Miller's *Developing and Promoting Graphic Novel Collections* (Neal-Schuman, 2005).

Although the editor has done an excellent job in covering a wide array of issues pertinent to this incredibly heterogeneous body of scholarship, primary emphasis is placed on the experiences of libraries in the United States, with only a brief mention made of Japanese and Canadian libraries. This comment is not meant as a criticism of the book but offered to encourage future scholarship on the history, development, and issues associated with graphic novels in international libraries. Having grown up with comics in Latin America, and now building a collection for his library, this reviewer can attest to their established history and development there. Additional scholarship from an international perspective would be welcome and beneficial.

Undoubtedly, *Graphic Novels and Comics in Libraries and Archives: Essays on Readers, Research, History and Cataloging* is an excellent contribution to our profession. This book is highly recommended for all public service librarians as well as library school students who plan to work with the public.—*Roberto C. Delgadillo, Humanities, Social Sciences and Government Information Services Resources Manager, University of California, Davis*

Public Library Services for the Poor: Doing All We Can. Leslie Edmonds Holt and Glen E. Holt. Chicago: ALA, 2010. 168 p. Paper $48 (ISBN 978-0838910504).

In *Public Library Services For The Poor: Doing All We Can*, authors Leslie Edmonds Holt and Glen E. Holt, editors of *Public Library Quarterly*, combine their more than thirty years of experience with the St. Louis Public Library with research to show how public libraries can train staff properly to meet the distinctive needs of poor people. One of the keys to serving the poor is to form partnerships and collaborations with local and state agencies to enhance library services to the disadvantaged populations that enter our libraries now more than ever.

The book gives straightforward detail about the importance of a library's commitment to the poor and describes methods for training staff about the ambivalences of poverty. The authors challenge the American Library Association to rewrite its policy on services to the poor. This is crucial as local, state, and federal budget cuts reduce library services in today's brutal economic climate. Surprisingly, many of the solutions the authors offer are not based on extra expenditures. Staff perceptions and administrators' service philosophy are the most important tools in implementing services—not just services for poor people, but all library services. The Holts show how any library can rethink its service plan to the poor by applying the principles of ALA's five key action areas—diversity, equity of access, education and continuous learning, intellectual freedom, and twenty-first century literacy.

What the authors present can be daunting to the library practitioner, as poverty has just as many complex questions as solutions. However, this book is the first in a long time—since

Karen M. Venturella's *Poor People and Library Services* (1998) and Marcia Nauratil's *Public Libraries and Nontraditional Clienteles: The Politics of Special Services* (1985)—that breaks down the different areas of poverty and how they relate to libraries. This is a well-defined resource for library staff dealing with the poor and serves as an excellent and timely guide for any public library system. This resource allows a library to go through a series of insightful problem/solution scenarios to ensure the library is doing all it can to serve everyone who walks through its doors.—*Nelson Dent, Information Services Librarian, Pioneer Library System, Norman, Oklahoma*

The Readers' Advisory Handbook. Edited by Jessica E. Moyer and Kaite Mediatore Stover. Chicago: ALA, 2010. 220 p. Paper $55 (ISBN 978-0-8389-1042-9).

With *The Readers' Advisory Handbook*, Moyer and Stover's stated aim is no less than "a one stop source for . . . basic readers' advisory issues" (x), and they certainly seem to have covered all the bases. Twenty-two articles from seventeen contributors in five broad categories give practical information on everything from creating booklists and nonfiction speed-dating to graphic novel review-writing and author-event planning, often with appended worksheets and resource lists. If that seems like a mouthful, you may well be the target audience: the handbook is intended to serve as a professional development resource for "students . . . new librarians, and all library staff involved in readers' advisory services" (ix).

The handbook is fairly unique in its treatment. Most readers' advisory (RA) reference works focus on genre or audience, and libraries have no end of these on their shelves. Kenneth Shearer and Robert Burgin's *Readers' Advisor's Companion* (Libraries Unlimited, 2001) treats RA from a heavily academic perspective, and Moyer's own *Research-Based Readers' Advisory* (ALA, 2008) splits each chapter, providing a summary of RA research followed by a "Librarian's View," a more practical take on its various topics. That approach presages this handbook, but no earlier work covers quite the same ground as thoroughly or concisely.

While the perspective favors adult RA, Moyer's nuanced article on suggesting adult books to teens and Heather Booth's measured discussion about how to handle parents' RA requests for their kids should prove useful to young adult librarians. The final fifth of the handbook, "Expanding Readers' Advisory Services," includes offerings on service to older adults and incarcerated populations and acknowledges the humanizing potential of RA work. Authors and titles mentioned in the articles are included in the subject index. Some of the material is redundant: early entries about how to familiarize oneself with various genres and formats could have been condensed into one or two articles. But given its unique treatment and its practicality, *The Readers' Advisory Handbook* is a more than welcome addition to staff professional development collections and academic libraries serving LIS programs.—*Joshua Neds-Fox, Web Librarian, Wayne State University, Detroit, Michigan*