

and Creative Design,” the authors describe easy step-by-step methods for creating and renovating early learning spaces. This discussion covers types of themed areas, types of toys, use of a designer (or not), working within different budgets, staff training, and floor plans for small, medium, and large projects. The last chapter is inspirational and motivational, filled with comments from parents and caregivers on how these “playscapes” and interactions encourage literacy learning in their children. The many appendixes include sample surveys for customers, activity plans, logic models, activity sheets, a list of companies and resources, and sample play-and-learn guidelines for use as the library designs an early literacy space. Additionally, the book includes a companion website with printable documents from the appendixes. Clear, direct writing with lots of explanatory photographs, diagrams, and floor plans makes this book accessible to the public library audience for which it is written.

“Transforming underutilized public spaces into dynamic early learning places is a great starting point to help families do their best for their children” (xiii). Stoltz, Conner, and Bradberry have provided the research, developed the plan, and given step-by-step instructions for turning any library into an early learning space. What are you waiting for?—*Jenny Foster Stenis, Reader’s Services, Pioneer Library System, Norman, Oklahoma*

Repositioning Reference: New Methods and New Services for a New Age. By Laura Saunders, Lillian Rozaklis, and Eileen G. Abels. Lanham, MD: Rowman and Littlefield, 2015. 157 p. Paper \$36 (ISBN: 978-0-8108-9322-1).

Repositioning Reference makes a grand statement in its title, and although it is a concise book, it delivers in providing new methods and new services for this new age. The chapters are well-organized, beginning with a historic overview of how and why reference services developed in libraries. The chapters are well documented with excellent endnotes, and the bibliography is a great resource on its own. The authors outline the reasons why traditional reference services are no longer as popular as they once were and explain what the changes in library patrons’ needs and research behavior means for current reference librarians and the evolution of reference service.

It is notable that the authors singled out ambivalence to change among library staff as one of the major hurdles that must be overcome as reference services and reference librarians evolve to meet the changing needs of researchers. Accordingly, they offer strategies to help managers cultivate a work environment that is receptive to change, an approach that is popular in the business world but not always addressed within library management.

In this book’s discussion of core competencies for reference librarians, many soft skills as well as technical expertise are included. The list could act as a checklist for librarians interested in adding to their own skill set, and it could also help library management determine their staff’s areas of

strength as well as areas for potential further development.

The chapter on “Thinking outside the box” provides many ideas to explore and may inspire librarians to think of other avenues for outreach and research assistance, taking advantage of technology and new ways of communicating. For librarians, it can be bitterly disappointing to learn that research shows most students and faculty (especially in the sciences) start and sometimes finish their research with an Internet search, without taking advantage of library resources or librarian assistance. For this reason, repositioning reference and research assistance so that it moves outside the library, and does not wait for the library user to come to the service, is an important message for all libraries to heed, lest we return to the closed medieval archives of the past, with only limited relevance to those few scholars in the know.—*Laura Graveline, Visual Arts Librarian, Dartmouth College, Hanover, New Hampshire*

Successfully Serving the College Bound. Africa S. Hands. Chicago: ALA Editions, 2015. 168 p. Paper \$50 (ISBN: 978-0-8389-1272-0).

As the old saying goes, “forewarned is forearmed.” No truer words have been spoken about high school students preparing to enter college. Traditionally, parents, teachers and guidance counselors have prepared college-bound students with advice and programs to help them find and reach acceptance to their choice of college. But librarians, as information and research specialists, and usually known in secondary education as media specialists, can also successfully prepare high school students for college entrance. Africa S. Hands, with her book *Successfully Serving the College Bound*, provides a useful and resourceful handbook on how media specialists can successfully serve the college-bound student.

The author begins her book by identifying the characteristics of a successful college-bound student, and then proceeds to include, with clear and readable writing, how to create a relevant and useful library collection to prepare students to enter college (and to succeed after starting college), to assist students with financial aid and other college-bound procedures, to successfully identify needs assessments for college-bound students, and to create partnerships with other school administrators and organizations to successfully assist college-bound students. Unique features of this book include a chapter on media center marketing to the college-bound students, as well as a comprehensive list of online resources and forms dealing with college-bound planning and organization for a wide variety of college-bound programs.

With her well-written and timely guide, Africa S. Hands has written a necessary and important resource that will allow media specialists to effectively assist college-bound students at their schools. Highly recommended.—*Lawrence Cooperman, Adjunct Librarian, University of Central Florida Libraries, Orlando, Florida*