Monty McAdoo’s *The Fundamentals of Library Instruction* packs a lot of information about the history of library instruction, the construction of lesson plans and learning objects, and the development of a teaching self into its scant 112 pages. This book claims to be for instruction librarians of all stripes and levels of experience, and this bears true. New instruction librarians with little to no point of reference get a very useful and holistic introduction and context to this aspect of librarianship, and experienced librarians get exposure to unique struggles their teaching peers in other environments face. This book is also relevant to any librarian for whom certain terminology or background might have been glossed over or taken for granted in library school. In particular, McAdoo’s deconstruction of types of instruction in libraries is valuable, as too often “bibliographic instruction,” “library instruction,” and “information literacy instruction” are terms wrongly interchanged.

In his discussion of “Predelivery Considerations,” the author rightfully emphasizes how important it is to be mindful of goals and objectives when planning an instruction session. That said, instead of focusing so much on balancing competing interests when designing a learning object, it would have been worthwhile to see a more practical overview of instructional design basics.

Assessment is a challenge for many instruction librarians, as they so often have to respond to institutional calls to demonstrate value while being mindful of their own needs to evaluate personal effectiveness. McAdoo’s chapter on assessment gives the reader a step-by-step guide to this complicated process and thoughtful suggestions about how to deal with problems.

Many criticisms of the book’s broad but relatively shallow scope could reasonably be answered by evoking its title and mission: to cover fundamentals. McAdoo gives a brief overview of different learning theories, but they are not discussed in such a way that the reader might apply or synthesize them. Information literacy as a whole is similarly glossed over despite how central it is to most instruction programs. In that this book is meant as a primer for novice instruction librarians, it is reasonable that it should focus on the instructor herself. However, this de-emphasizes the student in the instruction scenario to a certain extent; the book devotes only four pages to “How Students Learn.”

Overall, this book very competently accomplishes what it sets out to do and would be a very practical way to start building a strong foundation of concepts, history, and awareness of common problems for new instruction librarians. Those interested in a more in-depth look at instruction, however, would be well served to also seek out supplemental information about learning theory, instructional design, student-centered learning, and even critical approaches to library instruction for added context.