sections addressing “policy, people, and partnerships”; “connecting and engaging”; buildings, design, and spaces”; and “issues for professional practice.” Each of the first three parts begins with an introductory essay by the editors and ends with a case study. The fourth section contains two essays: one on program evaluation and the other on patron rights. Many of the authors are professionals in the United Kingdom, so their experiences focus on that part of the globe.

This book covers many different topics, including the reading process, literacy, library space, and collaboration, among others. Although the text is divided into different sections, the coverage of the various topics is disorganized; the information is scattered, and topics do not fall neatly into the section in which one would expect them to appear. Adding to the disorganization is the fact that the book's content does not quite match its title. Judging by the title, a reader would naturally expect to find information about library services,

not an explanation of how a child learns to read. The subtitle also leads one to expect that this book would include more information about digital programming and resources.

However, the section about library design is thorough and would be helpful for those involved in creating or redesigning a space. But overall, although the book contains some interesting information, the subject choice of the essays seems random. For libraries considering acquiring a book about library services for children and young adults, this text would not be an essential purchase.—*Melanie Wachsmann, Reference/Teen Librarian, Lone Star College-CyFair Branch, Cypress, Texas*

The No-Nonsense Guide to Training in Libraries. By Barbara Allan. London: Facet, 2013. 224 p. Paper \$95 (ISBN: 978-1-85604-828-6).

Training situations in a library setting can take many different forms—from simple self-directed learning opportunities to comprehensive multi-day workshops taught by experts. To help library managers, training professionals, and others involved in the development and administration of training in libraries, Barbara Allan, Dean of the Westminster Business School in the United Kingdom, has developed a practical guide for understanding how to approach the development, design, and delivery of workplace training in all types of libraries.

The author has divided the book into two main sections—one focusing on the practice of training, and the other on learning in the workplace. The emphasis in section one is on helping the reader understand the importance of planning, designing, and delivering training events in a library setting, while section two offers an introduction to more than 90 ideas for the development of training material to be carried out on the job. The ideas are designed to keep the training professional knowledgeable about the latest approaches in the field of workplace training. To name just a few, these ideas include coaching, delegation, mind mapping, personal development portfolios, self-assessment tools, and work shadowing.

A unique aspect of this book is the author's inclusion of a broad range of example situations, case studies, diagrams, checklists, and resource materials throughout the book to expand the reader's understanding of the concepts addressed. These nuggets of information help readers visualize how the training components can be put into practice in a library setting and, more importantly, how they might work in their own libraries.

This no-nonsense guide is an easy read with a great deal of thought-provoking information to help managers, trainers, and others who are tasked with workplace learning in a library setting. Whether you are a newly appointed trainer or someone with years of training experience, this book offers information and resources to develop or elevate your training repertoire to effectively meet library needs.—*Stacy G. Schrank, Employee Development Coordinator, Metropolitan Library System, Oklahoma City, Oklahoma*