

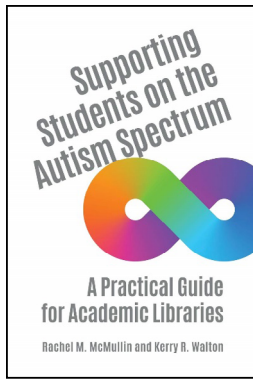
audiences and for different purposes (86–87), as well as getting started with mindfulness meditation (106) and how to create a collaborative reflective practice in groups (127–129). Many of these exercises are adapted from or inspired by the writings of others, and the index points helpfully to the pages where these publications are discussed as well as keywords and topics.

Although both authors are academic librarians, the book is meant to encompass the wide variety of environments in which library professionals can work. We are introduced to five personas representing public, school, special, and academic librarianship as well as archives who make appearances throughout the book to demonstrate the wide variety of situations and challenges we may face and how we might approach them throughout our careers. While this is an especially helpful tool to have at the start of your career or even while you are in graduate school, the value and revitalization you can gain from this book does not diminish the further along you are in your professional journey. Ideally, it would be reread multiple times as you find yourself in different stages throughout your career. As the authors highlight in the introduction, librarianship is a professional practice, and practices by their nature are never quite finished; instead, “it evolves and develops as well—it unfolds” (1). Some readers may find this kind of language and the promotion of self-compassion, gratitude, and mindfulness off-putting, but the authors skillfully balance reflection and action, big-picture thinking with specific examples of what professionals will encounter in their day-to-day lives and practical skills for successfully building a career. For example, the second chapter, “Gathering and Lending Support: Relationships,” is explicit about the role of relationship building in getting ahead professionally and includes exercises on network mapping (30) and networking behaviors (37). There is something for everyone in this book, and something different each time it is revisited.

Many books begin with an introduction that outlines what will come in the following chapters. Markgren and Miles do this as well, although they also lay a solid foundation for how to approach the book as well as your career. They immediately address what may have been for many a valid criticism of this work, which is that the successful outcome of any individual’s career does not depend solely on that individual alone and that it can be more harmful than helpful to believe it does. They acknowledge that professional development literature can all too often look like self-help and that in our “supremely individualistic economy, each person is responsible for their own growth and development—not to mention success and failure” while “scant attention is given to the constraining role of the structures within which we all live and toil” (3). Nonetheless, as they also acknowledge, there is a lot we can learn from each other and from those who have gone before us. We should continue to share and lift each other up as best we can, and this book is their way of offering us a hand to the next step and to finding a sense of “autonomy and direction over one’s practice” (5) despite our circumstances. As they conclude in their introduction: “Purpose, passion, and self-reflection play key roles in determining direction, but actively taking ownership, responsibility, or agency may be what truly defines professional level work” (5). In a professional practice, it’s not so much the outcomes that matter. Let’s all practice and thrive along the way together.—*Kristen Cardoso, University of California, Santa Cruz*

Rachel M. McMullin and Kerry R. Walton. *Supporting Students on the Autism Spectrum: A Practical Guide for Academic Libraries.* Santa Barbara, CA: Libraries Unlimited, 2019. 144p. Paper, \$52.00 (ISBN 978-1-4408-6396-7). LC 2018-59561.

Academic librarians may have noticed an increasing number of students with autism or ASD



(autism spectrum disorder) on their campuses in recent years. In fact, the rate of diagnosis of ASD in the U.S. population grew from 1 in 150 in the year 2000 to 1 in 88 in 2008 (see “Data & Statistics on Autism Spectrum Disorder, Centers for Disease Control web page: <https://www.cdc.gov/ncbddd/autism/data.html>), and many of those persons with autism who were diagnosed in 2008 are now of college age. Academic libraries serve diverse student populations, and students with neurodiversity (a classification term that includes students with autism) represent a group that could benefit from an intentional approach to support. While a sizable literature related to autism and ASD exists, including some research concerning academic libraries, authors Rachel M. McMullin and Kerry R. Walton identified a need for academic librarians to have access to practical information and advice for supporting students with autism.

The book begins by identifying cognitive traits and social and communications styles that librarians may note when working with a student with ASD. Because not all students with ASD display all these characteristics, and students may display a range of behaviors, librarians can best serve by treating the students as individuals with their own personalities. This strikingly commonsense advice actually works well with all students, because a librarian cannot know with certainty whether a student has an ASD diagnosis or not, unless that student self-declares. While students with ASD report a high level of academic success in college, they struggle communicating in new social situations, and also with skills like time management and multitasking. In working with students with ASD, the library and librarians can provide a supportive and stable environment for these students.

Librarians can take into account the sensory needs of students with ASD when designing or remodeling library spaces. Library spaces provide students with ASD a safe place for social interactions with peers, as well as also having quiet places with reduced auditory and visual stimuli to minimize distractions when studying. Some students with ASD find background stimuli overwhelming—including noises like the hum of fluorescent lighting, HVAC systems, or computer fans; smells or odors like a bustling coffee shop; certain types of color choices for walls and furniture; and the feel of certain fabrics. By applying the standards of Universal Design in the planning of library spaces, librarians can create a physical space with greater consideration for inclusivity of all students.

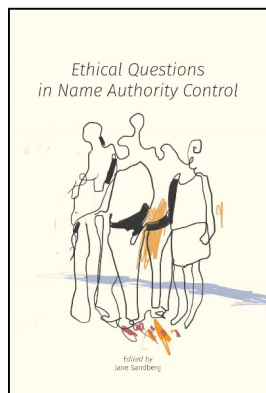
The authors devote chapters to both research assistance via the reference desk and the reference interview, and instruction for classes that may include students with ASD. Because of the social nature of the reference interaction, students with ASD (and the librarians working with them) struggle at times to develop the type of back-and-forth dialogue familiar to the experienced reference librarian. McMullin and Walton provide concrete and practical communications strategies for working with students with ASD to improve reference transaction success. For example, because students with ASD have difficulty taking notes as a librarian speaks with them, the librarian can provide the student with notes of their discussion and can, through those notes, help the student visualize the research process and possible deadlines. Adapting library instruction in light of the Principles of Universal Design for Instruction (UDI) can help librarians work with all students, including those students with ASD, and the book provides several examples of applying a particular UDI principle to specific aspects of instructional planning.

The chapter on employing student workers with ASD provides great information for academic libraries. As McMullin and Walton note, "...young adults on the autism spectrum have a lower rate of employment *even compared to young adults with other disabilities* [authors' emphasis]." Their experience suggests that this should not be the case. While individual student workers with ASD at their library have their own personalities, strengths, and weaknesses, these are characteristics a supervisor needs to take into consideration with any individual student worker. While student workers with ASD tend to struggle with social communication skills, they often have strong logical and process-oriented abilities and excel at detail-oriented work. Although it might be tempting to steer a student worker with ASD toward library tasks that focus on their strengths, the authors encourage library supervisors to give students with ASD the opportunity to grow their social and communications skills, especially giving them the chance to work with the public in a supportive environment.

The final chapter examines how the library and librarians can get involved across campus to increase involvement and inclusivity for students with ASD through academic and nonacademic support groups. Many potential strategies are discussed and recommended for developing an outreach plan.

The authors present information clearly, and the short chapters have well-marked sections, making this resource useful for regular, quick consultation. Each chapter ends with a few recommended readings for additional information. A complete bibliography of references appears at the end of the book. Sidebars within each chapter provide insights from students with ASD at West Chester University of Pennsylvania, the authors' home institution, and expert recommendations from the autism support program director at West Chester, Cherie Fishbaugh. All academic librarians and administrators would benefit from reading and implementing the recommendations in this book. — *Scott Curtis, University of Missouri–Kansas City*

Ethical Questions in Name Authority Control. Jane Sandberg, ed. Sacramento, CA: Library Juice Press, 2019. 418p. Paper, \$35.00 (ISBN 978-1-63400-054-3).



Name authority control represents a central activity of catalog professionals and is essential for the maintenance of library catalogs. It allows users to identify information resources and ensures the collocation of relevant search results. The process of determining the authorized form of a person's name in a catalog has ethical implications and requires careful evaluation. Further, in recent years, the library community has been reframing authority work within a more comprehensive approach coined identity management. This move toward identities has led to a proliferation of pieces of personal information in authority records raising additional ethical concerns.

Ethical Questions in Name Authority Control is a collection of essays, case studies, and content analyses edited by Jane Sandberg. It represents "the first time that scholars have come together to look at multiple facets of name authority control with the goal of working toward an ethical framework" (2). The book is prefaced by a brief introduction by the editor and comprises 18 chapters grouped into five sections: "Part I: Self-Determination and Privacy," "Part II: Impacts of Colonialism," "Part III: Gender Variance and Transgender Identities," "Part IV: Challenges to the Digital Scholarly Record," and "Part V: Emancipatory Collaborations." Each contribution contains footnotes and concludes