The extensive appendixes also should prove worthwhile to anyone researching the topic. There are thirty-one primary documents, ranging from a 1542 discussion of early North America to the 1988 Williamsburg Charter. Also included are a list of biographies for major personalities, a few maps, and graphs and tables tracing the course of religion's development throughout America's history. The bibliography is extensive, providing plenty of further reading material.

If there's a fault to be found, it would be only that the author is attempting to cover an enormous topic over a six-hundred-year period in a single, five-hundred-page volume. However, it's difficult to criticize this approach given that this work does not pretend to be the defining work on its topic. For a single, reasonably sized volume, it's unfair to ask for much more than is included.

There are several texts in existence that deal with this topic, including a few published in the last several years. In terms of approach and format, this work is closest to John Corrigan's identically titled *Religion in America* (Prentice-Hall, 2003), although Hall's work makes better use of primary sources. Hall's *Religion in America* is a work that should prove of value to high school, college, and public libraries. It is a reasonably priced, well-written introduction to a popular topic, and should definitely be considered for purchase.—*Craig Shufelt, Director, Fort McMurray Public Library, Alberta*

Correction

The citation for *Revolutionary War Almanac* in the review in volume 46, number 3 included an incorrect ISBN. The full citation, with correct ISBN, is: *Revolutionary War Almanac*. By John C. Fredriksen. Almanacs of American Wars. New York: Facts On File, 2006. 768p. alkaline $85 (ISBN 0-8160-5997-7; 978-0-8160-5997-3).

Professional Materials
Karen Antell
Editor

Best Books for Children: Preschool through Grade 6. 8th ed. Catherine Barr and John T. Gillespie. Westport, Conn.: Libraries Unlimited, 2006. 1783p. $80 (ISBN 1-59158-085-4).

This eighth edition of *Best Books for Children: Preschool through Grade 6* annotates more than 26,900 titles. These recommended titles are collected in this format to help libraries maintain and improve the quality of children's materials in public and school library collections. Librarians use this tool to support young customers in recreational reading as well as to provide support for elementary school curricula. This volume covers materials through grade six, although materials to support advanced fifth and sixth grade readers are to be found in the companion volume, *Best Books for Middle School and Junior High Readers* (Libraries Unlimited, 2005).

Each title has a thorough, concise, and descriptive annotation. Basic bibliographic material provides adequate information for purchasing materials. Each entry can be accessed by subject, title, and author or illustrator. A useful tool is the subject and grade-level index that works as a guide in purchasing requirements for school libraries and appropriate grade placement of materials. The list of major subjects arranged alphabetically with the range of entry numbers for the appropriate titles provides quick access to the most popular subjects. In addition, all out-of-print titles have been removed from the bibliography.

To maintain currency, materials published after July 2005 are not included. With so many books in publication, and with the time it takes to get something printed, currency is always of concern when using this type of bibliography.

This volume is ideal for use in larger collections in conjunction with the *Children's Catalog* (Wilson, 2005) as a source to help librarians evaluate, update, or balance a current school or public library collection; develop bibliographies of recommended reading for children's recreational or student curriculum needs; or provide a topical research source for teachers, students, or public library customers.—*Jenny Foster Stenis, Coordinator, Children's Services, Pioneer Library System, Norman, Oklahoma*

Beyond Survival: Managing Academic Libraries in Transition. Elizabeth J. Wood, Rush Miller, and Amy Knapp. Westport, Conn: Libraries Unlimited, 2007. 220p. $45 (ISBN 1-59158-337-3).

In recent years, libraries have heard that they are potentially an endangered species in their current incarnations. In *Beyond Survival,* the authors provide guidance and inspiration to academic libraries wanting to move past the status quo. Looking first at the reasons libraries can no longer continue to expect blanket institutional support, the book outlines organizational development tools that can help libraries as they embark on change. The authors then analyze changes undertaken at two large academic libraries.

The authors start by discussing marketing and strategic planning, highlighting two types of strategic planning—Hoshin planning and the balanced scorecard—that have been used in academic libraries. They then explain two organizational development concepts that can be used to facilitate change in libraries. This section could have been overloaded with jargon and difficult to follow, but the authors keep the information clear and concise, and they assist the reader with numerous sources for further reading. The third chapter examines two management models—hierarchical and team-based—and provides guidance on how to choose the appropriate model, or a combination of the two, for particular situations and organizations. This chapter also outlines the questions that should be asked and the resources that should be in place before an academic library chooses to implement teams. While the information on teams and team formation was excellent and well-presented, this reviewer was left wondering whether the team-based approach was the only way to

implement change and adjust a library's management structure, or whether it was the merely the only option chosen to be highlighted by the authors.

The bulk of the book looks at the example of two academic libraries that implemented radical organizational change—the University of Arizona Libraries and the University of Pittsburgh Libraries. While the chapter on the University of Arizona Libraries focuses almost exclusively on the barriers to change encountered by the organization and the lessons learned from the experience, the chapters on the University of Pittsburgh examined more closely the environment that led to the changes, the manner in which the changes were brought about, and the benefits of putting the changes into place. More detail about the University of Arizona Libraries' process, including benefits to the patrons and the university, would have been a useful and welcome addition to this section of the book.

Most useful are the chapters describing organizational development theories that would be beneficial to libraries. This information is especially beneficial to those unfamiliar with these concepts.

Overall, this book is well thought out and presented and is an excellent guide to academic libraries looking to embrace change.—*Qiana Johnson, Reference and Instruction Librarian, Shaffner Library, Northwestern University, Chicago, Illinois*

Crash Course in Storytelling. Kendall Haven and MaryGay Ducey. Westport, Conn.: Libraries Unlimited, 2007. 120p. $30 (ISBN 1-59158-399-3).

Storytelling can strike fear in the heart of even the most seasoned librarian. *Crash Course in Storytelling* is a basic manual designed to help the average librarian overcome that fear and become a successful community storyteller. This book persuades readers of the positive impact created by skillful storytelling and reassures them that they can become effective storytellers in their libraries. Practical and specific steps are given to enable the reader to learn basic storytelling skills and avoid some of the common pitfalls. The number of steps is kept to a minimum, keeping the process from seeming intimidating and overwhelming. However, it might leave the unfamiliar storyteller without enough direction to feel comfortable getting started. An informative section on storytelling extras addresses the many possible variations. The authors reassure the reader that everything that can go wrong has happened to even seasoned storytellers. They provide ways to plan recovery from many of the potential disasters so that one can feel more at ease in the storytelling process.

While there are many books that cover storytelling, *Crash Course in Storytelling* is geared specifically toward busy librarians. It is written and formatted for those who need a quick working plan to begin storytelling. It is well-organized, allowing for quick reference to the details one might need in undertaking the storytelling process. Four appendixes fill in pertinent details to help novice storytellers expand their understanding of storytelling. An extensive set of bibliographies, ranging from "Reliable Collections of Traditional Tales" to "Storytelling Advice, Approaches, Theory, and Stories" gives the reader many other resources to use, from old favorites to new. This up-to-date book will be a great help to beginning storytellers in public libraries, school libraries, and other storytelling venues.—*Tiffany Wylie, Librarian in the Center for Children's Services, Pioneer Library System, Norman, Oklahoma*

Crash Course in Web Design for Libraries. Charles P. Rubenstein. Westport, Conn.: Libraries Unlimited, 2007. 220p. $30 (ISBN 1-59158-366-7).

If you work in a public library with no technical support, do not have a WYSIWYG ("what you see is what you get") type of editor, and know absolutely nothing about putting a Web page together, then this book might prove helpful. The book's title is a bit deceptive because there is no discussion of information architecture—the building blocks of organizing and structuring Web sites—or how one might present library services within a Web site. Instead, the book could be called "Crash Course in Basic HTML," because a mythical public library is only used as an example for learning HTML, and not all aspects of the Web design process are covered. The author provides templates that can be downloaded from his Web site, www.redroselibrary.com, and he refers to them throughout the book, but these, again, are very basic and are intended to be cut, pasted, and heavily modified.

If the reader is interested only in learning how to write clean code that is upward-compatible, meaning the code follows XML (Extensible Markup Language) standards and separates style from content by utilizing basic Cascading Style Sheets (CSS), then this book will meet expectations. Rubenstein does an excellent job of explaining all the techniques used in HTML and points out browser incompatibilities when applicable. However, the book falls short in usefulness because the author fails to acknowledge other tools are available, such as blogs and newsfeeds, that are easier to set up and more functional than the static newsletter page coded in HTML. Overall, this book is well-written, and the examples show the full functionality of HTML, but the book would have been more helpful if it had been published ten years ago.—*Rachel E. Vacek, Technology Coordinator, Walker Management Library, Vanderbilt University, Nashville, Tennessee*

Gotcha for Guys! Nonfiction Books to Get Boys Excited about Reading. Kathleen A. Baxter and Marcia Agness Kochel. Westport, Conn.: Libraries Unlimited, 2007. 288p. $35 (ISBN 1-59158-311-X).

How do you get boys of middle school age excited about reading, and where can one find an updated, fresh reading list of the hippest, coolest books around for guys? Kathleen A. Baxter and Marcia Agness Kochel's *Gotcha for Guys!* has the answer for any library professional or teacher of middle school boys. *Gotcha for Guys!* is a continuation of the "Gotcha!" series by Libraries Unlimited from Baxter and