
SOURCES

spots. There is value in the discussions on usability testing, common issues among vended solutions, and user experience; and reading about the deeper technical issues can be beneficial even for the reader who does not fully grasp them. As with any book with multiple authors, the reader will discover that the book contains both gems and a few duds, but it will be the reader's expertise and project investments that will determine which is which.—*Jennifer Tatum, Reference and Instruction Librarian, Oklahoma State University Institute of Technology, Okmulgee, Oklahoma*

The Innovative School Librarian, 2nd edition. By Sharon Markless, Elizabeth Bentley, Sarah Pavey, Sue Shaper, Sally Todd, and Carol Webb. London: Facet, 2016. 224 p. Paper \$85 (ISBN 978-1-78330-055-6).

The Innovative School Librarian offers an in-depth analysis of the factors that create and perpetuate school environments conducive to library learning. The authors allow readers to consider ideas about enhancing their professional image, acquiring community support, relying on evidence, and seeking inspiration from an array of sources.

The book includes vignettes of librarians in a variety of environments, including both public and private schools at the elementary, middle, and high school levels. The main message throughout the book is that the role of the librarian ought to be one of “management of change and leadership of learning” (53). However, it acknowledges from the beginning the frequent conflict between theory and practice

and offers examples of solutions for frustrated professionals. Suggestions include cultivating a positive image through professionalism, making library learning visible throughout the school, evaluating methods formally and informally, and using quantitative and qualitative facts to support practice. Additional advice includes collecting information from as many groups of stakeholders as possible and thoroughly understanding the community of learners. It doesn't ignore the important issue of funding; rather, it encourages the collection of data supporting the library's essential role in the educational environment. Again recognizing that each school librarian's experiences is unique, the volume shares information on how to succeed both with and without the support of teachers and administrators.

The text is a valuable source of advice on practical topics like evaluation. But it also remembers that inspiration is part of doing a job well, and advises seeking it through connection, action, and planning. The book could easily serve as a source of discussion in a course designed for future librarians. Appendixes include sample self-evaluations, SWOT analyses, and several tools for planning and managing change. Confusion may arise from the British terms used, such as “head teacher” (for “principal”) and “governor” (for “school board member”), but overall, the value of the text outshines potential pitfalls for American readers. No matter what a school librarian's current or future situation, he or she will find encouragement in these pages.—*Deidre Winterhalter, Program Coordinator for Kids and Teens, Niles Public Library, Niles, Illinois*