

*Succession Planning in the Library.* By Paula M. Singer and Gail Griffith. Chicago: ALA, 2010. 160 p. Paper \$55 (ISBN 978-0-8389-1036-8).

When we think of succession planning we do not necessarily think of this process in terms of library administration. Knowing that new librarians today tend to be a somewhat plentiful resource, there is a tendency to lose sight of succession planning for our future leaders. This book provides a well-rounded approach for handling succession planning in libraries, offering case studies and examples that address library staffing at all levels.

The book begins with a very interesting initial chapter that paints a somewhat bleak picture about the lack of leadership for libraries of the future. This may seem alarmist at first, but it is a scenario that is becoming all too real as we see our profession age and retire. Chapter 2 provides some case studies along with a step-by-step approach for creating a succession plan. Chapter 3, which focuses on leadership and core competencies, features the staff core competency guidelines of both the New Jersey Library Association (40) and the Ohio Library Council (43).

The next pair of chapters concentrates on retaining staff, evaluating employees' potential, and identifying leaders who could manage positions within their current institutions. Both chapters offer a wealth of examples and ideas that are worth exploring and implementing.

Chapter 6 focuses on succession planning for library directors. The content includes practical information, such as an outline for recruitment, an example of a meeting schedule for a search committee, and other useful items. One particularly interesting session on risk assessment addresses emergency situations as they relate to filling library director positions. The entire chapter is presented in a well laid out, step-by-step approach. The last remaining chapter provides various case studies from public library systems and one from OCLC.

Although the introduction states that this book is intended for libraries of all types, including academic libraries, it is focused heavily toward public libraries and very limited in academic library content. However, the information might be applicable in some academic institutions. Overall, this book fills an information gap and serves as useful resource.—*Hector Escobar, Director of Education and Information Delivery, University of Dayton, Dayton, Ohio*

*Twenty-First-Century Kids, Twenty-First-Century Librarians.* Virginia A. Walter. Chicago, ALA, 2010. 104 p. Paper \$45 (ISBN 978-0-8389-1007-8).

This book, "inspired by a new generation of children's librarians and by the old veterans who continue to get it right" (v), begins with a history of library service to children, proceeds to a re-examination of that legacy, and outlines emerging trends and issues. Last, it looks at those twenty-first-century kids and models of childhood that could inform library service today.

The short history of how library service for children was first introduced and developed and how advocates for children and libraries had to fight for change, is an inspiring start. "The Legacy Reconsidered" offers a summary of more recent library history. Trends and challenges in programming, children's spaces, advocacy, and more are examined in the chapters that follow.

Walter next asks, "Which child will we target as we plan and deliver library services in our community?" (76). Several models of childhood provide a basis for service to children: child as reader, child of the information age, child in the community, global child, and empowered child. The preceding "children" were discussed in Walter's previous work, *Children and Libraries: Getting It Right* (ALA, 2001), and each of these concepts "is based on a different understanding of the child who will shape and claim the future" (54).

The last chapter, "Getting it Right for the Children," is rather disjointed from the whole. It is a hurried summary of the management skills that are needed to achieve goals in children's services. The treatment is so brief that it is barely of use here, although it could be the gateway to action for those keen enough to follow up on their own.

Walter gives those working in children's services plenty to ponder in a short, easy read that will echo in the reader's mind for many months to come. As the author hoped, it is definitely the start of some interesting conversation and thought.—*Sarah J. Hart, Acting Children's Services Coordinator, Brampton Library, Brampton, Ontario, Canada*