



BOOK REVIEWS

Bell, I., McGrane, B., & Gunderson, John. (2005). *This Book Is Not Required*. Thousand Oaks: Pine Forge Press. ISBN 1-4129-1011-0 (pbk.). \$29.95

Part a critique of academia and part “emotional and intellectual survival manual,” *This Book Is Not Required* stems directly out of author Inge Bell’s undergraduate sociology courses at Pitzer College in Claremont, California. Bell wrote *This Book*...after she retired in the mid-1980s in order to educate students about college life and the social and intellectual effects that the predominantly white, middle-class world of academia has on students. Bell is noted for her views on “Buddhist Sociology,” and many of the issues about socialization in this book flow directly from that philosophical viewpoint.

After Bell’s death in 1996, a team of revisionists (students and academics) sought to bring some of the references in *This Book Is Not Required* up-to-date. Under the direction of professors Bernard McGrane and John Gunderson, chapters were added in the second and third editions that would make the book seem more relevant to students in the late 1990s and in 2005 (e.g. “Media,” “Graduation,” “Welcome to College,” and “Questions of Academic Integrity”). Indeed, the additional chapters are certainly germane, and the essays discussing academic integrity are especially pertinent additions to Bell’s original work in these days of file sharing and bootlegging using the Internet. However, a first-time reader introduced to *This Book*... with the third edition might find themselves wanting to read Bell’s writing as a cohesive whole in order to experience the fullness of her theories and advice. Some readers may find the format of interspersing Bell’s words with other voices confusing, as each essay and vignette interrupts the flow of Bell’s thoughts. In some chapters it is difficult to distinguish until the appearance of the attribution line at the end of the essay whether Bell is writing or if the point-of-view has shifted to a new author. On the other hand, some readers may find the blending of Bell’s words followed by personal stories and concrete survival tips a very enjoyable format. Many of the essays contain practical advice (e.g. “I highly recommend going to orientations”) and there are chapter headings (e.g. “Grades: Can You Perform Without the Pressure?”) that are much like a reader would expect to find in any general college survival-type book. As the revisionists intend to make *This Book*... an active document that will be revised every four years, the current format will continue well into the future.

Inge Bell never intended that her book become an academic treatise, in fact, she states that “this is not an academic or scholarly work.” Ironically, it reads as precisely that, although it is written in a frank and agreeable tone of voice. Even with the addition of student vignettes a new (or seasoned) college student would probably not pick up *This Book*...voluntarily and read it on his or her own; it is probably best assigned as required reading on a sociology syllabus or in a freshman orientation class. *This Book*...is well-suited for use in a classroom or discussion group, as many of the issues it addresses will undoubtedly raise questions in the minds of readers and stimulate lively discussion. Each chapter can easily stand alone, and rather than read the book from cover-to-cover, individual chapters can be assigned and discussed as an instructor or facilitator chooses. Bell’s thought-provoking writings on “Love” and “The Painful Avenues of Upward Mobility” are particularly notable. *This Book Is Not Required* should encourage students to think critically about higher education, American social values, and themselves as they begin their academic journey.

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Blanchard, J., & Marshall, J., (Eds.) (2005). *Web-Based Learning in K-12 Classrooms: Opportunities and Challenges*. Binghamton, NY: Haworth Press. ISBN 0-7890-2493-4. \$24.95

The exponential growth of the Internet over the past decade affords teachers, administrators, and parents unfettered access to curricular resources and interactive educational activities to enhance student learning. At the same time, educators face many challenges and costs inherent in virtual learning, requiring specific research to facilitate decision-making and program implementation.

Web-Based Learning in K-12 Classrooms brings together thirteen research papers published in the journal *Computers in the Schools*. Each chapter is a separate research paper and contains a summary, keywords, the authors' biographical information, and a complete list of references. A table of contents, introduction, and a comprehensive index are included in the text.

The editors, Blanchard and Marshall, along with twenty other contributors, call upon their expertise as faculty members, administrators, and researchers in evaluating and implementing technology for teaching, learning, and curriculum development.

Each chapter presents the key issues associated with the integration of content-specific online learning into K-12 schools. Topics addressed within this volume include Web-based learning for reading, mathematics, social studies, science, counseling, literacy instruction, and special education. There are additional chapters covering virtual schools, including state, charter, district, and international schools; exemplary Web-based interactive learning programs across the United States, and research on the effective use of virtual educational resources.

Included in the chapter on reading instruction are two U.S. Department of Education research studies to evaluate online resources that claim to enhance early reading (grade 1) and reading comprehension (grade 4). These studies are required by funding provisions of the *No Child Left Behind Act of 2001* that compel school districts to demonstrate the effectiveness of educational technology and programs for student learning.

Research supports the use of computer technology to augment early literacy. Successful implementation of a Web-based emergent literacy program requires virtual learning activities tailored to the central areas of literacy learning, including phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Several chapters discuss critical inquiry as an activity to foster student learning. Scientific inquiry calls for simulations, experiments, and dynamic tools to support interactive learning. Five science-based technology applications that promote data-driven investigation, modeling, collaboration, and scaffolding are described. Successful integration of technology within mathematics instruction gives students an opportunity to solve problems and apply their critical thinking skills. The best practices of computer-based inquiry learning for social studies instruction incorporate evaluation and synthesis of information.

Chapter six furnishes readers with a comprehensive evaluation of computer technology and online resources available to assist students with learning and developmental disabilities, as well as visual and hearing impairments. To provide learner-centered, multi-modality instruction as suggested in learning research, special educators may need to gather various adaptive technologies, curriculum Web sites, and software tools for their students. Classroom teachers are encouraged to critically evaluate the many resources available to make informed decisions regarding the implementation of effective Web-based learning activities and programs for their students.

Chapter 11 provides a foundation for implementation of technology-based programs and standards through the ATLAS model (align, target, leverage, assess, sustain). The first component of the model is to align technology with the school or district curriculum. A targeting process of establishing realistic goals ensures teacher confidence in the use of technology. When faced with barriers to implementation, school districts should leverage their available resources of trouble-shooting assistance, technology, training, and time. Measurement of progress is accomplished through continuous assessment. Implementation of

a new program should be sustained to gather feedback and data to devise adjustments that meet teaching and learning needs, as well as long-term and short-term expectations.

Web-Based Learning in K-12 Classrooms is a welcome addition to academic library collections in teacher education, special education, counseling, and educational technology. This book may also be utilized as a supplementary text for graduate study in these subjects. K-12 administrators, teachers, counselors, and technology consultants will find this work to be useful as a professional resource.

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Danker, A. (2005). <i>Multicultural Social Studies: Using Local History in the Classroom</i>. New York: Teachers College Press. ISBN 0-8077-4585-5. \$25.95
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In *Multicultural Social Studies: Using Local History in the Classroom*, a practical guide for social studies teachers, author Anita Danker looks at the past, present and future of social studies education. A chapter covers the genesis of social studies as an area of study in primary and secondary education, and the more recent development of multicultural education. The main section of the book, several local history case studies, takes us through the history of particular locales up to the present day. The present is also evident in the book's firm grounding in today's standards-driven education context. Danker provides lesson plans that demonstrate how teachers can use local history to achieve 21st-century educational outcomes. And, we look ahead as she discusses using this material in her work with future teachers. She is an associate professor in education at Assumption College in Massachusetts.

Danker states that "the color and adventure of social studies courses are in danger of being lost in the maze of core knowledge topics and learning standards that teachers must address..." She provides a model for maintaining the richness of social studies education while addressing current mandated practices. The local history case studies in this book are constructed on multiple levels with focused, detailed curricular guides and lesson plans attached. Each chapter applies various learning activities to various aspects of local culture. No two chapters are alike! Class, ethnicity, religion and language are among the multicultural social studies areas that are discussed. Learning activities include field studies, a letter exchange, and doing research on the Internet; individual activities and work in groups or pairs. Each lesson plan includes a listing of national educational standards that are addressed by the lesson. Danker's settings have a New England flavor with a chapter set in Nashville that gives the book some regional diversity. The particular settings are not so important, however, because they illustrate a deep variety of regional life from which to draw educational opportunities and are adaptable examples.

This book is enjoyable to read. It contains interesting illuminations of various places and peoples in the United States from an educator's perspective. On the practical level, this book is a fine resource for teachers who are seeking to draw their students further into the relevance of social studies. It could help them create more engaged, vibrant citizens. The clear, well-documented activities described in this book should create student interest not only in their local heritage, but help develop respect for cultures and areas that are not their own.

Within the universe of books that discuss the use of multicultural resources with social studies students, and the tools available for teachers who wish to build lessons around local history, this book claims a useful niche in today's learning standards environment.

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Falk, B. & Blumenreich, M. (2005). *The Power of Questions: A Guide to Teacher and Student Research*. Portsmouth, NH: Heinemann. ISBN 0-325-00698-9. \$22.50

This text is an excellent introduction to action research. It provides a strong background and rationale for teachers to engage in systematic research and also provides a multitude of helpful tables and exercises to assist teachers in developing skills in this area. In light of the current focus on standardized, prescriptive teaching in many schools, the emphasis on systematic inquiry is necessary and nicely addressed. The authors state that we must reconfigure teaching through systematic inquiry as “we must find ways to reawaken and sustain the excitement of learning from our early years. If we as teachers want to be able to help our students rediscover this desire, we ourselves need to relearn how to investigate, inquire, experiment and explore” (Falk & Blumenreich, 2005: 2).

Not only is the teacher as researcher addressed but the rationale and strategies for teaching students to be researchers is also addressed. Specific examples of investigations based on individual student questions or for whole-class studies are presented as well as the challenges that accompany such approaches. This broader constructivist framework will help teachers to ground their practice within a general reflective approach to teaching. Many suggestions for modeling reflective, systematic inquiry are provided throughout the text.

The first chapter presents the rationale for the teacher grounding his/her practice in the traditions of research. The second chapter compares and contrasts varied research traditions. A minor limitation of this book is the section in this chapter comparing experimental and naturalistic designs. These paradigms are presented as separate and distinct or as a false dichotomy as is common in the field. This limitation is addressed in later sections where the authors state that researchers typically borrow from multiple traditions.

The chapters then proceed to describe strategies for identifying questions to research, the rationale and strategies for conducting a literature review, possible research designs, methods for data collection and analysis, and ways to present results. Each of these is described in easily understood terminology often using unique terminology to present the main ideas. For example, the chapter on how to conduct a literature review is titled “Standing on the shoulders of those who came before,” which is an evocative way to present the reasoning behind conducting a literature review.

The appendices also present useful tools for the beginning teacher researcher. For example, the “handy little guide to referencing in APA format” found in Appendix 3 is just that: a handy little reference for the beginning researcher who might be overwhelmed by the entire APA publication manual. These appendices and the examples, exercises, tables, and figures presented throughout the text are what make this an especially useful text to help teachers begin the journey of embracing the role of researcher.

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Ellery, V. (2005). *Creating Strategic Readers: Techniques for Developing Competency in Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension*. Newark, DE: International Reading Association. ISBN 0-87207-561-3. \$25.95

Creating lifelong readers is a process that involves teaching students to become independent, active thinkers. This work is designed to help teachers develop their students into independent readers who are able to employ a variety of reading strategies in order to achieve comprehension. The main purpose of this practical curriculum guide is to aid K-5 teachers in successfully meeting the No Child Left Behind Reading First legislation that seeks to ensure that every child learns to read by the third grade. The guide focuses on five components identified by the National Reading Panel (convened by the National Institute of Child Health and Human Development at the National Institutes of Health) in the year 2000 as being essential for reading instruction: phoneme awareness, phonics, fluency, vocabulary, and comprehension.

Chapter one discusses the developmental stages of reading, introduces the idea of a comprehensive literacy approach, and presents a model curriculum, assessment, and instructional framework. The five components outlined by the National Reading Panel are addressed in chapters 2-6 and are arranged in the order of reading stages. Individual reading strategies are given for each component. After the strategies are defined, examples of instructional techniques for each strategy follow. The instructional techniques are matched to corresponding developmental levels and especially noteworthy are the inclusion of the types of multiple intelligences (e.g., visual/spatial, intrapersonal, etc.) that might best benefit from the technique. Examples of "teacher talk" (prompts or questions) have been provided within each section. The author stresses that this comprehensive approach should include scaffolding, or "the gradual release of responsibility," in order to develop students into independent readers.

Most of the techniques have accompanying reproducibles located in Appendix A. Appendix B contains a bibliography of recommended reading followed by a thorough list of references and cited works. The author has included techniques to support English-language learners as well. Overall, *Creating Strategic Readers* is well-organized, thoughtful, and provides a comprehensive framework to aid any teacher in effectively teaching to state standards and NCLB's Reading First legislation.

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Hillstrom, Kevin. (2005). *Defining Moments: The Internet Revolution*. Detroit: Omnigraphics. ISBN 0-7808-0767-7. \$38.00

Defining Moments: The Internet Revolution is one volume in the Defining Moments series of American history texts from Omnigraphics designed for 8th to 12th graders. Each volume concentrates on an era or event since 1900 that has had a major impact on American life such as the civil rights movement, Water-gate and the Brown vs. the Board of Education. This volume focuses on the introduction of the Internet, which has had a global impact on society, politics, and cultures within and outside the United States.

Each volume in the Defining Moments series is organized in the same manner: a glossary, Important People, Places, and Terms, and a timeline in the front; and three distinct sections within the text: Narrative Overview, Biographies, and Primary Sources. The Narrative Overview section is a historical, informational delivery of the invention and development of the Internet. The Biographies section provides information concerning selected key figures involved with the creation and growth of Internet technologies. The Primary Sources section includes documents that chronicle significant events in the history of the Internet such as the first documented web page. Also included in this volume is an annotated bibliography and a comprehensive general bibliography of historical sources for further study. Each volume is developed in consultation with public librarians, school librarians, and other education professionals.

These volumes are well designed for the younger reader. The beginning book material encourages readers to familiarize themselves with terms and events before reading and to refer back to them easily when encountered within the text. The Narrative section provides a traditional historical background, while the Biographies and Primary Sources sections add personal accounts and some actual historical documents. It is important for the teacher presenting this material to differentiate between the type of content being offered within these three sections.

While this volume offers an excellent general overview of the history and development of the Internet, it would have been more beneficial to students to go more into depth on certain issues and events rather than, for example, devoting a half page to explain the "truth" behind Al Gore's statement that he invented the Internet. There are so many other issues of more import. This space would have better been put to use with the explanation of the development of email hoaxes. Ethical issues derived from the development of the Internet alone deserve deeper discussion.

To minimize the contribution of Steve Jobs and the other founders of Apple along with open source, Linux and other non-Microsoft developers along with their contributions to the development and growth to the internet is a disservice and a major gap in this volume. In this reviewer's opinion, Steve Jobs should have been used as a primary source concerning the import of the Internet in education. Apple has made it a point throughout its history to support computers in education. It is true that Bill Gates and Microsoft own a majority of the PC market, but Apple has sustained itself over time with a significant niche in the PC market especially in education, and has contributed Internet innovations adopted universally by the PC market. Also, the author sends mixed messages to students when reporting on a company's unethical (criminal) business practices in one part of the volume and then using a speech from the head of that company as a primary resource elsewhere in support of technology in education.

This book's value will be found in the hands of an experience and talented history teacher who will use it as a beginning for discussion and investigation and not as a stand-alone text.

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***Journal of GLBT Family Studies: Innovations in Theory, Research and Practice.* Binghamton, NY: Haworth Press Inc and Harrington Park Press. Quarterly. ISSN:1550-428X \$38.00/\$80.00/\$350.00**

In 1997, Wanda M. Clark and Julianne M. Serovich did a content analysis of articles published in the marriage and family therapy literature from 1975 to 1995 to find out how many addressed gay, lesbian, and bisexual issues. "Of the 13,217 articles examined in 17 journals, only 77 (.066%) focused on gay, lesbian, and/or bisexual issues or used sexual orientation as a variable" (Clark & Serovich, 1997). In 2001, Linda Leonard Lamme and Laurel A. Lamme stated in their article, "Welcoming Children from Gay Families into Our Schools" that "more lesbian and gay couples are deciding to have children than ever before. ...At the beginning of the 21st century, it is time for schools to become safe and welcoming for children from all kinds of families" (65). The authors went on to suggest that school personnel "distribute research and publications on G/L/B/T issues to faculty, counselors and other staff" (Lamme & Lamme, 2001: 67).

Now there is a new publication, *Journal of GLBT Family Studies*, to address this mandate. Jerry J. Bigner, editor of the new periodical, writes in the *Editor's Notes* that: "Research into GLBT family issues has increased considerably within the last two decades as investigators have begun to address a number of issues particular to this population such as parent-child relations, relationship issues, disclosure of sexual orientation issues, functioning of alternative family structures and so on" (Bigner, 2005: 2). If the succeeding issues of this journal contain the same quality of articles, then the *Journal of GLBT Family Studies* will have succeeded in its goal of providing a single source of scholarly information focusing on topics of importance to GLBT individuals and their families of origin and the families they form in adulthood.

The articles in the first issue provide an introduction to the diversity of GLBT family structures, and the social, legal, political and personal issues that affect the family unit. For those of us, who thought that sexual minority families existed solely in the nuclear unit of *Daddy's Roommate* or *Heather Has Two Mommies*, the article on polyamory and gay men introduces a functioning complex extended family unit. An article on same-sex marriage and legalized relationships provides a comparative international perspective on these unions. Other articles cover transgender persons and their families, the effects of larger social systems on the relationship of male couples, and life course perspectives as applied to GLBT family studies. Most of the articles included both male and female sexual minority persons as subjects. Only one of the articles was not accessible to a lay audience. The article on life course perspectives although understandable was directed at social scientists. All of the articles and reviews were well written, with reference lists of current scholarly sources. There is also a section with media reviews, each of which runs from 4-6 pages in length.

The *Journal of GLBT Family Studies* provides a good introduction to understanding the diversity of sexual minority families, information that is needed for K-12 school faculty and personnel, and for those in schools of education and counseling. The Haworth Press, a niche publisher whose periodicals cover

emerging scholarly topics, also publishes the *Journal of Gay & Lesbian Issues in Education: an international quarterly devoted to research, policy, and practice*. This journal was not available for review.

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***Journal of Library & Information Services in Distance Education*. ISSN 1533-290X. Electronic: 1533-2918. Published quarterly, four issues per year. Subscription price \$48 individual/\$150 institution in US; \$65/\$203 Canada; \$70/\$218 other**

Haworth Press had expanded its extensive list of journal serving the professional with this title supporting the growing field of service to distance learners. While service to distance learners is a subject covered by frequent articles in library journals, this is the first devoted exclusively to this field. For the purposes of this review, Volume 2, number 1, 2005 was examined. This issue presents three well-written, refereed articles from practitioners: one examining learning styles of LIS students to see if distance learning is viable for this group, one on library services to distance students of pharmacy, and a third on marketing distance services. Three book reviews are also presented. Advertising does not appear, except for ample promotion of additional Haworth titles. Instructions for authors, manuscript submission and copyright consignment forms are included in the issue.

Distance learning is an increasing field, and the library profession should be very interested in serving this population. Indeed, even for traditional on-campus students, library use will increase by remote access and without the constraints of regular service hours. The question is: do we need a journal solely devoted to this niche, or is it amply served by the existing literature? In this era of shrinking budgets and expanding costs, this price is hard to justify for all but the largest providers of distance education.

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Krahenbuhl, G. S. (2004). *Building the Academic Deanship: Strategies for Success*. Westport, CT: Praeger. ISBN 0-275-98326-9. \$44.95

Building the Academic Deanship: Strategies for Success is one of nineteen titles in the American Council on Education/Praeger series on higher education. This series covers academic ethics, quality improvement, leadership, distance education, and fundraising.

Dr. Gary S. Krahenbuhl, drawing upon his experience as dean and deputy provost at Arizona State University, has written a concise and clear manual for academic leadership. As he states in the first chapter, there are no formal preparation programs for academic deans. The typical career path is a tenure track faculty position. This book serves as a well-written and useful resource for faculty members who desire to move into higher education administration, as well as new or experienced deans who will be faced with many of the same situations and challenges that are described within this book.

Krahenbuhl discusses the recruitment process including the scope of the search, authority of the position to act as a change agent, and the reasons for the vacancy. Applicants should determine whether the vacancy is an opportunity or a position to avoid. To compete with other candidates, applicants for the position are best served by highlighting their administrative experience, rather than publications or teaching experience.

The author fully describes the different roles that a dean plays in a college or university. These include chief administrative officer, chief academic officer, chief development officer, chief communications officer, chief adjudicator of differences, chief morale officer, principal steward, lead mentor, and master of ceremonies. Other important issues covered in this chapter include the strategic planning process, relationships with the president, provost, and upper administration; how to gather information about the university, the community, and the budget; organizing the office staff, variations in the deanship based on authority, and common pitfalls to avoid.

Now that the dean has been hired, what steps should the new administrator take to be successful? Krahenbuhl discusses how the dean sets an agenda and what should be emphasized. He covers communication, decision making, delegation of authority, how mistakes are corrected, organization of the dean's senior staff, administrative meetings, and styles and strategies for leading change.

The dean must be cognizant of the need to enhance the abilities of unit heads. Strategies include orientation sessions, administrative retreats, and active mentoring by the dean. It is important for the new department chair to understand the role that he/she plays in relation to the dean and the faculty.

Chapter 6, *The Dean and the Faculty*, provides a comprehensive look at this most essential relationship. The dean must be aware of the faculty's responsibilities for teaching, research, and service. Diagrams help to explain the balance between knowledge transmission, knowledge generation, and knowledge application. The author clarifies the integration of responsibilities, identifies faculty as a fixed asset or a variable asset, and provides an evaluation form for departmental contributions to the institution. Other important topics in this chapter include faculty recruitment, dual career couples, salary equity and salary compression, tenure, faculty development, early retirement, diversification of faculty responsibilities, and nurturing those faculty who make significant contributions to the department and the institution.

Krahenbuhl concludes with the role of the dean in student affairs, fundraising and external relations, support for research and creative activities, college events, management trends, media relations, and legal matters. The author's expertise and experience provide a wealth of useful tips and illustrations from which the novice academic administrator may learn.

Ten appendices cover such beneficial topics as program elements for administrative retreats, guidelines for evaluation reviews of department chairs and deans, and policy statements on faculty recruitment ethics, salary support for fellowship recipients, and equal opportunity and affirmative action in higher education. Also included is a bibliography and a detailed index.

Building the Academic Deanship is an excellent addition to any college or university library's education collection. It belongs in the professional library of any academic dean, as well as faculty members who are considering a move into higher education administration as department chairs or deans. This work might also be considered as a text for higher education administration courses.

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Weiss, H. B. et al. (Eds.) (2005). *Preparing Educators to Involve Families; From Theory to Practice*. Thousand Oaks, CA: Sage Publications. ISBN 1-4129-0910-4. \$34.95

Combining educators and resources from the Harvard Family Research Project and the MacArthur Foundation's Research Network, the authors successfully focus on "connecting theory and research to practice

in family involvement.” They do so using case studies that are realistic and stated in plain language, thus making for an ideal text for students and beginning teachers.

The fact that case studies focuses on poor families and communities with poverty and cultural barriers to an appropriate education is very welcome. It has been shown that outreach from teachers to parents in these situations often results in better student performance. These conditions are well framed in the text narratives, and by doing so, engage the reader in thoughtful and practical ways.

The authors offer four sections in the context of learning theory known as the Ecological Systems Theory. Basically, this approach recognizes the many layers and settings society presents, due to social and economic policies, that affect children. The case studies method clearly shows how these often invisible influences affect the child and the family in everyday and direct ways. The book offers insights and practical ways of explaining these mechanisms to the reader with the intent of improving educational outcomes for the student.

This work is recommended for all libraries whose collection mission includes family-school-community relations, and it can serve as a useful reference for psychologists and family practitioners

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Wenglinsky, H. (2005). <i>Using Technology Wisely: The Keys to Success in Schools</i>. New York: Teachers College Press.. ISBN 0-8077-4584-7 (cloth); 0-8077-4583-9 (paper). \$50.00/\$21.95

In this slim volume, Harold Wenglinsky, Research Manager for The Grow Network/McGraw-Hill and formerly of NAEP and ETS, examines the use of computer technology in K-12 schools to determine if the use of computers is positive or negative. His answer: it's not the presence or absence of computers that makes the difference, it's the teacher's preparation, and whether a didactic or constructivist pedagogy is employed.

Wenglinsky spends considerable time reviewing the political climate in education reform, beginning with the 1983 report *A Nation at Risk*, but focusing mostly on the attempts of the Clinton and Bush administrations. During the Clinton years, the emphasis was on getting computers into classrooms and getting the schools wired for the Internet. Under Bush, the focus changed to setting standards for both students and schools. The “digital divide” in terms of access to computers in the schools has been narrowed, but a greater divide exists in pedagogy, with wealthier suburban schools more frequently using computers in a constructivist manner, and lower income urban schools more frequently using them for drills—a newer technology takes the place of the old ditto sheets of repetitious exercises with no more thought going into what is learned. Unfortunately, Wenglinsky believes that the Bush administration is more likely to fund a didactic approach.

Giving case studies in a wide variety of schools, Wenglinsky examines how the computer is used. He finds classrooms where the teacher sits at a desk ignoring the students who are filling in mathematical worksheets on their computers, and sees classrooms where the computer and the Internet are among a variety of tools the students use to explore the questions the teacher has set them. It's the training and the pedagogy of the teacher making the difference, not the technology, Wenglinsky insists.

This volume would better serve educational theorists and those who impact government funding than the classroom teacher.

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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.

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