

B O O K R E V I E W S

Scrase, Timothy J. ed. *Social Justice and Third World Education*. New York: Garland Publishing, 1997, 213 p. Garland Reference Library of Social Science, vol. 1130. Reference Books in International Education, vol. 37. ISBN 0-8153-1168-0.

Social Justice and Third World Education is an easy read for researchers on two very important and valuable topics. As is typical of any edited book with a number of individual chapters each with its own author or authors, the quality and readability of the chapters vary. Despite this the book does an excellent job of covering a number of countries and ethnicities throughout the world. Covering two very important issues as the title implies, the authors do an excellent job of demonstrating how these two areas overlap. The book is a must for those working in a number of academic areas such as comparative and international education, political science and sociology.

This book is part of a series on comparative and international education. As indicated in the introduction, the "aim" of the book is to reverse the trend of examining international education in terms of just educational opportunity and to examine "education justice" as it is linked to "full and unhindered opportunity to participate in society's major institutions." Each of the chapters in the book examines the questions of what education should be doing for the population and why in some nations education has simply been reduced to job training. Furthermore, the book explores how education has the potential to go beyond just merely helping individuals (individual justice), and how in fact education can improve the status of whole groups of people (social justice) in addition to examining those societies where education has failed to raise the social status of its population.

The book is divided into two parts. Four chapters in Part I are devoted to problems and issues; policy and implementation. Part II looks at the issues that affect the policies and theories of social justice articulated in Part I, and provides several case studies.

Included in those problems outlined in Part I is colonialism. In chapter one M. K. Bacchus argues that the colonial policies of the past have created the inequality of today. Even within less developed countries where there may be money (e.g. Southeast Asia) there is a disparity in terms of who is getting the money. Bacchus further argues that the traditional notion of the more educated people in a country the less inequality there will be in that country is not supported by the statistics. He illustrates that

school enrollments have increased dramatically in the third world while malnutrition, illiteracy and inequality of income have increased.

Bacchus' arguments are supported in chapter two by John Martino's assertion that the "notion of social justice has been all but abandoned." Martino maintains that third world nations have abandoned social justice as it applies to education. He also focuses on economic principles and the problem of money filtering down to only some of the people, which results in an uneven system of education that seemingly only supports the elite and upper middle class.

In the chapter on national unity Ibrahim Alladin discusses the problems of race and ethnicity in the postcolonial third world. This is an interesting chapter that examines such topics as assimilation and the melting pot as well as multiculturalism. Alladin also suggests that education has been linked with economic growth and can in fact play a more effective role in liberating marginalized groups.

Part II includes discussions of education in Africa, India, Grenada, China, South America and the Arab World. The chapter entitled "Social Justice and the Micropolitics of Schooling in India" addresses education in India as a conduit for national unity. The author, Ruchina Ganguly-Scrase, addresses the goals of the Indian government to raise literacy levels and eradicate educational inequality. She argues that an equal education for all implies a "unified national outlook regardless of class, gender, and caste." The author focuses on the Rabi Das community in particular and the efforts made by the state to introduce them to education. Many of the problems highlighted here reflect the stigma of social caste systems in India. In fact, the Rabi Das suffer a marginalized status in India due to being untouchables.

The chapters on China and the Arab world, though not alone in treating their subjects accurately, are noteworthy here. Ronald Price writes in "Social Justice and Education in China" that the traditional ideas of hierarchy as laid out in the Confucian practice of filial respect has had a great impact on China's education and justice systems. In fact, he indicates that China is still mostly rural,

with the majority of the Chinese not receiving formal education. Similarly, Khadiga M. Safwat argues in her chapter, "Arab Women and Social Justice" that the accepted hypothesis of "economic democracy leading to political democracy and social justice" as a result of an equal education is not always the case. In fact, despite

their efforts at improving educational opportunities for all throughout the Arab world, women in particular are at a disadvantage due to restraints placed on them by Islamic teaching.

Given the many topics here, the importance of the book is obvious to researchers and is highly recommended to all.

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Johnson, David W. *Academic Controversy: Enriching College Instruction Through Intellectual Conflict*. ASHE-ERIC Higher Education Report Volume 25, Number 3. Washington DC: The George Washington University, Graduate School of Education and Human Development, 1996. ISBN 1-878380-75-3. ISSN 0884-0040.

Ultimately, one of the goals of higher education is the development of good citizens. The future of this global community depends upon people who can achieve in a constant "blizzard of information" and adapt to learning rapidly changing skills. The authors successfully review the teaching style of structured academic controversy, which promotes intellectual conflict and shapes students into critical thinkers, not passive learners.

When using this teaching style, instructors take students through a process of learning whereby they must "engage in controversy and seek to reach an agreement." This process includes researching and preparing a position on a given issue, presenting and advocating the researched position, refuting opposing view points and rebutting attacks on the presented position, reversing perspectives or "striving to see the issue from both perspectives simultaneously," and creating a decision that all involved can commit to support. Chapters are devoted to guiding the instructor through each of the steps. In addition, an explanation of the teacher's role in structuring successful controversy is provided. Preinstructional preparation includes setting objectives, planning instructional materials, explaining the task, structuring the controversy, explaining the criteria for success, providing academic assistance, and assessing learning.

Acknowledgment is given to the fact that "controversy does not produce its potential effects if students do not have the interpersonal and small-group skills required to manage conflict." Skill in "confirming another's competence while disagreeing with their positions and challenging their reasoning" can be a difficult lesson in and of itself. The ability to "separate one's personal worth from criticism of one's ideas" is a formidable skill to acquire.

These are lessons of leadership, trust building, communication skills and conflict-management. How many instructors have these skills themselves? Yet the authors do state that "implementing structured academic controversies is not easy. It can take years to become an expert." Reasons why faculties do not widely use this teaching style are discussed. These reasons include "the personal tradition of lecture," the academic culture's opposition to conflict and controversy, and the overwhelming power of the status quo.

The research that has led to the benefits of practicing this style of teaching is clear. They are: increased achievement and retention of information, higher quality problem solving and decision-making skills, more frequent creative insight, more thorough exchange of expertise, greater task involvement, more positive interpersonal relationships, greater social competence, increased self-esteem, and greater abilities to cope with stress and adversity.

Examples of planned controversies are provided throughout the monograph, and an extensive bibliography is listed. This title is recommended for purchase by academic libraries at all levels. Beyond the instructor, it is recommended reading for managers, supervisors, administrators and other academics involved in leading and developing people.

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Wormsley, Diane P., and Frances Mary D'Andrea, eds. *Instructional Strategies for Braille Literacy*. New York: AFB Press, 1997. ISBN 0-89128-936-4.

Both authors are eminently qualified to write about the topic of Braille literacy. Diane P. Wormsley is Coordinator of the Education of Children and Youth with Visual and Multiple Impairments Program at the Pennsylvania College of Optometry. She is also Education Manager at Overbrook School for the Blind in Philadelphia, Pennsylvania. Prior to that she was Director of the American Foundation for the Blind's National Initiative on Literacy. She is also the co-author of *Foundations of Braille Literacy* and the video *Understanding Braille Literacy*.

The co-author, Frances Mary D'Andrea, is Manager of the National Initiative on Literacy and coordinates the National Braille Literacy Mentor Project of the American Foundation for the Blind in Atlanta, Georgia. She is editor of DOTS for Braille Literacy and was previously a teacher of visually impaired students. She has worked in residential, itinerant and other settings.

The stated purpose of the authors, as indicated in the foreword, is to attempt to capture the oral tradition of teaching Braille reading and writing. This oral tradition began when Braille became the literacy medium for blind or visually impaired children and adults. Another reason for producing this publication is the fact that the pioneers of this oral tradition, i.e. the many Braille literacy teachers and instructors with years of experience, are now at the age where they are retiring from the field. Thus it was high time to compile this book and record the findings of the authors for future generations.

The book is divided into eight chapters, covering everything from "Braille as the Primary Literacy Medium" in the first chapter, to the latest in technologies, i.e. "Access to Information: Technology and Braille," covered in the last chapter.

Each chapter begins with a paragraph describing a special case of either a blind reader, or a visually impaired person - child or adult - in need of using Braille. For example, in Chapter I, entitled "Braille as the Primary Literacy Medium: General Guidelines and Strategies" the case of Cassandra, a grade six student with low vision, is cited. Also mentioned is the case of an adult, a keynote speaker at a national conference, because he worked partially from his Braille notes, allowing him to maintain eye contact with the audience.

Chapter II, entitled "Fostering Emergent Literacy," also starts with a brief description of two case histories, one of a two-year old legally blind toddler, and the other of a four-and-a-half year old boy, also legally blind, from glaucoma. This chapter tackles, in great detail, how blind children are introduced to literacy. Promotion of early learning experiences, language development, interaction with the environment and body image are all covered from the child's perspective.

Perhaps some of the most interesting chapters of the book are Chapters Five and Six, entitled "Teaching Braille to Students with Special Needs" and "Teaching Braille Reading and Writing to Students Who Speak English as a Second Language," respectively. It is, of course, a special challenge to teach Braille to children who are legally blind or visually impaired. However, since 60 percent of young children with severe visual impairments happen to have multiple disabilities, students may, in addition to their visual impairments, have other, very special needs. Not to be omitted are all the visually impaired youngsters who came to the United States from other countries such as Mexico, Thailand and Haiti, whose special language needs, in addition to visual needs, must be individually addressed. Often these children require more attention because their disabilities had been neglected in their countries of origin, where facilities such as those found in the United States are regrettably unavailable.

At the end of the book there is a lengthy, though (according to the authors) not exhaustive, list of resources which is of great help to teachers who are providing instruction in Braille reading and writing. The list includes sources of curriculum materials, products and teaching materials as well as resources for parents and names of national organizations in the field.

Worth mentioning is a companion volume to this publication entitled *Foundations of Rehabilitation Teaching with Persons Who are Blind or Visually Impaired* authored by Paul E. Ponchillia and Susan V. Ponchillia and also published by AFB Press.

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Maddock, James W., ed. *Sexuality Education in Postsecondary and Professional Training Settings*. New York: The Haworth Press, 1997. 193p. ISBN 0-7890-0027-X.

This monograph has also been published as *Journal of Psychology & Human Sexuality*, Volume 9, Numbers 3/4, 1997. Most of the nine articles were presented at the 1995 annual conference of the Society for the Scientific Study of Sexuality (SSSS) and represent diverse approaches to the topic.

The focus of this work is the current status of sexuality education in postsecondary and professional training settings. The first chapter, well written by the editor, highlights historical trends in the last century and outlines planning for future education efforts. Another important chapter deals with developing comprehensive course objectives for an undergraduate course in sexuality. Subsequent articles deal with feminist pedagogical approaches and the perspectives of non-dominant groups; controversies in sexuality courses including sexual harassment, diversity and course conduct guidelines; student behavior change through sexuality education; contraceptive use; the preparation of physicians; education of the clergy; and HIV/AIDS prevention. All of the chapters include references and some provide notes.

The variety of articles in this work creates some unevenness despite the editor's statement of scope or the title of the work. In particular the three chapters, "Evaluating the Effectiveness of Workshop Interventions on Contraceptive Use Among First-Year College Students," "Sexuality Education in Seminaries and Theological Schools," and "Trends in Sexuality Education in United States and Canadian Medical Schools," although interesting, seem out of place. As a collection, the articles do not lead to a conclusion. For these reasons, the purchase of this monograph is not recommended for a large research library that subscribes to the journal. Non-academic practitioners, however, may wish to consult the journal.

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Worthington, Janet Farrar and Ronald Farrar. *The Ultimate College Survival Guide*. Princeton, NJ: Peterson's, c1995. ISBN 1-56079-396-1. pbk. \$11.95.

Previously published as *College 101*, this guide, written by a "not-too-long-ago college graduate and her father, a college professor with 30 years' experience teaching and advising students" (p.3) really is the ultimate guide to college survival for the high school senior soon-to-be college freshman. The authors certainly have their target audience pegged. Older returning students will have to look elsewhere for information. The guide is written in a friendly, colloquial style and is well designed to enable readers to dip into just the part they need at the time. Dozens of actual students are featured in vignettes illuminating the points made by the authors. The authors address all issues, large and small, both inside the classroom and without.

It takes until page 90 to get to the academic side of college, and then it is suggested "The academic adjustment may be the easiest part of your freshman year. Let's face it, you already know how to be a student, you've been doing it for the last 12 years." The academic information is very sound. The authors emphasize the following: using faculty advisors wisely (but remember, they give advice: students are responsible for their own decisions); getting to know the professors and using their office hours wisely; and keeping up with assignments and participating in class discussions. Students are advised to expand their horizons and to take classes outside of their major. Even the medical schools, the

writers insist, prefer well-rounded students to those who have overloaded on science courses. They explain the college hierarchy and advise students when to use the academic appeals process.

Most of the guide addresses time outside the classroom, which, they point out, is 90% of the student's week. They talk about such diverse issues as decorating a dorm room, balancing a checkbook, and making decisions about sexuality. They recommend taking advantage of all the services available to students such as dormitory resident advisors, psychologists and special needs counselors. They deal with the seemingly small problems which, they acknowledge, can grow to overwhelming proportions (finding privacy in the communal bathroom) and the far more serious issues (date rape, substance abuse, sexual harassment).

This book is highly recommended for libraries supporting high school and college populations, and for that college-bound teenager of your personal acquaintance.

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Hunt, Thomas C., and James C. Carper, eds. *Religion and Schooling in Contemporary America: Confronting Our Cultural Pluralism*. New York: Garland Publishing, 1997. Garland Reference Library of Social Science, vol. 1127. Source Books on Education, vol. 50. ISBN 0-8153-2472-3 (alk. paper).

Both editors have a long-standing interest in religious schools, this being their eighth collaborative work dealing with this topic. They state in the introduction that, while they do not support government advocacy of religion, they are dismayed by the tendency to push religion to the side and place it solely in the private realm. Individual chapters by various authors reflect this viewpoint. Authors and editors seem to agree that it would be appropriate for the government to make available more choices for parents in their children's education by means of financial assistance to pay for the schooling of the parents' choice. The many varieties of religious beliefs and practices in the United States are presented as a part of the multicultural challenges facing schools today. Catholic schools are most frequently mentioned, but other religious traditions (primarily Christian), are also included.

The first two chapters address religious issues in public schools. Items discussed include what types of religious teaching are appropriate to the public schools (e.g., teaching about religion as opposed to advocacy of a religion), religious curricula that are developed for use in public schools, and what kinds of accommodation should be made by public schools for the individual practice of religious faiths. The remaining chapters focus on private religious schools, their history, and a variety of issues facing these schools. Such issues include the differences in the application of law from public to private schools, the relationship between the state and religious schools, and how such schools are, or could be, funded.

Chapter 5 provides an international context to the U.S. scene, examining how religious schools have adapted to varying legal, political, cultural, and financial structures in different countries. For example, whereas the U.S. has traditionally avoided providing any public funds to religious schools, religious and other private schools in Holland receive 80 percent of their funding from the government. There are some omissions. For example, while the case of *Aguilar v. Felton* is mentioned briefly, the more recent case of *Board of Education of Kiryas Joel Village School District v. Grumet*, which is closely related to the *Felton* decision, is never discussed. Chapter 6, "Law and Church-Related Schools," refers to no case more recent than 1990.

The earliest schools in the U.S. were established by religious groups, thus founding a long tradition for the schools discussed in this book. For many years public schools were essentially mainline Protestant schools. With the increasing multiculturalism of the U.S., including the variety of religious traditions predominant in various cultures, the public schools began to take a more inclusive and increasingly non-religious approach. This volume supports religious schools; both in their right to exist and in the positive contributions such schools make to American society. Avoided are issues such as the divisive effect religious schools may have on a pluralistic society. Nonetheless, this is a welcome contribution to the discussion of the place of religious schools in the United States.

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***Peterson's Professional Degree Programs in the Visual and Performing Arts 1998.* Princeton, NJ: Peterson's, c1998. 585p. ISBN 1-56079-854-8.**

Students contemplating the visual or performing arts as an area of study will find this specialized guide to be an invaluable source of information. Covering over 1000 programs, this 4th edition of the guide upholds the high standards and quality associated with the Peterson publications. In addition to a comprehensive list of programs in Studio Arts, Dance, Music and Theatre offered at recognized institutions in the United States and Canada, a small section covering summer programs is also included. Program descriptions are based on information obtained from a questionnaire completed by members of the institutions listed.

The format and organization of the guide allow for ready access to both a quick overview of the schools covered as well as detailed descriptions of specific programs. Two main sections comprise the major part of the directory. Section One consists of a Quick Reference Chart of Programs presented in tabular format. It is organized geographically by state with an alphabetical listing of all institutions within each state. Information includes the degrees offered in the four main disciplines, student enrollment and tuition fees. Cross-references to the second section are provided where more complete entries for the schools are presented.

The second section of the guide is organized into subsections that cover the four discipline areas: Studio Art, Music, Dance and Theatre. Within each subsection all institutions, listed in alphabetical order, provide a brief description of programs, general details about expenses and application procedures as well as the

names and addresses of contacts. Some of the institutions also present supplementary promotional information outlining special features and facilities available.

Two smaller sections are found at the end of the work. One lists institutions that offer Bachelor of Arts degrees and the other is a general index.

Designed to provide guidance in addition to basic directory information, this source offers practical and useful advice. In a brief introduction to each of the four areas in Section Two, users will find tips on how to prepare portfolios and/or auditions as well as a checklist of questions to help in evaluating programs or institutions that will meet particular needs. Further guidance relating to questions of tuition fees and other financial concerns is accompanied by a clear step-by-step outline covering the procedures for applying for financial aid.

This guide is an invaluable reference work for high school, college and university libraries as well as for art and career centres. Because of the specialized coverage, users will discover more detailed information than can be found in general guides to college and university programs.

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***World Guide to Library, Archive and Information Science Education. 2nd Revised and Enlarged Edition.* Edited by Josephine Riss Fang, Robert D. Stueart and Kulthida Tuamsuk. Munchen: K.G. Saur, 1995. 585 pp. ISBN 3-598-21799-4. ISSN 0344-6891. (IFLA Publications 72/73).**

As did its predecessor, the *International Guide to Library and Information Science Education* published in 1985, this second revised and enlarged edition, *World Guide to Library Archive and Information Science Education*, continues to respond to aims which were set forth by the IFLA Section on Education and Training in 1977.

Even before the use of the term "global community" was widespread, it was recognized that a publication which included professional education and training programs worldwide would enhance the opportunity for the "...mobility of librarians and information specialists across national boundaries ...facilitate professional exchange and cooperation [and] provide a basis for

comparison and international recognition of professional qualifications." (*World Guide*, p. ix)

The *World Guide*, under the proven editorship of Josephine Riss Fang, Robert D. Stueart and Kulthida Tuamsuk is truly a cooperative effort with many contributing organizations and individuals.

The *Guide* profiles programs currently offered in library, archive and information science education worldwide. Although arranged alphabetically by country, a number of handy indexes provide additional access by place name and name of school. The data included for each country features a table which outlines the general education system of that country. This is followed by

information on a specific institution and the relevant programs being offered by that institution. Division of the entry into these two categories contributes to the clarity and ease with which the user can compare entries. A surprising amount of detail is provided for each entry, ranging from full location of the institution and contact information to the existence of financial aid, continuing education availability and reciprocity agreements. For the individual programs within the institutions, information spans admission requirements to duration and credit hours to completion requirements.

New information not featured in the previous edition includes institution e-mail addresses, fax numbers, tuition, and detail aimed at foreign student requirements. Similarly, many of the categories of information previously included have been significantly expanded resulting in not only additional detail, but again, clarity.

A review of the entry for Canada reveals that the information provided responds to the variations in the education system from province to province and a sincere attempt at accuracy. The editors do point out however that the amount of detail and the accuracy of the individual entries is dependent on the institutions responding.

This is a concise resource of value to both the potential student of library, archive and information science who wishes to identify the appropriate educational instruction program and to the practicing professional who wants to investigate a new geographic location or a return to school.

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Fuld, Leonard M. *The New Competitor Intelligence: The Complete Resource for Finding, Analyzing, and Using Information About Your Competitors*. New York: John Wiley, 1995. 482p. ISBN 0-47158-509-2. pbk. \$50.00

One of a series called *New Directions in Business*, Fuld's book is definitely that. While business intelligence/competitive intelligence has been around for years in many forms, it is now being recognized and formalized. This is the basic text. From laying the foundations, to road maps and lists of sources, to analysis and action stages, no step is missed. A general disclaimer wisely given is that this is a guide or model. It teaches the basics, shows the practitioner how to proceed with the process, and how to present the final report. The action part tells readers how to build an intelligence system for corporate use and describes this kind of system as imperative for survival in today's market place.

From an in-depth table of contents to a well-prepared index, this book contains examples, lists, case analyses and war stories. Although written primarily for an American audience, the theory is international. The references are from both U.S. and foreign sources. It is up to the practitioners to develop and maintain their own lists of important contacts and sources.

Fuld is a fan of librarians and libraries. SLA is mentioned, and he repeats frequently that all libraries are valuable sites for collecting intelligence. The spy connotation of intelligence is dispelled by the fact that the sources quoted are all public. From telephone directories and newspapers, to online databases and the Internet, no stone is unturned.

What turns raw data or information into intelligence is the analysis function. This can be intuitive and it can be learned. The analysis section shows problems, processes and results. The reference question-interview procedure, well known to librarians, is presented as the first step to focus and guide the process. While many people may think they are good analysts or good researchers, this book fills in the gaps and smoothes out the rough edges of procedures that may hamper or skew results.

Intelligence is a team effort. No one person can do it all, see the big picture, the results and consequences, and act quickly on the findings. There are roles for many different talents and when properly coordinated and used effectively, the results are exceptional. Usually undertaken under a stressful deadline, the team approach allows for quick collection, coordination, analysis, and reporting of findings.

The book's final section on security is a small warning that what may be considered confidential information is often very easily found, and disclosed unwittingly on trade show floors or other venues where experts gather.

An excellent book, now available in CD-ROM, this should be part of every business library collection and included in every management and business library course. Web site: <http://www.fuld.com/>

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Harris, Mary B., ed. *School Experiences of Gay and Lesbian Youth: The Invisible Minority*. New York: Harrington Park Press, 1997. 115p. *Journal of Gay and Lesbian Social Services*. Vol.7. ISBN 1-56023-109-2.

Due to the increasing exposure of gay issues in this decade, lesbian and gay youth are proclaiming their sexual orientation earlier today than did previous generations. Despite this increasing visibility in the larger culture, however, the experiences of gay and lesbian youth in educational settings have gone largely unnoticed. In this collection of research articles, editor Mary B. Harris attempts to shed some light on this issue by presenting the school experiences of gays and lesbians from many different perspectives.

In one article, Susan L. Morrow explores career development of gay and lesbian youth, which, she discovers, is greatly impacted by the pressures of coming out and dealing with homophobia. Another article, by Kathryn Herr, discusses the disproportionate school dropout rate of gay and lesbian youth often prompted by continuing heterosexism and homophobia. Other articles consider the anti-gay attitudes and behaviors of heterosexuals, as well as the coming out process in a school setting.

Overall, the articles in the book reiterate the difficulty of being gay and lesbian in the school environment. Several remedies are offered to deal with this problem. The article by Janet H. Fontaine suggests that media specialists maintain a collection of educational resources concerning homosexuality for teachers, counselors and students. She also insists that schools update their anti-discrimination policies to include verbal and physical abuse of gay and lesbian students. Harris and Bliss recommend in their article that sexuality education should be provided for all students, regardless of sexual orientation.

Perhaps the greatest value of this book is its success at filling a void in current research literature. Gay rights' advocates are encouraged to focus more on schools in order to further the cause of the gay movement. In addition, youth advocates, schoolteachers, administrators and academic researchers should be challenged to read this volume in order to develop a better comprehension of the relationship between gay youth and the school situation. This book is recommended for libraries where these school professionals are trained, such as graduate education schools.

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