BOOK REVIEWS

Bertot, John Carlo, and Davis, Denise M., eds. *Planning and Evaluating Library Networked Services and Resources.* Westport, CT: Libraries Unlimited, 2004. ISBN 1-56-308964-5. $45.00

With the recent explosive growth of informational resources available through subscription databases, libraries now have to plan and budget for networked resources and services within the global context of all resources and services provided to patrons. *Planning and Evaluating Library Networked Services and Resources* is written in a clear, concise style to deliver impartial information on relevant evaluation methods to support libraries in the decision-making process.

Editors Bertot and Davis, along with six other e-metrics experts, provide readers with sample evaluation instruments, including significant e-metrics initiatives and standards. In addition, chapters on needs assessment, shared resources, and vendor statistics furnish librarians, administrators, and staff with helpful advice and guidelines. Negotiation of contracts with vendors, development of requests for proposals, consortial agreements, and acceptable use policies are key issues given fair and comprehensive treatment.

The book is divided into two parts. The first five chapters include evaluation, planning, and measurement topics associated with networked resources and services. The remaining six chapters discuss specific facets of networked resources and services. Among the eleven chapters, several stand out.

Chapter 2 discusses various evaluation frameworks for an electronic environment. Assessment of outcomes and service quality, performance measurement, and best practices are included. Significant factors in evaluation are described and library stakeholders are identified.

Bertot, a professor at the School of Information Studies at Florida State University, details methods and tools for assessing networked resources and services in chapter 3. The process of building a methodology plan focuses upon several elements including objectives of data collection, inputs, activities, assessment type, indicators, and sources and methods. The positive and negative aspects of the use of surveys, focus groups, and data logs are considered. A sample survey and focus group write-up are contained in the appendix.

Bertot is also the author of a chapter on e-metrics and performance indicators. The role of several prominent standards organizations such as the International Coalition of Library Consortia (ICOLC) and Counting Online Usage of Networked Electronic Resources (COUNTER) is described. A library network statistics definition and comparison is provided to assist the reader in utilizing the performance indicators.

In addition to serving as an editor on this project, Davis is also a former library manager of technical services and electronic collection development. She compares needs assessment to an onion ("... many layers that sometimes bring tears to your eyes"). Davis asserts the importance of consistency of measurement in a needs assessment. Long and short-term implications of change should be considered. A needs assessment requires an understanding of the library's service goals, the service population as articulated in the library's mission statement, the infrastructure that makes delivery of networked resources possible, and the process of implementation, including outsourcing.

A number of tables, figures, and charts are presented throughout *Planning and Evaluating Library Networked Services and Resources* to facilitate the reader's understanding of complex issues. A complete

list of references may be found at the end of each chapter. A table of contents and a comprehensive index are included. The book concludes with biographical information on each of the contributors.

Planning and Evaluating Library Networked Services and Resources will be a valuable addition for all libraries, and a beneficial text for students in library automation, e-metrics, and collection management courses. Librarians, administrators, and library staff who are responsible for planning, selecting, and evaluating electronic resources and services may wish to include this volume in a professional collection.

Warren Jacobs is a Reference/Instruction Librarian at California State University, Stanislaus. Email: wjacobs@csustan.edu

---

Colclough, C., Al-Samarrai, S., Rose, P., Tembon, M. (2003). *Achieving Schooling for All in Africa: Costs, Commitment and Gender*. Burlington, VT: Ashgate Publishing Company, ISBN 0-7546-3807-3. $99.95

At the Millennium Summit of the United Nations on 18 September, 2000, the General Assembly set a target date for achieving "education for all" or universal access to basic education, with gender equity, of 2015. At that same summit basic and skills education for both children and adults were seen as key to African development. This book takes a long hard look at those targets through the viewpoint of supply and demand. On the supply side they look at national expenditure on education, average costs per pupil and size of the school-age population. On the demand side they look at household income, costs per pupil, expected benefits and other determinants, i.e., gender.

The work grew out of policy studies and research conducted by Mr. Colclough on gender and primary schooling in Africa between 1995 and 2000. It uses the results of those studies of 9 countries across the region and then broadens them to provide a more theoretical analysis of the determinants of school participation across the Sub-Saharan region. Three chapters in particular (Chapters 4-6) focus on Mr. Colclough's study giving a detailed examination of the problems facing primary schooling in nine African countries while the rest of the chapters provide analysis at global and regional levels.

To set the framework for the book the authors explain that while Sub-Saharan Africa (SSA) "accounts for only about 10 per cent of the population of developing countries, by 2005, well over one-half of all children not enrolled in school will be from within the region" (p. 1). It goes on to note that most of these unenrolled students are girls. The book looks at why the objectives of "schooling for all" (SFA) have not been achieved and what needs to happen if they are to be achieved. In particular it looks at economic constraints and at gender roles in society as both have a crucial effect on children's educational opportunities and performance.

Throughout the book the authors are careful to distinguish between universal primary education (UPE), (which they define as the point at which the number of children enrolled in primary school is equal to the number of eligible school age children) and schooling for all (SFA) which is defined here as all eligible children being enrolled in schools of at least minimally acceptable quality. In looking at the low proportion of children enrolled in school in SSA the book considers the economic effects - whether it was an effect of the costs of African schooling, whether governments and/or households were unable to allocate the resources needed for schooling or whether, in fact, they became unwilling to allocate the resources. They provide evidence that household income and cost constraints interact with gendered attitudes towards schooling amongst parents and others to cause under-enrolment, and particularly the exclusion of girls from schools. One interesting factor was an apparent link they discovered (Chapter 5) between the proportion of teachers who are female and the enrolment of girls in primary schools.

Although achieving the right balance of public expenditures is only part of the challenge of achieving SFA in Africa the authors contend it is nevertheless a critically important aspect of any national strategy to do so. They note that teacher costs have dominated government spending whilst expenditures on learning materials has been minimal in most cases, bringing adverse implications for the quality of education.

Schools have a high ratio of children to teachers and a high rate of dropout. In most SSA countries the difficulty of achieving universal schooling is increased by high rates of population growth.

The book acknowledges that over the past two decades countries some countries have made improvements in both increasing primary enrolment and in the quality of education and it looks at how such improvements can be more widespread in SSA. Policy reforms affecting the quality, availability and financing of schooling need to be introduced and sustained by each of the governments. In addition, the achievement of SFA will require significantly more per capita spending on education. The authors feel that it is unlikely that this resource gap can be met by increased overseas aid. They also note that achieving SFA will mean both reducing household costs and the constraints on achieving gender equity in schools and society.

The book includes a large number of detailed statistical tables derived, in large part, from the data collected by Mr. Colclough during the studies he conducted between 1995 and 2000. The work is supplemented with an extensive bibliography and a somewhat useful index. The material in this primarily empirical study will provide excellent background and statistics for an audience of serious graduate researchers in the area as well as for those working in the field of African education.

Jacqueline M. Borin is Coordinator, Reference & Electronic Resources at Cal State San Marcos Library. Email: jborin@csusm.edu

---

Henderson, D.L. & May, J.P. (2005) *Exploring Culturally Diverse Literature for Children and Adolescents: Learning to Listen in New Ways.* **Boston: Pearson. ISBN 0-205-36640-6. $45.40**

While support for multicultural children's and adolescent literature is plentiful among educators, there remains a dearth both of such titles in the canon and criticism for such literature. The purpose of this book is therefore two-fold. "Our aim was to look beyond those books that have won awards such as the Newbery and the Caldecott or are listed on canonical publications such as the Children's Literature Association Touchstones List", state the editors, "and to consider how diverse writing styles in children's and adolescent literature might be discussed for their literary merits . . . [W]e believe that teachers and literary scholars will best be able to enter into a new dialogue about literature's place in the world of our young readers when they understand how stories are tied to specific cultural and sociopolitical histories" (p. xiii).

This rich volume is separated into three sections, each divided into theory and practice. Part one, aptly titled "In the Beginning: Recognizing Diversity in Children's and Adolescent Literature", opens with a short description of early American writers such as Thoreau and Emily Dickinson finding their own voices instead of mimicking European literary patterns. Children's authors, such as Cynthia Rylant and Joyce Carol Thomas, have traveled a similar path, and readers are asked to reflect on the representations of difference in children's books as well as learn to recognize authentic points of view.

Part two, titled "Toward a New Perspective: Learning to Interpret Culturally Diverse Literature", begins with a discussion of Native American history and the fact that little of it trickles down into the history books used in American classrooms. Here, Henderson and May reiterate their belief that "all people should be given literary voices in our canon that reflect their experiences and beliefs" (p. 143).

The primary concern in part three, "Defining Cultural Uniqueness: Agency in the Critique of Children's and Adolescent Literature", is authenticity. The correspondence of African American writers Arna Bontemps and Langston Hughes discussing the use of Black dialect (also known as African American Vernacular English or Ebonics) in children's literature is used to illustrate concerns for realism. Toni Morrison put it best when she said of her own writing: "I didn't want it to be a teaching tool for white people. I wanted it to be true – not from outside the culture, as a writer looking back at it . . . I wanted I to come from inside the culture, and speak to people inside the culture. It was about a refusal to pander or distort or gain political points. I wanted to reveal and raise questions."

Perhaps because the co-authors are African-American and white, a significant number of the essays collected here focus on these two viewpoints. Among the twenty-seven essays, four focus on African-Americans, one on Caribbean blacks, and two on blacks and their relationship to whites. The rest are evenly spread among other groups such as Native Americans, Jews, and Asian-Americans, as well as various topics such as multiculturalism, gender, religion, and literary genres. There is enough diversity of material here to interest everyone. However, the chapters on theory far outnumber the chapters on practice. Perhaps a future edition could include more practice chapters to help teachers and librarians put theory into action.

Julie Shen is Publications Assistant at Honnold/Mudd Library, Claremont Colleges. Email: Julie.shen @libraries.claremont.edu

---

Khosrow-Pour, Mehdi. (2005). *Encyclopedia of Information Science and Technology.* **Hershey, PA: Idea Group. 5 vol. 3121 p. ISBN 1-59140-553-x. $1125.00**

With the fast-changing world of information science and technology, assembling an encyclopedia on that field can be daunting. Editor Khosrow-Pour approached this task by asking academic experts to submit articles on issues in the field. The proposals were selected on the basis of blind-reviews by peers. The result is an interesting collection of current thinking by 900 researchers in 50 countries. (It should be noted that the contributors are listed alphabetically by first name, which is highly unusual.)

The 550 articles are arranged alphabetically by title, which can be misleading because the first words are sometimes generic, such as "basic" or "evolution." Even "a" and "the" are listed alphabetically. More care should have been taken in determining the first word. Fortunately, the first volume also lists the articles by 35 major topics: Database technologies, Electronic collaboration, ERP, Global IT management, IS research, IT in Libraries, IT in personnel management, Software engineering, and so forth. As with the titles, the first term is not always significant. For instance, instead of "IT in healthcare," "Healthcare and IT" would help retrieve the information. Each volume includes a complete index to key terms and general index; strangely, the font style and size differs from the rest of the work's text. The general index seems to be computer-generated because it misses related articles (e.g., gender) or some articles altogether (e.g., gaming).

The articles themselves are informative and well-written. Most range from six to nine pages. Some reflect empirical research, others consist of meta-analyzes of research, and several offer interesting models. Most articles include background information, basic issues/research, future trends, conclusions, references, and key terms. Few give historical development details. Most articles include helpful diagrams or tables, although they do not have a consistent look, sometimes even within the same article.

Topic coverage is uneven. Emphasis is on business and adult-related issues. K-12 education is largely neglected. Few articles deal with theory; most describe practical issues with some research-based data. Several topics deal with factors influencing distance education, but none cover the training of distance education instructors or issues of information seeking. Engineering articles are minimal, and no article deals with informatics, which is a fundamental aspect of information science, or information literacy or semiology. On the other hand, articles on business planning and implementation are numerous. It would have been useful for the editor to have balanced the coverage better, and solicited article to fill the theoretical gaps.

In short, this series offers many good articles on information science and technology. The reader can dip into any volume and find interesting data and issues. As is, this work would have been better titled *Handbook of Issues in Information Science and Technology.* Additional effort in the presentation and organization of articles would have strengthened this work.

Dr. Lesley Farmer teaches school librarianship and educational technology at California State University, Long Beach. Email: lfarmer@csulb.edu

---

This very practical text is written for the secondary school teacher in any content area and can be used by individual teachers or as part of a workshop. The authors have developed an original strategy aimed to help students become competent readers in any subject area, even in areas where a teacher may not generally use reading as the primary strategy to impart knowledge to students (e.g. physical education). While the authors recognize that the intended audience for this book are not reading teachers, they maintain that content area teachers who include reading strategies in their lessons "significantly increase their students' chances of mastering content."

The first chapter, "If You Are Reading This Book, You Are Exceptional," is a fascinating explanation of the five different cueing systems (graphics, semantics, syntax, experiential background, and text structure) needed for the human brain to comprehend written language. The second chapter introduces the "Directed Reading Lesson" plan and contains actual lesson plans developed by secondary school content teachers. The authors use a simple inductive "model-analyze-apply" approach to guide teachers through the parts of the Directed Reading Lesson. Teachers are asked to read four model Directed Reading Lesson plans which are analyzed in subsequent chapters, and then apply what they have learned to develop a lesson plan in their specific content area. Sample lesson plans include a wide variety of content areas that teachers can draw from in developing their own lesson plans: English, art, math, science, social studies, business education, consumer/family science, French, Spanish, health, special education, and music.

It should be noted that the authors seek to streamline teachers' approach to developing lesson plans in the content classroom, so that teachers will not have to figure out which reading strategies fit best in their lesson plans. Thus, specific reading strategies are embedded in each step of the Directed Reading Lesson. The authors also recognize that in the average classroom, students' reading ability can vary widely, and suggest using multiple texts in the content areas in order to give students the best possible chance to master content and to minimize frustration and boredom.

Putting It All Together should be useful and interesting for both seasoned secondary school teachers looking for a new method to help students master content and first-time secondary school teachers looking for a well-developed blueprint to guide student learning.

Collette Davis is the Education Librarian at California State University, Fullerton. Email: cmdavis@fullerton.edu

The *Handbook of Language and Literacy: Development and Disorders* is one of the first volumes in the new Guilford Series "Challenges in Language and Literacy." With four editors and a multitude of leading authorities as contributors, this handbook provides an extensive resource in all aspects of typical and atypical literacy development. It provides an overview/review of the relevant research on language and literacy theory, research and practice and highlights the many social, cultural and institutional dynamics that interact with language and literacy development from the preschool years to young adulthood.

Although intended for a broad audience, practitioners, researchers and students in the fields of language science and disorders, literacy, speech-language pathology, special education and educational psychology especially will benefit from the comprehensive examination of how language related processes integrate with literacy instruction.

Each of the four sections in the handbook begins with an overview of the focus of that section and highlights for each chapter in the section. The first three sections cover the cognitive and neurological foundations of language and literacy development and disorders; the socio-cultural contexts of learning, including ways to promote success in students at risk; and how specific language skills are related to successful and unsuccessful literacy acquisition. The last section reviews effective applications for children, adolescents, and young adults with varying language and literacy profiles.

Each chapter is unique in its headings and subheadings, although they all have common threads that tie them together within that section. Some chapters focus on treatment issues; others on the socio-cultural contexts of development; and still others, on the cognitive processes that underlie typical and atypical skills in language and literacy. The contributors make sure to define terms at the beginning of the conversation and bring the readers in by periodically using questions as section headers, such as: "What is Literacy and How is it Mastered?; What are Promising Approaches to Research?; What is Phonological Ability? Each chapter ends with conclusions and future research directions.

The last section of the Handbook includes many areas of interest to practitioners, including case studies, approaches, considerations, professional development, new pedagogical frameworks, general reflections and implications for education. There is even a chapter on instant messaging which is entertaining and interesting.

This Handbook covers all aspects of literacy (reading, writing, verbal, spelling and computer) including examples of specific cases, models, theories, frameworks, research, intervention, future research, instructional design and principles. It would be of great value to college and university departments and reference sections.

Lori S. Mestre is Head of Research and Instructional Services at the W.E.B. Du Bois Library at the University of Massachusetts Amherst. Email: lori.mestre@library.umass.edu

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 Dr. Lesley Farmer, Editor, Education Libraries, California State University Long Beach, Dept. of EdPAC, 1250 Bellflower Blvd., Long Beach CA 90840-2201. Inquiries regarding contributions are welcome and should be directed to Dr. Farmer via mail or email: lfarmer@csulb.edu.

Preparation of Manuscripts

1. All manuscripts should be submitted with an electronic disk on a 3.5" disk and in Windows-compatible MS Word format or attached in an email message. If electronic copy can not be provided, please contact the Editor for an alternative arrangement.

2. All manuscripts should be word-processed to be publishable on 8.5 x 11" paper, double-spaced, with 1" margins on all sides. Reference should appear on separate pages at the end of the article. Do not use MS endnotes or footnotes feature.

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 ALA," 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 email 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, along with an email attachment.

8. Authors are responsible for the accuracy of all citations and references. Authors are responsible for obtaining any necessary copyright permissions.

Review Process

Education Libraries is a refereed journal using double-blind review. Manuscripts will be acknowledged by the Editor upon receipt and, following a preliminary review, will be forwarded by the Editor to at least two members of the Editorial Review Board. Following the completing of the review process, the Editor will contact the author(s) to accept the manuscript for publication, to accept the manuscript contingent on the completion of suggested revisions, or to reject it. Any queries concerning the review process should be directed to the Editor.

Book Reviews

Education Libraries includes reviews of new publications relevant to education information or education libraries and librarianship. Areas of interest include library and information science, preK-16 education, children's literature, and school librarianship. Publishers are invited to send review copies and announcements to the Editor. Prospective reviewers may write to the Editor to indicate their willingness to contribute reviews, their qualifications, and their areas of interest.

Calls for Papers

Education Libraries places *Calls for Papers* (CFP) on a special theme for an issue. Examine the Education Division web site.