

DEPARTMENTS

NEW AND FORTHCOMING AT REFERENCE

Compiled by

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American Association of University Women. Educational Foundation. Commission on Technology, Gender, and Teacher Education. *Tech-Savvy: Educating Girls in the New Computer Age*. AAUW Educational Foundation Commission on Technology, Gender, and Teacher Education. Washington, D.C.: American Association of University Women Educational Foundation, 2000. 82p. ISBN 1-87992-223-1. OCLC#44121494. \$11.95.

Represents the findings of the AAUW Educational Foundation Commission on Technology, Gender, and Teacher Education. The Commission met from November 1998 to January 2000 and focused on educational technology experiences in K-12 public schools. This report is based on interviews of 70 East Coast middle school and high school girls, and approximately 900 teachers nationwide who responded to an online survey. Themes and recommendations explore how to make technology more accessible, appealing, and inviting to a variety of users and learners. Five chapters cover girls' perspectives on the computer culture, teacher perspectives and classroom dynamics, educational software and games, the computer science classroom, and school in context of home, community and work. Appendix, endnotes, selected bibliography. Executive summary.

Career Counseling of College Students: An Empirical Guide to Strategies That Work. Darrell Anthony Luzzo, ed. Washington, DC: American Psychological Association, 2000. 353p. ISBN 1-55798-708-4. OCLC#44313493. \$39.95.

A comprehensive review of vocational theories and empirical literature with emphasis on career development theory, research, and practice as applied to the college student population. The focus is on providing practical approaches, with more than 200 strategies to use in college student career counseling. Seventeen individually authored chapters are organized into four sections: theoretical bases and models for career development, methods and techniques, special populations and issues, and professional issues and future directions. Author and subject index.

Distinguished Educators on Reading: Contributions That Have Shaped Effective Literacy Instruction. Nancy D. Padak et al., eds. Newark, Del.: International Reading Association, 2000. 553p. ISBN 0-87207-269-X. OCLC#44681926. \$39.95.

Contributions from 34 literacy educators who had contributed to the *The Reading Teacher's* distinguished educator series which began in 1989. Five sections of individually authored articles cover theories of literacy, teachers, schools, curriculum materials and instruction, assessment and evaluation. Authors have contributed professional biographies and, in some cases, updated their original articles.

Eddy, John P. and Stanley D. Murphy. *International Higher Education Systems*. New ed. Lanham, Md.: University Press of America, 2000. 190p. ISBN 0-7618-1748-4. OCLC#44131756. \$26.50.

Written to give an understanding and appreciation of the complexity of international higher education decision making, knowledge of American higher education compared to other selected nations, and a basic overview of selected overseas higher education institutions. Fifteen chapters consider higher education internationally with respect to economic and political situations, cultural issues, and governmental policies. Appendixes include case studies.

Enger, Sandra K. and Robert E. Yager. *Assessing Student Understanding in Science: A Standards-Based K-12 Handbook*. Thousand Oaks, Calif.: Corwin Press, 2001. 178p. ISBN 0-7619-7648-5. OCLC#43913076. \$79.95.

An assessment handbook which addresses student performance for six domains of science: concept, process, application, attitude, creativity, and the nature of science. Eight chapters include assessment in the contexts of teaching, evaluating teaching practice, rubrics and scoring guides, and assessment examples. Assessment examples are based on the research and practices of educators from kindergarten through higher education. Glossary, references, index.

Fry, Edward Bernard et al. *The Reading Teacher's Book of Lists*. 4th ed. Paramus, N.J.: Prentice Hall, 2000. 464p. ISBN 0-13028185-9. OCLC#43555340. \$29.50.

Intended for use by teachers, publishers, tutors, home schoolers, and others involved with literacy and reading for kindergarten to adult students. Fifteen sections of word lists organized into topics such as phonics, vocabulary, writing, instruction, spelling, and the Internet. The fourth edition contains substantially updated lists, plus many new ones, including teaching with newspapers, search engines for educators, and activities for tutors. Index.

"G" Is For "Growing": *Thirty Years of Research on Children and Sesame Street*. Shalom M. Fisch, Rosemarie T. Ruglio, eds. Mahwah, N.J.: Lawrence Erlbaum, 2001. 271p. ISBN 0-8058-3394-3. OCLC#43694286. \$69.95.

A collection and synthesis of research on *Sesame Street* during the past 30 years. The volume is divided into three broad sections: Part I focuses on integrating research and educational content into production, with such topics as the beginnings of *Sesame Street* research, and creation and evolution of the *Sesame Street* curriculum. Part II examines the impact of *Sesame Street*, preparing children for school, and *Sesame Street* viewers as adolescents. Part III focuses on the extension of *Sesame Street* into other cultures and other media with chapter topics such as developing *Sesame Street* into print publications and using *Sesame Street* based materials with young children. Author and subject index.

Gale Directory of Learning Worldwide. Farmington Hills, MI: Gale Group, Inc., 2001. 3 v. (5758p.). ISBN 0-7876-5005-6. OCLC#45838592. \$521.25.

A guide to approximately 28,000 international institutions of higher education, research and culture, including academies, societies, associations, research institutes museums, libraries and archives, and colleges and universities. Information is organized by country with an overview of educational and cultural environments for 220 countries, including government, educational, and cultural systems. A faculty index for nearly 5000 universities includes more than 190,000 faculty members and administrative staff. Index and an appendix of multinational organizations, currency and definitions table.

Gale Encyclopedia of Psychology. Bonnie R. Strickland, ed. 2nd ed. Detroit, MI: Gale, 2000. 701p. ISBN 0-7876-4786-1. OCLC#44089317. \$178.25.

Newly revised edition includes over 650 entries on people and subjects important to the study of psychology. Coverage includes key concepts as well as major theoretical advances in the field. Clinical information is broadly covered. Biographical profiles are included for major figures in the field, from earliest historical pioneers to current clinicians. Entries are alphabetically arranged with almost 65% of the entries new or updated. Sections with additional reading and information follow entries. Glossary, list of psychological organizations, subject index.

Handbook of Adult and Continuing Education. Arthur L. Wilson, Elisabeth R. Hayes, eds. New ed. San Francisco: Jossey-Bass, 2000. 735p. ISBN 0-7879-4998-1. OCLC#43945222. \$60.00.

Eighth in a series of adult education handbooks begun in 1934 and sponsored by the American Association for Adult Education, the Adult Education Association, and the American Association for Adult and Continuing Education. Intended to explicitly inform practical action as well as to record information about the field of adult education, the handbook focuses on critically reflective practice. This reference work serves multiple audiences, such as practitioners, professors, public policy makers and community planners. Four sections with individually authored chapters include the profession's common concerns, the profession in practice, and reflections on the profession. Resource section gives contents of past handbooks. Name and subject index.

Handbook of Children and the Media. Dorothy G. Singer, Jerome L. Singer, eds. Thousand Oaks, Calif.: Sage Publications, 2001. 765p. ISBN 0-7619-1954-6. OCLC#43913055. \$99.95.

The handbook's goal is to integrate the usage and effects of electronic media exposure on children and adolescents with the basic behavioral research on child development. Meant for a broad audience, this publication represents an effort to review the past and potential future impact of the electronic media on children in America. Emphasis is on the medium of television as it has developed over the past 50 years. Thirty-nine chapters, divided into three sections, address popular media as educators and socializers of growing children, forging the media environment for the future, and policy issues and advocacy. Index.

Handbook of Instructional Practices for Literacy Teacher-Educators: Examples and Reflections from the Teaching Lives of Literacy Scholars. Joyce E. Many, ed. Mahwah, N.J.: L. Erlbaum Associates, 2001. 373p. ISBN 0-8058-3110-X. OCLC#43684581. \$39.95.

Individual authors give background and syllabi for their undergraduate or graduate literacy courses. Organized into nine sections with an annotated table of contents, the handbook is intended for literacy professionals at every stage of their careers. The handbook has a companion Web site: <http://msit.gsu.edu/handbook>. The online resource provides additional information regarding the authors' courses, including syllabi, recommended readings, grading rubrics, and/or sample assignments. Author, subject index.

Historical Sources in U.S. Reading Education, 1900-1970: An Annotated Bibliography. Richard D. Robinson, ed. Newark, Del.: International Reading Association, 2000. 93p. ISBN 0-87207-271-1. OCLC#43562113. \$17.95.

References included predominantly cover the period of 1900 to 1970. The bibliography's selection process used the following criteria: impact of the source on the field of reading education; source's bibliography as a guide to related research; the source and current practice; and the source as a contribution to the study of the field of literacy history. Fifteen sections include summaries of reading research, oral and silent reading, readiness, reading assessment, and texts for reading instruction. Author, title, subject index.

Improving Student Achievement: What State NAEP Test Scores Tell Us. David Grissmer et al. Santa Monica, CA: Rand, 2000. 271p. ISBN 0-8330-2561-9. OCLC#44131775. \$20.00.

Of interest to educational policymakers, district superintendents, school principals, as well as teachers and parents, this analysis presents results of a study that examined state-level achievement scores from the National Assessment of Educational Progress (NAEP) tests given in math and reading from 1990-1996. The reported data was also used to estimate the effects of varying levels and uses of per-pupil expenditures on student achievement. Nine chapters include methodology, trends in state scores, effects of state educational policies, and assessing the cost-effectiveness of different resource utilizations. Appendixes, bibliography.

International Education Indicators: A Time Series Perspective 1985-1995. Stephane Baldi et al.; Thomas D. Synder, project officer. Washington, D.C.: U.S. Dept. of Education, Office of Educational Research and Improvement, 2000. 149p. ISBN 0-16-050278-0. OCLC#43577991. \$16.00.

This report, which compares educational trends in OECD countries, is an extension of the 1996 title, *International Education Indicators: A Time Series Perspective*, and includes Hungary, Poland, and South Korea. The data is derived from the OECD 1996 Education Database online, data from other OECD publications, and U.S. Dept. of Commerce data. Eighteen indicators, covering a range of education issues for comparing country differences and changes over time, are organized into five sections: demographic and socioeconomic context of education; rates of participation (enrollments, including private schools); financial and human resources (expenditures, teacher salaries, student/teacher ratios); system outcomes (graduation ratios); labor market outcomes (unemployment, earnings and educational attainment). Includes an essay section comparing trends in OECD countries and trends of interest to U.S. readers regarding primary, secondary, and higher education. Tables, figures, glossary.

International Society for Technology in Education. *National Educational Technology Standards for Students: Connecting Curriculum and Technology.* International Society for Technology in Education. Eugene, OR: The Society, 2000. 373p. ISBN 1-56484-150-2. OCLC#42996620. \$29.95.

Published in collaboration with the U.S. Department of Education, this resource sets forth the technology foundation standards for students, the performance indicators for technology-literate students, and the curriculum examples for grades preK-12. In a section on curriculum integration, learning activities are provided for English language arts, foreign language, mathematics, science, and social studies. There is also a section on multidisciplinary resource units. Appendixes of standards by discipline and grade level; several forms for learning activities and units; and resources, including books, videos, CD-ROMS, audiotapes, software, software publishers, software distributors, and web sites with links to educational sites.

Lathrop, Ann and Kathleen Foss. *Student Cheating and Plagiarism in the Internet Era: A Wake-Up Call.* Englewood, Colo.: Libraries Unlimited, 2000. 255p. ISBN 1-56308-841-X. OCLC#43936782. \$30.00.

Geared to parents and educators with the aim of providing the background knowledge to combat cheating and plagiarism in K-12 schools. Chapters describe "high-tech

cheating" via electronic devices, electronic plagiarism through Internet sites, and various ways to deal with the problem, such as identifying plagiarism and creating assignments that will make plagiarism difficult. Provides "copy-me" pages that may be reproduced without permission and used to assist in discussions with students, parents, and teachers. References and index. List of web addresses includes sites with resources to help counter plagiarism, software tools, academic integrity policies. Index.

Lester, Paula E. and Lloyd K. Bishop. *Handbook of Tests and Measurement in Education and the Social Sciences*. 2nd ed. Lanham, MD.: Scarecrow Press/Technomic Books, 2000. 399p. ISBN 0-8108-3863-X. OCLC#44172957. \$45.00.

Intended for an audience of teachers and guidance counselors, this revised and expanded edition of the 1997 handbook contains more than 120 instruments arranged under 36 topics. Provides references to published and unpublished measures. Contains a section on measurement in education and the social sciences and a discussion, with examples, of psychometric procedures. Excludes instruments focused entirely on personality or psychology. Author and instrument indexes.

Measuring Up 2000: The State-By-State Report Card for Higher Education. San Jose, Calif.: National Center for Public Policy and Higher Education, 2000. 188p. OCLC#45494259 and #45498238. \$25.00.

Developed for state leaders and legislators, and the general public with an interest in higher education. This report card on performance refers to education and training after high school and includes public, private, two and four-year, profit and non-profit institutions. Grades performance on each state's preparation in K-12 schools, opportunities for residents to enroll in higher education, affordability to pay for the education, completion rate, social and economic benefits to the state. Provides a national and state-by-state picture, and charts for state comparisons. Available online for downloading, creating individualized comparisons, and locating reference information regarding indicators, calculations, and grading: <http://www.highereducation.org> or <http://measuringup2000.highereducation.org>

Moore, Ann M. *The Insider's Guide to Study Abroad*. Lawrenceville, NJ: Peterson's, 2000. 331p. ISBN 0-7689-0590-7. OCLC#44818388. \$14.95.

Written by the Head of Programs Abroad at the College of William and Mary and a representative to the National Association of Foreign Student Advisors, this practical guide is directed to students preparing for study abroad and their families. Covers the various stages of the experience: investigating study abroad options, determining costs and

other background information before applying to a program, the application process, travel arrangements, making the most of the experience while abroad, the return home and marketing the experience. Appendixes contain glossary, directory of online resources, international career information, bibliography.

National Research Council (U.S.). Committee on Early Childhood Pedagogy. *Eager to Learn: Educating Our Preschoolers*. Committee on Behavioral and Social Sciences and Education, National Research Council; Barbara T. Bowman et al., eds. Washington, DC: National Academy Press, 2001. 443p. ISBN 0-309-06836-3. OCLC#44914151. \$34.95.

This publication is the result of a three-year study by the NRC's Committee on Early Childhood Pedagogy, composed of 17 experts who reviewed the research literature in the behavioral and social sciences, both quantitative and qualitative, with a focus on the education of children, ages 2-5. In addition, works were commissioned on specific subjects. Topics covered include cognitive development, social and emotional context, individual and cultural variations, quality of preschool programs, curriculum and pedagogy, assessment, preparation of early childhood professionals, program and practice standards. Final chapter with conclusions and recommendations. Appendix discussion of scientific evidence. Tables, figures, chapter references, and index.

Rudestam, Kjell Erik and Rae R. Newton. *Surviving Your Dissertation: A Comprehensive Guide to Content and Process*. 2nd ed. Thousand Oaks, Calif.: Sage Publications, 2001. 298p. ISBN 0-7619-1961-9. OCLC#44267871. \$53.00.

This updated second edition, first published in 1992, is geared to facilitating the completion of the master's thesis or doctoral dissertation and may also be of general use to new faculty advisers. The first section discusses the topics and potential methods, followed by a section on the content of the dissertation chapters, such as the literature review, the research plan, and the results of the studies. The final part focuses on the process, including the mechanics of organizing the project, the writing process, the use of the personal computer, and some guidelines on presenting numbers in the dissertation, and ethical concerns, such as informed consent. References, tables, name and subject indexes.

Shelton, Carla F. and Alice B. Pollingue. *The Exceptional Teacher's Handbook: The First-Year Special Education Teacher's Guide for Success*. Thousand Oaks, Calif.: Corwin Press, 2000. 189p. ISBN 0-7619-7739-2. OCLC#20000321. \$69.95.

Provides practical aids for improving organizational and instructional planning skills of new teachers. As a quick reference tool, this resource offers checklists, forms, and information on major topics and activities that special education teachers will encounter. Chapters include student placement in inclusive settings, academic instruction, parent-teacher conferences, the special education classroom, writing a legal and effective individualized education program. Appendixes cover medical emergencies in the schools, stress management for the teacher, organizations for parents and for the exceptional students, instructional materials, pharmacology reference list. Chapter references.

Steeves, Kathleen Anderson and Barbara Cole Browne. *Preparing Teachers for National Board Certification: A Facilitator's Guide*. Foreword by Mary Hatwood Futrell. New York: Guilford Press, 2000. 184p. ISBN 1-57230-542-8. OCLC#43590301.

The purpose of this guide is to provide an understanding of the voluntary national certification process of the National Board for Professional Teaching Standards (NBPTS), an organization established in 1987. This resource is meant to assist teachers actively pursuing this model of certification and especially the facilitators who are the professionals in the field, as well as colleges and universities, school districts, and

other organizations interested in supporting outstanding competence in the teaching profession. The first part describes for facilitators the model of teacher support during the pre-candidacy period, including specific seminar sessions with reproducible overheads; part two describes the requirements for the candidates and the standards in the areas of early childhood/generalist, early adolescence/generalist, early adolescence/English language arts, adolescence/young adulthood/mathematics; and the last part on post-candidacy offers two chapters on insights from National Board Certified Teachers and the NBPTS process with regard to education reform implications. Chapter references, index.

Weil, Danny K. *Charter Schools: A Reference Handbook*. Santa Barbara, Calif.: ABC-CLIO, 2000. 211p. ISBN 1-57607-245-2. OCLC#45024340. \$45.00.

Examines the charter school movement and compares it with other educational innovations. Following an introduction and chronology from the late 1960s, chapters focus on curriculum and instructional approaches with a discussion of what some charter schools are doing, and charter schools in relation to the law, the politics of education, school choice, and teacher unions. Offers an annotated list of organizations, associations, and government agencies, and selected print and nonprint resources. Appendixes include a state comparison of progress towards standards and charter school laws, state testing requirements, information on charter school admissions by state, and collective bargaining and certification requirements for teachers. Also available as an e-book: <http://www.abc-clio.com>

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B O O K R E V I E W S

Woolls, Blanche. *The School Library Media Manager*, 2nd ed. Englewood, CO: Libraries Unlimited, 1999. 340p. ISBN: 1-56308-702-2. \$40.

In *The School Library Media Manager*, Woolls attempts to provide a comprehensive overview of the school library media specialist's job. Every aspect of being a media specialist is covered, from getting certified and finding a job to writing grants and designing library facilities.

There are 14 chapters and 12 appendices in this book. Each chapter provides important, practical information about a wide variety of topics, including: the historical evolution of the school library media center; contemporary challenges and opportunities for the media specialist; methods of becoming a school library media specialist; how to select one's first media specialist job wisely; planning and managing the media center program; managing the facility, the staff, the collection, the budget, and the services of the media center; marketing the media center; evaluating the center and its program; networking with colleagues; and demonstrating leadership. The appendices provide reproductions of important documents that can apply to work in the media center, e.g., sample letters, policy statements, and forms that can be used in the daily management of the media center. Included are lists of professional publications, and a wealth of other useful information.

There are two particularly notable aspects of the book. First, Woolls maintains a strong focus on the leadership responsibilities of the school library media specialist. Readers will definitely come away knowing that the media specialist

is more than a simple custodian of books and participant in the school's reading and information literacy programs. Second, Woolls provides a useful set of exercises at the end of each chapter. Each set of exercises includes several questions and activities that serve to reinforce and apply the information given in the chapter. Anyone using this book as a text will benefit from contemplating and completing these valuable activities.

Unfortunately, this fine book does have one major weakness: lack of depth. Those looking for in-depth information about specific aspects of the library media specialist's job will not find what they need here. Woolls gives her readers a taste of a great many things, but no opportunity to fully savor her points. While many readers may feel disappointed with the book's lack of depth, the problem could easily be remedied with the addition of a "for further reading" section at the end of each chapter.

Overall, Woolls provides her readers with a good, solid overview of what a school library media specialist does. Beginning school library media specialists and those who are considering becoming media specialists will find this book enlightening. Experienced specialists will find it useful as a checklist against which they may evaluate their centers' services and their own responsibilities. Finally, library educators will find this to be a useful, practical textbook.

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Hearne, Betsy, with Deborah Stevenson. *Choosing Books for Children: A Commonsense Guide*, 3rd edition. Urbana, IL: University of Illinois Press, 1999. 229p. ISBN 0-252-02516-4. \$14.95.

First published in 1980, revised in 1991, and now newly revised, Hearne's *Choosing Books for Children* is a witty, articulate, straightforward manifesto aimed at helping parents, teachers, and librarians select books that are worthy of young people's time and imagination. Although children's librarians and school library media specialists may find little new information in this book, they should still appreciate Hearne's anecdotes and chapter bibliographies. Library generalists and others who lack formal training in children's literature will find this compact book to be an invaluable resource for demystifying the selection process for young people's books.

After an opening chapter in which she encourages the reader to "trust your own reactions" (p. 11) when choosing books in which young people will find value, Hearne spends several chapters outlining the developmental progression of books for young people. She discusses, in turn, picture books for babies and toddlers, more sophisticated picture books for older children, chapter books, middle grades literature, and young adult literature. Although she does discuss genres of children's literature in these chapters, she does not attempt to isolate genres such as historical fiction, fantasy, or mystery. Instead, she describes books in terms of their appeal to young people because of characterization, story line, or developmental fit. Following these chapters, Hearne writes in more detail about three specific genres of writing that demand more focused analyses: poetry, folklore, and nonfiction. The final

three chapters of the book are devoted to controversial topics in children's books, enduring ('live') classics of children's literature, and how to find good books for young people.

Hearne's book has many qualities that make it a worthwhile purchase. First, her keen insights derived from her extensive experiences both as a children's book author and reviewer, and as a scholar of folklore and children's literature lend a sense of authority to this book that is sometimes missing from other guides to books for young people. Second, Deborah Stevenson's assistance has ensured that the annotated bibliographies and chapter discussions are current so that books with copyright dates through 1998 are included. Third, the book has both an author-illustrator index and a subject index making the content of the book more accessible for reference use; a title index would enhance the book even more.

With a highly affordable paperback version of this new revision now in print, Hearne's book makes the perfect addition to professional collections in school library media centers as well as to parents' collections in public library children's departments. Hearne encourages her readers to use their imaginations to see through the eyes of young readers as they select books for them; for reminding us to use that criterion as we make book choices, Hearne's guide deserves to be read.

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Schon, Isabel. *Recommended Books in Spanish for Children and Young Adults: 1996 through 1999*. Lanham, MD and London: The Scarecrow Press, Inc, 2000. 362p. ISBN 0-8108-3840-0. \$45.

Isabel Schon is unrivaled in producing work (over 20 books to date) that fills the professional void in the area of finding books in Spanish. *Recommended Books in Spanish for Children and Young Adults: 1966 through 1999* is another invaluable resource; a well-annotated bibliography that librarians will want to add to their collections. Schon has included critical annotations for 941 reference, nonfiction and fiction books in Spanish for preschool through grade 12 (all in print at the time of publication). Most books included were

published in the United States, Spain, Mexico, Venezuela and Argentina.

The format of this book follows the same format as her earlier work, *Recommended Books in Spanish for Children and Young Adults, 1991-1995* (1997). Each entry contains full bibliographic data, as well as ISBNs, price, and recommended grade level. Included are bilingual books, books translated into Spanish, as well as books originally published in Spanish. The books are organized alphabetically

by author. In addition to the major sections on reference, nonfiction and fiction books, there are appendices including Dealers of Books in Spanish for Children and Young Adults and author, title, and subject indices.

As a university reference librarian serving a large constituency interested in multicultural children's books, I tend to look at subject indices with great interest, as many teachers and student teachers hope to locate books on particular themes. The breakdown of categories in Schon's subject index (107 pages) is quite extensive. There is even an entry for toys and moveable books – a category I could have used when I was a children's librarian. The subject index also provides access points for various topics by country, a very sought-after item in many libraries. Although the entries in the main section include age level, the addition of age level with the titles in the subject index or a separate index of age level would make this even more useful.

The books selected in this edition are all recommended by Schon. She has provided well-annotated summaries with highlights and any caveats or distractions to the books. She

captures the essence of each book with descriptive, lively critiques. Her depth of knowledge of children's books in Spanish is clearly evident as she compares books to similar books, predecessors and previously published works. Her evaluations are based on design, educational value, illustrations, layout, readability, and recreational and personal needs of Spanish speakers.

The section on Reference Books includes atlases, dictionaries, encyclopedias, handbooks, and style manuals. The Nonfiction section includes major subject areas and also includes biography, folklore and poetry. There is a short Publishers' Series section, and then the Fiction section, which is divided into easy books and general fiction.

This book is a must for anyone interested in adding Spanish language books to a collection or in choosing books to use in the classroom or for story hours. Nothing else compares to Schon's work on juvenile literature of Latino cultures.

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Evans, Earlene Green and Branch, Muriel Miller. *3-D Displays for Libraries, Schools and Media Centers*. Jefferson, NC: McFarland & Co., Inc., 2000. 126p. ISBN 0-7864-0860-X. \$38.50.

Evans and Branch, both retired library media specialists with many years of combined experience, have put together this small book of examples of three-dimensional bulletin boards. Designed for teachers, librarians, and others who use bulletin boards to encourage students to read and to enhance the curriculum, *3-D Displays for Libraries, Schools and Media Centers* will be a welcome help to all educators who struggle to come up with new display ideas.

The authors have arranged the book thematically, around six different topics, all easily related to the curriculum. A total of 26 different bulletin boards are presented. Each bulletin board includes step-by-step instructions for even the least creative to follow. Constructing and assembling the bulletin boards should be a snap. The authors have relied on easy-to-find and everyday items, ensuring that teachers and librarians need not find the process expensive. A most helpful feature is the list of suggested learning activities to accompany the display – 8 to 10 for each bulletin board. The authors suggest locating these tasks at interest centers near the bulletin board and allowing students to select from the group. These activities are appropriate for individual students, small groups, or an entire class. Although they cover subjects across the curriculum for students in grades 5-9, high school teachers looking for supplementary activities might also find them useful.

The six thematic units are centered around the themes of apples, reading, flight, women, the Harlem Renaissance, and world cultures. The authors designed all units in cooperation with subject area teachers. The unit on women, for instance, came from the annual celebration of Women's History Month in March. Extended learning activities relate to the three bulletin boards for this unit: "All Eyes on Women," "Focus on Women," and "Set Your Sights High, Too." Activities for this unit lead to using the dictionary to find word meanings, exploring the school environment as a melting pot, checking biographical resources to find information on women featured in the display, and using career resources to explore careers in science for women.

Evans and Branch have provided their readers with an easy-to-follow guide to creating three-dimensional bulletin boards. While it would have been more aesthetically pleasing to include color photographs, the black and white photos clearly depict the bulletin boards, providing a starting point for those wishing to re-create them. In addition to the examples presented, the book should serve as inspiration for teachers and librarians wishing to create their own displays.

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Miller, Elizabeth B. *The Internet Resource Directory for K-12 Teachers and Librarians*, 2000-2001 ed. Englewood, CO: Libraries Unlimited, 2000. 462p. ISBN 1-56308-839-8. \$27.50.

The seventh annual edition of *The Internet Resource Directory for K-12 Teachers and Librarians* ably fulfills its aim to present "a broad sampling of some of the best Internet resources for educators, school library media specialists, students, and parents." The directory contains 1,515 entries, including 440 new or updated entries from the 1999-2000 edition. Each entry includes an excellent descriptive annotation and access information for the resource described.

The entries are arranged in eight chapters that correspond to K-12 curriculum areas plus a "Reference" chapter for cross-curricular materials and two chapters – "Resources for Educators" and "The School Library: The School Information Resource Center" – that cover professional information, lesson plans, and other general education sites and information. Special attention is given to providing multicultural resources, sources to support gender equity and school-to-work and career resources. Related sites are cross-referenced and subject and site indices are provided.

Although criteria designed to guide the reader's selection of individual sites from among those listed is specified, the criteria guiding the author's inclusion of sites in the book are not. Consequently, the selection of sites seems rather uneven. For instance, the National Science Teachers Association <<http://www.nsta.org/>> is not included among the 263 science sites supplied, but the National Council of Teachers of

Mathematics is one of 63 identified mathematics sites. In the "U.S. Parks" section, a cross-reference to the National Parks Service and three sites about the Grand Canyon are included but other useful sites such as the *Everglades Digital Library* <<http://everglades.fiu.edu/education/index.html>> and *Yosemite Online* <<http://www.yosemite.org/>> are not. While no book covering Web sites can be comprehensive, systematically reviewing the Web sites included and plugging gaps and broadening coverage within subject areas would improve the work as a whole.

The introduction promises monthly updates and corrections to this edition at its own Web site <<http://www.lu.com/lu/irdupdates.html>>, but a check of this site in March 2001 found that the latest update was dated March 2000 for the 1999-2000 (6th) edition. Despite these flaws, this directory does provide a wide range of Web sites likely to be useful to K-12 teachers and librarians. The detailed and thoughtful annotations make the purchase worthwhile for most public and school libraries.

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Richardson, Richard C., Jr., et al. *Designing State Higher Education Systems for a New Century*. American Council on Education/Oryx Press Series on Higher Education. Phoenix: Oryx Press, 1999. 219p. ISBN 1-57356-174-6. \$34.95.

In the past, centennial turnings seem to have inspired an apparently basic human desire to do two things: to see if new paradigms might be developed that will allow us to avoid the mistakes of the past, and also, simultaneously, to ensure that the new age just dawning will be golden. Millennial turnings could be expected to be even more inspirational of this particular brand of intellectual optimism. Given the sorry mess that has all too often been made of attempts by the states to rationally control their public higher education systems, some optimism in this field of endeavor is welcome. By reviewing the ways in which various state governance structures influence how public systems of higher education actually operate and by proposing a number of revisions to the ways in which most states attempt to govern their institutions of higher education, the authors of this work

provide some justification for such optimism as the new century gets under way.

Based on a study conducted by the California Higher Education Policy Center, (recently re-dubbed the National Center for Public Policy and Higher Education) that examined the ability of existing state higher education structures to respond to the perceived economic, social and technological challenges of the late 20th and early 21st centuries, the book opens with an excellent historical view of the growth of state-level coordination of public higher education and the societal issues that resulted in increased state governmental oversight of higher education in the years immediately following World War II. In their first chapter, the authors state the basic premises reflected in their examination of the seven case studies contained in the book:

[S]tudy suggests that the performance of higher education systems is influenced by at least two primary factors. The first of these is the state policy environment and the role that the state government chooses in balancing the competing influences of professional values and the market. The second is system design, including the way the interface between higher education and state government is structured, and the responsibility for and characteristics of the key work processes (p. 11).

The authors acknowledge the key importance of leadership, from both elected officials and their staffs, as well as from those who are charged with the management of the state's institutions of higher education. They rightly recognize that leadership is central to an understanding of the performance of any particular state system of higher education, i.e., who is pulling the governance levers, and with what level of influence and enthusiasm, is as important as where those levers are located.

The major portion of the work is devoted to comparative case studies of higher education systems in seven large and diverse states: California, Florida, Georgia, Illinois, Michigan, New York, and Texas. These systems were studied from the perspectives outlined above, and each is reviewed through an examination of the history of the governance/coordination structure of the respective state, consideration of the relative influence of state officials and university management on governance decision-making, appraisal of the effect of demographic and geographic factors, review of the state's higher education budgeting process and program planning and review parameters, and an articulation of the type and quality of collaboration existing among the state's institutions of higher education.

The authors advance a structure for the classification of higher education governance systems in which each state's approach to the governance problem is classified as either segmented, unified, or federal. The seven states studied

provide representation of all of the three structures, with Illinois and Texas being described as having federal structures, Georgia a unified structure, and Michigan, California, New York, and Florida being characterized as having segmented structures for public higher education. While these classifications can be seen as involving more questions of degree as opposed to bright-line differences, to a great extent they do appear helpful in determining the distinguishing characteristics of the approaches they describe.

The book's last chapter is its most important as it concerns broad public policy questions and attempts to predict the future of higher education governance through a synthesis of the research presented. The authors identify six areas of concern that will have a serious impact on systems of higher education over the next few years, including: increasing social stratification (the perceived widening of the gap between the rich and the poor); increasing enrollment demand brought on by the need for higher skill levels throughout the work force; continuing pressures to contain costs; the erosion of consensus on the question of financial support; concerns about quality; and the unpredictable impact of new technologies (pp. 187-189).

These daunting concerns do not, however, keep the authors from asserting that there can be a promising way out of the morass. Their recommendations, most of them practical and reflective of those successes that the governance systems studied in the book have enjoyed, are made to provide assistance to state policy leaders, who are crafting or revising higher educational systems. Their attempts are made to ensure that those systems will be in a position to meet the educational needs of their respective state's citizens during the next century.

Overall, the authors do an excellent job of developing a theoretical picture of the current structure of American higher education governance systems and provide an informative, detailed look at the current governance picture as it exists in seven important states. The book is highly recommended for education libraries.

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Worthington, Janet E., and Albert B. Somers. *More Novels and Plays: Thirty Creative Teaching Guides for Grades 6-12*. Englewood, CO: Teacher Ideas Press, 2000. 223 p. ISBN 1563086913. \$27.

This book is a must-have for language arts teachers in junior high, middle, or high school. The authors have built on the successful format developed in their first book, *Candles and Mirrors* (1984), and expanded on in their second, *Novels and Plays* (1997). In designing the study guides included in these books, the authors work with the premise that teachers sometimes need a little help in teaching novels and plays.

In this volume, ten study guides are reprinted from the earlier editions, and twenty new ones have been added. The titles under consideration are broken into groupings by grade. Katherine Patterson's *Bridge to Terabithia* (1977) falls into grades 5 – 6, while Ernest Gaines' *A Lesson Before Dying* (1993) is placed in grades 10 – 11. Of course, there is flexibility regarding these grade-level designations.

Entries for each title follow a common format: full bibliographic and publication information is followed by a brief summary. An appraisal of the work is given, including a list of awards for the work or to the author, the reputation of the book, and the appropriate age level of the reader. Worthington and Somers also identify the major themes and literary concepts treated by each title. For example, in *Bridge to Terabithia*, the themes include friendship and death, and the literary concepts are characterization and foreshadowing. A list of related readings that deal with similar topics and themes, or other works by the same author, are included to encourage readers to continue reading.

The next section, reading problems and opportunities, focuses on words that may be difficult. This is especially useful in works such as *Hamlet*, *Julius Caesar*, or *Wuthering Heights*, since readers may be unfamiliar with the language.

In addition, *Where the Lilies Bloom* contains vocabulary on plant life, Appalachian dialect, and uncommon words. Chapter numbers follow each word as a reference.

The authors provide a section on initiating activities. This is useful for sparking the student's interest in the work even before it is read. The discussion questions, writing activities, and other activities are all designed to guide exploration. Each chapter has a question attached to it, and these questions could be used for essay assignments. The writing activities are broader. For example, in *Great Expectations*, students are asked to research and prepare a written report on the prison system in 19th-century England, and compare it to the current system in the United States.

The final section for each title is an annotated list of selected teaching resources. This includes media such as CD-ROMS and video, plus URLs for related Internet sites. The authors provide a date when the Internet site was last accessed indicating that it was active then although it may not be now.

The authors are very clear in their introduction that their intent is not to spoon-feed teachers. Teachers know their students and they must tailor instruction to meet specific learning objectives and learner needs. *More Novels and Plays* is a guide, a jumping-off point, if you will, to help teachers get started, and to help flesh out their lesson plans. Through the activities and discussion questions, the authors promote critical thinking and encourage student engagement in these works. A point worth noting is that this volume is very affordable. Study guides are often published separately for each title, whereas this one book contains thirty.

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Lenning, Oscar T., and Larry H. Ebbers. *The Powerful Potential of Learning Communities: Improving Education for the Future*. ASHE-ERIC Higher Education Report Volume 26, No. 6. Washington, DC: The George Washington University, Graduate School of Education and Human Development, 1999. 163p. ISBN 1-878380-86-9. \$24.

In *The Powerful Potential of Learning Communities: Improving Education for the Future*, Lenning and Ebbers (both Iowa State University) provide an excellent introduction, overview, and "how to" manual for anyone in higher education interested in knowing more about or implementing learning communities on campus. As the authors point out, "Learning communities are one of the most commonly discussed concepts in higher education today ... but although they are mentioned constantly, [they] are not well understood or defined, and the term has different meanings for different people" (p. ix). Lenning and Ebbers successfully endeavor to remedy this situation in this thoughtful, well-organized, and readable report.

The book is divided into topical chapters: Learning Communities: What Are They and Why Do We Need Them? (overview of definitions and theoretical foundations), Types of Student Learning Communities (defines the various types and how they work), The Benefits of Student Learning Communities (benefits for various campus constituencies),

Creating and Implementing Optimal College Student Learning Communities (the "nuts and bolts" of getting learning communities up and running), and Learning Communities in the Future (what directions different types of communities might take in the future). The book concludes with a comprehensive bibliography of works related to learning communities in higher education, and includes an excellent subject index.

With many years of experience in higher education administration between them, Lenning and Ebbers provide a fine introduction to the concept of learning communities and a useful instruction manual for anyone considering adopting this curricular model. Learning communities are an important concept in higher education administration, and more and more institutions are implementing them. Even if your university is not currently using or planning for learning communities, the book is useful for future planning or to expose students in higher education administration to the relevant concepts. This book is highly recommended.

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Fuhler, Carol J. *Geography of North America with Books Kids Love*. Golden, CO: Fulcrum Resources, 1998. 240p. ISBN 1-55591-954-5. \$17.95.

Part of the "Books Kids Love" series, this teacher resource uses picture books to explore the geography of North America with students in grades three to six. An introductory chapter outlines the discipline of geography, geography instruction and a rationale for using children's literature to teach it. The second chapter suggests books and activities to help students gain an overview of the United States as a whole. Each of the 10 geographic regions of the United States and the countries of Canada and Mexico are addressed in the next 12 chapters. Each of these chapters comprise a brief introduction to the region, an initiating activity, two to four lessons, and a culminating activity.

Employing one or two picture books apiece, each lesson lists objectives, materials, a motivator, activities, books used, and suggested companion titles. Evaluation is addressed generally in the first chapter but assessments for each lesson are not specified. While the regions of the U.S. are covered adequately, the chapters on Canada and Mexico are too brief even as introductions; better to omit them and change the scope of the book.

A large majority of lessons contain objectives that relate to the themes of location and place, one third or less to the themes of movement or region. Objectives range from the sweeping, e.g., "to learn about Oregon from the past to the

present" (p. 19), to the specific, e.g., "to trace on a map the route followed by Grandma Essie and her family" (p. 50). Instructions for the activities are descriptive rather than step-by-step and vary in their level of detail. While no selection criteria or sources are provided for the books used in the lessons, many were published since 1994, with authors, titles, or publishers that are generally familiar and reliable.

The three appendices consist of a list of teacher resources, an annotated list of chapter books organized by geographic region, and ideas for projects. The index includes cites, states, regions, geographic features, activity names, topics, and lesson (but not companion) books. These last appear both alphabetically and under the region in which they are used. Authors are not included. A cumulated bibliography by title and author of books used in the lessons and related indexes organized by region and by geographic theme would be beneficial additions to a sourcebook of this nature.

The resources list, which is organized by region, is selective, including primarily sources for those materials necessary to implement the lessons. Missing from the list are sections on reference sources, organizations, standards, Web sites, or sources for identifying other suitable children's books. Sections on general information, titles related to geography, and computer programs related to geography are included, but are brief. Although many lessons involve map activities, there are few sources for obtaining the maps required (which can be surprisingly hard to locate and

acquire). The rest of the list is comprised almost entirely of state offices of tourism.

It is hard to fault a book when its aims are so commendable, especially given how little on the subject is available. Unfortunately the book promises more than it delivers. Given the reader expectations created by the author's endorsement of approaches, such as active learning, using trade books, standards-based and integrated curriculum, the tone and point of view found in the work are disappointingly reminiscent of an older model of social studies instruction. Many of the activities are of the "plan a dream tour" or "create a concentration game" sort – both of which are ways of collecting and presenting interesting, but disembodied, facts. Reducing the powerful stuff of geography to fun activities – the scavenger hunt framework – is the critical weakness of this book. Rather than animating the geographic themes or helping students understand what really matters about a region, the lessons proffer a regrettably limited vision of geography curriculum. For thoughtful discussions of geography education, see Douglas, *The History, Psychology, and Pedagogy of Geographic Literacy* (1998), and Lindquist and Selwyn. *Social Studies at the Center: Integrating Kids, Content, and Literacy* (2000). Also useful is Rogers's *Geographic Literacy through Children's Literature* (1997), that is organized by geographic theme, illustrating diverse teaching strategies and providing a well-developed annotated bibliography.

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O'Brien Nancy P. *Education: A Guide to Reference and Information Sources*. 2nd ed. Englewood, Colo: Libraries Unlimited, 2000. 189p. ISBN 1-56308-626-3. \$40.00.

As more and more students, researchers, librarians, and members of the general public turn to the World Wide Web for reference and information resources, it is reassuring to examine a printed guide that reaffirms the intrinsic value of printed text. Nancy Patricia O'Brien has built upon and expanded a valuable title, *Education, A Guide to Reference and Information Sources*, in the field of education resources. A new edition of the 1989 work edited by Lois Buttlar, this title continues to be a basic guide to resources in the field of education. O'Brien notes in the introduction that it is "always a challenge" to produce a new edition of a respected work,

but she has successfully met that challenge by providing value-added, expanded journal listings and World Wide Web/Internet resources.

Although intended for an audience of researchers, practitioners, scholars, librarians, and students in the field of education, the contents of this work would be of interest to the education community-at-large, including those individuals in the related disciplines of sociology, psychology, and social sciences. The guide reflects the ever-broadening scope of the field of education.

In acknowledging today's research methods, which utilize bibliographic software, the editor has chosen to reduce the number of bibliographies and expand the number of journal titles. Her selection criteria are highly reflective of the researcher's approach to and need for information that is current. For this edition, she has selected titles with publication dates from 1990 through 1998. In considering pre-1990 titles for inclusion, O'Brien has noted in her introduction, and in specific title entries, the importance of standard works that are valuable resources to the background and history of a specific educational subject or the general field of education.

Fourteen subject categories organize selected titles in the field of education, including general education sources, early childhood, elementary and secondary education, higher education, special education, career and vocational education, curriculum, instruction and content areas, educational history and philosophy, and educational psychology. The subject categories are a strong advantage for using the guide as a ready reference resource. Another reference source, the third edition of *Social Science Reference Sources* by Tze-chung Li also has a very extensive education section but the organization by format makes it a less valuable ready reference tool. O'Brien's organization offers a multi-use format, giving the user a tool for ready-reference or in-depth reference.

Within O'Brien's fourteen subject categories, titles are sub-categorized by format. The standards of dictionaries and encyclopedias, directories and almanacs, indexes and abstracts, and journals are covered with the addition, when appropriate, of World Wide Web/Internet resources. A definition of World Wide Web/Internet sources, however, would have been helpful for a better understanding of selection and inclusion.

Within format categories, individual entries are listed alphabetically by author or editor and title. The entries have

standard bibliographic information. The entry annotations are well written and succinct. Entry information notes audience, content, indexing/accessing, special features, and the title's value as a resource. Title shortcomings or valued features are noted. Unique or distinctive features are noted as well, such as classroom journals with reproducible curriculum materials.

Journal entries provide a definitive overview of publication content. Standard bibliographic information, such as frequency of publication, ISSN number and price, are given along with any title changes. Both indexing and abstracting information as well as online availability are included in the journal entries. Subsequent editions of this guide should consider, evaluate, and include electronic journals in the field of education. The electronic journal format, whether by subscription or free, is a rapidly increasing form of academic communication. Many institutions have listed electronic education journals as a collection resource.

World Wide Web and Internet entries have the added benefit of designation of date accessed by the author. With the challenge of constantly changing URLs, this is a much-appreciated notation. The "here today gone tomorrow" characteristic of many Web sites is part of the current challenge of researchers. The frustration of a user trying to access a resource long gone or changed is a problem that is not easily resolved. O'Brien's date notation is an excellent way of alerting the user to a potential access issue.

To sit and turn pages, to browse indexes, to look at a table of contents, and to read well written concise entries is an infrequent pleasure in today's world of electronic mouse clicking, page scrolling and keyboard strokes. For individuals or libraries beginning to build a reference or core education collection, re-evaluating an existing collection, or simply becoming re-acquainted oneself with the latest standards in the field, this is the book to have at hand, and thankfully, in hand.

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