Much has been written about the current state library instruction, so much so that to say something genuinely unique has become nearly impossible. However, for those seeking to make substantive change to their library's instruction, Markgraf, Hinnant, Jennings, and Kishel offer a model with which to begin, if not wholly adopt, and provide detailed discussions about the process that will prove useful in avoiding at least some of the challenges that they themselves encountered.—*Joseph Aubele, California State University, Long Beach, California*

Educational Programs: Innovative Practices for Archives and Special Collections. ed. Kate Theimer. Lanham, Md.: Rowman & Littlefield, 2015. 208p. Paper, $55.00 (ISBN 1-4422-3852-7).

Traditionally archives, rare books and special collections have been used by professional historians, bibliographers, faculty members, and individual graduate students primarily in historical and literary studies. More recently, many of our libraries have been promoting a wider mission and broadening the patron base to include use by classes of undergraduate students, academic disciplines outside historical and literary studies and even the general public (including K–12 students). Despite best intentions to broaden the community of researchers, we often struggle to come up with innovative and effective programs to educate and welcome these new users into our reading rooms. Archivists and librarians are being asked to engage in pedagogy more directly and use skills not typically included in the curriculum of library and information science graduate degree programs. Editor Kate Theimer's *Educational Programs: Innovative Practices for Archives and Special Collections* is a useful resource to help librarians and archivists to begin thinking about the design and implementation of educational programs at our own institutions.

Part of the Rowman & Littlefield's series *Innovative Practices for Archives and Special Collections*, Theimer's *Educational Programs* presented a collection of thirteen individually authored case studies documenting thirteen real-world educational programs. Geographically based in both the United States and England, these libraries and archives ran the gamut of the special collections landscape: large and small institutions funded by both state and private revenue sources; academic research libraries and historical societies; and large staffs with dedicated outreach librarians and one-person special collections departments. The educational programs profiled in the case studies reached a wide variety of users: undergraduate and graduate students; students of schools of education; teachers and faculty members; school children of various ages; and the general public. Theimer claimed that the programs were deliberately selected for the case studies because archivists and special collections librarians will find elements transferrable to their own workplace settings or they "can serve as models, sources of inspiration or starting points for new discussions." (vii)

Those looking for a nuts and bolts "*How To*" manual should look elsewhere, as that is not the purpose of this volume. It should be understood from the outset that these case studies present broad sweeps rather than detailed blueprints. Averaging fifteen pages in length, each of the individual case studies were structured with common sections: an introduction followed by sections on "planning," "implementation," "results," "lessons learned," and a conclusion. The authors of the case studies were able to give broad overviews of their programs. Certain themes did emerge across the case studies. One constant refrain was the need to fully engage the professors or teachers who sought to use special collections in their curriculum into the planning process of the educational programs. These lessons are relevant and useful reminders for all, whether a librarian at an academic library or a historical society.

Academic librarians should not immediately dismiss the case studies involving school-age children. Many of the authors noted that K–12, undergraduates, and even

many graduate students have come to age in the digital world and often only know to seek online options for their research purposes. The case study of the Cumbria Archive Service (United Kingdom) connected elementary school children with the papers of Alfred Wainwright in a series of innovative educational programs. The chapter's authors noted that students found "An experience with a real object or artifact is magical. Real objects have an aura about them that can transport a visitor or workshop participant back in time and provide a unique and special experience." (23) Perhaps this sense of wonder is not that unexpected in elementary school children; yet what about graduate students? The educational program designed by Greta Reisel Browning (Appalachian State University) had graduate students compare physical volumes from her repository's rare book collection with digitized facsimiles from online resources. Browning noted that the students found "The 'aura' of the book powerful; handling a first edition, feeling the paper, and smelling an open book struck them as an unusual and thrilling part of the research experience." (8)

Educational Programs read almost like a textual version of a panel on educational programs presented at a professional conference. Often, the most enlightening part of these panels is the question and answer segment where the panelists not only engage questions from the audience, they interact with each other. A concluding essay by the editor would have provided another level of analysis to enhance the self-reflection of the "lessons learned" and "conclusion" sections provided by the individual authors of each case study. Additionally, a more coherent organizational structure ordering the case studies would have made the volume a little more approachable. For instance, the editor could have organized the case studies into sections sorting them either by types of institutions (such as higher education libraries or historical societies) or audience (such as K–12 schoolchildren, college students, or teachers). The reader essentially has to read all the case studies to get a sense of what programs might be readily applicable to his or her set of circumstances. The short, yet highly workable, index does present a shortcut for the reader to jump to useful case studies or passages.

These criticisms are easily overlooked given the brevity and well-structured design of the individual chapters. The volume could also prove itself to be a very useful text to be incorporated for a library and information science course on reference or archival management. Additionally, the case studies will provide useful background for practitioners to consider before enhancing or designing their own programs. The activities of the thirteen educational programs profiled in the individual case studies are indeed inspiring, and elements of those programs could very well be incorporated into many of our own educational programs.—*Edward Copenhagen, Harvard University, Cambridge, Massachusetts*