SOURCES

the framework of the program can be adapted to fit any public library.

Helpfully, Baker begins her guide to creating a school readiness program with an introduction to early childhood development and early literacy. This allows readers with little background in early childhood education (or those who need a refresher) to understand *why* school readiness programs are valuable. Once the reader understands the "why," Baker moves on to the "how" of starting a school readiness program.

Beyond a comprehensive overview of a school readiness program, Baker provides a schedule of lesson plans that incorporate *Every Child Ready to Read*, second edition, with other proven school readiness skills. The book also includes reproducible family activity calendars with tips to help caregivers build children's school readiness at home throughout the year. Baker provides practical advice on initiating or improving partnerships with schools, policymakers, and community members to ensure that school readiness programs are developed to suit the unique community in which they are implemented.

This book also provides examples of successful school readiness programs across the country. These examples illustrate the adaptability and flexibility of Baker's framework, showing that success can be achieved in libraries of any size, in any location. After reading this guide, the reader is prepared to start a school readiness program, from planning to implementation.

A valuable addition to reference collections, particularly in communities with a strong need for school readiness resources.—*Lauren Bridges, Children's Librarian, Mandel Public Library of West Palm Beach, Greenacres, Florida*

Handbook for Storytime Programs. By Judy Freeman and Caroline Feller Bauer. Chicago: ALA, 2015. 616 p. Paper $65.00 (ISBN 0-8389-1265-2).

The Handbook of Storytime Programs, a classic resource by Caroline Fellar Bauer originally published in 1977 and 1993, has been masterfully updated to include vetted websites and YouTube videos to augment program planning. The earlier editions fluidly interwove many different types of literature, music, drama, and magic, making Bauer's programs flow seamlessly from one aspect of storytime to another. The authors do not disappoint with this update. True to Bauer's style of storytime programs, this book is not only filled with additional fingerplays, stories, poems, and activities, but has kept Bauer's magic as well.

The book begins by exploring how librarians can use pictures, everyday objects, and puppets to extend the storytime experience. All of the standard elements are there: flannel boards, draw and tell stories, paper craft stories, and props. The author discusses how to use music, magic, and creative drama to engage children in the love of books and reading. The music chapter includes the notes and chords, so librarian with musical skill can play the songs on a musical instrument.

Each chapter is full of stories, ideas, and activities, as well as booklists suited to each type of storytelling and suggested websites to explore about each topic. Chapters include YouTube references for watching magic tricks or hearing the music for a song. Throughout the book, a "web" icon is used to indicate a complete script or score that the reader can access at ALA's Web Extras (http://alaeditions.org/webextras).

The second half of the book is divided into two parts, one covering programs for preschool through age seven and another for programs for ages eight to fourteen. The chapters for each age group includes an exhaustive list of program outlines on topics such as places, people, objects, and values (such as honesty and responsibility). Each storytime program comes with a variety of book titles, a verse or song, and an activity pertaining to the theme. The book is a veritable encyclopedia of storytime resources. The booklists consist of carefully chosen classic books as well as new storytime favorites. The booklists and lists of websites are annotated, and the volume ends with a subject, author, and title index.

For storytellers and school and public librarians, this book is essential, serving as one leg of the foundation of storytelling and storytime planning, along with its companion volume *The Handbook for Storytellers* also recently updated by Freeman and Bauer (and reviewed in *RUSQ* 55, no. 3, Spring 2016) and *Every Child Ready to Read, Second Edition Kit,* to build an outstanding children's storytime program at your library.—*Jenny Foster Stenis, Readers' Services Manager, Pioneer Library System, Norman, Oklahoma*

Leading Libraries: How to Create a Service Culture. By Wyoma vanDuinkerken and Wendy Arant Kaspar. Chicago: ALA, 2015. 224 p. Paper $65.00 (ISBN: 978-0-8389-1312-3).

Librarianship is a service industry, so aren't librarians, by definition, already service leaders? The answer, according to authors Wyoma vanDuinkerken and Wendy Arant Kaspar, is "no." Libraries and librarians may be part of a service industry, but to create a servant leader and a true service culture requires more than just lip service.

Leading Libraries: How to Create a Service Culture begin with two chapters overviewing the major views on leadership theories and service leadership, creating a foundation for the remainder of the book. This section feels like a whirlwind, as the authors cram decades of management and leadership theory into just twenty pages. For those with prior knowledge of leadership theories, this isn't difficult, but readers unfamiliar with the context may feel overwhelmed.

The remainder of the book focuses on five concepts— conscientiousness; rapport building; encouragement and accountability; innovation; and sustainability. Each concept is discussed in its own chapter, which addresses relevant research from the fields of organizational development, library science, and even psychology and political science. These chapters lead readers to examine their own values, opinions, and actions in light of their desire to be a servant leader and