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***Let's Start the Music: Programming for Primary Grades.***

By Amy Brown. Chicago: ALA, 2014. 184 p. \$45 (ISBN: 978-0-8389-166-2).

Brown, a seasoned children's programmer, believes in the benefits of exposure to music: "Musical experiences can be memory making and magical, and that's why I love sharing music with children" (xi). Her enthusiasm and creative approach are immediately evident. After a few brief introductory chapters on the importance of exposing children to music and some ideas on how to accomplish this, Brown jumps right into storytime.

The author's belief in the importance of music is steeped in the theory of multiple intelligences, but unfortunately, she merely skims the theory's surface in the introductory chapters and does not return to the subject. Early literacy is mentioned as well, as music can play an integral role in developing early literacy skills, but Every Child Ready to Read is mentioned and explained only in passing, and Brown "name drops" phonological awareness but does not offer the reader much explanation. If the reader is a children's programmer trained in early literacy, this treatment may be sufficient. However, others will need to do further research to understand these concepts. Despite this, however, the book will be useful for most readers.

Brown provides outlines for several music-rich programs for primary grades. Each has a different theme, such as "Game Time" or "Camp Do Re Mi." The music takes top billing and makes these programs really stand out. Each plan begins with an introduction to the theme, a "playlist" citing each song, book, and activity or craft presented. Annotations are provided for each book and CD, which is quite helpful for programmers and also useful for collection development. Each program is complemented with a thematic activity. For example, at "Camp Do Re Mi," children sing the classic camp song, "B-I-N-G-O," which morphs into "L-I-M-B-O" and is followed by the limbo game. In addition, each outline includes the creation of an instrument, like a shoe box guitar or castanets. (Haven't you always wondered how to make a kazoo—and use it in programming?)

Brown includes "Bonus Books" for each theme, including nonfiction titles appropriate for extending discussion and learning, as well as "Bonus Tracks," which provide a plethora of alternate music choices for flexibility in planning.

Overall, this title is a great choice for programmers looking for fresh ideas. These activities will help expose children to music and its benefits as well as increase everyone's enjoyment of library programming.—*Sarah J. Hart, Manager, Public Services, Chatham-Kent Public Library, Chatham, Ontario, Canada*

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***Mastering Digital Librarianship: Strategy, Networking and Discovery in Academic Libraries.***

Ed. by Alison Mackenzie and Lindsey Martin. London: Facet, 2014. 183 p. Paper \$99.95 (ISBN: 978-1-85604-943-6).

This handbook of topics in digital librarianship sets the bar rather high for itself. The title makes confident pledges

to the reader, and the nine collected articles must stretch to fulfill these promises. The editors have arranged the almost entirely UK-based contributions into three themed sets: rethinking marketing and communication, rethinking support for academic practice, and rethinking resource delivery. The articles are largely descriptive of practice rather than prescriptive of mastery, which is a count against the work as a whole.

In the editors' favor, digital librarianship is a broad topic, and the range of articles treats a variety of aspects. The themes they have assembled should, in theory, support libraries sympathetic to the title, and the introduction correctly characterizes the collection as "an honest appraisal by . . . librarians of their professional practices at a point in their transition" (xvi). Some articles are betrayed by the speed of change in the field; the social media outlets in a treatise on digital marketing are already slightly dated. Most are studies of projects or programs at the home institutions of the authors (actual case studies are set off in the text by sans serif type and a bold heading). The handbook includes an index heavy with proper nouns.

The third set of articles are the most forward thinking; they explore challenges and opportunities in delivering resources. A treatise on algorithmic title suggestions based on aggregated UK library user data forecasts the influence of the digital realm on library mores—patron privacy may be departing from among our core values. An insightful dissection of the myth that "digital" equals "free" is a highlight of the final entry. Ultimately, this is an uneven effort, hampered by the impossibility of comprehensively covering digital librarianship in nine topical, Eurocentric chapters. Academic libraries and libraries supporting information science programs might consider purchasing this volume for the articles, if they're willing to take the promise of "mastery" lightly.—*Joshua Neds-Fox, Coordinator for Library Digital Publishing, Wayne State University, Detroit, Michigan*

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***Poetry Aloud Here 2: Sharing Poetry with Children.*** By Sylvia M. Vardell. Chicago: ALA Editions, 2014. 286 p. Paper \$45 (ISBN: 978-0-8389-1177-8).

Texas Women's University professor and "Poetry Friday" founder Sylvia M. Vardell has updated her 2006 book *Poetry Aloud Here*. The second edition serves as a guidebook to incorporating poetry into schools and, to a lesser extent, into public libraries.

The text includes compelling arguments for presenting poetry to children and practical ways to go about including the genre in interactions with children in a variety of contexts. An annotated list of poets whose works suit children makes up a large portion of the text, making it especially useful for a public librarian who wishes to update a children's poetry collection. A section filled with biographical information on more than sixty poets acknowledges that many professionals (and therefore the children they serve) are familiar primarily with big names like Shel Silverstein and Jack Prelutsky, and Vardell thoughtfully provides read-alikes from lesser-known

authors. A special focus on literature from a variety of cultural perspectives adds a further layer of usefulness.

The book proposes concrete lessons, such as author profiles that showcase one work by the poet and include a related instructional activity. Advice from the author and from professional poets on the process of introducing poetry to children complements the book's collection development utility. The author also offers practitioner perspectives, mostly from school librarians with public librarians and teachers interjecting occasionally.

*Poetry Aloud Here* refers liberally to other publications, including research on poetry as a component of literacy (conducted by the author herself). As in the original, this new edition features extensive bibliographies of both poetry anthologies and collected works of selected poets. Appropriately, the author acknowledges the internet as a powerful resource for information on poetry, poems, and authors and shares links to and annotations of numerous websites focusing on poetry appropriate for young people.

Considering the infusion of Common Core State Standards (CCSS) into the guidelines of most American educators, this update arrives at an apt moment. Allowing for the fact that poems are suggested as frequently as stories as textual examples in the Common Core's English and Language Arts standards, guidelines on implementing poetry programming should be welcome in any elementary or middle school ([www.corestandards.org/ELA-Literacy](http://www.corestandards.org/ELA-Literacy)).

Although updated and expanded, the key message matches that of the 2006 version, and budget-conscious holders of the original may consider retaining it. However, librarians who would like to supplement a professional collection on a frequently overlooked topic will find this volume essential.—*Deidre Winterhalter, Youth Services Librarian, Hinsdale Public Library, Warrenville, Illinois*

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***Programming for Children and Teens with Autism Spectrum Disorder.*** By Barbara Klipper. Chicago: ALA, 2014. 152 p. Paper \$45 (ISBN: 978-0-8389-1206-5).

Library programming for people with special needs, including autism spectrum disorders, is more common than ever. But the increase in the level of programming corresponds to an increase in the number of questions that library staff must ponder: What is the best way to serve people with autism spectrum disorders? Should libraries offer special programs for people with disabilities or provide programming that serves users with and without disabilities? And, once goals have been established, what resources are needed to accomplish them? Some previously published books have offered tips on programs such as sensory storytimes, but Barbara Klipper's book *Programming for Children and Teens with Autism Spectrum Disorder* (ALA Editions, 2014) is a stand-out on this topic.

Written by a librarian who is also the mother of two sons who have autism spectrum disorders, the book offers much for the practitioner who would like to start programming

or expand upon offerings for children and teens on the spectrum. In addition to the author, other notable consultants—including doctors, speech pathologists, and music therapists—played a role in putting the book together. In addition to defining terms and introducing best practices, the book is well indexed and includes quite a few appendixes and resources (booklists, rhymes, sensory activities, autism-specific vendors, and websites).

Divided into various sections by age group, the book addresses the expectations, visual supports, seating, inclusion tactics, outreach, marketing, transitions, and other factors that librarians must consider when planning such special events. Klipper's writing is extremely down-to-earth and accessible, and she includes a reminder about using "people first" language in events and marketing.

The author clearly has put an impressive amount of effort and research into this endeavor. She not only offers great program and craft ideas for all ages (even for the tricky tween and teen years) but also provides caveats that might be unfamiliar to many librarians, such as the fact that Play-Doh is not appropriate for use by those with gluten allergies, a condition common to many people with autism spectrum disorders. Pull-out boxes in each chapter add to the clean layout and also provide excellent tips and anecdotes from successful programs in libraries nationwide. Photos and visual storyboards add to the ease of use—kudos here goes to ALA Production Services for putting together an attractive title, not just a useful one.

This book is a must-read for any librarian seeking to begin or enhance programming for those on the spectrum—it is a great get-started guide that is thoroughly engaging.—*Sharon Verbeten, Children's Librarian, Brown County Central Library, Green Bay, Wisconsin*

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***The Quality Infrastructure: Measuring, Analyzing, and Improving Library Services.*** Ed. by Sarah Anne Murphy. Chicago: ALA, 2014. 186 p. Paper \$60 (ISBN: 978-0-8389-1173-0).

Organized, comprehensive assessment of a library's infrastructure (broadly defined as its programs and personnel) is a necessity but one that can too easily fall by the wayside. Most libraries will run the occasional user survey, but how many gather assessment data with a focused, systematic plan? Lack of time, expertise, training, administrative support, and staff are common barriers that prevent libraries from engaging in assessment.

Sarah Anne Murphy, currently the coordinator of research and reference for the Ohio State University Libraries, has compiled eleven interesting and useful examples of how some academic libraries and information organizations have addressed these universal problems. There is certainly no shortage of useful materials on academic library assessment; see, for example, Joseph R. Matthews' *Library Assessment in Higher Education* (Westport, Conn.: Libraries Unlimited, 2007; 2nd edition forthcoming in Fall 2014) and *SPEC Kit 303: Library*