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

unneeded information. Likewise, he engages with multiple topics rather than simply referring readers to the sources listed in the chapter bibliographies. A book described as a "companion" should serve as one-stop shopping, at least for the majority of questions that readers are likely to have.

Does Burke achieve a satisfactory balance between succinctness and depth of coverage? At less than two hundred pages, the book seems a bit skimpy. Most topics could have benefited from a fuller, lengthier treatment. For example, the chapter on social networking is barely five pages long, and one of the review questions at the end is, "Can you find an example of a social media use by a library beyond those offered in this chapter?" This reviewer's response: "Yes, Mr. Burke, I can find lots of them. Let's start with Facebook, which you didn't even mention, and which is much more prevalent in libraries than Twitter, which you barely brought up at all." The failure to capitalize on visual elements was another disappointment. Not everyone has time or the desire to read a lot of text; sidebars would have been a helpful way to organize information. Other than a few tables, the only visual elements breaking the monotony of the text are screenshots, and unfortunately, they serve no informational purpose.—*Dana M. Lucisano, Reference Librarian, Silas Bronson Library, Waterbury, Connecticut*

Putting Assessment into Action: Selected Projects from the First Cohort of the Assessment in Action Grant. Edited by Eric Ackermann. Chicago: ACRL, 2015. 228 p. Paper $52.00 (ISBN: 978-0-8389-8813-8).

Creating, implementing, and managing academic library programs can be a daunting task in itself, but how do academic librarians successfully assess the outcomes of multifaceted, long-term programs? In 2013 and 2014, ACRL began an Assessment in Action (AiA) grant program to monitor the results and outcomes of twenty-seven American and Canadian academic library programs, including programs on information literacy, student collaboration, management of technology facilities, space optimization, and linkage of student retention with research assistance. Edited by Eric Ackermann, *Putting Assessment into Action: Selected Projects from the First Cohort of the Assessment in Action Grant*, provides detailed results of these program assessments. Many other library program assessment books require a working knowledge of research design and statistics, but this well-written volume is accessible to readers without such background knowledge, enabling them to quickly and easily understand and utilize the results from these programs. Each case study contains an extensive bibliography for further reference.

This useful handbook will help academic librarians assess their own programs and, in doing so, provide the best service for their patrons—without having to become experts on research design and statistics themselves. Highly recommended.—*Larry Cooperman, University of Central Florida Libraries, Orlando, Florida*