

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