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 care-givers 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 You-Tube 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

their own personal characteristics. Each concept is treated with equal importance, and—as with most leadership theories—can be applied not just to one's job but to one's entire life. At the end of these chapters, the authors provide guided reflection tools for the reader, urging them to evaluate their own professional (and sometimes personal) lives. The questions are thought-provoking and prompt reader to do some higher-order thinking about how these concepts can be observed and emulated.

The authors provide two very practical chapters at the end—chapter 9, "Formalizing Service Leadership in Libraries," and chapter 10, "Service Leadership in Libraries." Chapter 9 provides exactly what its title promises: a way to formally introduce service leadership into the library setting. This is where the proverbial rubber meets the road, and the readers learn how and where service leadership can be implemented. Its main topics relate to personnel: recruitment, selection, evaluation, development, and rewards and compensation. Although much of the book is inwardly focused, encouraging readers to change themselves to become service leaders, this chapter discusses how to create service leadership throughout the library through careful curation of library employees. Chapter 10 provides more detailed information about how employees perceive their culture from the inside and how patrons perceive a service culture from the outside. It focuses on the daily tasks of a library that aims to communicate its service culture to its patrons.

One overarching theme of this book is the idea that leaders must practice what they preach. The reader will lose count how many times the authors insist that a service leader cannot simply say they want things to be a certain way—they must exemplify everything they hope their library and its employees to be. A leader must "walk the talk," so to speak, because if leaders can't change, neither will their libraries. This advice is repeated so often that it almost prompts eye-rolling, but the reminder is nonetheless important.

For those who already have some background in leadership theory, this book is an excellent choice for learning how some of those theories can be applied in a library setting. It certainly shouldn't be the first or only book one reads on leadership, and some background and foundational reading would be necessary. However, *Leading Libraries* encourages the necessary metacognition and self-reflection that is helpful for understanding how to evaluate one's own brand of leadership, as well as providing practical advice on how to truly embrace the service culture libraries are meant to exemplify.—*Jennifer Tatum, Reference & Instruction Librarian, Oklahoma State University Institute of Technology, Okmulgee, Oklahoma*

Local History Reference Collections for Public Libraries. By Kathy Marquis and Leslie Waggener. Chicago: ALA, 2015. 160 p. Paper $55.00 (ISBN 978-0-8389-1331-4).

This book provides information and insight to help public libraries develop, maintain, and market local history reference collections (LHRCs). Public libraries frequently are given unpublished materials, and librarians may be reluctant to offend anyone by not accepting their gift. The authors explain how to develop an LHRC collection policy focused on published rather than unpublished material; such a policy provides a way to kindly reject materials that do not maintain the standards that are needed for developing a high-quality LHRC. The authors note that LHRC materials need not be archival or relegated to in-library use only, but can be made readily available to patrons. Librarians "can provide an invaluable resource to [their] patrons without taking on the additional expense, training, special housing, and staffing that an archival collection entails. It allows [them] to place the emphasis on ease of use, programming, and streamlined operation that makes sense in many public library environments" (xiv). This book can help librarians create collections of published materials that highlight local history and provide information about the area, community, and culture.

The book is grouped into nine chapters, the first of which covers current trends, practices, and concerns. Chapter 2 explains the difference between archival collections and LHRCs. The next three chapters discuss collection development, library mission statements, audience, and collaboration with other organizations. Chapters 6 and 7 explain what facilities are required to house an LHRC and how to preserve materials. The final three chapters discuss reference, access, marketing, outreach, and the virtual LHRC. Many chapters begin with a personal story related to the topic, followed by a concise yet thorough explanation of the topic, and conclude with a notes section that specifies resources for further reading. Additionally, this book explains how to coordinate, collaborate, and cooperate with other regional, university, and state libraries that maintain their own local history collections. This book includes a detailed bibliography, an index, and appendixes that include a survey, ALA guidelines, templates for useful documents, a genealogy training worksheet, and items found in the public domain or creative commons.

This book is a great resource for public librarians, explaining how to develop, maintain, market, and access a LHRC. Well written and thoroughly researched, the authors have given us a simple and easy-to-use book. This reviewer, a history buff, thoroughly enjoyed reading this book and would recommend it for librarians who wants to learn how to develop an LHRC and understand how to serve their communities with the best their libraries have to offer.—*Janet A. Tillotson, Library Director, Towanda Public Library, Towanda, Kansas*

Modern Pathfinders: Creating Better Research Guides. By Jason Puckett. Chicago: ACRL, 2015. 143 p. Paper $42.00 (ISBN 978-0838988176)

Many libraries offer some type of online research guides to their patrons, and large academic libraries in particular rely on online guides to make their holdings accessible to undergraduate students. In theory, online research guides