Part 2 provides actual marketing plans from various libraries: an all-electronic library, two public libraries, a community college library, two university libraries, and one technical college library. The book incorporates a number of appendixes with examples of marketing tools ranging from physical flyers to various digital options, such as e-mails, blogs, and digital signage.

The book offers a number of helpful features, including figures and tables that illustrate the authors’ points, as well as URLs of reports and rubrics that readers can download and adapt to their own needs. The authors maintain an appealing writing style that integrates a conversational tone with scholarly references that expand on ideas and research related to each topic. Although the book specifically addresses marketing a library’s electronic resources, much of what the authors describe and recommend could be extrapolated to marketing any library resources and services, which actually makes the book appealing to a wider audience than might be expected from the title. Another positive attribute of the book is its relevance to all types of libraries; anyone involved in marketing their library’s resources in any type of library should find this volume useful.—Ellen Rubenstein, Assistant Professor, University of Oklahoma, Norman, Oklahoma


The ACRL Framework for Information Literacy for Higher Education, adopted in 2016, “encourages information literacy librarians to be imaginative and innovative in implementing the Framework in their institutions” (ACRL Framework, appendix 1). In this spirit, authors Brier and Lebbin have collected eighteen very short stories—typically one to three pages in length—whose themes raise questions concerning the nature of authority, the process of searching, and the creation and value of information. Following each story, the authors add discussion questions designed to initiate philosophical conversations among librarians, instructors, and students about significant topics in information literacy.

Originally published in various venues between 1937 and 2010, these stories are sure to provoke dialogue and debate among students. Many of the stories could be characterized as science fiction or speculative fiction, examining “what if” questions and carrying scenarios to logical but extreme conclusions. For instance, “The People Who Owned the Bible,” by Will Shetterly, uses both humor and rational argument to explore the question “what would happen if someone could copyright Shakespeare's works or the Bible?” The conclusion: “Everyone was content, except for the storytellers who had to buy a Disney license to prove that their work did not owe anything to any story that had ever been part of human civilization” (49). It is easy to imagine this story prompting a lively exchange in the classroom regarding the limits of commercial ownership and the right to creative
This book provides a fresh and creative approach to information literacy instruction. Because the stories are so short, it should prove feasible to use them even in one-shot sessions without requiring students to read them in advance. Moreover, the stories are interesting and memorable and are likely to enhance students’ engagement in information literacy. However, the book’s greatest advantage may be that it provides a new, unique, and enjoyable method for instruction librarians who wish to present a new twist on their usual material.—Karen Antell, Public Services Librarian, University of Oklahoma, Norman, Oklahoma