

BOOK REVIEWS

Association for Library Service to Children, (2001). *The Newbery and Caldecott Awards: A Guide to the Medal and Honor Books*. 2001 ed. Chicago: American Library Association. ISBN 0-8389-3517-6. \$18.00 [Editor's note: The 2003 edition of this work is now available for \$19.00; ISBN 0-8389-3517-6]

These two awards, highly valued in the world of children's literature, are given annually by the Association for Library Service to Children (ALSC), a division of the American Library Association (ALA). Every year, a medal for each is awarded and one or more "honor books" may also be named.

History. The Newbery award was proposed to the American Library Association by Frederic G. Melcher in 1922. Awarded to the author of "the most distinguished contribution to American literature for children published in the United States during the preceding year," it is restricted to authors who are citizens or residents of the United States. In 1937, in response to concern that picture books should also be honored, Melcher proposed a second annual medal, for "the most distinguished American picture book for children published in the United States during the preceding year." This award is also restricted to artists who are citizens or residents of the United States. The bronze medals were designed by René Paul Chambellan. Facsimile seals are sold to the publishers of award winners and honor books, with the profits going to support division programs, including the Frederic G. Melcher Scholarship Fund. Since 1986, honor book authors and illustrators have received certificates.

Process. Each award is selected by a prestigious committee of fifteen ALSC members, eight elected and seven chosen by ALSC's President-Elect. Committee members read hundreds of books, evaluate them according to specific criteria, and meet several times to discuss their selections. In late January, at the ALA Mid-Winter meeting, the decision is made, the authors and artists are called and notified, and a press conference is held to announce the "Academy Awards of Children's Literature." A final event that caps the process is the Newbery-Caldecott Banquet at the ALA Annual Conference in June. Aficionados look forward to the high quality of the award winners' acceptance speeches.

This Work. This latest edition of the work describes the history, terms, and definitions of each of the awards and the process of selection. A major section, for which education librarians will want to own the work, lists with annotations all winners and honor books for each award from its inception to 2001. Also included is an article on the varied media used by the winning Caldecott artists. There are two excellent indexes, one for authors and illustrators and one for titles.

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Barchers, Suzanne I. and Kroll, Jennifer, L. (2002). *Classic Readers Theatre for Young Adults*. Westport, CT: Libraries Unlimited. ISBN 1-56308-881-9. \$35.00

Barchers and Kroll have created readers theatre scripts from classic tales for readers in grades 6 to 12. Both authors write for "Weekly Reader." Barchers is Managing Editor and Jennifer L. Kroll is Senior

Editor of that publication. Between them they have five readers theatre books in print. For the teacher to whom readers theatre is new, the introduction provides helps in getting started. Other teaching aids are provided to maximize the use of the scripts.

Adapted books included are: Alcott's *Little Women*, portions of *Don Quixote*, Dickens' *A Christmas Carol* and *Hard Times*, Kipling's *Captains Courageous*, McCulley's *Zorro*, *Frankenstein*, Stevenson's *Dr. Jekyll and Mr. Hyde*, and Twain's *The Prince and the Pauper*. Stories include Maupassant's "The Necklace," Twain's "Luck of Roaring Camp," Hawthorne's "Rappaccini's Daughter," O. Henry's "A Retrieved Reformation," Irving's "The Legend of Sleepy Hollow," Poe's "The Oblong Box," and Stockton's "The Lady or the Tiger."

Each adaptation includes a summary of the play and author background. In addition there are suggestions for the presentation and props and a list of characters. Suggestions and props are kept simple. As for characters, the authors try to include as many as possible. This gives many students an opportunity to take part without overwhelming the reluctant public reader with a massive part. *Prince and the Pauper* has 21 characters and *A Christmas Carol* has 32 characters.

Permission is given to make copies of the scripts for classroom and in-service use. The book is highly recommended for school and public libraries.

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Blake, N., Smeyers, P., Smith, R. Standish, P. (1998). *Thinking Again. Education after Postmodernism*. Westport, CT: Greenwood. ISBN 0-8978-9512-6. \$25.95

Those who doubt that contemporary educational writing can go beyond evaluation and the management of assessment can think again. *Thinking again: Education after postmodernism* is a philosophical analysis of education using the writings of Jacques Lacan, Jacques Derrida, Jean-Francois Lyotard, and Michel Foucault. Through exploring the ideas of these thinkers, the authors invite readers to shake off the "intellectual inertia" and "anti-theoreticism" that have reduced British education to effectiveness training for classroom competencies. The authors succeed in shifting the reader's thinking from concern with "performativity" to contemplating philosophical problems in education. This book "does not save the reader time" but invites one to think in new directions about education and promises -- which takes time. *Thinking Again* is not prescriptive and offers no simple solutions. Recommended.

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Dailey, Susan M. (2001). *A Storytime Year: A Month-to-Month Kit for Preschool Programming*. New York: Neal-Schuman. ISBN 155570-389-5. \$75.00

Dailey's *A Storytime Year: a month-to-month kit for preschool programming* is a comprehensive source book for librarians looking for theme-based preschool storytime ideas. Filled with great ideas and comprehensively organized, Dailey's book is in a convenient binder format that makes materials easy to locate and reproduce. Divided into twelve monthly sections, the kit contains useful ideas for year round programs that are sure to please preschoolers and their parents.

The kit is organized in a unique manner, containing not just a table of contents, but a figure list lending quick reference to magnetic board templates and an alphabetical theme list to locate topics within the monthly format. The guide itself is divided into two parts; the first is a compilation of program planning tips, and the second has a month-by-month list of programs. The programming section offers directions

for creating participation stories and a how-to section on creating magnetic board stories, a variation on the tried and true flannel board tale. The monthly listing offers themes for each week of the month with a variety of traditional and unique themes for librarians to choose from.

Dailey gives us a standard outline for creating programs and goes on to discuss each detail in depth. Each thematic program includes a variety of books, fingerplays, participation activities, magnetic board stories, videos and crafts. She believes that the inclusion of participation stories is key to a successful storytime. Dailey discusses the value of each type of participation story, and explains how they can develop skills such as listening, memorizing and reasoning in the participants, while allowing them to become a part of the overall story experience. Planning sheets, both reproducible originals and sample forms, are included to assist with evaluation and future planning.

The monthly chapters offer numerous suggestions for effective storytimes with extensive bibliographies, video lists, participation activities and crafts. The various themes comprise seasonal holidays, both secular and religious, as well as standard storytime themes such as mice and zoos. Dailey also offers some unusual themes such as dessert, illness, pizza and kangaroos, each with a plethora of ideas for making the program successful. She suggests that librarians should feel free to create their own formats, picking and choosing from her suggestions and adding their favorites, but overall her plans would work nicely to create an enjoyable 20-minute program for 3-to-5-year-olds.

A Storytime Year includes Nancy Carroll Wagner's illustrations to create magnetic board story pieces to accompany stories within the different units. The images are quite serviceable, although most would need to be enlarged for use with magnetic or flannel boards. Dailey prefers using magnetic boards for their "stick" and gives specific instruction on creating magnetic stories from the Wagner's drawings with specific suggestions for coloring, laminating and use of the materials.

Among the children's program planning guides currently available, Dailey's *Storytime Year* shines. Overall, the book is an excellent resource for children's librarians, containing a wide variety of themes appropriate for preschoolers. *A Storytime Year: a month-to-month kit for preschool programming* would be a wonderful asset to both the beginning librarian looking for a place to start and the seasoned professional seeking new ideas.

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Doll, Carol A. and Barron, Pamela P. (2002). *Managing and Analyzing Your Collection: A Practical Guide for Small Libraries and School Media Centers*. Chicago: American Library Association. ISBN 0-8389-0821-7. \$26.00

The purpose of this publication, which updates the authors' earlier work, *Collection Analysis for the School Library Media Center: A Practical Approach* (ALA, 1991), is to introduce to staff in the small or one-person library simple techniques for evaluating a library collection.

Divided into three chapters, Chapter 1 provides a brief overview of collection development and analysis. The authors stress the importance of collection evaluation or analysis and share success stories from librarians who have used the techniques to acquire additional library funding.

Chapter 2 begins with an introduction to "sampling" and three techniques for selecting a random sample. This is followed by descriptions of field-tested techniques for collection analysis, which include mapping; determining the average age of the collection; comparing the collection to standard bibliographies, textbooks or periodical indexes; estimating the cost to update the collection; and comparing information in various formats. Step-by-step directions are provided for using these quantitative methods to collect and analyze data that will help determine the quality of a library's collection. In addition, the authors provide sample forms for data collection and show how to use spreadsheets and graphs to illustrate the results.

Today many small libraries and school media centers have integrated library systems that can generate the data or reports; for libraries without an automated system, an appendix describes sampling from a shelflist.

Weeding, an "essential but often overlooked aspect of collection development," is covered in Chapter 3. Doll and Barron discuss weeding as a logical follow-up to collection evaluation. They mention advantages and disadvantages of weeding, and provide some general guidelines when removing obsolete materials from a collection.

Librarians who are unfamiliar with collection analysis will find this an invaluable tool that will help them identify the strengths and weaknesses of their collections, and justify requests for additional funding. The author lists books, articles, dissertations, and web sites for further reading. This book is highly recommended.

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Doyle, M. (2002). *The Paraprofessional's Guide to the Inclusive Classroom: Working as a Team*. 2nd ed. Baltimore: Paul H. Brookes Publishing. ISBN 1-55766-538-9. \$27.00

According to the U.S. Department of Education, the paraprofessional is among the fastest growing jobs in public schools. As Mary Beth Doyle points out in *The Paraprofessional's Guide to the Inclusive Classroom*, paraprofessionals go by many names – teacher's assistant, educational aide, instructional assistant. In this second edition, Doyle further clarifies the role of the paraprofessional in the inclusive classroom, in which students with disabilities are welcomed among peers of their own age, regardless of ability, and treated as valued members of the school community.

The Paraprofessional's Guide is designed as a training handbook so that paraprofessionals and teachers, special educators, and other school professionals can learn to work together as a team. It defines paraprofessionals and their responsibilities in accordance with the certified personnel they support, emphasizing the need for proper training and supervision (chapter 1); delves into further detail about daily classroom routine and the effect of adult proximity on disabled students (chapter 2); describes the disabled student's IEP (individualized education program), a set of learning priorities developed by the special educator and implemented with the help of the paraprofessional (chapter 3); explains concepts such as multilevel curriculum and instruction and curriculum overlapping, which allow the general educator to teach students with varying abilities (chapter 4); touches upon classroom behavior, i.e., what students do versus what they actually want to communicate, and what adults can do to promote positive behavior (chapter 5); and deals with the need for student confidentiality (chapter 6). Approximate total training time is five hours, implemented as one in-service day or five one-hour blocks.

This second edition keeps all the great aspects from the 1997 edition and makes several improvements. Each chapter gives concrete examples that aid comprehension, e.g., specific student behaviors in chapter 5. It describes technical terms that might be unfamiliar or confusing, e.g. IEP. It is now published in a larger format, which facilitates photocopying the numerous usable and appealing forms and worksheets in the appendix. It goes into further detail in describing common pitfalls, such as paraprofessionals being asked to fulfill roles for which they are not qualified, and re-emphasizes the need for paraprofessionals to receive proper training and supervision. Particularly noteworthy is the addition to chapter 3 of an articulate and heartfelt essay, dictated by Peter Hunton, which recounts his childhood experiences as a special education student. It puts a face to the disabled student in the inclusive classroom and shows what it's like to be on "the other side of the desk."

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English Language Bibliography – 1945 to the Present PLUS The British Library General Catalogue of Printed Books (BLC) to 1975. (2002). 1/2002 Ed. Munich: K.G. Saur Verlag. DVD-ROM (also available online) ISBN 3-598-40764-5. € 2075

This database is a compilation of several significant library catalogs including the British National Bibliography (BNB), British Library Science Reference and Information Service Current Catalogue (SRIS), British Library Humanities and Social Sciences Current Catalogue (HSS), Library of Congress English-language books since 1968, Library of Congress English-language serials since 1978, and perhaps most significantly, the British Library General Catalogue of Printed Books to 1975. The database is available on DVD-ROM (updated quarterly and reviewed here) and online (updated weekly). Serious researchers will undoubtedly want the online version for its timeliness. The premier edition contained over 12 million records and is "the most comprehensive Catalogue of English language titles ever published."

A product that provides a snapshot of publishing activity in the English language since World War II is noteworthy. It can be used as a bibliographic source for collection development, as a tool to update library catalogs, and as a researcher's standard for bibliographic information. Scholars will undoubtedly appreciate the ability to track both recent and forthcoming titles in their areas.

Available searching features are fairly clear with the ability to search all the standard fields (author, title, keyword, etc.) as well as some unique fields such as British Library and Library of Congress subject headings, provenance, both the language of the original and language of item, and cataloging institution. Users without complete information about the item they are searching for should be able to find what they need with all of the possible search variables.

Searching can be accomplished using a quick search feature, form search (with fill-in boxes), expert search (field names required) and browse index entries. Searches are automatically truncated with the exception of the quick search feature which could present problems when searching for a long title. Location of the various search features on the screen is slightly unintuitive. For example, one might expect to find the buttons for the different search choices somewhere within the search window instead of on the toolbar above. A new user might have trouble finding what they want until they become familiar with the database.

Searches can be limited to a specific database. On the DVD version, the British Library catalog must be searched separately from the rest of the catalogs. Display options can be chosen from BLC (British Library Catalog) format, MARC format, bibliographic format (for citation), and custom format of one's choosing. Searches are saved and dated and researchers can create searches that can be run in perpetuity. In addition, search filters can be created which will run with any future search.

Browsing through records is not particularly seamless. The ability to move back and forth from short title list to individual record is not available within the search window. In order to move back, one must use the "Esc" key, hardly adequate when wanting to browse.

Researchers may add notes to individual records as well as web links. A symbol is attached to a record when notes have been added alerting the researcher. The ability to create one's own "personal database" for research is a bonus.

The significance of this bibliography cannot be underestimated. Although some of the searching features could be improved, the sheer size of this database makes it a welcome product for libraries and researchers alike. Recommended for all libraries where there is need.

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Regarding gender studies and information skills, there are two dimensions to this very complex dynamic: content and presentation. Issues such as the point of view of a book or article or whether it is available in print or an electronic format permeate the landscape of feminist studies and their relationship with the world of information. How do the different learning styles of each gender challenge the research process? What about the way in which the resources themselves are created, used and evaluated? Are they male-centric? Does that make a difference? These are the types of questions that underlie today's fabric of education, its relationship with librarianship and, more generally, information.

These are also the types of questions that "Informing young women: Gender equity through literacy skills" grapples with and attempts to answer. Farmer begins by stating that "...this book is geared to helping librarians and other educators in general to empower young women *and men* through information and information skills." (p. 3) She guides the reader through several chapters in which she details gender issues as they exist today and in days past: concepts of self-esteem and gender-associated learning, different perspectives of learning, the notion of information literacy and gender equitable learning activities, lesson plans, and a subject bibliography. Although the book was published in 1996, and therefore speaks to the educational and information environment as it existed at that time, the author's analysis of the nature and importance of gender studies is one of the book's strengths. It is clear in its delineation of the path that gender-based concerns have taken and what the role of the educator, be it teacher or librarian, should be in order to ensure that these concerns are not only addressed, but also insofar as possible within the scholastic environment, resolved.

The author thoroughly discusses specific aspects of the issues she perceives are important within the educational arena. She explains that women have been ignored and trivialized especially in the educational literature, and display different types of intelligence such as linguistic and intrapersonal (p. 24). The author is a strong advocate for creating an inclusive and empowering "learning community" in which these matters are brought to the forefront and are part of a "conscious change" (p. 36) and institutionalized awareness. But what implications do these ideas have for information literacy and literacy skills as tools for gender equity?

In subsequent chapters, the author states that "the use of information is power." (p. 51) She then describes the concepts of information skills and problem solving by breaking them down into six categories: task definition, research strategies, locating and accessing information, using information, synthesizing information, and evaluation. The author then places these relatively abstract categories into the everyday learning environment by describing gender-equitable learning experiences, whereby "teachers transcend the students' daily behavior and look at the long-term ramifications of the content and information processing skills to be learned." (p. 67)

The final section of the book contains lesson plans that integrate gender sensitive issues with information skills combined with a comprehensive bibliography detailing resources from areas such as education, psychology, social issues and reference works. In describing the lesson plans, the author delineates over thirty thoughtful and important topics ranging from art to sports to politics and adheres to the following structure: scenario, content skills, information skills, rationale for the activity, structure, activities, community outreach, culminating experience and evaluation.

Though helpful and thorough, this section was not as developed as the previous chapters. While the structure of lesson plans is useful and highlights the concepts and issues involved, it does not integrate the six step information process articulated in chapter five with the real-life topics. The book does a great job of setting up the basis of why we should focus on gender, learning, and education, but the connection with the information issues and skills described could have focused on more concrete examples. There could be more detailed directions that the students or instructor can follow to conduct the actual research and deal with these very broad topics.

Despite the generalized nature of this particular section, the content based issues the author discusses are also reflected in the book's arrangement, which is well organized in a problem-solution outline. The book transitions smoothly from its historical analysis of gender issues to current concerns in the educational environment and the ways in which educators and librarians can acknowledge and deal with issues such as learning styles, stereotypes and biases. The author's lesson plans are well organized and provide many solid ideas for generating student involvement and fostering learning in the classroom. As a whole, the work is useful and important as it is woven in the larger fabric of information literacy, gender studies, and education.

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Fountain, Joanna F. (2001). *Subject Headings for School and Public Libraries: An LCSH/Sears Companion* (3rd ed.). Englewood, CO: Libraries Unlimited, ISBN 1-56308-853-3. \$55.00

For many years school libraries and public libraries have used the relatively concise *Sears List of Subject Headings* to organize their holdings in a way that is accessible to their users and that is appropriate for the size of their collections. Now, as small libraries automate their catalogs, electronic records loaded into their systems include subject headings from the voluminous *Library of Congress Subject Headings* (LCSH) set. These libraries may also use subject headings provided by the Library of Congress through the Annotated Card Program (AC). AC headings are based on LCSH but differ in an attempt to provide subject headings more easily understood by young people. Joanna F. Fountain's *Subject Headings for School and Public Libraries: An LCSH/Sears Companion*, 3rd edition, provides crosswalks among the three sets of subject headings.

The format of this list of more than 30,000 subject headings is very similar to that in LCSH, including cross-references to narrower, broader, and related terms. Added annotations indicate congruencies and discrepancies among Sears, LCSH, and AC headings. Many authority file names are included to help small libraries who do not have access to that information. MARC codes are provided for some headings. The introduction contains clear instructions.

The earlier editions of this list were compiled from Texas school library systems' subject headings lists. The author has supplemented the list in this edition with headings used by the Texas Library Connection database. Thus, the list contains subject headings associated with the Lone Star State that may not be relevant to small library collections in other places. For example, a school library in Michigan may not have many works on the Garza family and Garza County (Texas), nor much need for them.

This well-organized, straightforward book is highly recommended for librarians who are converting their collections to Library of Congress Subject Headings, and will be useful in small libraries that employ LCSH but realistically do not need the full five-volume set.

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Frank, Anna Marie. (2003). *Sports and Education: A Reference Handbook*. Santa Barbara, CA: ABC-CLIO. ISBN 1-85109-525-X. \$45.0

Sports and Education is one of 26 titles in the Contemporary Education Issues series. This series seeks to provide balanced coverage of controversial topics in education and their impact on schools, curriculum, students, teachers, parents, administrators, and policymakers.

Sports and Education is divided into six chapters. In chapter one, Frank analyzes the role that sport plays in the educational process, our daily lives, and society. She critically evaluates child and youth programs, elementary, high school, and collegiate athletics; club sports, and professional and international competition. The definitions of key terminology and a timeline of significant events in Olympic history are included.

The evolution of organized sports from the first recorded physical competition of ancient civilization to professional sports' current prominence is the focus of chapter two. Frank provides concise histories of various sports. Brief discussions of gender and racial discrimination, legislation to ensure equality of participation in sports, gambling, and television's growing influence on sports are included. A timetable of educational, social, and sporting events provides historical context.

In chapter three, Frank looks at the critical themes that determine what we learn from sports. She begins with a child's first participation in physical activity, then discusses the positive and negative aspects of such issues as competition, sportsmanship, and the role of sports in building character. Frank investigates coaching and administrative issues, ethical training for coaches, and the need to prevent the increasing number of sports injuries. The controversial issues of recruiting in collegiate sports, eligibility requirements, and the conflict between education and athletics are examined. Ethical behavior in sports is scrutinized. Frank presents an impartial analysis of two growing problems in sports: drug use and violence. She provides statistics on the use of performance-enhancing drugs in sports, and offers a chronology of violent actions by fans to assist the reader in understanding these behaviors. The chapter concludes with Frank asking whether sport should be eliminated from school settings. Her rationale is the overemphasis on sports at the expense of the educational process, portraying sport as a religion in our society. In addition, there is a conflict inherent in the roles of varsity coach and high school teacher.

Chapter four contains an in-depth look at the history of minorities and women in sports. Frank provides a history of the integration of sports. She takes a comprehensive look at Title IX and gender equity, female physiology, lesbianism in sports, and the challenges faced by female athletes. Timelines of prominent African American and female athletes are included. The chapter concludes with biographies of significant individuals in sports.

Chapter five is comprised of an annotated list of organizations associated with sports or physical education. Chapter six contains an annotated list of print and Internet resources.

A number of errors were found throughout *Sports and Education*. These errors range from minor misspellings of the names of two prominent athletes, Mark McGwire (spelled McGuire in the text) and Max Schmeling (spelled Schmelling in the text), to incorrect dates of significant events such as Muhammad Ali's 1964 heavyweight championship (listed as 1959 in the text). The most troubling errors were those contained within a timeline of prominent African American athletes of the 20th century (pp. 156-7). The dates of important events do not correspond to the event listed. The timeline has a significant factual error as it indicates that Willie Mays surpassed Babe Ruth's homerun record in 1962. Hank Aaron actually set the homerun record in 1974.

Upon correction of these errors, *Sports and Education* may be a useful addition to an undergraduate library's physical education collection or serve as a textbook for a course on sports and society. It may also be included in high school and community college library reference collections. Frank's narrative is concise and clear. Her presentation is unbiased and factual. The statistics and timelines help the reader better understand the important issues within the text. Frank's research is thorough and well documented.

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Fredericks, Anthony D. (2001). *Investigating Natural Disasters through Children's Literature: An Integrated Approach*. Englewood, CO: Teacher Ideas Press. ISBN 1-56308-861-4. \$26.50

Fredericks, a professor of education at York University, has authored numerous children's books and teacher resources focusing on elementary education (see <http://www.afredericks.com> for additional resources and classroom activities). His new work, *Investigating Natural Disasters through Children's Literature: An Integrated Approach*, offers teachers an innovative method for helping students understand and learn about the phenomena of natural disasters through the use of children's literature. Fredericks' goal is to promote the idea that science is a process, and that children will make better connections in their approach to learning about science through "activities, projects, exercises, and ventures that promote a personal response to science education and learning."

Investigating Natural Disasters is targeted to elementary grades K-6 with a range of abilities from high to low. Part I includes the general purpose of the book, how to use it, a sample teaching plan, and National Science Education Standards, including both teacher and content standards. Part II, the majority of the book, is divided into activities and processes based on specific titles in children's literature. Fredericks selects book titles based on criteria from various sources (including award winners and recommendations from teachers and librarians).

Each chapter in Part II is devoted to a specific natural disaster, such as tornadoes, and includes a selection of children's book titles with accompanying activities. For example, one of the books featured in the tornado chapter is *Eye of the Storm: Chasing Storms with Warren Faidley*. Following a brief summary of the book, Fredericks lists the Science Education Standards (e.g., History and Nature of Science: Science as human endeavor), critical thinking questions (e.g., "Did the book inspire you to become a storm chaser?"), and a list of activities for students (e.g., "Ask your students to log onto <http://www.germantown.k12.il.us/html/tornado.html> and discuss how the information on this site complements the information in the book").

Only seven natural disasters are featured as full chapters. However, Fredericks does include other natural disasters such as forest fires, blizzards, hailstorms, drought, and global warming in Appendix D with appropriate Web sites and literature recommendations. Four other appendixes include an annotated bibliography of children's literature, a listing of recommended Web sites, video resources and teacher resources (although the teacher resources are all titles by Fredericks).

Investigating Natural Disasters is a useful resource for elementary education teachers seeking innovative ways of teaching students about science that is both fun and informative, as well as a valuable resource for teachers, librarians and libraries supporting education programs.

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Gillespie, John T. and Naden, Corinne J. (2001). *The Newbery Companion*. 2nd ed. Englewood CO: Libraries Unlimited. ISBN 1-56308-813-4. \$59.00

The Newbery Companion provides an introduction to the winners of this prestigious award in American children's literature. Its purpose is to "combine in one volume information that is found in several sources, to expand on the brief plot outlines usually given, and to update data through 2001." In these goals it succeeds admirably. It begins with a biography of publisher John Newbery and an interesting account of the award's founding, criteria, and selection process. Each entry, arranged chronologically, contains an introduction to the book and author, including origins, inspirations, and other works; an extensive plot summary; a short paragraph on the book's themes and subjects; suggestions for passages to use in class discussion called incidents for booktalks; five or so related books with a one line description each; and a references section called "About the book and author." The bibliographic information for each title

includes grade level, ISBN and price, but not number of pages. Honor books are also listed, with a short plot summary only.

This second edition adds a paragraph about criticisms of the award. It also adds award winners since the first edition and updates the suggested related titles for each entry, replacing selections that are now out of print. The bibliography on John Newbery, the award, and award recipients has been expanded, now including journal articles and more varied perspectives.

The *Companion* is a good source for teachers and parents selecting award winning books for children. Through the plot summaries, booktalk incidents, and themes and subjects sections, it provides enough information to match books to children's interests and to curricular objectives. Librarians can use it for ready reference. It can also serve as a readers' advisory source, both for the award winners and their related titles. For the same reasons, small school or public libraries may find it a good choice since the Newberys are "must have" items, and book budgets may not stretch very far beyond them. It is also an excellent source for education students and busy teachers, to deepen their understanding of the history of children's literature, suggest ideas for classroom discussion, and gain quick access to background sources, especially those basic sources commonly held, such as *Something About the Author*.

Many elements that might be included in such a work are beyond the scope of this one. For example, it does not attempt to provide critical analysis; the bulk of each entry is devoted to plot summary. Suggestions on how to use the book in the classroom are limited to the few booktalk passages (indicated by page numbers) with a brief sentence about why they might make for good discussions. The reference section following each title is limited. Many sources are repeated in entry after entry, such as Petersen and Solt's *Newbery and Caldecott Medal and Honor Books: 1922-1981*. While this might be ideal for teachers with few library reference sources at hand, researchers and librarians looking for more targeted reference sources will need to consult standard indexes. While the volume's index can easily be used to locate information on known titles or authors, it is not very useful for locating titles by subject; themes and subjects identified in the entries are seldom found in the index. Nor is there any indication for the basis for the system of the index's subject headings.

Despite these limitations, the volume does accomplish its goals in a well-written, straightforward manner. It will be a highly useful tool in any collection of children's literature, sure to be consulted often by librarians, teachers, and education students.

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Januszewski, Alan. (2001). *Educational Technology: The Development of a Concept*. Englewood, CO: Libraries Unlimited. ISBN1-56308-749-9. \$48.00

In his book, Professor Alan Januszewski of Educational Technology in the School of Education at SUNY-Potsdam, focuses on the changing definitions of educational technology over time and how these definitions reflect changes in the field and profession. In describing and interpreting definitions of educational technology, Januszewski effectively and thoroughly raises questions about the nature of educational technology as a profession.

The intended audience of this text includes professors and students of educational technology. However, practicing educational technology professionals can also benefit from Januszewski's thorough research and historical analysis. This reader found useful both the section detailing the "Forerunners to Educational Technology" from as early as the 1920s, and the sections discussing the ongoing debates about what has contributed to making educational technology a profession and field of study.

The text, organized chronologically, is divided into six sections. The first section, "Forerunners to Educational Technology", portrays how the development of educational engineering, science in

education, and the AV education movement shaped and defined educational technology in the 20th century (p. 8). The section goes on to discuss the initial uses of the phrase educational engineering by Franklin Bobbitt and W.W. Charters in the 1920s in relation to approaching development of curriculum, as well as Dewey's view of science in education as "idealization of scientific inquiry as a general model for reflective thinking." (p. 9)

The second section, "The Official Inception", further discusses the development of the AV education movement and analyzes the first official definition developed by the Department of Audiovisual Instruction in 1963. As Januszewski states, "the fundamental tenet advanced by writers of the first definition was that the it (audiovisual communications) was a branch of educational theory and practice." (p. 21) The author discusses how this first definition can be viewed as an attempt to bring together for the first time fragmented bits of theory, technique and history for the AV literature into a coherent statement defining AV communications as a field of study (p. 23). Also included in this section are analyses of the impact of the "process view of educational technology" and the influence of communication theories and models on educational technology.

Chapters 3, 4 and 5, "The Struggle for Identity," "The Systemization of Educational Technology," "The Full Circle," examine the next three definitions of educational technology from 1972, 1977, and 1994. By the time of the 1972 definition, DAVI had changed its name to the Association for Educational Communications and Technology (AECT). In addition, the 1972 definition was the first to define the term "educational technology" rather than the term "audiovisual communications." (p. 49) One of the main reasons for a new definition in 1972 was that many professionals in the field wanted to move away from the behaviorally based psychology reflected in the 1963 definition's language to humanistically based psychology. (p. 50) The 1972 definition was considered an interim definition. Records of discussions, supporting rationale and early drafts of the 1972 briefer definition helped shape the 1977 definition and framework for the field, which was published as a 169-page book by the AECT. The intention of the 1977 definition was to analyze the complex ideas and concepts used in the educational technology field and to show how these concepts and ideas related to one another. (p. 78) The 1977 definition also attempted to define the relationship – and distinction -- between instructional technology and educational technology.

By the 1994 definition, it was acknowledged that the terms instructional technology and educational technology were used interchangeably by most professionals in the field. (p. 106) The 1994 definition was much shorter than the 1977 one, but made explicit assumptions and characteristics of instructional technology in an attempt to "maintain a clear and concise definition statement that would account for the varied interests of the membership of the field." (p. 107) Januszewski states that what makes the 1994 definition unique is that it ties together the components of theory and practice, design, development, utilization, management and evaluation, processes and resources, and learning.

In the last chapter, "Problems with Definitions of Educational Technology," the author discusses the difficulty of defining a field and a profession with language that is always open to interpretation and illustrates some of the potential complexities of different individuals different understandings of educational technology. However, he also makes the point that it is by continually redefining itself that a field of professional study remains dynamic. Januszewski does a thorough job of describing the evolution and implications of the definitions of educational technology, from the Department of Audiovisual Instruction (DAVI) definition of 1963 through the AECT definition of 1994. As Januszewski states, "discussions of educational technology and its related concepts can shed light on how practitioners and users of these terms view educational technology as a field of study and as a profession." (p. 118)

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Kenny, Robert. (2001). *Teaching TV Production in a Digital World: Integrating Media Literacy*. Englewood, CO: Libraries Unlimited. ISBN 1-56308-727-8. \$38.00

This course guide illustrates the multi-disciplinary nature of broadcast instruction, combining a basic introduction to several different aspects of broadcast studies into one work aimed at teachers of introductory high school television production classes as well as other media-literate instructors.

In the introduction, the author observes how technological changes have impacted broadcasting since the advent of the World Wide Web and the widespread use of personal computers. He discusses the impact of the Telecommunications Act of 1996, and argues that the current less restrictive regulatory environment makes the development of more media-literate citizens a particularly timely, important goal.

The book is divided into seven chapters and several supporting sections. The first chapter, "Class Administration", covers the general structure of the lessons and offers suggestions for class activities. Chapters 2 through 7 all include lessons and activities designed to take no more than 40 minutes each so that they will fit into a single class period. Chapter 2 covers literacy and critical thinking issues, such as "Deconstructing Commercials". Chapter 3 introduces equipment and technical terminology, while Chapter 4 concerns writing. Concepts discussed include scriptwriting, storyboarding, active vs. passive voice, how to write a good lead, and how to write interview questions. Chapter 5 describes visual design principles and performers' body language. Chapter 6 offers a concise history of broadcasting while Chapter 7 deals with production and post-production processes. A long list of appendices includes activity sheets, equipment checklists, storyboard worksheets, and other useful documents. The book includes references and an index.

Lessons combine classroom instruction, group work, independent study, and written exercises. The author's focus on short exercises that can be completed in a single class period shows that he understands and is sympathetic to the time pressure classroom teachers must deal with. The unique features of this book are the "stand-alone" chapters that can be used individually or in sequence and the accompanying website. Kenny suggests starting off with extremely simple production projects so instructors can balance their desire to provide students with adequate preparation for using the equipment with students' desire to begin using the equipment as soon as possible. He also recommends a two-to-one ratio of hands-on production and group work versus the traditional lecture presentation.

The book is designed to be used in conjunction with a website, which contains timely supplementary materials for teachers and students; this approach an excellent one for a rapidly changing field like broadcasting. However, the links across the top that appear to lead to actual chapters of the book did not work for this reviewer. The optional student workbook is similar to the teachers' edition but includes glossaries that define the terms used in each chapter and fill-in-the-blank exercises. It may also be used in conjunction with an interactive CD-ROM, Videolab 2.1, developed by San Francisco State University broadcast professor Herb Zettl.

Overall, the book is well laid out and well written. Blocks of text are frequently broken up by "activities," some pre-class and some in-class. Examples and exercises are timely and interesting. Unlike many basic TV production handbooks, the book encourages students to think critically about media, particularly in Chapter 2.

Teaching TV Production in a Digital World: Integrating Media Literacy combines too many aspects of broadcast studies to be useful at larger universities with substantial broadcast programs, where the various concepts covered - media literacy and criticism, TV production, broadcast history, broadcast writing, and visual design - usually exist as stand-alone courses. However, it is an excellent textbook, or "course guide," as the author prefers, for a basic introductory television class at the high school or perhaps even community college level.

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Kohl, Kay and LaPidus, Jules. (2000). *Postbaccalaureate Futures: New Markets, Resources, Credentials*. Phoenix, AZ: Oryx Press. ISBN 1-57356-360-9. \$38.95

Today, nobody would question the impact of technology and the Internet on our day-to-day lives; therefore, you probably wouldn't doubt that the academic world has also changed. The book is a collection of fifteen essays presented at the Aspen Colloquium, November 1998, and targeted to higher education providers who supply the needs of working adults. Members of higher education institutions and the private sector developed these essays, which cover emerging markets, strategies, and credentialing while balancing private and public good.

Learning can be found and received from outside traditional institutions, such as the corporate world. Universities are faced with new competitors for the student mind and student dollar. In fact, the very definition of "student" has changed, along with needs and location relative to education and professional development. As Kohl notes in "The Postbaccalaureate Learning Imperative," "...today's typical graduate student is female in her thirties, married with dependents, and takes classes on a part-time basis while also holding a full-time job."

How can traditional institutions survive while maintaining standards and quality of education, let alone credentialing? The questions raised in these essays are thorough and complete, as expected from academia. In fact, this "stop, think and reflect" approach should be used more by society before falling prey to the latest, hottest new tech toy, stock option or dot.com.

Although many questions are raised, the book offers ten recommendations, yet few answers or solutions to the cause of committed advancement for both economic and cultural objectives as defined by the editors. The book may be timely in the world of academia, but is already out of date. The economy has changed as dot.coms have gone bankrupt and recession has loomed. This reinforces the argument of those who chose the "wait and see" option before investing in new areas or technology. However, to totally ignore technology and remain *status quo* for academic institutions is not a recommendation put forth by the editors.

The corporate world is already aware of the new consumer and their needs. Any academic who doubts this would well to read and reflect on these essays. Change the title, tone down the writing, and this would be a bestseller, a must read in the business world.

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Kuta, Katherine Wiesolek and Zernial, Susan. (2000). *Novel Ideas for Young Readers: Projects and Activities*. Englewood, CO: Teacher Ideas Press. ISBN 1-56308-791-X. \$24.50

Kuta and Zernial go beyond the "creative book report" to activities and projects that lead student through the entire reading experience. These pre-during-post activities can be used with different genres of literature. Unlike many other book reports the students will need to read the book to complete the assignment. For example, the "Mobile of Characters" adds a list of characters and what "makes him/her different in the book."

The activities are separated into three parts: Reading and Writing, Representing and Viewing, Speaking and Listening. These different parts allow the teacher to either focus on a specific skill (e.g., listening) or allow the students to select a project that meets their learning style. When I "road tested" this book with my sixth grade classes I was able to provide options for those with learning disabilities without dumbing down the project. For students who need to be challenged, the projects were available or easily adapted.

Projects are included that incorporate small group work. Panel discussions, interviews, and commercials are included. These could be helpful for the class that is reading a book together. All projects include assessment guidelines.

Novel Ideas is a valuable resource for the school library collection. Kuta and Zernial have moved beyond the cutsey project to ones that increase student involvement and learning.

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Leslie, Roger and Wilson, Patricia Potter. (2001). *Igniting the Spark: Library Programs That Inspire High School Patrons*. Englewood, CO: Library Unlimited. ISBN 1-56308-797-9. \$35.00

Igniting the Spark: Library Programs That Inspire High School Patrons is another collaboration of Roger Leslie, a teacher-library media specialist, and Patricia Potter Wilson, Associate Professor with the School of Education at the University of Huston-Clear Lake. Exploring library-programming ideas targeting the school age audience, this work is the second title in their three-part *Library Programs That Inspire* series designed to address the programming needs of different educational levels.

While their first work, *Premiere Events: Library Programs that Inspire Elementary School Patrons*, focuses on programs for elementary school youngsters, this title emphasizes programs for the high school level audience and is mainly based on Roger Leslie's first-hand experience as a high school media specialist. It is not a book of theory, but rather a planning handbook that will allow librarians to venture into a broad range of programming ideas beyond merely curriculum support or enrichment. With this goal in mind, the authors purposely define "media center programming" in its broadest sense to include "any special event consisting of planned activities that are developed and shared to achieve predetermined learning objectives." (p.3)

Igniting the Spark is divided into eight coherent chapters that take into account every facet of library program development. These chapters address everything from ideas generating, stage-by-stage planning and executing, to assessing library media programs. Several chapters include ready-to-use surveys, assignments, and evaluation forms, along with samples and photographs of real-life programs, such as the holiday showcase display at Menchville High School, Newport News, Virginia. In chapter 6, the authors list some of the best Internet resources supporting media specialists and teachers. The final chapter highlights more than fifty excellent sample programs from high schools across the United States, making *Igniting the Spark* a gateway to library programming creativity.

What makes this title stand out from the other library programming books is the authors' unique way of approaching the topic. By tracking stage-by-stage development of an actual program developed by Roger Leslie at his high school and supplementing it with practical advice, useful model samples and reference resources, the authors indisputably succeed in achieving their three objectives for this book: 1) to offer detailed information for planning, executing, and assessing school library programs; 2) to emphasize the benefits of such programs; and 3) to share winning program ideas developed and carried out by high school media specialists at award-winning schools across the United States.

Capturing the interest of energetic, independent-minded students is a common challenge of librarians working in all types of educational institutions, whether it is a primary, secondary, or higher educational institution. Although the book is intended for high school librarians, many of the programming ideas, principles, and suggestions are equally valuable to college or university librarians who are seeking creative programs to inspire their undergraduate students.

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McCain, Mary Maude and Merrill, Martha. (2001). *Dictionary for School Library Media Specialists: A Practical and Comprehensive Guide*. Englewood, CO: Libraries Unlimited. ISBN 1-56308-696-4. \$42.00

Authors McCain and Merrill get an E for Effort for their first attempt at a comprehensive dictionary for school library media specialists. Their surprisingly slim volume contains short, 2-4 line definitions of everything from AACR2 (See Anglo-American Cataloging Rules, 2nd edition) to Zoom lens (a lens with a variable focal length). The definitions range from the mundane (Book: a written or printed work on variable sheets of paper) to the esoteric (Laser: see Light Amplification by Stimulated Emission of Radiation). The words included in the dictionary are selected from the entire field of school library media, including library and information science, education, literature, and technology.

An earlier comparative work is Faye Dix's Marshall's *School Librarian's Encyclopedic Dictionary*, published in 1979 by Parker Publishing. McCain and Merrill's Dictionary has far more entries than the earlier Marshall work, and the entries are much more concise. The Marshall work is truly an encyclopedia, with page-length definitions and context. Works closer in style for comparison purposes are the *ALA Glossary* (Young, ed. 1983), and Harrod's *Librarian's Glossary* (2000). When comparing a simple definition such as "book" to those works, McCain's definition was far more simplistic. Occasionally, definitions such as "book fair" have a different meaning in the general library world than they do in the school library media setting. For those definitions, this book is helpful in providing definitions keyed directly to school library media. This work also provides complete definitions for most technology words and phrases, including spelling out common acronyms, such as "LASER" or "MODEM."

As with most first efforts, McCain and Merrill's efforts have room for improvement. The overuse of "see" references is annoying, especially given the wide use of acronyms in the school library media field. Using "see also" would have eliminated this irritation, and would also have provided the definition for those who would probably look for "HTML" instead of referring them to "HyperText Markup Language."

The source of definitions is not clear. The authors note that they received suggestions for terms from an advisory committee and their own search of the literature, but they give no indication how they developed the definitions. A short explanation in the introductory section to the book would add credibility to this book as a resource. The length of some definitions is also a concern. While 2-3 lines are sufficient for most definitions, some suffered from lack of context. A more complete definition or the use of examples would have been helpful in some cases.

Omissions are also a problem, but one that can be corrected in the next edition. While the authors state that the field of school library media is complex and overlapping with many other fields, this rather slim volume is surprising. The authors have drawn words from technology, from library and information science, from literature, and also from education. The thorough attention to technology is impressive, but there are omissions in the education arena.

In summary, this is a worthy first effort at a dictionary for school library media. It is recommended for education libraries, however, a 2nd edition with more complete definitions and context where needed, authoritative sources of definitions and inclusion of currently omitted terms will be a much more useful resource.

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Miller, Elizabeth B. (2001). *The Internet Resource Directory for K-12 Teachers and Librarians*. 2001/2002 Ed. Englewood: CO: Libraries Unlimited. ISBN 1-56308-913-0. \$30.00

Most teachers seek out information on the Internet by going to a search engine such as Goggle.com. In their desire to find topic specific reference materials they come up on various other web sites that may be interesting, but don't really give them what they are seeking. This causes information overload. This directory, a compilation of Internet resources broken down into subject categories, makes finding online information straightforward and effortless. The layout of the Internet sites by use of a content page, and a site and subject index, makes it easy for the user to locate exactly what they want without spending effortful hours going through each page.

This guide of Internet sites that are well researched for accurate and reliable information is sequenced to help teachers and librarians plan thematically and in alignment with national and state standards. This source could be used as reference material in public and academic libraries, especially at universities with teacher preparation programs. School media specialists who are looking to integrate the Internet into K-12 curricula would find this directory a distinct asset.

It is also a wonderful foundation for parents to use who home-school and need safe educational materials to supplement the traditional book and paper format of teaching. This resource can make learning fun again by addressing various learning modalities. This resource also gathers professional development sites including free print subscriptions to magazines and journals. This directory is a must for private collections too. Its main drawback is the same for all print directories of web sites: timeliness.

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Quill, Kathleen Ann. (2000). *Do-Watch-Listen-Say: Social and Communication Intervention for Children with Autism*. Baltimore, MD: Paul H. Brookes Publishing Co, ISBN 1-55766-453-6. \$56.95

Recent articles in the popular media have highlighted the fact that an increasing number of children are being diagnosed as autistic, or as having features of autistic spectrum disorder. Until recently, most people have thought of autism as demonstrated in the classic form of the disorder where children lack normal language ability and social impulses. However, as this book demonstrates, there are, in fact, many variations on this complex disorder, from extremely low functioning to very high functioning. Still, even autistic children with fairly well developed language skills will have great difficulty understanding or inferring other people's thoughts, feelings and intentions, and in functioning in social situations.

The stated purpose of this volume is to provide intervention guidelines across the autistic spectrum in order to address the social and communication skill deficits that are a highlight of this disorder. It is particularly applicable to the preschool and elementary setting, although many of the suggested interventions are equally effective with older children. It is aimed at educators, clinicians and parents and is most helpful for those providing direct intervention services while providing invaluable background for all those who have an autistic child in their lives or their classrooms.

Chapters 1 and 2 discuss the developmental characteristics of autism, and provide a good introduction to the complexities of autism and its multiple presentations. Chapter 3 provides an assessment, the Assessment of Social and Communication Skills for Children, which is a newly developed instrument. Chapters 4 and 5 look at options for interventions, while Chapters 6-9 focus on specific elementary curricular activities to build the skills addressed in the assessment. It includes a useful resource section that lists assessment tools, distributors, web sites, children's books etc. All references are gathered in a list at the end of the book, and a useful index aids in locating particular activities and interventions.

The title of the book refers to the framework used for designing social skills interventions. In almost every social situation we are required to Do-Watch-Listen-Say, something most of us do naturally but which is extremely difficult for an autistic child. This book provides a framework for teaching these children how to integrate the cognitive, social, language and communication requirements of social play. It provides an excellent introduction to the complex social and communication issues inherent in autism and provides many practical and well researched intervention strategies. The author does an excellent job of explaining the pedagogical process, the methodology and the various possible outcomes of each intervention/lesson. Quill is affiliated with The Autism Institute in Essex, Massachusetts and this book builds on her work *Teaching Children with Autism*. This book is highly recommended for its target audience of educators, parents and clinicians.

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Pappas, Marjorie L. and Tepe, Ann E. (2002). *Pathways to Knowledge™ and Inquiry Learning*. Englewood, CO: Libraries Unlimited. ISBN 1-56308-843-6. \$35.00

In their introduction, Pappas and Tepe set the stage for their book by portraying naturally curious children practicing inquiry learning. They introduce the concept of process and provide an overview of the book. Each chapter and three of the five appendices include references and web resources as appropriate, which can aid in curriculum planning.

The Pathways to Knowledge™ process model is the focus of the first chapter. Scenarios of students involved in thematic units are interspersed with discussion of the model's six stages: appreciation, presearch, search, interpretation, communication, and evaluation. Both general and specific strategies are developed for each stage of this nonlinear process. The graphic representation of the model is found in Appendix A and can be viewed at <http://www.pathwaysmodel.com>, which contains the extended text version.

Inquiry learning is introduced in Chapter Two. Pappas and Tepe define inquiry as "an investigative process that engages students in answering questions, solving real world problems, confronting issues, or exploring personal interests." (p.27). They discuss the place of inquiry learning in constructivist learning theory, and include helpful reproducible figures. An opening scenario and a Heroes Planning Guide found in Appendix B are used to illustrate the discussion.

Chapter Three, "Getting Started with Pathways," not only aims at showing teachers and librarians how to begin using the process model with students but also attempts to build enthusiasm for the effort. Again the authors use thematic units as the basis of scenarios to introduce the chapter. The relationship between the Pathways model and the 1998 *Information Literacy Standards for Student Learners* (AASL and ACET) is explored, and the need to integrate state standards is introduced. The necessity for collaboration between teachers and librarians is discussed and demonstrated. A reproducible blank Unit Planning Guide is featured in the chapter while completed ones can be found in appendices.

Technology is the star of Chapter Four, with emphases on software tools, the Internet, and full-text periodical databases. The authors mention appropriate technology tools for each stage of the Pathways model, giving specific examples and including an extensive list of web resources.

The final chapter deals with change, specifically how the Pathways model and inquiry learning can foster curriculum change from the traditional teacher-centered model to a contemporary student-centered model. They include a rubric of seven indicators for curriculum change that are then discussed more fully. In addition to introducing the change process and providing an appropriate scenario, the authors include an advance organizer, *Fostering Systemic Change*, as Appendix E.

This book focuses on helping the reader "understand what inquiry learning and Pathways might look like in practice." (p.xiii) While the book is clearly aimed at K-12, valuable information can be applied to college library instruction sessions.

As the co-authors of *Pathways to Knowledge*TM, Pappas and Tepe are well qualified to write on this topic. Marjorie Pappas teaches library science at Eastern Kentucky University and has previous experience as a children's librarian, a library media specialist, and a district supervisor of libraries and technology. Ann Tepe is currently Director of Curriculum Development for Follett Software Company, and teaches a web-enhanced course on information research for Wright State University; she specializes in information literacy and technology integration for K-12 education.

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Schall, Lucy. (2001). *Booktalks Plus: Motivating Teens to Read*. Englewood, CO: Libraries Unlimited. ISBN 1-56308-817-7. \$37.00

The title of this book, *Booktalks Plus: Motivating Teens to Read* is a bit of a misnomer. This volume presents annotations of one hundred young adult titles published between 1996 and 1999 selected for quality by the author. The annotations are arranged thematically under four broad divisions: "the world reacts," "we act," "forces try to confound us," and "we struggle and give." Each theme is divided further into relevant subthemes such as family conflicts, nature, and the supernatural. Each entry contains a summary, description, booktalk, related activities, and list of related works (other young adult books and teacher resources). There is also a combined author, title index and a separate subject index of all resources at the end. All of this is a formidable resource for the librarian and classroom teacher.

I think of a booktalk as a passionate advertisement for a book. In applying that definition to this volume, readers might find some of the booktalks to be deficient. The talks range in quality and length from the two sentence talk for the books, *Star Wars: Episode I. Incredible Cross Sections*, *The Definitive Guide to the Craft of Star Wars: Episode I* and *Star Wars Incredible Cross Sections, The Ultimate Guide to Star Wars Vehicles and Spacecraft*, "Show the following foldouts: "Death Star" in the 1998 volume and/or "Droid Control Ship" in the 1999 volume. The interest should be incredibly high." (p. 138) to the half-page talk for *Harry Potter and the Goblet of Fire* beginning "Potter Stinks." That's what the flashing buttons at Hogwarts are saying. Harry isn't going to be the star Quidditch player this year. In fact, he might not be the star anything. Harry might die." (p. 184)

Some of the booktalks include language or approaches that might not be in keeping with the contemporary realities of today's classrooms. The booktalk for *White Wolf* by Henrietta Branford, begins, "The white man wants to raise the wolf as a dog. The Native Americans want to send his soul to "travel the spirit world." (p. 26) Perhaps, the author might have substituted more value-free language for the phrase "the white man." Similarly, the booktalk for *The Dangers of Tattooing and Body Piercing* by Laura Reybold (p. 10-12) focuses on the negative aspects of tattooing and body piercing, and mentions religious prohibitions against tattoos or piercing, forgetting that there are cultures which do endorse piercings such as nose rings and tattoos. There may be schools with students and parents who have piercings and tattoos. The booktalk asks students to share their experiences with piercing and tattooing, but the activities that follow the talk concentrate on the negatives rather than reflecting a broader world view and a more balanced level of inquiry on this topic for students.

Still, this book shows the expertise and depth of knowledge of the author, Lucy Schall. Schall is a former English teacher with over thirty years of experience and a reviewer for VOYA. In this book, Schall makes powerful connections between recent young adult literature and the works of Shakespeare and Melville, as well as classical and contemporary poetry. *Booktalks Plus: Motivating Teens to Read* succeeds as a

handbook of activities for connecting the curriculum to recent young adult literature. However for neophyte booktalkers, I would recommend the Booktalking series edited by Joni Richards Bodart or websites such as Nancy Keane's Booktalks Quick and Simple, <http://nancykeane.com/booktalks/>.

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Stanley, Deborah B. (2000). *Practical Steps to the Research Process for Middle School*. Englewood, CO: Libraries Unlimited. ISBN 1-56308-763-4. \$34.50

Stanley's work addresses Library Media Teachers' (LMTs) need for creative ideas and methods to increase their collaborative teaching role in the middle schools. This book also confronts the widespread problem of students' lack of ability to effectively access, organize, and evaluate information as part of the research process.

The book is divided into four sections and thirteen chapters. The first section features valuable and specific information about how a LMT can become an effective collaborator with other classroom instructors. The second section offers detail about Stanley's six-step research process model and provides scripted classroom dialogues on how to teach each step. Sets of supplemental topics are addressed in sections three and four, including Dewey Classification, Boolean Logic, technology incorporations, and project ideas tied to the American Library Association and Association for Educational Communications and Technology's Information Literacy Standards.

There are many aspects of this book which are of great benefit to the field. Stanley's use of scripted classroom dialogue as the central method for delivering her lesson plan ideas is powerful because the reader is exposed to key anecdotes that augment the lesson and to tactics for addressing typical student questions and concerns. Teachers are often puzzled about appropriate structures and parameters for research assignments so Stanley provides an outstanding set of quantitative connections between the number of subtopics needed for a paper, to the total number of sources needed, to numbers of note cards, in-class research days, and final paper page length. The second step in Stanley's research process is the development of subtopics that serve as an outline structure for the written work. Stanley's subtopic step is a key contribution to research process thought for middle schools because it offers an important transition from lower elementary reports focusing on one broad topic to high school level development of a thesis statement.

Book selectors and LMTs should be aware of some weaknesses concerning this book. Stanley provides instruction ideas about creating reference lists, but she does not address the importance of using accompanying in-text citations. Also, while it is generally good to teach the idea that one should not simply copy information from a book, this act does not necessarily violate copyright law as the book implies. Further, while it is important to ask students to use multiple sources to support any one written paper, the use of only one source for a written piece does not equate to an example of plagiarism. Even in light of these limitations, this book is an important text for LMTs seeking high quality curriculum for teaching the research process.

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Pat Williams-Boyd has put together an excellent collection of essays on middle school education. The book covers the major topics related to middle school teaching including appropriate scheduling, meeting individual student needs, and diversity and grouping as it applies to middle school students or "transescents." There are ample examples of teaching methods and how to use recommended strategies. For example the concept of "process" is explained in detail while also providing a figure that lists appropriate activities for students at, below, and above grade level. Current concepts in contemporary educational practices are explored including constructivism, inquiry learning, and problem-based learning.

As stated in the preface, the book "examines the differences between traditional junior high schools and high performing middle grade schools." In the eight chapters that follow, the authors carefully consider the major concepts related to educating students at the middle school level. In the first chapter the purpose of having middle schools versus the more traditional junior high school arrangement is addressed. Of particular interest is the reference to three major documents that have influenced change in the way middle schools function: *An Agenda for Excellence at the Middle Level*; *Turning Points: Preparing American Youth for the 21st Century*; and *This We Believe*.

According to Williams-Boyd, middle schools exist to meet the dynamic changes in adolescent students' lives. Middle schools also address the worth or value of young adolescents. Williams-Boyd further argues that middle schools are driven by the goal of meeting the students' needs both individually and as a group. Thus, in chapter two, authors Matthew Harbron and Williams-Boyd discuss the need for middle school students to express their creativity while at the same time remain part of the larger peer group. The authors illustrate how good middle schools should address these skills and needs. They also explore the work of several experts in education and psychology (e.g. Piaget and Maslow) making the book a useful "handbook" as the subtitle implies.

It is also comforting to see that the handbook includes information on important topics such as "pedagogical perspectives" and moral education. Williams-Boyd, again the author of this chapter, discusses the value of the "moral domain" and its importance in educating middle school students as in the chapter on "Democracy Education." This is tantamount to educating this age group and, in fact, reminds the reader of a basic principle for schools in America: "perpetuating the values and enduring concepts upon which our society is built." Once again there is discussion on peer groups and the importance they play in middle school age students.

Although this book is an excellent resource for current and pre-service middle school teachers, some questionable comments appear. For instance, on page 2 the statements "junior high schools contend that their primary purpose is to prepare students for high school" and "junior highs are content driven and teacher directed" appear. These statements are made in comparing the difference between middle schools and the more traditional junior high school. Other statements such as junior highs emphasizing recitation and repetition in contrast to middle schools emphasizing conceptual application and implementation of knowledge may be problematic for readers who, in fact, teach in junior high schools. As a former junior high school social studies teacher, this reviewer knows that many of the principles outlined in *Middle Grades Education* are also employed in junior and senior high schools. Similarly, while the handbook does a good job of outlining the personal characteristics and professional competencies required of being a good middle school teacher, there remains this criticism of junior high teachers many of whom, according to the author, "floundered" when first assigned to teaching at the junior high level.

Among the book's strengths are the appendices. One of these is an abridged students' version of "Robert's Rules of Orders" and the other is "Objectives from Curriculum Lessons," which lists cognitive, affective and psychomotor objectives. Given the stated goals of the book, it cannot be overstated that the book is an excellent resource for both current middle school teachers and education students.

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