

to teens, unfortunately, often the movies and TV shows are simply adaptations of novels suggested previously. However, Carstensen counteracts this small misstep by providing a list of additional resources at the end of each chapter (including journals, websites, blogs, and award lists) that readers can use to keep up with current and upcoming titles in the field.

Overall, *The Readers' Advisory Guide to Teen Literature* is an invaluable resource for librarians looking to expand their knowledge of young adult literature and better serve their teen patrons. Full of concrete tips for booktalking and interacting with teens alongside a wealth of specific materials suggestions, there is something to offer for both novices and experienced youth librarians alike. This is a highly recommended purchase for both public and academic libraries serving teens.—*Jessica Hilbun Schwartz, Teen Services and Reference Librarian, Newburyport Public Library, Newburyport, Massachusetts*

Shaping the Campus Conversation on Student Learning and Experience: Activating the Results of Assessment in Action. Edited by Karen Brown, Debra Gilchrist, Sara Goek, Lisa Janicke Hinchliffe, Kara Malenfant, Chase Ollis, and Allison Payne. Chicago: ACRL, 2018. 378 p. Paper \$70.00 (ISBN 0-8389-8994-4).

From 2013–2016, over 200 campuses participated in ACRL's Assessment in Action (AiA) program. *Shaping the Campus Conversation* is a compilation of AiA resources, including reports, reflections, and published articles. For individuals at academic institutions who are (or beginning to be) immersed in assessment efforts, this could be a valuable resource. This includes assessment leaders outside the library, as all of the AiA participants were required to have multiple partners on campus. In addition, most of the projects concerned information literacy instruction, so they could apply in a broader university environment.

The descriptions of hundreds of assessment projects in varied contexts can supply ideas for those beginning their own projects. The honest reflections from some of the leaders of those projects provides wisdom that would be difficult to conveniently find elsewhere. The reflections include discussions on the lessons learned from completing an in-depth assessment project for the first time and working with several partners on campus. They also discuss how their AiA project had a lasting effect on their library, which could be highly motivating to someone considering beginning an assessment project.

For individuals looking for information on how to do assessment, this is not a recommended resource. The chapters stand alone, and there is no synthesis of the material presented. Some may find this beneficial, as it is similar to working with primary sources and allows the reader to form their own knowledge without influence from someone else's lens. Others who are looking for a quick read to improve their assessment knowledge may be disappointed. I would compare the book to attending a conference and having

many conversations with librarians about assessment. In comparison, this book is a convenient collection of wisdom for those willing to dive deeply into the collective knowledge of their assessment-focused colleagues.—*Marla Lobley, Public Services Librarian, East Central University, Ada, Oklahoma*

Transform and Thrive: Ideas to Invigorate Your Library and Your Community. By Dorothy Stolz, Gail Griffith, James Kelly, Muffie Smith, and Lynn Wheeler. Chicago: ALA Editions, 2018. 168 p. Paper \$60.00 (ISBN 978-08389-1622-3).

Transform and Thrive is a rather eclectic short volume written by five librarians from the Carrol County (MD) Public Library. It is part aspirational cheerleader for change agents and part historical humanities lesson, coupled with a dash of program and service ideas.

The book's four chapters wend through the authors' perspectives on risk taking, customer service, library leadership and creativity. Each chapter is a blend of philosophical underpinnings of the social contract and examples of potentially responsive library projects and processes. In addition, each chapter includes "call and response" rhetorical questions and answers, such as "Can we be resilient, daring and unruffled no matter what the situation—like the Ford Motor team? Yes! . . . Can we strive for the ideal to help libraries work toward the future and not get stuck in the past? Of course!" (p. 120).

Each chapter serves to answer the question posed to librarians by engineer Andrew Trexler, "Since people can now hold the information world literally in their hand with a small device, what are libraries doing to survive and thrive?" (p. ix). In response, the authors stress that the overarching purpose of libraries is to enlighten humanity. Later, the reader is challenged to seek inspiration beyond merely increasing circulation and attendance statistics, as libraries will not likely succeed in the long run with such a strategy. Admirable and relevant, yet there is a considerable lack of pragmatic implementation ideas while the authors call us to the rather intuitive thing most libraries do, which is to "celebrate all that's good in the community and connect it with the library" (p. 25). While the book's title purports change proponents to best serve communities, suggested ideas run to the more "tried and true," such as programs featuring Shakespeare themes, local business features, and variations of maker spaces. Acknowledgement is given that "a specific formula that will guarantee success (for all libraries) does not exist" (p. 97). Rather than prescription for innovative ideas, several pages ruminate on the thoughts of Plato, Ben Franklin, Henry Ford, Abraham Lincoln, and other historical figures in mini civics lessons.

The photographs used to illustrate the book are small and dark. Some also do not align with the text. While the authors convey that the theme of the song "Respect," sung by Aretha Franklin, provides guidance in how to best serve library patrons, the photo that accompanies the text is of her