

reading. Scales has put together a collection that feels like a warm blanket and excites ideas for new discovery. This book is highly recommended for librarians, teachers, and others in the educational field.—*Lisa Hunt, Librarian/Media Specialist, Apple Creek Elementary, Moore, Oklahoma*

Financial Management for Libraries. By William W. Sannwald. Chicago: ALA Neal-Schuman, 2018. 199 p. Paper \$73.00 (ISBN-13: 978-0-8389-1560-8).

Function benchmarking, NPV, GASB—the vocabulary of budgets and finance can often seem like another language. *Financial Management for Libraries* clarifies these concepts by putting them in the context of real-life public and academic library management. For many years, the author, William Sannwald, presented budgeting workshops for the Library Leadership and Management Association (LLAMA), and he based this book on his teaching experience. Written for library science students and the accidental administrator faced with creating a budget, the book can serve as a primer to the entire process of financial management or as a reference resource to consult for guidance. As an aid to library school instructors, each chapter opens with learning objectives and closes with suggested exercises. Chapters also include helpful lists of references for more in-depth information on the topics covered.

The topics discussed include accounting concepts, the budgeting process, library performance measures, forecasting, and finding sources of financing for the inevitable large capital projects. Taken together, they provide the big picture of managing library finances. Where jargon is inevitable, the terms are placed in context and explained in plain English.

A major strength of the book are its actual library budgets from an academic library, a public library, and a district library. From these illustrations of widely different libraries, readers get a sampler of the various methods used to create and present a budget. These real-life examples are based on the author's personal experiences as both a city librarian and, later, assistant to the city manager. This background is evident in the chapter titled "Budget Approval and Control," which discusses communicating with stakeholders—a vital step in having a budget accepted. Especially helpful are bulleted lists of common questions to expect from governing bodies during the budget approval process. This chapter also gives tips on preventing fraud when creating a budget.

According to Sannwald, "A budget is a plan driven by the vision, mission, goals, and objectives of the library" (2). Viewed this way, the whole process of creating a budget becomes much more palatable, and *Financial Management for Libraries* goes a long way to making it simpler. Budget novices, as well as library science students and their instructors, will find this book a reassuring guide for their financial education.—*Ann Agee, Librarian, School of Information, San Jose State University, San Jose, California*

Framing Information Literacy: Teaching Grounded in Theory, Pedagogy, and Practice (Vols. 1–6). By M. K. Oberlies & J. L. Mattson. Chicago: ACRL, 2018. 1066 p. Paper \$200.00 (ISBN-13: 978-0-8389-8937-1).

This series successfully multitasks as a resource for lesson plan ideas while also teaching instructional theory and pedagogy. With one volume for each of the six frames in ACRL's *Framework for Information Literacy for Higher Education*, this set is about practical applications of the frames in academic library instruction. Each volume includes complete lesson plans, including handouts and assessment ideas. The plans are grouped by discipline and the beginning of each plan designates the intended population and the learning theory, pedagogy, or instructional strategy used in the lesson. What is missing from these descriptions is whether the lesson is best suited to one-shot or multiple sessions, ideal class size, and how long the lesson takes. While such notations would make it easier for readers looking for ideas to quickly implement, this series is better suited to readers looking for clever concepts that they can adapt to their needs.

What makes this series unique from lesson plan databases, such as CORA or the ACRL Framework for Information Literacy Sandbox, is that it informs readers of teaching theories and pedagogies. Some of the concepts covered in the series include meta-literacy, constructivism, scaffolding, and transformative learning. These explanations precede each lesson plan, which reinforces comprehension by allowing readers to see what the concept looks like in action. Every lesson plan also includes an interpretation of the frame covered in each volume, which helps facilitate in-depth understanding of the framework through interesting perspectives from fellow instructing librarians.

The majority of the lesson plans are designated for undergraduate students, however the explanations of the concepts behind the lesson empower the reader to adapt as needed. Many of the lessons are the kinds of ideas that make me want to revise all the lesson plans I'm currently using. I appreciate the broad survey of pedagogical theories, as I can easily compare different approaches and gage the success of my own teaching strategies accordingly. As an academic librarian fascinated by (but lacking the necessary education in) instructional theory and pedagogy, I want to keep this set on my office bookshelf for frequent reference.—*Marla Lobley, Public Services Librarian, East Central University, Ada, Oklahoma*

Helping Patrons Find Their Roots: A Genealogy Handbook for Librarians. By Janice Lindgren Schultz. Chicago, IL: ALA, 2018. 240 p. Paper \$59.00 (ISBN-13: 978-0-8389-1644-5).

Janice Lindgren Schultz had a distinguished career at one of the most well-known genealogical libraries in the United