

contact information. The directory has six major sections, which are outlined in the summary of contents. Volume 1 is titled *Professional Associations, Organisations and Bodies* and is broken into sections on “Official organisations” and “Professional associations, organisations and bodies” and also contains a table of contents. Volume 2 is titled *Publications and Websites* and includes sections on “Source publications” and “Major websites and on-line database hosts” and also contains an index. Throughout this work, the top of each right-hand page provides useful alphabetically organized guidewords, such as industry headings followed by the title of the first entry on the page.

The massive table of contents identifies each entry title within each section. Readers would find it more useful to browse through this two-volume set to understand its arrangement. After the table of contents, there is a one-half page introduction. It is surprising that such an information-rich compilation would not have a larger introduction, offer more guidance, or give information about which audience it would most likely benefit.

There is a single, alphabetically organized index for the two-volume set. It is invaluable if users want to find an entry by the organizations’ or publishers’ name or to find a website or publication by title. Each index entry has an “o,” “p,” or “w” next to it in parentheses, in boldface, and before corresponding page numbers. A key at the bottom of each index page states “o=organisation, p=publication, w=website.” Many index topics have multiple page numbers indicating that they are included in various sections. The index uses an even smaller font size, which is barely discernable.

This compilation is only available in print. The design of this directory could be enhanced by offering it online bundled with other features, such as keyword searching. An online version could accommodate increased and multiple font sizes. Other useful additions would be to increase the description size and to make them more uniform in length. For example, the description for the Central Intelligence Agency is less than one hundred words while the entries for the preceding and following entries are approximately twice this size.

The overall organization of entries within sections also raises questions. For example, major industries covered include beverages, eggs, ice cream, and meat. A better arrangement would provide direct coverage for major industries, such as beef or coffee. In addition, it could not easily be deciphered which directory information sources were free and which were not.

The amount of business information provided makes this set unique. It would also be invaluable for country studies research and for research about doing business in various countries. For example, the source publications section includes the subdivision titled “Population and People.” Therefore, this resource is especially recommended for special industry and association libraries, policymaking institutions, and academic business libraries.—*Caroline Geck, MLS, MBA, Educational Media Specialist, Newark Public Schools, New Jersey*

## Professional Materials

Karen Antell

Editor

*Children's Services: Partnerships for Success.* Ed. by Betsy Diamant-Cohen. Chicago: ALA, 2010. 126 p. Paper \$50 (ISBN 978-0-8389-1044-3).

Part of the ALA Public Library Handbook Series, this book presents eighteen narratives of programs in six types of libraries that perform outreach to children, generally at the preschool and lower elementary levels. In addition to the eighteen narratives, supplementary chapters focus on incarcerated parents, speech-delayed children, visually impaired children, and physically delayed children. Whether discussing inviting local police officers to read aloud or taking the library to children in a variety of settings, this work provides a basis for additional brainstorming regarding outreach in one's own community.

Librarians and administrators will admire the collaborations highlighted in this book, which show creative ways to reach new populations of children and caretakers in communities of all sizes and incomes levels. Based solely in the United States, each project is a success story narrated by the librarians who have worked on the outreach program, demonstrating that reading promotion, literacy programming, and more can all be accomplished by librarians working with the community at large. Projects with both large and small budgets are presented, and the ideas will lay the foundation for further planning at one's own library, regardless of current practices.

All twenty-nine librarian authors have an engaging writing style that brings the reader into the project from concept to postevaluation. A lack of consistency in format and the lack of bibliography make this work difficult to use as a template, as the details are presented in different areas of each chapter. However, the detailed chapter headings and index will enable readers to find the section of most interest to them.—*Sara Marcus, Electronic Resources Librarian, Queensborough Community College, Bayside, New York*

*Critical Library Instruction: Theories and Methods.* Ed. by Maria Accardi, Emily Drabinski, and Alana Kumbier. Duluth, Minn.: Litwin Books. 2010. 358 p. Paper \$35 (ISBN 978-1936117-01-7).

You are standing in front of a room full of undergraduates, preparing to launch into your standard presentation on the seductive dangers of Wikipedia and the peccadilloes of the library's subscription databases when suddenly you realize you can't go on! Your life and your graduate degrees mean more than this! Your students deserve more than this!

*Critical Library Instruction* may not be the whole answer to your professional crisis of faith, but at the very least this unique edited volume successfully articulates the problems

## 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