saw structural reorganization as an opportunity for special collections and liaison librarians to collaborate on reference and instruction services. At the University of Oklahoma, an administrative reorganization prompted a new working relationship between the history and area studies librarian and the western history collection librarian, resulting in noticeably improved services to faculty and students. This book will be a conversation starter for librarians at large and mid-sized institutions with established special collections departments. It makes a convincing case for such partnerships and explains how each institution made these partnerships a success. The focus of this work is necessarily narrow, and it does an outstanding job of filling a specific need in academic library publications. Librarians at small institutions, however, will probably find works that take a broader approach to collaborative partnerships more helpful.—*Allison Embry, Youth Librarian, Tulsa City-County Library*

Collaborating with Strangers: Facilitating Workshops in Libraries, Class, and Nonprofits. By Bess G. de Farber, April Hines, and Barbara J. Hood. Chicago: ALA Neal-Schuman, 2017. 160 p. Paper $55 (ISBN 978-0-8389-1542-4).

The premise of this book is that talking to strangers should be less frightening and more rewarding than it often is. The authors present a unique collaboration-based program that they refer to as CoLAB, which was originally developed as a workshop on creating partnerships between people and organizations to meet community needs. The authors explain the origins, benefits, and logistics of running this workshop, which has been utilized often at the University of Florida and presented to about six hundred organizations and more than two thousand individuals.

CoLAB workshops typically host between 14 and 120 people and last from ninety minutes to a few days. During the workshop, pairs of people who don't know each other "speed-meet" in three- or four-minute sessions and discuss what they are passionate about, what they specialize in, and what their or their organization's immediate needs are. These workshops create face-to-face connections and enable collaboration and socializing aimed at creating innovation and sparking creativity.

Provided in the book are step-by-step instructions for various situations and groups. The authors discuss the logistics of setting up a CoLAB, from recognizing a need through preparing and carrying out the workshop, addressing budgeting, grant seeking, marketing, setting up the space, trouble-shooting, and creating paths for participants' ongoing networking with each other and the facilitators.

CoLAB workshops can be used for a variety of functions. They can serve as icebreakers, conference sessions, or class assignments. They can give students a chance to find a compatible partner or group for a project. They can facilitate connection-building among nonprofit organizations, enabling them to serve their communities better. The authors point out that this type of workshop can be hosted in almost any space, including an academic or public library, a nonprofit location, or a classroom. CoLAB has great potential for fostering community and individual connections and long-lasting partnerships.

This book is recommended mainly for academic librarians. Although it is possible for public libraries to be involved in CoLABs, the potential noise and the requisite amounts of space, time, and funds will likely be prohibitive for many public library spaces.—*Teralee El Basri, Librarian, La Prade Branch Library, North Chesterfield, Virginia*

Developing Librarian Competencies for the Digital Age. Edited by Jeffrey G. Coghill and Roger G. Russell. Lanham, MD: Rowman and Littlefield, 2017. Paper $39 (ISBN 978-1-4422-6444-1).

Today's librarians appear to be at a crossroads, offering traditional library services (such as reference) alongside digital library services, with some services overlapping the two areas. Change in the library profession occurs at a rapid pace in the twenty-first century, so how do librarians (particularly academic librarians) embrace this change successfully to serve their users effectively? And what technological changes can academic librarians expect in the next few years?

Jeffrey G. Coghill and Roger G. Russell, librarians at East Carolina University, answer these questions in *Developing Librarian Competencies for the Digital Age*, a useful volume that identifies and provides assessments for librarian competencies in the digital age. Beginning with a short history of the library profession and its response to changing technologies, the editors (and their contributors) address how technologies have changed library skills in areas such as reference, information technology, library marketing, and library management, and they discuss specific skill sets that academic librarians will need to confront technological change in their libraries. One interesting chapter deals with online and distance-education students, addressing how librarians can best assist them and what potential trends and outcomes librarians can expect from this growing education area. Each chapter contains extensive references, and the book includes the contributors' contact information.

Change is inevitable in any organization, and *Developing Librarian Competencies for the Digital Age* is a well-organized, content-rich book that gives academic librarians the necessary tools to adapt to technological changes to serve their patrons effectively. Highly recommended.—*Larry Cooperman, University of Central Florida Libraries, Orlando, Florida*

The Heart of Librarianship: Attentive, Positive, and Purposeful Change. By Michael Stephens. Chicago: ALA, 2016. 158 p. Paper $48 (9780838914540).

Having worked in libraries since her undergraduate days, this reviewer found that reading *The Heart of Librarianship* as she approached her fiftieth birthday helped rekindle some professional fires that may have begun to do more

smoldering than burning. This small volume focuses on the importance of learning, teaching, and fostering the skills needed to meet the ever-evolving needs of library patrons.

The words and concepts that seemed most significant in this book are chaos, playtime, and visibility. Stephens correctly asserts that visibility is and will continue to be a key to a library's success within its community, and that we can longer wait behind our information desks for patrons to come to us. We need to change our roles to join patrons where and how they are working. We also should encourage and enable staff to take playtime to explore new technologies, and we must connect with colleagues not just at conferences but via blogs, libchats, and MOOCS. In one essay, Stephens outlines the notion of "embracing chaos," which is really another way of encouraging library staff to remain ready and willing develop new services and try new approaches to problem solving.

In one of the book's last essays, "Lessons from the #hyperlibMOOC," Stephens outlines the roles identified for librarians by students who participated in Hyperlinked Library, a MOOC offered at Stephens' institution, the School of Information at San Jose State University. These roles included "Guide," "[Open] Access Provider," "Creator," and "Instructor." These roles are reflected in his essay "Listening to Student Voices" and in the book's overall call to engage with our library patrons and listen actively to their voices to ensure that our profession's voice evolves with the needs of the communities we serve.

Previously published in *Library Journal*, the essays in this book flow well together and are united in their focus on transformations in the library profession, were previously published in *Library Journal*. They are organized under section headings in the table of contents; specific topics and authors can also be searched in the index, and a bibliography is included. I would recommend this book to both new and experienced library staff as an easy read that nonetheless provides a lot of food for thought and ideas to incorporate in our own professional practice.—*Laura Graveline, Visual Arts Librarian, Dartmouth College, Hanover, New Hampshire*

Leading for School Librarians: There Is No Other Option. By Hilda K. Weisberg. Chicago: Neal-Schuman, 2017. 176 p. Paper $45 (ISBN 978-0-8389-1510-3).

Funding cuts to school libraries and librarians are the norm in today's budget climate, and librarians need specific skills to ensure that school libraries survive and thrive. Weisberg's book is an all-in-one guide for school librarians. It is organized in three parts: (1) "Safe First Steps to Leadership," (2) "Building Your Leadership Skills," and (3) "Playing Larger." Part 1 includes information for librarians about developing mission and vision statements, creating a welcoming environment for students and teachers, and understanding the differences between being a classroom teacher and being a school librarian. Part 2 addresses leadership development, from discovery of one's strengths to

continuous improvement as a leader to improvement of one's communication skills. Part 3 covers moving leadership outside of the library by developing a strategic plan, staying visible and current, and giving back to oneself.

This is a book that both beginning and experienced librarians will find useful. For new librarians, part 1 will provide the tools to create a positive environment, to consider the mission of the library, to manage classes and students in the library, and to become an expert teacher. For librarians who want to become better leaders, part 2 provides tools for self-reflection and best practices for leading. Part 3 shows librarians how to make themselves visible as leaders, encourages them to grow their network, and to give back to the librarian profession. This is a comprehensive book that includes valuable information for school librarians, no matter their level of experience. Any school librarian or school district could use this book to ensure that their librarians and library program are seen as indispensable.—*Melanie Wachsmann, Reference/Teen Librarian, Lone Star College-CyFair Branch Library, Cypress, Texas*

The Makerspace Librarian's Sourcebook. Edited by Ellyssa Kroski. Chicago: ALA, 2017. 400 p. Paper $85 (ISBN 978-0-8389-1504-2).

For those starting up a new library makerspace or those already managing one, this book offers advice to managers and staff on the logistics of running a library makerspace and discusses the requisite interpersonal skills for employees of such facilities. Divided into three parts, this book is organized chronologically, following the progression from creating to operating to sustaining a library makerspace. It addresses both the quotidian and the conceptual, from day-to-day operations to effective pedagogy, and ends with thoughts on the future of library makerspaces.

Beginning with the definition of a makerspace and how this can vary depending on the type of library that hosts it, this book covers public, academic, and K–12 libraries, introducing readers to a broad spectrum of library makerspace models. Equipment lists for all budget sizes and technological foci are included. Part 1 emphasizes the importance of communication with the space's users to learn which tools and programming are most useful and appropriate for them while encouraging a diverse, radically inclusive library makerspace culture.

Part 1 ends with a section on safety, an appropriate segue into part 2, which consists of chapters that overview a makerspaces in a variety of libraries These chapters serve as guides for projects including some of the most popular technology found in makerspaces.

This book concludes with thoughts on the sustainability of library makerspaces and recommendations for ways to ensure their continued success following the depletion of start-up funding and interest. This section emphasizes the importance of fostering the community that embodies a makerspace by acknowledging that everyone is a maker.