

## SOURCES

public and school libraries, along with museums, to cultivate partnerships, programs, and learning experiences outside of the classroom as a means of addressing deficiencies in science.

Harrington gives an excellent rationale for the necessity and benefits of encouraging and promoting scientific inquiry, focusing on museums, school libraries, and public libraries as ideal venues for creating informal, fun, and literacy-rich environmental science programming. She aggregates science literature and activities for audiences of preschoolers through high schoolers.

This book reveals knowledgeable, engaging, and active learning experiences to incite curiosity, comfort, and connections with environmental science. Harrington presents preschool and family programming, story times, book clubs, self-guided activities, and teen action clubs, among other activities, to help teachers and librarians accentuate student learning. *Exploring Environmental Science* supports programming by providing detailed structure and strategies while giving an abundance of ideas to ensure success. Also provided are bibliographies, multimedia suggestions, and web resources for further consideration and extensions to learning.

The book also covers science-related topics like Earth Day, plant life, habitats, life cycles, scientists, animals, rocks, and fossils, all of which align with common themes taught in school curricula. This offers public libraries and museums an opportunity to complement learning through entertaining craft activities and to promote reading self-efficacy in the sciences for children and teens.

Although geared towards librarians and museum program coordinators, teachers looking for curriculum ideas are also likely to find this book valuable for lesson planning or enrichment activities, as it inspires programming, collaboration, and appreciation of the sciences within and outside the classroom.—*Tiffeni Fontno, Education Librarian, Lesley University, Cambridge, Massachusetts*

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***Fundamentals for the Academic Liaison.*** By Richard Moniz, Jo Henry, and Joe Eshleman. Chicago: Neal-Schuman, 2014. 208 p. Paper \$58 (ISBN: 978-1-55570-967-9).

As the title states, this book is a fundamental overview of the common tasks performed by academic liaison librarians. Aimed at novices, this resource covers the basic concepts involved without getting lost in details that tend to vary among institutions. Thus this book serves as a solid foundation for library science students unfamiliar with the diverse responsibilities involved in being an academic liaison. The authors cover how the liaison role has evolved over time with new technologies, budget adjustments, and the changing nature of research; and yet they reinforce the idea that academic liaison work remains critical to the mission of many college and university libraries.

Each of the eleven chapters is concisely written to be about fifteen pages in length, and each chapter includes a convenient checklist of key concepts and separate bibliography. The fundamental duties discussed include orienting

faculty to the library; developing subject expertise; assisting researchers; communicating with faculty; creating guides and online tutorials; performing collection development duties; teaching information literacy sessions; becoming “embedded”; supporting accreditation and new course development; and evaluating one’s own effectiveness as a liaison. The book is not entirely comprehensive, as the authors do not differentiate among subject disciplines or types of academic institution. And the authors acknowledge that not all academic liaisons perform all of the duties listed, and different institutions will require liaisons to engage in these duties to varying degrees. However, for a brand-new librarian wondering where to begin, this book will provide solid advice.

Although clearly aimed at those just starting their careers, this volume might also benefit librarians returning to the profession after an absence, because it does address how liaison duties have changed. In addition, experienced librarians might find individual chapters useful when new duties are added to their jobs. For example, Chapter Four, on online tutorials, provides sound advice about using scripts and storyboards to plan out the actual tutorial before filming or production. This title could also be valuable in educating those outside the library about the diverse duties performed by academic librarians. This book will be a particularly useful resource for institutions with library science programs. In addition, it would be a great mentoring tool for new librarians.—*Christina M. Kulp, Life Sciences Reference Librarian, University of Oklahoma Libraries, Norman, Oklahoma*

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***Global Voices: Picture Books from Around the World.*** By Susan Stan. Chicago: ALA Editions, 2014. 240 p. Paper \$50 (ISBN: 978-0-8389-1183-9).

“What children get from an international picture book that they don’t get from an American picture book,” says Susan Stan, “is something that they can’t see and probably can’t articulate: a shift in perspective that can range from unnoticeable to stimulating to disorienting” (2). All of these reactions, her book goes on to argue, are valuable to the development of a young reader and global citizen.

Divided into two sections, *Global Voices* is both a critical examination and an annotated bibliography. In Part I, Stan presents a general history of picture book publishing around the world, as well as information about translation and acquisition in the American market. She acknowledges the limitations of her project: the book’s bibliographies, divided by continent, in some cases heavily represent English-speaking creators of books *about* those parts of the world, rather than books originally from these areas. The reasons for this vary: sometimes the region itself does not have a robust children’s publishing industry; in other cases, books published in certain countries tend not to be acquired by American editors, because they are thought to be too culturally specific to be relevant or interesting to American readers. This, she argues, is unfortunate, as it keeps many worthy books from reaching more readers, and is a disservice to today’s children, who