

---

***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*

---

***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*

---

***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