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Review of Fundamentals of Library Instruction

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FUNDAMENTALS OF LIBRARY INSTRUCTION. McAdoo, Monty L. *Chicago: American Library Association, 2012, x+112 pp., \$55.00, ISBN 978-0-8389-1141-9.*

Library instruction is often an underrepresented component in the library school curriculum. Monty McAdoo presents in this slim volume a clearly written guide to both the conceptual and practical aspects of library instruction. The book, one in the ALA Fundamentals Series, does not aim to provide an encyclopedic portrayal of the topic; rather, it offers an overview of the subject matter. The book is especially suitable to nascent library instructors, but more advanced teachers may also glean useful knowledge.

McAdoo works at the Baron-Forness Library at Edinboro University of Pennsylvania as a research and instruction librarian. He holds a master's degree in library science as well as a doctoral degree in administration and leadership studies. He is also author of the book *Building Bridges: Connecting Faculty, Students, and the College Library*.

Fundamentals of Library Instruction begins by providing a glimpse at the evolution of instruction in libraries, from bibliographic instruction to information literacy instruction, and very briefly considers changes ahead. The chapter "Who Teaches" focuses on how instruction responsibilities may be assigned. Learning theories and learning styles are covered in a discussion of the student experience with libraries.

As those who are familiar with teaching know, more time is spent outside of class than in it, preparing for instruction. Ensuing chapters cover what to consider before stepping into the classroom, including how content will be delivered, marketing of services, and what and where to teach. Scheduling is a seemingly elementary component of the instruction process, yet an entire chapter is devoted to the intricacies of this issue, including a sample request form.

Chapters eight and nine are especially helpful for those desiring to improve their teaching performance. Qualities of effective teachers and recommendations for creating a successful instruction session are described. The length of the chapter on assessment is a testament to the relative emphasis this topic has received in recent years in libraries. The final chapter considers both the misguided assumptions about students' library savvy and the struggles instruction librarians may face in delivering their sessions.

This book is a broad exploration of instruction themes for library instruction administrators and practitioners. Indeed, while I expected the book to have a larger focus on content preparation and presentation best practices, McAdoo provides a more comprehensive overview of library instruction. The cerebral (e.g. learning theories) as well as the mundane (e.g. ensuring the room is arranged and has sufficient seating) are considered in this concise guide. Chapters are well organized with headings, subheadings, and bulleted example and suggestion lists, where appropriate. An index allows for direct navigation within the book. Lacking is a recommended reading section succeeding each chapter or at the book's end; this would have been a worthwhile addition. As McAdoo notes in the preface, the book is especially for academic librarians, but it includes general elements relevant for any library instructor.

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