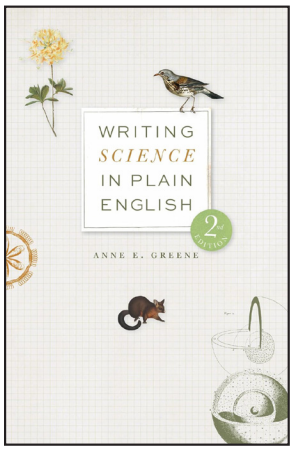
Amid efforts to ban materials, defund programs, and criminalize the work of librarians, this book offers a roadmap for advocacy by strengthening the connections between libraries of all types, library stakeholders, and policymakers. Even with the ongoing escalations in the political climate and the intensification of challenges to equitable access to information following the book's publication—exemplified by the recent dismantling of the IMLS—the foundational concepts and resources remain increasingly critical. The theme that an attack on one library is an attack on all is an enduring chorus. The authors' promotion of ecosystem ideals is based on the assertion that strengthening the collective voice and speaking in unity is more important now than ever.

Hand, Johns, Robertson, and Duffee's *Strengthening Library Ecosystems* boasts a wealth of collective knowledge from wide-ranging professional backgrounds and represents the three largest library categories: public, K-12, and academic libraries. Several of the contributors have served as leaders in major library organizations, including a former ALA president, and many have experience on national advocacy and ecosystem committees. The scope of their expertise cements the book as a credible and constructive resource for advocacy fieldwork. The book showcases the value of ecosystem thinking in advocating for libraries largely through its structure. It is divided into five key parts with each part building on the argument for the necessity of a networked community framework in advocacy. Part I "The Ecosystem Foundation" introduces ecosystem theory and highlights how all libraries, despite their differences, share core values, goals, and interconnections. Part II "Elements of Ecosystem Thinking," delves into the application of a continuum model which can be used to assess competencies like leadership, communication, collaboration, and sustainability. This model allows ecosystem groups to scale their progress from "Beginning" to "Evolving" to "Highly Effective." In Part III, "Applying Ecosystem Ideas," the connection between ecosystem thinking and advocacy is further investigated, beginning with a broad definition of advocacy then narrowing the focus to best practices for creating library legislative agendas and policies that protect information freedom.

Part IV "Many Kinds of Library Advocates," explores the concept of "One Voice" in greater depth. These chapters outline the contributions of public, school, and academic libraries to their communities and show how different types of libraries connect back to overarching library core values. They examine each type of library's distinct challenges from attacks in the state legislature to roadblocks from the municipal administration but also include advocacy tips to fight opposition. Here, the authors also broaden the library ecosystem beyond just libraries and identify potential allies such as professional associations, vendors, foundations, community groups, and other organizations that share similar values and can amplify advocacy efforts. Finally, Part V "Ecosystems in Action," presents five case studies of ecosystem-driven advocacy. It presents practical insights into their successes, challenges, and lessons learned. The book concludes by combating what is coined as the "myth of going it alone," a common pitfall of advocates and a known cause of burnout. As library supporters, coalition building is the only sustainable path to robust activism. The appendix is also an important feature of the text as it offers templates, checklists, and suggestions for additional reading materials that can provide grounding for theoretical concepts with real-world applications.

One strength of this book lies in its clear, practical resources. For example, Part II includes charts for assessing progress along a continuum. These tools help groups evaluate their development across competencies referred to in the text as "pillars." Examples under the "leadership" pillar include continuum assessments for ecosystem perspective, change agent, core values, and relationships. Users of the continuum models will find value in the framework's acknowledgment that building an ecosystem can be a slow and constantly evolving process. Ecosystem groups are given developmental benchmarks for ongoing reflection rather than fixed standards. The book also provides easily identifiable and clearly defined key terms, highlighted throughout the text, making it accessible for readers unfamiliar with ecosystem or advocacy topics. Another core strength of this title is its reliance on real-world examples of successful ecosystem advocacy. Cited throughout the book and featured as a focus in Part V, these tangible case studies can be applied to the reader's own advocacy efforts. *Strengthening Library Ecosystems* is a valuable resource for libraries of all types and the people who support them. Its focus on fostering connections between libraries makes it a good fit for any collection. This book is also a beneficial acquisition for groups looking to build or strengthen ecosystem efforts due to its excellent compendium of existing tools and resources from ALA and its affiliates. Furthermore, this book is essential for anyone engaged in legislative action, public awareness campaigns, or broader coalition development, standing as both a call to collective action and a guide to building resilient, unified library ecosystems.— *Madeline McConnell, University of New Mexico*

Writing Science in Plain English, Second Edition. Anne E. Greene. University of Chicago Press, 2025. 131 pp. Paperback, $19.00. 978-0-226-82503-8



A bright student once told me that she had never been "any good at English composition" after I gave her feedback to improve the clarity of a science report. Certainly, as a professor or instructor, encountering those who do not realize that clear writing and science go hand in hand is not unfamiliar. Scientists must often express their ideas, reasoning, and process to a wide variety of readers. Spoiler: most of us are quite bad at it. We tend to write in a dry style, use complex words to describe simple concepts, use jargon to impress, and create acronyms that only a handful of experts in the field could appreciate or ever use again. Consequently, this limits impact, confuses readers, and induces naps for the intended audience. Obviously, there is much work to be done. Yet, writers are often expected to learn science writing by chance or simply by emulating writing, both good and bad examples. This model perpetuates commonly held [bad] conventions that decrease writing effectiveness. Students, like the one mentioned above, fail to recognize the utility of their English composition courses in science. Good science is not just completed, it must also be understood to be impactful. It is easy to identify clear scientific writing, it is harder to learn to write clearly and harder still to teach the skill to others. Greene's *Writing Science in Plain English* makes a compelling case for why and how to compose clear and scientific writing. This second edition provides an updated, strong set of guiding principles for developing clear science writing and breaking the cycle. A biologist with experience in teaching writing for the sciences, Greene begins with a brief overview of what is at stake. She cites evidence that as discipline specific jargon and