

PARADIGMS LOST: THE LIFE AND DEATHS OF THE PRINTED WORD. By William Sonn. Lanham, MD: Scarecrow, 2006, iv + 393 pp., \$35.00, ISBN 0-8108-5262-4.

From Johannes Gutenberg and his movable type to the global rise of computers, *Paradigms Lost* describes the highs and lows of the printed word and its technological progress over the past 500 years. What becomes very clear early on is that all new printing technologies had an uneasy birth. One sees how these new publishing advances created social and religious unrest and change, affected the economies and business of many nations, lost money for many people, and threatened jobs. But more importantly, the new printing technologies created more jobs and made money for those willing to take a risk.

In his well-written book, William Sonn covers a lot of ground as he moves from Europe to the United States, dividing the book in four main eras of printing technology: the 1400s, early 1800s, the 1880s, and the mid-twentieth century. "Part I, The Birth of Type: From Hand to Lever" starts with Gutenberg's new invention of movable type that swept through Europe and helped people like Martin Luther change the face of Western civilization. "Part II, The Type Age: From Lever to Machine" focuses on the early 1800s, when printing flourished because official court and government presses lost their printing monopoly. This section also covers the beginnings and growth of the newspaper and various presses and also the creation of the typesetting unions such as the ITU (International Typographical Union). "Part III, The End of Type: From Machine to Math" covers the rise and fall of the typesetting unions, the end of movable type, the ever-increasing changes to printing technology, and the beginning stages of the computer age. Finally, "Part IV, Life After Type" brings the reader from the mid-twentieth century to the present and the impact that the computer has had on printing technology and society. More importantly, this section also covers the rise of self-publishing and how after 500 long years it was finally economically and technologically feasible for individuals to control their own printing and disseminate their information to the world.

Despite the subtitle of the book, the reader sees not a death of the printed word, but a rebirth with each technological innovation. Reading *Paradigms Lost*, one cannot help but feel empathetic for the men and women who lost their livelihoods to the new technology. But as the book clearly illustrates, changes in printing technology (or anything else for that matter) will always be with us, and those people who can

adapt and embrace these new technologies will be successful. Those who hold onto the past and older technologies will surely be lost.

A nice history of the printed word and the technology that helped change Western civilization; well researched, including endnotes, bibliography, and an index. This book is recommended for undergraduate and graduate students, as well as for general and professional library collections, especially those with collections that specialize in the history of the book, the written word, the printing press, and unions.

*Melissa Aho
Reference Librarian
Metropolitan State University
700 East Seventh Street
Saint Paul, MN 55106*

CREATING THE ONE-SHOT LIBRARY WORKSHOP: A STEP-BY-STEP GUIDE. By Jerilyn Veldof. *Chicago: American Library Association, 2006, vii + 170 pp., \$42.00, ISBN 0-8389-0913-2.*

This very comprehensive guide provides the ideal scenario for creating a one-shot library workshop. The first impression for many readers will be one of wanting to utilize the guide, but wondering where they will find the time, people, and resources to follow through with the twenty steps!

The guide is geared towards those who may have no prior knowledge of instructional design. The author uses instructional system design (ISD), which is the application of educational psychology to teaching. The ISD version used by the author breaks the ISD process down into five major parts: analysis, design, development, implementation, and evaluation. The first two steps of the guide deal with needs assessment; the first step focuses upon the client, and the second step upon the learner. For example, if asked by a faculty member to do a workshop, you would ideally have the time to sit down with the faculty member as part of a needs assessment. You would treat that faculty member as a client and ask him/her several questions that would cover content, educational objectives, types of learners in the workshop, performance standards, etc. You may also feel that surveys, focus groups, and e-mail