



## BOOK REVIEWS

Scott Walter, University of Washington, Pullman, Book Review Editor

**Ely, D. P. & Plomp, T. (Eds). ( 2001). *Classic Writings on Instructional Technology*, Vol. 2. Englewood, CO: Libraries Unlimited, ISBN 1-56308-854-1. \$60.00.**

Instructional Technology (IT) is a discipline that is easily misunderstood. It is a relatively new discipline, with roots in Educational Psychology and the development and application of instructional media for instruction (e.g., Comenius's *Orbis Pictus*, the use of "Magic Lantern" slides, educational film and television, and the use of personal computers for instruction). Because IT often includes the design and creation of instructional media, it has traditionally received greatest attention when there is a perceived need to find a reliable method of teaching a large number of learners efficiently and quickly. The instructional films developed to instruct servicemen and women during World War II are one example of this phenomenon; the push to improve the American school system after the Soviet Union's launch of Sputnik is perhaps the most famous example.

Because of its connection to computers and the current popularity of infusing school settings with digital technologies, IT is receiving increased attention due to public interest in using computing tools in classroom settings as well as interest in using networked computers for distance education. However, the discipline of Instructional Technology is more than the clever use of media as a teaching tool. *Classic Writings on Instructional Technology, Volume 2* offers the reader considerable insight into IT, its history and the research members of the field.

The stated purpose of the volume is "continues the purposes of Volume 1: to provide a convenient collection of seminal papers that are considered to be foundations for the field..." (p. xi). The works collected in Volumes 1 and 2 are required reading for anyone interested in Instructional Technology. The articles selected for Volume 2 were chosen by leaders in the Professors of Instructional Development and Technology (PIDT) group that meets annually, with additions of some of the editors' favorites. From over fifty nominees, fifteen articles were chosen, using frequency of citation and mention within IT literature as part of the screening process. The result is a collection of articles that are by and large the most influential to the development of IT as a discipline. The volume is divided into four parts: Definition and Conceptual Background, Design and Development Functions, Delivery Options and The Profession. Brief essays by the editors placing in context the articles chosen for each part provide a sense of the interests and challenges faced by IT researchers and practitioners. This book, along with Volume 1, is an important addition to any educator's library.

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**Toma, J. D. & Palm, R. L. (1999). *The Academic Administrator and the Law: What Every Dean and Department Chair Needs to Know (ASHE-ERIC Higher Education Report Volume 26, No. 5)*. Washington, DC: The George Washington University, Graduate School of Education and Human Development. ISBN: 1-878380-85-0. \$24.00**

In recent years, lawsuits have become progressively more commonplace in American society. Increasingly, litigation is selected as the preferred mode of resolving contractual and due process disputes as well as violations regarding civil and individual rights, affirmative action, discrimination, sexual harassment, malpractice, licensing agreements, and copyright. Litigious issues such as these are no longer limited to the public sector; they have spilled over into the higher education arena. A glimpse at recent issues of *The Chronicle of Higher Education* indicates the magnitude and complexity of legal issues currently under discussion.

The academic training of most administrators has prepared them for leadership within departments and research communities. However, this training has done little to provide them with the knowledge and skills necessary to field the wide variety of legal issues that arise in higher education institutions. Despite the availability of legal assistance on campus, mistakes can still occur with significant legal and economic consequences. Therefore, administrators, deans, department heads, and others associated with human resources and student services need a strong understanding of higher education law, particularly as it pertains to their professional responsibilities.

Toma and Palm, both assistant professors of higher education at the time of publication, offer college and university administrators a primer on the law as it affects higher education. Their primary purposes are to present "academic administrators with the general background necessary to recognize legal issues when they emerge on campus", "to encourage academic administrators to be active participants in resolving legal issues that arise at a school or in a department " and "to prompt academic administrators to consider and implement prevent law strategies." *The Academic Administrator and the Law* helps university leaders deal with the effects of the "growing litigious environment on their roles" by "providing a more generalized, non-legalese discussion and offering a broad understanding of the complex legal situation facing higher education institutions."

The authors have organized the book into four major sections, an extensive reference list, and an excellent index. Each section provides a discussion of relevant background and salient concepts and issues, laws, and federal and state cases related to the topic. Section 1, The Law, the Courts, and Counsel, seeks to describe representative college/university legal issues including sources of higher education law, the distinction between public and private institutions, attorney/client relationship, pretrial and trial procedures, and liability for individuals and institutions. Detailed discussions, from both individual and institutional perspectives, provide a rich context in which to examine these topics. The sections on legal procedures and liability, as they relate to authority, are particularly useful to educational leaders, as is the section that describes three typical models of legal services in colleges and universities today.

Section 2, The Employment Relationship with Faculty and Staff, discusses issues related to employment contracts, collective bargaining, and constitutional and statutory protection regarding employment discrimination, disabilities, age, affirmative action, privacy, immigration, academic freedom, and personnel issues at religious institutions. This section also contains extensive discussion of laws and legal issues related to the interview and hiring process, reappointment, tenure, promotion, performance evaluations, post-tenure review, employee misconduct, retirement, and dismissal. Section 3, Students in the Academic



Setting, focuses on institutional and student roles, rules, and regulations regarding academic and disciplinary matters. Academic issues involve admissions, discrimination, students' academic records, dining services. The section concludes with discussion of legal implications related to regulations established by institutions regarding expression, student organizations, and publications. The importance of due process is emphasized and substantial references to legal process and procedures, and relevant cases are included.

The authors present perspectives regarding the issue of student supervision and institutional liability at the college level and the shift from the "long-standing doctrine of in loco parentis" to an implied contractual. The section concludes with discussion of legal implications related to regulations established by institutions regarding expression, student organizations, and publications. The importance of due process is emphasized and substantial references to legal process and procedures, and relevant cases are included.

Section 4, Regulation and Oversight in the School and the Department, examines the influence of federal and state regulations on the administering of higher education. The authors point out that "although most deans and chairs have little direct contact with certain regulatory statutes - federal environmental laws, state sales taxes, or local zoning ordinances, for instance - several other regulations have a substantial effect on administrative decisions." Additionally, professional associations impact accreditation issues and ultimately affect institutional programs. Consequently, it is important that deans and chairpersons are alert to and conversant with academic and legal regulations particularly as they impact the institution at hand. The balance of this section provides detailed information about legal issues and regulations concerning copyright, trademarks, and patent law, openness and disclosure, family and medical leave, research and teaching, taxation and fundraising, and accreditation. At a time when legal issues and concerns have become part of the fabric of higher education, this volume provides administrators, deans, and chairs with a well organized, clear, and concise overview of legal topics relevant to everyday roles and responsibilities. The authors have succeeded in providing a "synthesis and analysis" to law as it pertains to higher education and the legal environment that exists today. It complements important resources such as *The Law of Higher Education* (Kaplan and Lee 1995), *The Law and Higher Education* (Olivas 1997), and *Complying with Federal Law: A Reference Manual for College Decision Makers* (Weeks 1995). Highly recommended, this book deserves a place in academic libraries as well as in the office of every administrator, dean, and chairperson to help identify relevant legal principles and to suggest appropriate practice and procedures.

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**Nebraska Educational Media Association (NEMA). (2000). *Guide for Developing and Evaluating School Library Media Programs* (6<sup>th</sup> ed.).**

**Englewood, CO: Libraries Unlimited. ISBN 1-56308-640-9. \$39.00**

The 6<sup>th</sup> edition of the *Nebraska Guide* is both a guide and a model for the evaluation of the K-12 school library program. The preface outlines the history of this state publication, which has been tied closely to revisions in national standards for school library media programs and in-state curricular initiatives. The 6<sup>th</sup> edition goes beyond product to process, so that other state library associations can model and create their own state-based evaluative guide. However, as a stand-alone evaluative tool, the *Guide* was designed to be used beyond state borders. Although the beginning matrix correlates the latest national Information Literacy Standards with the regional accreditation standards and the state curricular framework, blank pages illustrate the model for the process to be repeated with other states and regions. The same is true for state certification guidelines.



of rationale, a description of expectations, and checklists for evaluation from the perspectives of the library media specialists, teachers, and administrators. With some elements, student and parent checklists are included as well.

The *Guide* covers all elements of the library media program within the context of the school thoroughly, with perhaps the element of access. A fault rather than a flaw, the open and free access to library resources and materials concept is not as thoroughly evaluated or the ideal practice described, as are other elements of the school library program. The responsibility of the library media specialist and library support staff to create a warm and emotionally safe environment for students are teachers is not directly addressed either on the descriptions or evaluative checklists, although students are asked if they liked coming to the library. Circulation is addressed in a limited fashion, only in terms of automation, not as a comprehensive procedure.

Students' emotional, physical, and intellectual access to library resources, programs, and facilities would be an excellent addition in the next edition. However, the volume is so well constructed that the above omissions do not mar its usability. It is an excellent source for the school library media specialist as an evaluative guide. It can be used as a resource for classroom teachers' use in planning for Information Literacy skills collaboration with the school library media specialist, or as a companion text in school library or Information Literacy methods classes. Because the *Guide for Developing and Evaluating School Library Media Programs* is tied to national standards and current practices in school librarianship, it can be used as an evaluative guide for any state standards outline. Helpful resource documents from the American Association of School Librarians (AASL), the American Library Association (ALA) and other sources are included in an appendix. A glossary of terms and index is also included.

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**Livo, N J. (2000). *Celebrating the Earth: Stories, Experiences, and Activities*. Englewood, CO: Teacher Ideas Press. ISBN 1-56308-776-6. \$24.50.**

Livo continues her notable contribution to folklore and storytelling-related curriculum materials with the publication of *Celebrating the Earth: Stories, Experiences, and Activities*. As the title suggests, this book shares world folktales about animals and the natural world, and includes the author's personal experiences with nature and activities for the classroom that relate to the stories. This book aims to help elementary school students explore and develop their "Naturalist Intelligence," as described in Gardner's *Frames Of Mind: The Theory Of Multiple Intelligences* (1983). The environment has become an important area of discussion, and this book can help teachers explain consideration for the natural world in an appealing style for children. There are more than thirty stories in the resource, which address amphibians and reptiles, flying creatures, four-footed animals, constellations, plants, creatures from the water, the natural phenomena of floods, lightning, and rainbows, and American folklore. The stories come from an eclectic mix of cultures and countries such as the Hmong, Native Americans, Japan and Finland, and include nursery tales and Greek myths.

Livo's passion for folktales and the environment is evident, and teachers can use this resource to help students cultivate their own enthusiasm for nature. *Celebrating the Earth* is a solid addition to any library's curriculum collection. Contact information for additional resources, a bibliography and an index are included in the back of the book.

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**Bluh, P. M. (Ed.). ( 2001 ).( *Managing Electronic Serials: Essays Based on the ALCTS Electronic Serials Institutes, 1997-1999*. Chicago: American Library Association. ISBN 0838935109. \$38.00**

In her introduction to *Managing Electronic Serials*, Bluh attempts to draw a correlation between the dynamic characteristics of electronic serials and the shape-shifters of mythology. As Bluh suggests, the process involved in the management of these information resources requires us to be ever on our toes, is a never-ending and forever shifting challenge, and is particularly frustrating to library practitioners. Unfortunately, we do not have benefit of a more relaxed historical perspective that would allow us to examine this phenomenon from a comfortable distance: it is happening all around us and it is happening now.

As an illustration of the manic course of evolution the digital information universe (in particular, the serials part) has followed, *Managing Electronic Serials* contains eleven essays: nine based upon presentations made at electronic serials institutes sponsored by the Serials Section of the American and Library Association's Association of Library Collections and Technical Services (ALCTS) since 1997, and two solicited contributions intended to "enhance the publication and make it more balanced and well-rounded" (Bluh, ix). It also includes a section on sources and resources: online resources annotated annotated section on contributors and an index.

This collection may not answer all questions or eliminate all uncertainties about the complex world of the electronic serial, but it will inform the reader with some well considered viewpoints as to where we have been and where we might and should go from here. The quality of the essays is uneven, but varied and timely. Discussions are centered on issues of complexity, economics, and technology. However, the authors manage to discourse on topics as far ranging as seriality; delivery of information; management and technical implications; licensing, cataloging, and public service ramifications as well as a challenges to some of our profession's own long-held beliefs.

Friedemann A. Weigel cautions us to remember the past as he reminds us of a parallel between today's digital information audience and the movable-type audience of Gutenberg's day in terms of its ability to understand, embrace, and take advantage of publishing developments. Weigel, managing partner and director of Information Systems for the bookseller Harrassowitz, concludes that we shouldn't think of electronic serials as only an issue of technology, but as an information resource whose best use will come from the effective application of tried and true library tools.

Highlights include Ronald E. Larsen's essay on the destabilizing effect of the Digital Revolution on traditional library practices historically intended to optimize collection development efforts. Larsen, executive director of the Maryland Applied Information Technology Institute (MAITI), concludes that optimization in the digital milieu requires an increased focus on the user's attention made possible through advances in information technology. The rapid and universal acceptance of the Internet as an information resource and the pressure placed upon librarians to lead the Digital Revolution has promulgated a variety of myths as regards the acquisition of and access to electronic journals. Dan Tonkery's essay is an attempt to provide a pragmatic response to several of the most popular of these myths. Tonkery, president of Faxon, Rowcom's Academic and Medical Services, finds it "counterproductive" (p.94) to order e-journals directly from the publisher and recommends an update of methods to order these resources more in accordance with technological developments and what they make possible.

"A License to Kill For..." by Faye Chadwell is an informative and comprehensive read for librarians who want to provide expert service to library patrons and have encountered or will encounter a myriad of complications unique to the electronic serial and the essential need to license it. Chadwell,



Chadwell, Head of Collection Development at the University of Oregon, provides an engaging narrative. Appendixes with relevant information on licensing resources and examples of common problems encountered in this process are included.

*Managing Electronic Serials* attempts to provide a glimpse into the exhilarating, frustrating, and ever-changing universe of the electronic serial. The invasion of the e-serial is upon us; the resources contained within it are, by nature, elusive; and its immediacy requires immediate response. This collection of essays is one of many historical signposts that serve to illuminate the thinking of those caught in this information maelstrom as they prepare to address the issues and concerns brought on by the next wave.

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**Andriot, L. ( 1999). *Uncle Sam's K-12 Web: Government Internet Resources for Educators, Students, and Parents*. Medford, NJ: Information Today, Inc. 244p. ISBN: 0-910965-32-3. \$24.95.**

As most librarians and researchers already know, the government issues some of the most reliable and best information available on the World Wide Web today. *Uncle Sam's K-12 Web* captures and organizes for users a selected list of Web sites for students, their parents and teachers, and general readers. This sourcebook is divided into sections according to audience, with Part I devoted to information for students, Part II for parents, and Part III for teachers; it also includes appendixes and an index. Under each section one finds subsections comprising broad academic subjects. However, a few categories such as "community and people," and "research resources" cut across all disciplines. Entries include the name of the Web site, the URL, and a brief annotation. Annotations for the student section of the book focus on enticing activities available for kids.

As Andriot writes in her introduction, "The wonderful thing about the Internet is that it doesn't just tell, it demonstrates." Next to each annotation in the student section are grade levels or ranges of grade levels, to help readers find age appropriate materials. The brief list of parent Web resources includes links for the protection of children in cyberspace, drug education information, and ERIC parent brochures. Teacher resources include curriculum materials such as AskERIC lesson plans, or Web sites that offer teaching ideas and resources by subject.

The only problem with the book is that some of the addresses for the Web sites are already out of date. About three out of ten items do not link now with the given addresses, a general problem for printed works involving Web resources. However, the author regularly updates information and links at her Web site < <http://www.fedweb.com/> >, if users have access to a password that comes with the book. The appendixes offer a general guide to finding government information online, an index of government agencies used in the book, and a general index. This useful book is recommended for its intended audience — educators, students and parents.

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Davis, Robin Works. *Multimedia Storytimes*. Fort Atkinson, WI: Alleyside Press, 2000.

ISBN 1-57950-028-5. \$16.95.

In *Multimedia Storytimes*, Davis extends the scope of multimedia to include the Internet and CD-ROMs. Her illustrated book provides an intriguing resource that aims to aid "teachers and librarians in selecting, evaluating and using multimedia" with children in such a manner that computer technology becomes as natural to them as using books and adds new dimensions to their learning. The introduction states that the forty story hour programs (average length 30 minutes) included in the compact book are intended for children ages three through seven. The author's introduction supports the information literacy standards found in the American Association of School Librarians' *Information Power*.

Arranged alphabetically from ABC through Human Body to Zoo Doings, with most of the themes involving animals, the multimedia storytime programs include fingerplays, songs, poems, puppets, and books as well as web sites, videos, and CD-ROMs. Most of the traditional activities tend to appropriately reflect choices for the designated pre-academic group; however, the Web sites inspected seemed, in general, to be geared toward an older audience. For example, the story that appears on the Web site for the Farm Life theme (41-43) at <<http://execpc.com/~byb/>> had only one small picture and lots of text in a small font (despite the fact that my default font size was set to 16). As such, the Web site did not offer much of an advantage over a book. On the other hand, the "Egg-citing" theme was enhanced through a University of California Web site that allowed for close inspection of the inner workings of an egg <<http://www.ucmp.berkeley.edu/vertebrates/tetrapods/amniota.html>>.

Davis, described on the book's back page as an educational technology manager at the Dallas Museum of Art, includes in the book's introduction good sections on multimedia use and activities, Getting Started suggestions and timelines for implementing the multimedia storytimes, resources for evaluating multimedia, and equipment recommendations.

Having worked in a K-8 school library for nine years, I was intrigued by the contemporary twist that *Multimedia Storytimes* offered to the traditional story hour. The Internet and computers have become an integral aspect of American social life. How, I contemplated, could the Internet and CD-ROMs be integrated into story hours? To my surprise, despite the known instability of Web sites, most of the sites listed in the book as part of the 40 storytime programs actually worked. Ironically, the URL given for updates <[www.hpress.highsmith.com/rwdup.htm](http://www.hpress.highsmith.com/rwdup.htm)> proved to be one of the very few Web addresses that did not work! Modifying this URL to <[www.hpress.highsmith.com](http://www.hpress.highsmith.com)> and doing some exploring, I found a cover picture and brief description of the book and its price (\$15.95) but none of the promised Web links or updates. Since I checked this site first, its failure didn't bode well for the usefulness of the book's content URLs. To my surprise and delight, most of the sites for the storytimes worked and proved intriguing beyond the potential appeal for the age 3-7 audience. In general, the Web sites seemed geared toward a grade school or even higher audience.

The ability to verify the accessibility of the CD-ROMs listed, proved more difficult since the book lacks a master list of the CD-ROMs and the companies, which produce them. (There is a multimedia index that provides the titles of CD-ROMs in bold, but there is no easy way to group these to check catalogs or access via the Web.) The addition of a master list would make checking and ordering much easier. Spot-checking revealed availability of many of the CD-ROMs with most costing about \$29.95. Since the programs tend to schedule 3-6 minutes for use of the CD-ROMs, purchasing all 26 listed for the 40 programs may be beyond the finances of many institutions, especially if use is so limited.

Many of the suggested read-aloud books seemed more obscure than I had expected. Although the multimedia index includes the titles of Web sites, videos, and CD-ROMs, there is no listing of books by author. Although librarians or teachers using *Multimedia Storytimes* may select the program by theme, a bibliography and other alphabetical listings by author, title, and publishers would be most useful. Another



helpful addition would be a calendar of programs by appropriate months and/or holiday. Without reading the text of "Buzz" (34-35), the librarian or teacher would not know that September is National Honey Month, the time to use this program about busy bees.

The instructions given for preparation of the technological equipment required to effectively use the book's multimedia storytimes seemed somewhat dated and limited. The suggested screen size for the monitor (15") seems rather small for a group of kids. I would expect that if the multimedia storytimes programming was successful through the forty programs that the number of kids attending would increase and make the purchase of the small size seem wasteful. The LCD projection equipment, however, might compensate for this choice. Set-up for some of the multimedia storytimes (e.g., "Egg-citing," p. 39-40) would include a tape recorder, a costume and props, a computer with an Internet link, a CD-ROM player and disc, a video player, books, and craft materials. Scheduling only 3-4 and at most 8 minutes for the technological aspect seems burdensome. I was exhausted thinking about the logistics needed to pull off just one of these programs. Granted the targeted audience of 3-7 year olds does have a short attention span but allowing longer for fewer activities might better serve the goals of introducing children to the naturalness of learning with technology.

The limitations noted in this review should not deter librarians, teachers, and parents from exploring the concept of using Internet and computer technology with children. The materials contained in the book could supplement or expand any story hour program offered in a school or public library. The efforts made to equalize access to technology for all children outweigh the difficulties cited in this review.

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**McElmeel, Sharon L. *100 Most Popular Picture Book Authors and Illustrators: Biographical Sketches and Bibliographies*. Englewood, CO: Libraries Unlimited, 2000. ISBN 1-56308-647-6. \$55.00.**

The newest addition to Libraries Unlimited's "Popular Authors" series, this collection is a useful complement to the author's earlier *100 Most Popular Children's Authors* (1999). As in her earlier collection, McElmeel provides short biographical sketches of leading authors and illustrators along with short bibliographies of works by and about each subject. With a nod to the research habits of contemporary students, McElmeel also provides listings of relevant multimedia and Web-based information resources (where available); entries for leading authors such as Tomie dePaola and Eric Carle, for example, provide URLs for related Web sites (complete with date of last access).

Any collection claiming to identify the "most popular" authors and illustrators of a literary genre is bound to give rise to question about how subjects were selected for inclusion. As McElmeel puts it: "When choosing authors and illustrators to share with young readers, there seems to be as many sets of criteria as there are authors and illustrators" (xxviii). McElmeel provides a helpful explanation of the criteria used in her work, noting, for example, the central role of a national survey of students and teachers conducted in 1997. The result is a balanced collection of classic authors such as Beatrix Potter, Maurice Sendak, and Theodore Geisel and contemporary authors such as Jon Scieszka, Chris Van Allsburg, and Jane Yolen. A number of authors representing diverse racial and cultural backgrounds are also included, for example, Andrea and Brian Pinkney, Faith Ringgold, and Allen Say. There is some overlap between the authors selected for inclusion in this collection and those profiled in the author's earlier work, but it is relatively slight (with the result that the pair are far more complementary than repetitive).

While none of the entries provided in this collection is comprehensive, each provides enough information to help a student begin his or her research on picture book authors and illustrators, as well as references to more substantive information sources. In addition to a "general index" that includes author and title entries, McElmeel has compiled a "genre index" that identifies authors and illustrators who address



Similar themes in their work, e.g., "African American Culture," and "Family Relationships." The result is a useful reference work that has a place in any library supporting teaching and research in children's literature.

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**Farmer, Lesley S. J. *Cooperative Learning Activities in the Library Media Center* (2<sup>nd</sup> ed.). Englewood, CO: Libraries Unlimited, 1999. ISBN 1-56308-542-9. \$28.50.**

The first edition of this title, which presents ways to incorporate cooperative learning activities into the middle school and high school library, was published in 1991. In the introduction to this edition, the author acknowledges that, while cooperative learning itself hasn't changed substantially, other influences have taken on greater significance. With the second edition, she has integrated a discussion of diversity issues, outcomes-based education, team planning, and information literacy into the treatment of cooperative learning.

The book is divided into two parts, the first providing an overview of the concept of cooperative learning and the second offering sample lessons that conclude with student projects designed to encourage research. Part One is valuable for its excellent explanation of cooperative learning, including benefits the approach offers and ways to involve students. The author explores both its academic and social values. She points out that helping students learn to manage time and resources and drawing upon individuals' strengths to maximize the group's productivity are primary advantages. Farmer emphasizes the necessity of adequate teacher preparation and the value of teacher-librarian collaboration. She touches upon the role of accountability and assessment and offers an explanation of the types of cooperative learning.

This overview would serve to bring up-to-date anyone unfamiliar with current education trends and jargon. The author has a refreshing ability to distill concepts into clear and easily understood language. She effectively incorporates diversity issues, critical thinking, multiple intelligences, and rubrics into the updated coverage of cooperative learning. Recognizing the growing role of information literacy, Farmer draws upon various models and emphasizes the effectiveness of teachers and librarians working together to help students find, evaluate, and use information. Cooperative learning and information literacy complement each other very well.

Part Two is comprised of sample lesson plans. Farmer has retained some original lessons but most are new, many based on technology themes. In addition to such "classic" themes as dinosaurs and time capsules, the second edition includes more current topics such as WebQuests and food on the Internet, one of the foreign language activity plans. The revision encourages more in-depth student involvement with its inclusion of a multifaceted project for each subject. Although the lessons are designed for secondary school libraries, some are adaptable for lower grades.

Chapter Six outlines the structure of the activity plans. Each plan includes several components: a brief description of the activity; content outcomes (what students will know or be able to do); information literacy outcomes; prerequisite skills; rationale for the process; a detailed activity description, including grade level, time frame, resources required, grouping suggestions, group tasks, and helpful tips; assessment suggestions; and activity variations. Chapters seven through eighteen include activity plans for various subject areas, including art, English, mathematics, music, psychology and sociology, science, and technology.

Each subject area has four detailed activity plans, some with brief bibliographies. The lists of "Idea Starters" at the end of each chapter offer more possibilities. Including the helpful glossary and index adds to the book's utility. Farmer's guide to cooperative learning is valuable to both librarians and classroom teachers. While some might implement activity plans as presented, many will use these as inspiration



to create their own plans. *Cooperative Learning Activities in the Library Media Center* is a very useful source.

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**Glandon, Shan.** *Caldecott Connections to Language Arts*, Englewood, CO: Libraries Unlimited, 2000. ISBN 1-56308-846-0. \$27.00 &

**Glandon, Shan.** *Caldecott Connections to Science*, Englewood, CO: Libraries Unlimited, 2000. ISBN 1-56308-687-5. \$29.00

Glandon has created two indispensable resources for teachers and librarians looking for interdisciplinary classroom projects which integrate literature into the curriculum. Glandon, a library media specialist, is the author of three books exploring connecting Caldecott books to the curriculum. They are *Caldecott Connections to Science*, *Caldecott Connections to Language Arts* and *Caldecott Connections to Social Studies*. The first two titles were available for review.

Both books, *Caldecott Connections to Science* and *Caldecott Connections to Language Arts* are easy to follow, inventive handbooks. These books can be used as resources for lesson plans, activities, and as a tool to foster collaboration between library media specialists, art, science, language arts, and technology teachers. Glandon has arranged the lessons according to the "Engage, Elaborate, Explore and Connect" lesson plan formula that she devised in 1994. The author's introduction gives an overview of this formula. The Engage portion of the plan contains opening elements that engage the attention of the students. The Elaborate portion uses "multiple intelligences" strategies to elaborate important skills and concepts. The Explore portion contains in-depth activities that allow students to explore lesson content. The Connect portion gives the students opportunities to make connections to real-world settings. Glandon also provides a brief, easily understood overview of Gardner's multiple-intelligences theories used in the lesson plans. Additional sources of theoretical information are mentioned.

Both books are arranged similarly. Each chapter begins with a bibliographic summary, the award year, artistic techniques used in the illustrations, curriculum topics and instructional activities. Each activity description contains a materials list, student activity sheets and handouts. There are notes covering which multiple intelligences are stimulated by the activity. The lesson plans include teacher trigger questions and possible student responses. Technology applications such as the use of digital cameras, video or audio recorders, word processing, useful web sites, and Internet downloads are also included. Both books contain an index and end with an activity on Randolph Caldecott.

Some of the books *Caldecott Connections to Science* contains lessons for include: *Frog Went A-Courting* (frog unit), *Make Way for Ducklings* (animal habitats unit), *Many Moons* (astronomy unit), *Song and Dance Man* (human body systems unit) and *Sylvester and the Magic Pebble* (weather and air unit). Many of the extension activities connecting the story and the art in the illustrations of the books are quite insightful. The art of the *Funny Little Woman* is used to highlight a science unit on geology. Glandon notes (p.27) that most of the surface scenes are in color; all the underground scenes are in pen-and-ink; and, there is a progressive loss of color in the illustrations as the main character travels below the surface. Some of the books and curriculum ties included in *Caldecott Connections to Language Arts* are: *Lon Po Po* (problem solving, fairy tales, Chinese art techniques), *The Polar Express* (writing "memory" stories), *Rapunzel* (folklore, plot analysis), *Sam Bangs and Moonshine* (fact vs. fiction, poetry, lighthouse research), and *Snowflake Bentley* (Vermont research, photo essays). Glandon's books give teachers and librarians an opportunity to rediscover the creativity and genius of old favorites and share them with students. *Caldecott Connections to Language Arts* has a superb page by page analysis of the artistic composition of *Time of Wonder*. Aside from a very minor error in *Caldecott Connections to Science* (p.57), *Make Way for Ducklings* won in 1942 not 1970, these books are highly recommended for school, classroom public, and academic libraries, and for homeschoolers.

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This is a wonderful resource for teachers and librarians looking for books and related curriculum resources either written by or illustrated by African Americans for grades 1-6. Of special note are the suggested Internet activities provided. Both as a former teacher and children's librarian and as a current selector of children's literature at a university library, I was delighted to see this publication. Polette highlights 19 books, published from 1977 to 1996 that received the Coretta Scott King Award. The chapters are divided into a summary of the book, a brief bio of the author and illustrator, an activity to be done with the class before reading the book, activities for after the reading and Internet activities. Also included after each chapter are additional readings, useful in assisting the teacher in putting together a complete unit on a particular theme. The summaries of the books are interesting and informative by themselves. The books chosen represent a wealth of information on African American accomplishments, culture, customs, folktales, history, life in Africa, struggles, singing, slavery, spirituality, symbols, traditions, values and victories. Reading the summaries of the books and looking through the suggested activities alone left me with an incredible portrait and sense of having experienced some of what the author intended for the reader.

I enjoyed the captivating glimpses of the lives of the authors and illustrators. Polette not only gives a brief bio of the individual(s) but also includes a fact or personal item that might resonate with elementary school children and perhaps spark their interest even further. The activities throughout this book foster critical thinking and listening skills. The exercises are provided in a format that can be easily reproduced as worksheets. In the Before Reading activities, for example, students are asked to brainstorm about a particular question and are asked questions that might bring out some misconceptions or preconceptions about a particular topic. There are also interview questions for the students where they have to find out what they have in common with the characters in the story. These exercises help set the stage for discussions. Among the After the Book activities are what-if questions, open-ended questions, questions to think about and discussion questions. Several exercises encourage them to make an intelligent guess if they don't know the answer and then find the correct answer through an Internet Activity or further library research. Additional activities include crafts that can be done, language arts exercises (such as writing poems and writing exercises), guessing games, and other games that can be done in small groups.

The Internet sites provided are from respected national associations, institutes, online encyclopedias and other sites that are most likely to remain constant, although there were a few sites that wouldn't load, and some that were extremely slow. Examples of sites include: African dancing masks; animals, habitats and biomes; biographies of famous African Americans, Egyptian pyramids, operas, the phases of the moon; quotes; recipes; a tour of the underground railroad and the wind. Some of the exercises can be printed off for teachers to use in the class, whereas others require that they be done live. The teacher, however, may encounter some explanations and examples that need to be clarified before presenting this to the children, especially in the Before Reading Activities. There were a few chapters where I felt that those activities might serve better as an After Reading Activity because there was just too much that was assumed that the student already knew. The teacher may need to modify these activities with examples or definitions. A brief introduction to various activities in the After Reading Activities would be useful in order to explain how this activity relates to the story or is culturally relevant. For example, there are exercises that have students create or do an acoustic poem, a biopoem, a campfire story game, a data bank, a food chant, a foot poem, a folk musical or a story square. A paragraph prefacing how this connects or is relevant to the story or the culture would have been useful. Polette provides this in some instances but not all. Although the Internet sites provide some good starting points for some of the biographical information, a list of recommended library resources for these would also be a good resource for teachers.

Polette has compiled a valuable resource for librarians and teachers interested in using this outstanding literature. She has provided exercises and examples as a basis for a complete curriculum unit that incorporates art, crafts, language arts, library and Internet research, math, music, science, and, social studies. This book is highly recommended for curriculum resource centers, practitioners and school libraries.

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## Electronic Bookmarks by Article Author

### Farmer:

Altavista's Babelfish: <http://www.babelfish.org/>

Librarians' Index to the Internet <http://www.lii.org>

Discovery Channel: <http://www.discoveryschool.com>

PBS <http://www.pbs.com>

Scholastic: <http://www.scholastic.com>

timeforkids <http://www.timeforkids.com>

KidsClick <http://www.KidsClick.org>

e-Library: <http://www.elibrary.com>

NICI Virtual Library.

<http://www.neasc.org/virtuallibrary.htm>

FAST Search (<http://www.alltheweb.com>)

Northern Light (<http://www.northernlight.com/>)

Ixquick (<http://www.ixquick.com>)

Metacrawler (<http://www.metacrawler.com/>)

ALFY (<http://alfy.lycos.com/>)

AltaVista's Image Search (<http://www.altavista.com/sites/search/simage>)

Ditto (<http://www.ditto.com/>)

Google's Image Search (<http://images.google.com/>)

KidsClick! <http://www.kidsclick.org/>

Searchopolis <http://www.searchopolis.com/>

EduHound <http://www.EduHound.com>

EdView <http://edview.apple.com/> "educational" con

FREE (Federal Resources for Educational Excellence)  
<http://www.ed.gov/free/>

Kathy Schrock's Guide for Educators  
<http://school.discovery.com/schrockguide>

S.C.O.R.E. (<http://www.sdcoe.k12.ca.us/score/cyberguide.html>)

Gander Academy's Theme Related Resources on the World Wide Web (<http://www.stemnet.nf.ca/CITE/themes.html>)

### Carr:

*The Annotated List of Education Journals.*

<http://cimc.education.wisc.edu/ref/resources/journals/index.html>

*The IDEAS Portal Web site.*

<http://www.IDEAS.wisconsin.edu>

*The Eisenhower National Clearinghouse Web site .*

<http://www.enc.org>

*Anti-Imperialism and The White Man's Burden.*

<http://tlc.ai.org/lessons/antiimpe.htm>

*Electronic Journals at University of California.*

<http://www.lib.uchicago.edu/e/su/edu/elists.html>

*World Wide Web Subject Catalog.*

<http://www.uky.edu/Subject/educationall.html>

*Yale University Social Science Libraries and Information Services Subject Guide: Education..*

<http://www.library.yale.edu/socsci/subguides/education/education.html>

### Repman & Carlson

Yahoo! <http://www.yahoo.com/>

Librarians' Index to the Internet <http://www.lii.org>

Google <http://www.google.com>

### Roy

NWIC Oksale Program Virtual Library

<http://www.gslis.utexas.edu/~vlibrary>

Koger, C. (2000) . *Less than 1 percent of teachers are American Indians, but a \$10 million federal program hopes to add 1,000 more within five years.*

[http://www.inform.umd.edu/EdRes/Topic/Diversity/Specific/Race/Specific/Native\\_American\\_Resources/Announcements/teachers.html](http://www.inform.umd.edu/EdRes/Topic/Diversity/Specific/Race/Specific/Native_American_Resources/Announcements/teachers.html)

*If I Can Read, I Can Do Anything.*

<http://www.glis.utexas.edu/~ifcan>



# INSTRUCTIONS FOR CONTRIBUTORS

## About *Education Libraries*

*Education Libraries (EL)* is published by the Education Division of the Special Libraries Association. Its audience consists of education information professionals employed in a variety of venues, including special libraries and information centers, academic libraries, public libraries, and school libraries. Manuscripts submitted for publication in *EL* should present research studies, descriptive narratives, or other thoughtful considerations of topics of interest to the education information professional. Manuscripts focusing on issues relevant to more general concerns either in the field of education or in the field of library and information science are also welcome provided they include a significant component specifically germane to education information or education libraries and librarianship. *EL* is indexed in *Current Index to Journals in Education* and in *Library Literature*.

## Submission of Manuscripts

*Education Libraries* welcomes the submission of original manuscripts. All manuscripts submitted will be considered for publication in future issues. Three hard copies and one electronic copy should be sent to Scott Walter, Editor, *Education Libraries*, Brain Education Library, 130 Cleveland Hall, P. O. Box 642112, Washington State University, Pullman WA 99164-2112. Inquiries regarding contributions are welcome and should be directed to Mr. Walter via mail or e-mail <swalter@wsu.edu>.

## Preparation of Manuscripts

1. All manuscripts should be submitted with an electronic copy on a 3.5" disk and in IBM-compatible MS Word format. If electronic copy cannot be provided, please contact the Editor for alternative arrangements. Please contact the Editor prior to submitting electronic copy via e-mail attachment.
2. All manuscripts should be typed or Word-processed on 8 1/2 x 11-inch paper, double spaced, with 1 1/2-inch margins on all sides. References should appear on separate pages at the end of the article.
3. *Education Libraries* follows the Publication Manual of the American Psychological Association, 5th ed. (2001). Citations to electronic resources follow the "Electronic Reference Formats Recommended by the APA," available online at: <<http://www.apa.org/journals/webref.html>>.
4. The name(s) and affiliation(s) of the author(s) should appear on a separate cover page. The first author should also provide contact information, including telephone number, postal address, and e-mail address. To insure anonymity in the review process, author information should appear only on this page.
5. An abstract of 50-100 words should appear on a separate page. To insure anonymity in the reviewing process, this page should include no author information, but should include the complete title of the manuscript.
6. Using key words from the title, provide a running header or footer on each page. Pages should be numbered consecutively.
7. Tables and illustrations should appear on separate pages at the end of the article. Indicate desired placement by including a parenthetical insert in the text, e.g., (Insert figure 1). Each table or illustration should have a number and a brief title. All tables and illustrations should be submitted on disk.
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