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

integrated leadership, communicated vision, and dedicated research and development will *jolt* and bolster the role of research libraries, transforming them from "incremental" innovators on campus to agile service providers (xiv). Caution is natural, Jantz argues in part two (of three), especially for those leaders of extended tenure facing today's economic turmoil. Nevertheless, an *exploitative* focus, which favors the refinement of existing services, shouldn't completely crowd out *explorative* activity, whereby smaller units pursue more innovative (albeit unproven) service strategies and implementations.

The private tech sector, with its myriad breakthroughs (such as robotics and open source software), should be viewed as a particularly fertile source for explorative inspiration, claims Jantz. Because potential innovators are able to operate within a deliberately conceived and executed culture of creativity, and because quantitative tools for tracking effectiveness are available (as is the case in the corporate world), today's library leaders can readily establish the "conditions to support innovation" (162) and avoid the pitfalls of institutionalized stagnancy.

Why risk decentralizing traditionally bureaucratic organizations while promoting a looser culture for some employees? If "singular leaders" don't work with an integrated leadership team to foster technology-oriented innovation, Jantz argues, the academic library may cease to function as the crossroads of the university and find itself relegated to a merely symbolic role. The interdisciplinary source material leading Jantz to these conclusions is meticulously documented, and each of the twelve chapters features an extensive bibliography that—along with the body of the work itself—makes *Managing Creativity* an indispensable resource for tomorrow's effective library leader.—*Matt Cook, Emerging Technologies Librarian, University of Oklahoma Libraries, Norman, Oklahoma*

More Storytime Magic. By Kathy MacMillan and Christine Kirker; illustrations by Melanie Fitz. Chicago: ALA, 2016. 200 p. Paper $52.00 (ISBN: 978-0-8389-1368-0.)

This book offers a bounty of fresh materials for both storytime novices and veterans, including songs, flannel boards, rhymes, stories, and recommended book lists to engage the audience. Updating their 2009 *Storytime Magic*, authors MacMillan and Kirker use the same format for this volume, but with new materials. As with the earlier title, chapters have themes, such as "All About Me," "Fairy Tales and Castles," and "The Natural World." The new materials in these chapters are useful when planning storytimes. Some activities and flannel boards are tied to specific books. For example, Toni Yuly's *Early Bird* (2009, 19) is the focus of a flannel board, and an ALA web link is provided for flannel board patterns, which makes it easy to use. Song lyrics listed in the book can be sung to familiar tunes, including childhood favorites. As in the previous book, some American Sign Language is also included.

The opening chapter has been revamped from the previous book. Instead of focusing on programming for different age groups, this updated title opens with general tips for capturing and maintaining the attention of the audience and also focuses on early literacy. Although the authors acknowledge that Common Core State Standards are controversial, they explain why they include them: "The fact is that teachers, students, and parents all over the country are being affected by the implementation of these standards" (3). Songs, flannel boards, and other activities are labeled with an abbreviation for the standard they meet, which is further explained in appendix B, "Common Core State Standards for Kindergarten." These are helpful tools for identifying and communicating the educational components of a storytime. If briefly explained in a storytime, this can also help parents and caregivers know how to model these activities at home.

On page 3, this book also emphasizes "making storytimes accessible to all." Chapter 1 offers an introductory overview of some ways to make storytimes more inclusive to children with disabilities. However, it does not provide an outline for creating a specific program like a sensory storytime. The book also includes an appendix with further resources for storytime planning. This resource is highly recommended to promote early literacy and fun in storytimes.—*Robin Sofge, Alexandria Library, Duncan Branch, Alexandria, Virginia*

The Neal-Schuman Library Technology Companion: A Basic Guide for Library Staff, 5th ed. By John J. Burke. Chicago: ALA, 2016. 232 p. Paper $80.00 (ISBN: 978-0-8389-1382-6).

The aim of the *Library Technology Companion* is to be a portal to information about any kind of technology for staff or patron use that your library might need to achieve its mission. A resource of this type can be helpful in many ways: as a starting point for developing a technology plan, as a means of educating yourself about technology you are considering acquiring, as a roadmap for planning your own or your staff's continuing education, or simply as a handy reference for the questions about technology that arise from time to time. Due to the rapid pace at which technology changes, one of the first things this reviewer examined was how current this new edition is. In that regard, this book really shines. An entire chapter, new to this edition, is devoted to makerspaces. This volume also provides good coverage of emerging trends, addressing questions such as "Should we keep buying DVDs or rely on streaming services?" Readers will find answers in a chapter aptly titled "The Death of Technologies." The book concludes with an overview of technology trends to watch and suggestions about where to hang out (online) to stay informed.

Many of the people who make the technological wheels turn in our libraries every day aren't so good at explaining it to the rest of us. But that's not the case here. Burke's talent for making his subject accessible is a real asset. He provides the answers readers seek without overwhelming them with