

SOURCES

“embed themselves virtually into these research communities” (66). The chapter concludes with a community current awareness case study from UConn.

In chapter 7, the librarians at Memorial Sloan Kettering Cancer Center describe how they have been actively involved in two programs: the Clinical Medical Librarian (CML) Program and their Systematic Review Service. Ironically, the authors mention how systematic reviews and metaanalysis are “fading” due to a movement toward “aggregating individual patients genomes. to develop drugs and therapies to target those genes” (74). Nevertheless, the authors do a nice job in detailing how they have embedded in various clinical departments with a focus on “ensuring search methods” and that “documentation were properly adhered to” (77).

This book provides librarians with the names of informationist leaders who can provide guidance, and even though the chapters were uneven in their bibliographies, the case studies provide a solid road map for how to transform from a traditional “librarian” into an informationist.—*Daniel G. Kipnis, Life Sciences Librarian, Rowan University, Glassboro, New Jersey*

Assessing Library Space for Learning. Edited by Susan E. Montgomery. Lanham, MD: Rowman & Littlefield, 2017. 260 p. Paper \$45.00 (ISBN-13: 978-1-4422-7927-8).

In *Assessing Library Space for Learning*, Susan E. Montgomery has assembled a collection of articles from a broad range of practitioners, including educational development, psychology, architecture, user experience, and librarianship generally. The rich mixture of backgrounds delivers more than the promise of its title, offering the reader deep insight into the practical aspects of academic libraries. A welcome contribution in the field, addressing what is largely a dearth in the library literature regarding library space assessment generally—much less, its use for learning. What is available is generally not reflective of the substantial change that has been underway for decades: the “big shift” from a formerly “singular focus on books to a much more dynamic and ever-fluid emphasis on user experience” (53). This book brings together a working understanding of the role of library as place, with practical assessment along multiple learning axes.

Overall, the goal of the book is to help readers better understand *how* to think about library space within the context of learning. Comprised of three sections, the first section provides a much-needed backgrounding, building from a thorough literature review of learning theory, the psychology of approaches to library spaces, and the evolving role of architecture in library design. Together, a solid foundation from which the second section springboards into real-world application: from library space assessment and accreditation to student success and library space redesign. Noteworthy chapters include assessment and institutional

alignment, and separate explorations of library space and resource usage from the standpoints of liberal arts students, STEM students, and student athletes. The closing section tries to take the library space assessment beyond the one-off case study and incorporate assessment into the day-to-day routine of library operation but comes across as a bit light with only two chapters.

Rich with anecdotes, quotes from end users, and numerous examples of signage and survey instruments, the book is both readable and browsable, offering the type of practical utility that is too-often missing from academic literature. The work has potential to be of use in any library but is highly recommended to practitioners of academic libraries. Whether a library has already transitioned to active collaborative learning space(s) or is merely considering, the role of today’s academic library goes beyond merely accommodating researchers’ information needs. Active support of learning and collaboration needs have become critical, and this book can offer much-needed insight.—*Tod Colegrove, Head of DeLaMare Science and Engineering Library, University of Nevada, Reno, Nevada*

Encourage Reading from the Start. By Pat Scales. Chicago: ALA, 2018. 228 p. Paper \$49.00 (ISBN-13: 978-0-8389-1650-6).

Fans of Pat R. Scales are already familiar with her work for both *Book List* and *School Library Journal*. As a collection of her articles, essays, and interviews, *Encourage Reading from the Start* supports librarians working with children’s and young adult literature. In “How Reading Shapes Us,” Scales discusses how the concept of “family” has evolved into a more diverse definition. Scales highlights authors, like Patricia Polacco, who have built a career drawing on family stories, leading readers to expand their world views through exposure to both familiar and diverse familial structures. For example, the interview with Elana Arnold insightfully compares her own writings with classic young adult works, such as *Bridge to Terabithia* and *Missing May*. Scales’ suggests stories, such as Polacco’s and Arnold’s, as effective fuel for reading with students, as well as embedding into book talks to encourage students’ independent reading. Current refugee struggles are highlighted in “What History Tells Us,” which ties current literature to historical works in a way that connects and invigorates. “No One Wanted Us” is an especially topical chapter, as it connects Kerr’s *When Hitler Stole Pink Rabbit* and Crew’s *Children of the River* to current stories about refugees and displaced children, like those in Gratz’s *Refugee*.

Anyone who is just learning about sharing literature with young people can build skill and confidence reading this book. Veterans of the field will enjoy remembering old friends and connecting new publications. The chapter seamlessly blends paired titles, questions for discussion, and activity ideas to inspire readers to respond to their own

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