

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

States. Her years at the Midwest Genealogy Center in Independence, Kansas, more than prepared her to write *Helping Patrons Find Their Roots: A Genealogy Handbook for Librarians*. Schultz focuses on all areas of genealogy research and her coverage is exhaustive. She begins with the purposes and methods of research, followed by a detailed consideration of all kinds of records useful to genealogists. She ably explains the importance of the proof and reliability of resources standards used by expert genealogists.

Schulz describes the choices necessary in hiring new staff, describing the dilemma of choosing between an experienced librarian with no knowledge of genealogy or an experienced genealogist who needs training in library procedures. Schulz also offers guidelines for developing genealogy collections. She encourages collecting in-depth local history materials, local vital records, cemetery inventories, church records, and county records of all kinds.

Most public librarians, however, are general information specialists. Their task in serving genealogy researchers is limited to helping them get started by providing resources and teaching basic skills in searching, including both print materials and online databases. Also, Schultz's extensive "core collection" would require dedication of significant resources. Most local public libraries have broader missions.

This handbook is a perfect resource for experienced librarians with limited knowledge of serious genealogy research who wish to work in genealogical libraries. The information covered is meticulously discussed and could prove to be a valuable resource for a librarian working in this field. However, most of the language in this handbook seems to assume an audience of researchers rather than librarians. Given that, perhaps, its real usefulness would be as part of a basic genealogy collection for customer use.—*Kathryn Ramsay, Local History and Genealogy Resources Librarian, Pioneer Library System, Norman, Oklahoma*

Leveraging Wikipedia: Connecting Communities of Practice. Edited by Merrilee Proffitt. Chicago: ALA, 2018. 256 p. Paper \$68.00 (ISBN-13: 978-0-8389-1632-2).

The refrain that reappears throughout *Leveraging Wikipedia* is that Wikipedia and GLAM (galleries, libraries, archives, museums) are natural allies and a fair amount of text is dedicated to convincing the reader of this. It promises practical strategies for putting this alliance to work and ultimately delivers on that promise, if in a circuitous and somewhat repetitive way. After the first few chapters it becomes clear that there are only so many established ways for library professionals to harness the audience and infrastructure of Wikipedia for the benefit of their library. The authors offer a wide array of examples for how they tailored these tried and true methods for the specific niche of their work. The task of building on this existing foundation with innovative new partnerships between Wikipedia and libraries rests on the shoulders of the reader.

This book is not an introduction to Wikipedia. The

authors write for an audience of their peers, GLAM professionals of all kinds who use Wikipedia every day. Nevertheless, most of the essays introduce parts of the broader Wikimedia empire that may be less familiar, such as Wikidata, Wikiprojects, or the Wikipedia Library Project. A veteran Wikipedian may find the explanations of these different projects tedious. Reading this collection of essays cover-to-cover will mean that even a novice is in for the occasional slog through a chapter that is barely relevant to their day-to-day work. Eventually, academic and public librarians alike will find at least one strategy described in this volume that will work well in their own library.

Although each chapter offers a unique perspective, the authors largely offer the same few suggestions: host a Wikipedia edit-a-thon, establish a Wikipedian in Residence, or use Wikipedia to teach information literacy. *Leveraging Wikipedia* is less a handy toolkit for the library professional who is ready to begin implementing these programs in their own library and more a source of encouraging testimonials.—*Natalie Mahan, Undergraduate Learning Specialist, University of Kansas, Lawrence, Kansas*

Sustainable Thinking: Ensuring Your Library's Future in an Uncertain World. By Rebekkah Smith Aldrich. Chicago: ALA, 2018. 194 p. Paper \$49.99 (ISBN-13: 978-0-8389-1688-9).

Although the concept of "sustainability" has many possible meanings, its connection to environmental issues is perhaps the most familiar. Thus, a reader coming across Rebekkah Smith Aldrich's new book might assume that it is primarily about how libraries can best demonstrate stewardship of environmental resources. While this is certainly one important piece of the discussion, *Sustainable Thinking* has a much larger goal: advocating the capacity of libraries to build communities, whether it be through environmental, financial, leadership, political, or other initiatives.

As a long-time advocate for libraries and sustainability, Aldrich has a wealth of experience in library advocacy and communicates her message well. This book is comprised of several easy-to-read and brief chapters (no more than five pages), with a thought-provoking exercise at the end of each reading. Section One, "Situation Report," sets the stage: use of public libraries is down, although people still have generally favorable opinions of them. It's necessary for librarians to be aware of the many disruptions—political, economic, technological, environmental, and societal—surrounding them and their institutions to develop effective strategies for survival.

Section Two, "The Strategy," outlines ways that libraries can inventory themselves, their communities, and their values. Particularly interesting in this section is Aldrich's construct of the Three E's of Sustainable Libraries: Empower, Engage, and Energize, which serves as a focal point around which libraries can self-inventory their connection to their communities. Section Three, "The Tactics," builds on the