or to popular culture.—*Sharon Reidt, Technical Services Specialist, Rice-Aron Library, Marlboro College, Marlboro, Vermont*

Professional Materials

Karen Antell
Editor

Active Learning Techniques for Librarians: Practical Examples. Andrew Walsh and Padma Inala. Chandos Information Professional Series. Oxford: Chandos, 2010. 146p. Paper $75 (ISBN 978-1-84334-592-3).

Active learning engages participants in their own learning while giving instructors an alternative to lecturing. Acknowledging that librarians may not have formal training in instruction techniques but are expected to train users in how to find, evaluate, and use information, the authors of *Active Learning Techniques for Librarians* provide targeted activities to insert into library instruction sessions to increase student skills and participation.

The organization and design of this practical workbook is similar to Ryan L. Sittler and Doug Cook's *Library Instruction Cookbook* (ALA, 2009), with a few notable differences. Individual activities are not explicitly tied to specific information literacy goals and therefore may not fit with pedagogical plans or learning outcomes. Some British terminology may not be immediately clear to speakers of American English. However, the variety of activities and techniques shared make this title a valuable addition to an instruction librarian's shelf of tricks.

More than fifty activities covering a range of types and technologies are included in the book. The authors provide details such as required materials, suggested uses of the activity, and "how to" notes on managing each activity. Suggested variations include the use of interactive tools, such as whiteboards and clickers, as well as low-tech items like notecards and stickers. The authors point out potential pitfalls to consider, usually addressing classroom management concerns. Timing for each activity is not given, possibly because there are too many variables, including class size and enthusiasm level.

Lesson plans are the basis for the final section. Blank templates give a practical guide to structuring a plan for a session, including a reminder to try to change the type of activity every ten minutes or so. A set of ten sample plans show how several activities from the book can be combined into a cohesive library session ranging in duration from thirty to ninety minutes. The lesson plan section expands upon the individual techniques shown earlier in the book by including recommendations for target audience, class size, expected outcomes, timelines, and required handouts and equipment. The examples of how the activities can be linked to create a fully formed session add to the versatility of this collection and are a great strength of this title; this reviewer only wishes more premade mash-ups were included.

Although the activities are designed for academic librarians, many of the activities could be used as is or could be modified for school media specialists and public librarians. Intended for use in one-shot sessions, the activities appeal to both new and established librarians who provide instruction. Librarians new to active learning can get their feet wet trying out one of the activities at the beginning or end of a session or launch directly into a one-hour lesson plan. Recommended for all librarians who teach as part of their job.—*Amy F. Fyn, Reference and Instruction Librarian, Bowling Green State University, Bowling Green, Ohio*

Boomers and Beyond: Reconsidering the Role of Libraries. Ed. by Pauline Rothstein and Diantha Dow Schull. Chicago: ALA, 2010. 152p. Paper $55 (ISBN 978-0-8389-1014-6).

With the first ten years of the new millennium now behind us, the wave of writing about the learning and behavior styles of the millennial generation might be coming to a close as academics turn their focus back to the rest of the population, and from this comes *Boomers and Beyond: Reconsidering the Role of Libraries*, compiled and edited by Pauline Rothstein and Diantha Dow Schull.

The first section spotlights "Older Adults: Essential Concepts and Recent Discoveries" and centers around the human development aspects of aging, including lifespan, spirituality, and work purpose after fifty. This section reads like a textbook, with statistics and figures from government agencies, Meals on Wheels, and the American Association of Retired Persons (AARP).

Part two of the work focuses on institutional opportunities for libraries. This section also covers many of the human development aspects of aging but does offer a few ideas for library programming for older adults. One example is an "Active Wisdom" conversation group, in which seniors participate in sharing life experiences. Other examples include film series and tool kits focused on retirement planning and opportunities. An entire chapter is devoted to promoting tolerance of varying lifestyles and ethnicities: the chapter "Reclaiming the 'Public' Library: Engaging Immigrants, Building Democracy" shares the message that that libraries should provide space for all to learn and grow.

The final section of the book presents librarian perspectives, with essays written from three points of view regarding service to the older generations of patrons. Tables and charts regarding online pursuits, web design considerations, website usability, and information needs pack this final section. A contributing author biographical section and a complete index round out this resource.

Although this book's topic is interesting and definitely one that has not been highlighted in recent years, *Boomers and Beyond* is underwhelming. Ideas for programming are not plentiful with the usual "how-to" and "here's what worked" kinds of information normally bountiful in librarian resources. Instead, *Boomers and Beyond* takes a far more academic but less useful approach. However, this book would be useful for

library school students learning about different approaches to varying patron populations as well as public libraries serving large populations of older adults.—*Lara Cummings, Instruction Librarian, Washington State University, Pullman, Washington*

Designing Space for Children and Teens in Libraries and Public Places. Sandra Feinberg and James R. Keller. Chicago: ALA, 2010. 167p. Paper $60 (ISBN 978-0-8389-1020-7).

Library Director Sandra Feinberg and architect James Keller synergistically combine their experiences in *Designing Space for Children and Teens in Libraries and Public Places*. Their thorough handbook for creating successful library spaces for children and young adults systematically covers the practical steps of a redesign or renovation while exploring the necessary elements of communication, interactivity, and flexibility in creating a flourishing community space.

The authors explore architectural design theory in the context of early childhood development and the specific needs of adolescents. Recognizing that every project and population is unique, the book stresses the importance of including all stakeholders and emphasizes adaptability. The authors' extensive experience informs their design staff selection guidelines and their discussions of children's and teens' use of space. They address topics that librarians will face but may not be familiar with, such as carpet and wall treatments. They also cover practical financial, political, and administrative concerns, as well as post–renovation communication and considerations. Many useful checklists are included, and the authors illustrate their theories with examples from a diverse range of libraries. Carefully chosen photographs illustrate the concepts.

The book effectively addresses abstract concepts as well as the nitty-gritty particulars. It might have made more sense for the book to begin with its middle chapters, which deal with the more theoretical nature of architecture. The sample budget and planning rubrics are quite useful. Perhaps a future edition could contain a collection of blank forms as an appendix or online resource. The authors advise readers to conduct a literature review but do not formally address the extant works on the subject; this, too, could be an advantageous addition to a future edition.

This book belongs in libraries supporting current and future librarians, as well as architecture libraries. Library staff facing a renovation must read this book, which fills a niche covered only by scholarly articles and a few books on broader topics.—*Rachel Gould, Children's Resources and Services Librarian, Perkins Braille and Talking Book Library, Watertown, Massachusetts*

Developing Library Leaders: A How to do-it Manual for Coaching, Team Building, and Mentoring Library Staff. Robert D. Stueart and Maureen Sullivan. New York: Neal-Schuman, 2010. 250p. Paper $75 (ISBN 978-1-55570-725-5).

Leadership and management are essential to the success of any organization. In this collaboration, Stueart and Sullivan address "organizations and individuals who seek to prepare the next generation of leaders in the information services arena" (ix). Spanning eight chapters and covering various topics in management and leadership, the authors deliver a template that is useful to large units and teams within an information center as well as smaller institutions with limited staff and resources.

The first two chapters provide key background information on the definitions and evolution of leadership and a leader's roles and responsibilities. Some of the topics covered in this section are the challenges and opportunities of leadership, partnerships between leaders and staff, key theories and models with application to information services, and ways to engage and motivate staff for high performance. In addressing leaders' roles and responsibilities, the authors provide helpful checklists covering many aspects of leadership, such as key competencies for effective leadership, techniques for establishing confidence, and ethical leadership practices, as well as tips on developing skills and self-confidence.

Another portion of the book provides in-depth coverage of the strategies needed for effective leadership. The authors identify the key elements essential for successful leaders: leaders must be able to influence and persuade others, build and lead groups and teams, manage projects, coach staff, and mentor colleagues and future leaders. Although influencing and persuading skills help leaders establish credibility and connect emotionally with their subordinates, coaching and mentoring add passion to teamwork and instill values that propel the entire organization forward.

The book is written clearly and will be useful to everyone from the novice manager to the seasoned leader. The activities in each chapter are easy to follow and provide good templates for future group and team interactions. Overall, this book is recommended to all librarians and information providers who wish to develop their leadership skills and their team interactions with other members of their respective organizations.—*Artemida Kabashi, Continuing Education Librarian, Amigos Library Services, Dallas, Texas*

Intellectual Freedom Manual, 8th ed. Office for Intellectual Freedom. Chicago: ALA, 2010. 439p. Paper $57 (ISBN-13: 978-0838935613).

Over the course of its eight editions, the *Intellectual Freedom Manual* (*IFM*) from ALA's Office for Intellectual Freedom has positioned itself as an authoritative reference work for librarians at all levels. This has made it one of the primary resources used in determining library policies across disparate institutions, as well as an oft-cited glimpse into the tortuous cultural battle lines often drawn directly through libraries nationwide.

Although a good portion of the previous volume has been carried over into the current one, the eighth edition nevertheless expands and supplements the seventh with new material on issues that have arisen or become more keenly felt since the latter's 2006 publication. While the older material remains as relevant as ever, the new material bears commenting on.