

SOURCES

selection to program promotion to taking care of one's voice. The authors also provide advice on using technology in story programs. Like earlier editions, this book includes a wealth of material in its annotated bibliographies, which are organized by genre (folktales, trickster tales, myths, fables, etc.) and provide illustrative sample stories and ideas for props and activities that engage children of all ages during story programs.

Print materials have been updated from earlier editions, with copyright dates of recommended titles running through 2013. An effort was made to include older titles that are still available either from libraries or through sources like Project Gutenberg. Numerous up-to-date online resources are included with every list of books, and the authors also provide links to related organizations, equipment suppliers, and so forth. Subject, author, and title indexes add to the value of this professional reference resource.

There is no denying Ms. Freeman's encyclopedic knowledge of her subject. Bound to be useful to any beginning or practicing storyteller, this book is a recommended for the professional collection of any school, public, or academic library. This reviewer found only one error found in the text: On page 19, the National Storytelling Festival in Jonesborough, Tennessee, is said to be held by the National Storytelling Network. Currently, this festival is produced by the International Storytelling Center. The website for the festival in the text is correct.—*Valerie Kimble, Librarian/Selector, Pioneer Library System, Norman, Oklahoma*

Navigating the Future with Scenario Planning: A Guidebook for Librarians. By Joan Giesecke, Jon Cawthorne, and Deb Pearson. Chicago: ACRL, 2015. 128 p. Paper \$36 (ISBN: 978-0-8389-8751-3).

No librarian likes to think about any potential problems that may arise in their library in the future. But how does one effectively prepare for potential future emergencies? Scenario planning, with a technique originated by Herman Kahn and the RAND Corporation after World War II, can be adapted by librarians to do contingency planning. Unlike strategic planning, scenario planning uses statistical tools and techniques to predict a variety of future outcomes of a specific event. *Navigating the Future with Scenario Planning: A Guidebook for Librarians* is a useful and valuable handbook that leads librarians through the process of scenario planning so that they can predict and respond effectively to potential future situations.

The authors begin with an introduction to the theory and practice of scenario planning, followed by chapters dealing with scenario planning strategies and development, with an emphasis on scenario planning in higher education. Readers will find extensively detailed chapters on how to develop and write effective plans and how to use scenario planning to successfully implement change management. Most importantly, the authors have included a case study that deals with scenario planning development and outcomes at the

University of Nebraska, Lincoln. Charts, tables, examples, and extensive end-of-chapter references complement a very comprehensive and useful handbook. The book would be more useful if it included additional case studies, as this would provide readers with additional examples to enhance and assist them in creating their own scenario plans.

Nevertheless, *Navigating the Future with Scenario Planning* provides librarians with a useful guidebook for effectively creating, developing, and implementing scenario planning to help them predict and manage change as it occurs in their libraries. Highly recommended.—*Larry Cooperman, University of Central Florida Libraries, Orlando, Florida*

New Routes to Library Success: 100+ Ideas from Outside the Stacks. Elisabeth Doucett. Chicago: ALA, 2014. 240 p. \$55 (ISBN: 978-0-8389-1313-0).

New Routes to Library Success, by Elisabeth Doucett, brings new management and marketing ideas from the business sector into the library. Traditionally, when experiencing and managing change, librarians have looked to other librarians, not to the business world, for new ideas. This book, based on a series of interviews with business and nonprofit leaders, was written to help librarians change the way they think and the places they go for new ideas as they address their communities' changing needs. Doucett introduces innovative ways to bring change to libraries by drawing from the experience and insight of business leaders.

Doucett begins by explaining the reasoning and process used in her questioning. In each chapter, she explains why she chose the topic and the organization to interview and describes the lessons that were learned from that specific interview. Each chapter ends with a summary of the ideas that Doucett learned from that interview, a list of the questions asked, and a list of recommended resources on the topic. The first chapter, "The Process," describes how librarians can create their own assessment tools by focusing on what insights might be gleaned from specific businesses and how they can create an atmosphere of change in their own organizations. The succeeding chapters address topics ranging from creativity to entrepreneurship to content creation. One chapter focuses on creating a great workplace and learning about your community; another is about customer service (based on her interview with executives from L. L. Bean).

Doucett has a unique way of looking for innovative ideas and applying them to the library world. She asks questions of business leaders, analyzes their responses, and explains how this information can be applied practically to the library setting. Helpfully, an index is included to provide easy access to specific themes.

This is the latest in Doucett's arsenal of books that help librarians use management and marketing ideas to stir up the library world. More than just a program-based marketing plan, this book offers real business ideas that can be useful to a library. Recommended for librarians who want to develop new ways to bring transformative change to their

libraries.—Janet A. Tillotson, *Library Director, Towanda Public Library, Towanda, Kansas*

Not Just Where to Click: Teaching Students How to Think about Information. Edited by Troy A. Swanson and Heather Jagman. Chicago: ACRL, 2015. 429 p. Paper \$75 (ISBN: 978-0-8389-8716-2).

Fifteen years ago, information literacy standards brought information literacy into higher education conversations and advanced the library field. ACRL's current revision of *Framework for Information Literacy for Higher Education* provides further direction for contextualizing and integrating information literacy into the curriculum and offers a deeper understanding of the knowledge practices and dispositions that an information-literate student should develop. With this in mind, *Not Just Where to Click* provides recommendations to help librarians develop appropriate resources, practices, and assessment instruments for information literacy.

How information contributes to knowledge is of critical concern for librarians, with our established affinities for both information and knowledge creation. The editors explore how librarians and faculty work together to teach students about the nature of expertise, authority, and credibility. What is very beneficial in this easy-to-read sourcebook is the overall structure of its two sections, which cover classical conceptions of knowledge from a variety of perspectives and the nature of expertise and its resulting authority. This presents a useful organizational framework for managing the approaches, challenges, and solutions uniquely inherent in the complexities of today's information age.

In the first section, contributing authors explore epistemological concepts held by librarians and faculty, as well as epistemologies and beliefs held by students. The chapter on critical information literacy is particularly useful and thought-provoking, as the authors believe that traditional information literacy presents an overly simplistic model of the research process. Because the library profession is moving toward a deeper understanding of information literacy, it is especially important for librarians working within the curriculum to be challenged to reflect on their own practices. In this chapter, they are encouraged to relinquish expertise and efficiency, to build upon students' prior knowledge, and to teach about information in terms of purposes and types rather than formats. In addition, the authors share practical tips on how to create a highly responsive curriculum class environment where students are able to practice critical reflection and demonstrate critical thinking.

The second section provides practical approaches for motivating students to explore their beliefs, biases, and ways of interpreting the world. Throughout this section, the contributors provide many innovative ideas on authority structures, which can be beneficial for students as they learn how to navigate the information environment with deeper discernment. One particularly inspirational chapter is the one on "scholarly storytelling," the practice of having

students use stories as roadmaps to authentic and creative library research. Rather than shallowly engaging in research while struggling to integrate appropriate sources, students participating in this transformative approach are able to engage, explore, and evaluate resources in a more creative, intellectual manner.

The contributors to the nineteen chapters offer a balance of theoretical and applied approaches to teaching information literacy, provide valuable guidance and strategies for effective implementation, and supply innovative ideas that can be directly useful in application.—*Pamela Louderback, Assistant Professor/Library Director, Northeastern State University, Broken Arrow, Oklahoma*

Preserving Our Heritage: Perspectives from Antiquity to the Digital Age. Edited by Michèle Valerie Cloonan. Chicago: ALA Neal-Schuman, 2015. 736 p. Paper \$98 (ISBN: 978-155570-937-2).

Far-reaching yet approachable, Michèle V. Cloonan's anthology of readings in cultural heritage preservation is the reference work I wish I'd had at my fingertips as a student. In keeping with its stated audience, the volume is suitable for undergraduate and graduate students in cultural heritage fields, practitioners of every stripe, and interdisciplinary scholars and professionals looking for a guide to the literature of preservation.

Together with a seven-member advisory board whose members, like her, are veteran practitioners and educators, Cloonan has selected more than ninety key texts ranging from the Old Testament to the latest in time-based media. The readings include many of the "classics" that are a continuous presence in citations and syllabi, as well as others that deserve to be more widely known. The selections are well-organized into eleven categories that allow the reader to narrow her focus on a particular area of interest (such as Sustainability, Ethics and Values, or Collections: Development and Management) or to detect productive juxtapositions across texts. A brief essay providing valuable context introduces each chapter and illuminates relationships among the texts to follow. Taken together, these categories offer an excellent overview of prevailing themes in the literature of preservation and suggest avenues for further study.

Cloonan's concerted effort to bring together related readings from across the cultural heritage disciplines—libraries, archives, museums, and historic preservation—is one of the book's strengths, highlighting the diversity and commonality of the issues faced in these fields. And although a separate, small section devoted to "Multicultural Perspectives" could easily feel tokenizing, Cloonan avoids this pitfall by incorporating relevant material throughout, particularly texts relating to indigenous cultural heritage.

The readings themselves are greatly enhanced by a fifteen-page Preservation Timeline with a brief bibliography of suggestions for further reading. The timeline covers changes in the science and technology of recordmaking, influential