
Sources

Professional Materials

Karen Antell, Editor

<i>Adults Just Wanna Have Fun: Programs for Emerging Adults</i> . . .	51
<i>Excellent Books for Early and Eager Readers</i>	51
<i>Five Steps of Outcome-Based Planning and Evaluation for Public Libraries</i>	52
<i>Managing Creativity: The Innovative Research Library</i>	52
<i>More Storytime Magic</i>	53
<i>The Neal-Schuman Library Technology Companion: A Basic Guide for Library Staff, 5th ed.</i>	53
<i>Putting Assessment into Action: Selected Projects from the First Cohort of the Assessment in Action Grant</i>	54

RUSQ considers for review reference books and professional materials of interest to reference and user services librarians. Serials and subscription titles normally are not reviewed unless a major change in purpose, scope, format, or audience has occurred. Reviews usually are three hundred to five hundred words in length. Views expressed are those of the reviewers and do not necessarily represent those of ALA. Please refer to standard directories for publishers' addresses.

Correspondence concerning these reviews should be addressed to "Professional Materials" editor Karen Antell, Head of Outreach and Strategic Initiatives, Bizzell Memorial Library, University of Oklahoma, 401 West Brooks St., Room 146, Norman, OK 73019; email: kantell@ou.edu.

Adults Just Wanna Have Fun: Programs for Emerging Adults. By Audrey Barbakoff. Chicago: ALA, 2016. 136 p. Paper \$49 (ISBN: 978-0-8389-1391-8).

Geared toward an underrepresented population in public libraries, this book aims to describe programming for emerging adults—defined by the author as those who are in their twenties to early thirties. The focus is on providing information about emerging adults' use of libraries, demonstrating the importance of programming targeted to this group, and justifying this type of programming to library stakeholders.

The book is divided into three main parts: an introduction that explains the research supporting programming specifically for emerging adults, a middle section detailing actual programming ideas, and a conclusion that discusses how and why to evaluate such programming. The highlighted research points to a need for programming to this age group: The author cites evidence showing that emerging adults rank libraries as less important than older adults do, even though 88 percent of emerging adults reported reading a book in the past year, compared to 79 percent of older adults. In other words, emerging adults are readers, but they aren't visiting our libraries.

The programs that the author describes are all based on play, as research has shown that this is often integral to learning for people of all ages. Because play is such a strong element in learning, the programs proposed in this book are both educational and fun at the same time. The author also encourages programmers not to be afraid to take risks and to learn right alongside their patrons to make it less intimidating for attendees as well as more fun for all.

The programming section is separated into three types of programming: "Get Dirty," which covers creating items both technological and non-technological; "Get Out," which covers programming outside the branch; and "Get Together," which covers programming that encourages participants to engage with one another. Programs are laid out with their length and time, staff and materials needed, cost, steps needed for implementation, and justification of community need.

This book is recommended for libraries interested in developing emerging adult programs, especially if they are seeking research to justify their choices. Purchasers should be aware that the book includes only about six programs per section, so this is by no means a comprehensive guide. In addition, not every program will be appropriate for every library or branch. Nonetheless, this book provides a solid start for those delving into emerging adult programming. —Teralee ElBasri, Librarian, Chesterfield County Public Library, North Courthouse Branch, Richmond, Virginia

Excellent Books for Early and Eager Readers. By Kathleen T. Isaacs. Chicago: ALA, 2016. 264 p. Paper \$52 (ISBN: 0-8389-1344-4).

Excellent Books for Early and Eager Readers is a standout readers' advisory tool for all children's librarians. Every children's librarian struggles with placing the right book in the

SOURCES

hands of the early and eager reader. In this reviewer's many years as a selector of children's literature, she has not come across a bibliography that fills a need so well.

Isaacs begins her definition of "early and eager readers" by recalling "The Book Whisper," a blogger who calls these children "underground readers" (2). In chapter 2, Isaacs discusses the criteria for what makes a good read for these readers, including various book awards presented for fiction and nonfiction books. She also discusses the parameters that were used in selecting the books in this bibliography. One chapter, focused on transitional reading, provides a list of children's favorites for the reader to explore. The remaining chapters are based mainly on the appeal of the book—type of plot, compelling characters, humor, magic, traditional tales, and historical fiction, among others. For each annotation, the author gives an interest level (that is, younger, middle, or older), the book's Lexile measure, and a genre. The entries are ethnically diverse and include both classic and current literature. A delightful and thorough description of each book, along with comments that place the book in context, will help guide the librarian in the selection for the student or child. Best of all, many sequels are included, with year of publication (unless the series is extensive, like *Magic Tree House*, for example), so that the librarian can hand the whole series to the eager reader. The book ends with a subject index and an exhaustive author and title index.

This book is of interest to all public and elementary school librarians, as well as parents, grandparents, and caregivers of early and eager readers. Librarians should shelve this must-have book in ready reference so it is easy to grab when parents come in looking for age-appropriate books for young children on a higher reading level.—*Jenny Foster Stenis, Readers' Services Coordinator, Pioneer Library System, Norman, Oklahoma*

Five Steps of Outcome-Based Planning and Evaluation for Public Libraries. By Melissa Gross, Cindy Mediavilla, and Virginia A. Walter. Chicago: ALA, 2016. 120 p. Paper \$38.00 (ISBN: 978-0-8389-1404-5).

Most public librarians have pondered how to better report our library's worth and value to our varied constituents, ranging from patrons to library boards to municipal councils, and many of us have wondered how effective some of our programming endeavors actually are. Librarians are good storytellers, and this new book—*Five Steps of Outcome-Based Planning and Evaluation for Public Libraries*—affirms our collective talent while nudging public librarians to "step up our game."

Going beyond the "how we did it well at our library" approach, the authors provide a framework for planning and assessment in clear and concise chapters. To move beyond thinking solely in outputs, the authors outline a five-step approach. They clearly convey that "no matter how many books, computers or chairs a library owns, they have little value unless they are used to effect positive change in the community" (32).

The authors organize their process around the following five phases of outcome-based planning: (1) gathering information, (2) determining outcomes, (3) developing programs and services, (4) conducting evaluations, and (5) leveraging the library's role. The process is accessible and applicable to public libraries of any size. Four appendices provide ready charts and questions to assist a novice through the process.

The primary example used throughout the book is a program to help remedial students comprehend their math homework better. This case might not reflect many public libraries' experiences, but it does illustrate the authors' approach of engaging the community in ongoing conversations and recognizing the importance of intentional initiatives that create value, enhance existing services, and aid in the development of new ones. They emphasize that outcome statements must be well focused and must address a specific target population.

The authors acknowledge that library staff are "brilliant" at creating library programs but usually not as astute in measuring the impact of their programs. How can a library determine whether a program is a success? It is essential to plan evaluation methods concurrently with planning the program itself. The book emphasizes that a variety of evaluation methods should be triangulated to validate the conclusion. Effective evaluation will lead libraries to modify less effective programs or to shutter a program entirely to transfer resources to more responsive programs and services.

In sum, the authors note that "outcome-based planning and evaluation is a way for library heroes to be more effective advocates for their communities" (81)—and that is the bottom line. Public librarians who use the methods outlined in this book are likely to generate an enhanced bottom line to continue their "heroic work," removing the veil from the "best kept secret" in a community (80). Highly recommended for all public libraries.—*Lisa Powell Williams, Adult and Young Adult Services Coordinator, Moline Public Library, Moline, Illinois*

Managing Creativity: The Innovative Research Library. By Ronald C. Jantz. Chicago: ACRL, 2016. 206 p. Paper \$44.00 (ISBN: 978-0-8389-8834-3).

In *Managing Creativity: The Innovative Research Library*, author Ronald Jantz succeeds by expertly weaving together empirically derived theory with public and private sector case studies to elucidate what it takes for academic libraries to remain relevant via innovative leadership. Not only has Jantz conducted original, data-driven research to support his arguments, he has also gone a step further and described for readers where they—as present or future library leaders—might begin looking for programs and projects to kick-start organizational innovation.

Jantz pinpoints his target reader ("academic library leaders, future leaders, managers, and administrators") and begins building the case that a top-down combination of