

## SOURCES

with traditional library instruction and maps out innovative theoretical and practical solutions through the creative application of critical pedagogy methodologies. Library literature often neglects to frame the daily work of librarians in terms of its social implications and potentials. The practicing instruction librarians contributing to this book draw on the work of theorists including Freire, Giroux, and others to provide an invaluable addition to the literature on library instruction by illuminating many paths to a critical information literacy praxis.

The five sections of this engaging book make a powerful argument for moving away from traditional positivist/instrumentalist educational models and toward discourse-based learning processes in the library classroom. The first two sections contain chapters focused on conceptual and practical tools for teaching librarians. The third section looks at critical library instruction in different contexts, including community colleges, service learning programs, and high school internships. In the fourth section, unconventional texts are presented as media for critical library instruction. Damian Duffy's chapter, for example, is drawn and written in comic form, allowing readers to experience the power of comics as a medium for critical engagement while they consider the potential for using comics in their own teaching. The final section of the book gives an overview of the broader issues of institutional power that frame efforts to teach library instruction in a critical way.

*Critical Information Literacy* is essential reading for teaching librarians, especially those in academic libraries, and valuable and thought-provoking reading for any librarian who is interested in the interconnections between library and information work and broader social structures.—*Sarah VanGundy, MLIS, Norman, Oklahoma*

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***Developing an Outstanding Core Collection: A Guide for Librarians.*** 2nd ed. Carol Alabaster. Chicago: ALA, 2010. 191 p. Paper \$60 (ISBN 978-0-8389-1040-5).

Carol Alabaster served as the Collection Development Coordinator at Phoenix Public Library for more than ten years, during which time she implemented core collections. These core collections were considered the most important works on a given topic, and each library was expected to have them in their collections. This book includes chapters on the philosophy of adult core collections; the development of a policy statement; and methods for selecting, creating and maintaining the core collection. Last, the author includes specific examples of resources and titles for core collections.

Although this is the second edition of this book, it lacks information on how collection development has changed. For example, except in the first chapter, many of the references remain the same as in the first edition (2002) and are more than ten years old. In addition, there is a notable lack of discussion on how to approach multiple formats of materials (e.g., e-books, audiobooks, large print) other than a few lines where she gives advice to consider the population. The author's preference is to still have print, with other formats merely as supplements.

Although the author gives specific examples of how core collections are used, these examples relate only to her experience at the Phoenix Public Library system, from which she retired more than ten years ago. Interviews or discussions with other librarians and more current experiences would be welcome. In addition, it seems extremely short-sighted these days to say that a system should have the same core title collections in each library, particularly when budgets are tight and many libraries transfer books between branches in a relatively short amount of time. The author is also remiss in failing to mention cooperative collection development information as practiced in such systems as SUNY Libraries, which implemented a policy of not duplicating books to preserve collection budgets.

Even with these faults, the book may have value to larger public library systems. However, other books might prove more useful to building overall collection development policies, such as *Developing Library and Information Center Collections*, 5th ed. by G. Edward Evans and Margaret Zamosky Saponaro (Libraries Unlimited, 2005) and *Fundamentals of Collection Development and Management* by Peggy Johnson (ALA, 2004).—*Andrew Shuping, Emerging Technologies/ILL Librarian, Jack Tarver Library, Mercer University, Macon, Georgia*

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***Graphic Novels and Comics in Libraries and Archives: Essays on Readers, Research, History and Cataloging.*** Ed. by Robert G. Weiner. Jefferson, N.C.: McFarland, 2010. 276 p. Paper \$45 (ISBN 978-0-7864-4302-4).

Given the fact that graphic novels are now an established part of libraries and academia, it is not surprising to see a work such as *Graphic Novels and Comics in Libraries and Archives: Essays on Readers, Research, History and Cataloging* appear in print. The purpose of the book is basically twofold: (1) to give theoretical and practical guidance to librarians, scholars, and archivists interested in serving their constituencies in the study and use of sequential art, and (2) to provide background and information about issues and resources specifically related to graphic novels in libraries and archives.

*Graphic Novels and Comics in Libraries and Archives: Essays on Readers, Research, History and Cataloging* is comprised of ten parts with at least two essays each. Some essays include appendixes. The book is organized in such a way that it provides a step-by-step approach to questions and issues in the order in which a library or archive will most likely encounter them. It is a thorough and practical primer for librarians who are forming a graphic novel collection from scratch, and it is a useful resource even for those who have already built such a collection. This book offers updated ideas, hints, and tips to improve and expand awareness of graphic novel collections. It is extremely well organized with rich content. The contributors' research is supplemented with practical suggestions and solutions. The book favorably augments Francisca Goldsmith's *Graphic Novels Now: Building, Managing, and Marketing a Dynamic Collection* (ALA, 2005) and Steve

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. Delgadoillo, Humanities, Social Sciences and Government Information Services Resources Manager, University of California, Davis*

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**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 Clients: 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*

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**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*