



BOOK REVIEWS

***American Journal of Sexuality Education*. Quarterly. ISSN 1554-6128. \$45/year individual; \$145/year groups.**

From The Haworth Press comes a new journal first released in 2005. *The American Journal of Sexuality Education* is published quarterly, and is designed to offer practical lessons on human sexuality for educators of all levels, from preschool to college and beyond. In the past, many sexuality educators had to rely on offerings in such publications as the *Journal of Sex Education and Therapy (JSET)*. However, when *JSET* ceased publication in 2000, nothing was begun to fill that void, hence the conception of the *American Journal of Sexuality Education*.

As stated in the first issue, the scope of the journal is focused exclusively on sexuality education. The editors state, "This journal is designed to be accessible to anyone who provides any kind of sexuality education, whether in a formal group setting, during one-on-one interactions, or informally." Each issue is designed to reach a wide audience with a variety of formats including research articles, analytic papers, commentary, lesson plans, and resource reviews. The editors also wish readers to know that although the word "American" appears in the title of the journal, this does not imply exclusivity to American-only topics. Rather, the editors are hoping for articles that introduce American sexuality educators to what is happening in the global community. They are encouraging exploration of world wide programs and partnerships through this journal.

For those seeking a scholarly venue to publish in, the journal is peer-reviewed. Submission guidelines are included within the journal for those wishing to submit materials. Examples of topics of interest from the first issue include: motivation in human sexuality education; stories of sexual and reproductive health from Namibia; sexuality education in video games; and theoretical models for effective program development in adolescent pregnancy prevention. *The American Journal of Sexuality Education* is truly a journal wide in scope to meet the needs of a wide range of professionals from this field.

Kris Veldheer is instructional librarian at the Graduate Theological Union. Email: veldheer@gtu.edu

Beattie, J., Jordan, L., & Algozzine, B. (2006). *Making Inclusion Work: Effective Practices for all Teachers*. Thousand Oaks, CA: Corwin Press, ISBN 1-4129-1469-8. \$35.95.

In today's schools, students with disabilities are increasingly mainstreamed into the general education classroom providing challenges for teachers who need to be able to use skills, generally taught in special education teacher preparation, to successfully incorporate these children into their classroom. *Making Inclusion Work* is designed to provide these teachers with best practices to make inclusion successful through practical applications of successful strategies. The authors, all of whom have many years of experience preparing special education teachers at University of North Carolina, Chapel Hill, address what works when teaching disabled and non-disabled peers together in the classroom, and provide a way for general education teachers to bring special education concepts into their classrooms.

They begin by describing the current state of special education in "What is Special Education," noting that "to the maximum extent appropriate, children with disabilities should be educated with children without disabilities." Their figures show that the number of students educated outside of the regular classroom for

more than 21% of the day is decreasing while those educated outside the regular classroom for less than 21% of the day shows a sharp increase as school districts move towards inclusion. The authors then explain why there is inclusion and what teachers need to know about inclusion. The third chapter includes a detailed description of IEPs (Individualized Education Program) because many general education teachers have little knowledge of IEP specifics or what their role should be.

The fourth chapter provides practical strategies, looking at classroom organization and layout. Because IEPs often include accommodations or modifications related to physical space (e.g., student needs to be seated at the front of the class or route through the classroom for a wheelchair), teachers need to consider these recommendations when considering classroom organization. The book describes different kinds of arrangements that work well when a special education or resource teacher also works in the classroom. Next, lesson organization for an inclusive classroom is detailed, including the role of each professional in the classroom, the material to be taught, and student knowledge and responses. Students with special needs often require modifications to the instruction and/or the materials; these needs must be considered in the lesson plan as well as in planning for infusing the modification into the general classroom instruction. The chapter provides excellent ideas on organizing and presenting lessons appropriate for diverse learning styles and through varying methods of instruction.

The chapter on behavior management and modification is extremely important because many children in inclusive classrooms exhibit social behavioral issues that can make teaching difficult. Some of the examples listed by the authors include difficulty judging the feelings of others, difficulty in social interaction, poor self esteem and inappropriate social behavior. The book provides ways to define the issue, gather information on frequency, etc., implementation of strategies to increase or decrease behavior, and monitoring levels of behavior.

Other chapters include information on strategies for teaching reading to those with reading difficulties; cognitive strategies and how to use them in the classroom (including organizational strategies such as prioritization); and commonly used modifications and accommodations in the classroom. Accommodations, which are adjustments to the instructional materials or assessment tools used in the classroom, are important in providing a level playing field for the student with disabilities while modifications are adjustments to content material that allow students to be instructed in the general classroom. The authors provide good lists of generally used accommodations and modification, although the resource section for this chapter is surprisingly short given the number of books, articles and other information available.

The final chapters deal with working with parents (particular how to maximize their involvement and to approach them effectively) as well as communicating, consulting and collaborating with other professionals particularly those involved in the classroom. Home-school communication is vitally important to all parents, but particularly to the parents of a child with a disability. This chapter provides effective techniques to facilitate the communication process. The last chapter ("The End is Just the Beginning") focuses on the No Child Left Behind law and its impact on those working with students with disabilities in an inclusive setting. This short chapter may merit additional discussion in the future.

At the end of each chapter is a well-structured list of places to find more information, including articles, books, websites and agencies or organizations. Chapters also usually include a "how do I know," "how do I evaluate," "how do I use," etc., section that brings the content presented down to a practical level of implementation. An excellent index makes it easy to find the appropriate sections. The book is accessible on many levels, and provides a comprehensive and well thought-out guide on teaching inclusive classes successfully. The authors' academic background and field experiences have provided them with a wealth of practical and well-researched information that will help any general education teacher working in an inclusive classroom. While there are a number of books on this subject (e.g., J. Karten's 2004 *Inclusion Strategies That Work!: Research-Based Methods for the Classroom*, Corwin Press), this book is highly recommended as an essential resource for all teachers involved in inclusion.

Jacqueline M. Borin is Coordinator of Public Services at California State University San Marcos Library.
Email: jborin@csusm.edu

Cochran-Smith, M. (2006). *Policy, Practice, and Politics in Teacher Education: Editorials from the Journal of Teacher Education*. Thousand Oaks, CA: Corwin Press. 250 p. ISBN 1-4129-2811-7. \$74.95.

In John Goodlad's foreword to this book, he notes that the author in her tenure as editor of the *Journal of Teacher Education* used the pulpit of the editor's pen to do far more than simply introduce the articles in each current journal issue. This collection of editorials is a commentary on issues in education. The focus is on teacher education, but Cochran-Smith's lens for that focus ranges from pre-service preparation to the preK-12 classroom, literally ranging, as the title states, from policy to practice and politics.

The editorials raise important questions about educational issues, and, indeed, almost one-fourth of the editorial titles are framed as questions. Cochran-Smith does not preach or lambast, but rather presents insights and documented research on all sides of issues. Her comments are pointed at times and always thought-provoking. The editorials are lengthy for their genre (about 3 pages) ,and each contains a work-cited list that represents the best thinking and research on the issues.

Rarely does an educational professional book qualify as "an enjoyable read" but this reviewer found it to be the case. Cochran's characterization of good teachers as "lovers and dreamers" (149), her warning about amnesia in teacher preparation (95), and her caution that in the rush to provide research-based evidence we must not forget the values and beliefs we hold as a profession (60) are examples of her dynamic writing style. It is not a primer, however. Readers of JTE are presumed to have a sophisticated understanding of educational issues, and Cochran-Smith starts from that understanding.

In her chapter on the dichotomy, myths, and amnesia that stalk teacher education (entitled "Teacher Education's Bermuda Triangle") Cochran-Smith outlines the dilemmas regarding education majors versus subject majors, the myths of alternative licensure critiques and claims, and the difficulties that arise by the refusal to learn from the past. She offers few solutions, but her thoughtful commentary will spark equally thoughtful reflection among experienced educators.

This book has a place on the bookshelves of education libraries and faculty offices. It is also recommended as a text for upper level coursework in educational policy as an introduction and overview of topics for discussion and further research.

Dr. Gail Dickinson is Assistant Professor in the Department of Educational Curriculum and Instruction at Old Dominion University. Email: gdickins@odu.edu

Elias, M., & Arnold, H. (Eds.). (2006). *The Educator's Guide to Emotional Intelligence and Academic Achievement: Social Emotional Learning in the Classroom*. Thousand Oaks, CA: Corwin Press. 273 p. ISBN 1-4129-1480-9 (cloth); 1-4129-1481-7 (paper) \$39.95.

Designed to show educators how to bring emotional intelligence (EI) or social-emotional learning (SEL) to the K-12 classroom through "best *feasible* practices", this guide is the product of three decades of work by the authors and over three dozen contributors. Dr. Elias, professor of psychology at Rutgers University, has devoted his career to the study of emotional intelligence. Ms. Arnold, now with the education department of the University of the Pacific, has a solid background as teacher and administrator in elementary and middle schools.

EI and SEL are important because social-emotional factors, more than any other, lead to school failure and dropouts, and establishes climates that contribute to teachers leaving the field. Part one provides a grounding in EI and SEL. As Elias explains, the concepts of social-emotional learning are what have also been called character or citizenship education: preparing students to take responsibility for themselves, to

develop social relationships, and to feel a role within a larger society. Kusche and Greenberg present an enlightening, understandable overview of how the human brain works and develops. Hatch and Kornhaber discuss measurements of multiple intelligences.

Part two discusses the importance of addressing EI and SEL in an environment that seems to overemphasize the “hard skills,” which cannot be fully mastered without dealing with underlying emotional development and calls for incorporating EI and SEL in teacher preparation. One rationale is that if no child is to be left behind, the whole child must be developed.

The bulk of the book, Part three, shares educators’ EI/SEL success. Story after story is told of children, preschoolers on up, being given the tools to let them effectively function with others, and the sometimes surprising occurrence of students taking charge in very mature ways to solve problems with their peers.

For those who have been on the EI/SEL path for thirty years, as well as newcomers to these topics, this work is a strong addition to the education library.

Debbie Bogenschutz is a Librarian at Cincinnati State Technical and Community College. Email: debbie.bogenschutz@cincinnatiastate.edu

Kopetz, P., Lease, A., & Warren-Kring, B. (2006). *Comprehensive Urban Education*. Boston: Pearson Education. 356 p. ISBN 0-2054-2416-3 \$50.20.

What is it like to teach in an urban setting? What special considerations and challenges face those who teach or want to teach in urban areas? From the beginning, let's be clear: do not read this book if you are looking for a theoretical or foundational view of urban education. Rather, read this book if you want to learn and think about the challenges of teaching in an urban environment in an age of high accountability for learning. This is not a volume for those looking for the easy path. The book wants you to come away with a realistic picture of the current conditions in urban schools and the factors that contribute to those conditions such as the homes and neighborhoods. The book also wants you to become a successful teacher.

The format is simple. Each chapter opens with a short vignette offering a perspective on urban education. Then at the end of each chapter, there is a summary followed by chapter questions. Finally, each chapter concludes with suggested websites and a list of references. The chapter questions are especially helpful because they focus quickly on the chapter’s main points. They are also a great tool to see if you read each chapter as carefully as the writers hope you did. Additionally, table of contents and the index are comprehensive and allow you to select individual sections to read if you want. Given the straightforward layout, this book would make an excellent text for reading by teachers in urban education or for those considering the urban environment for their careers.

Focusing on content, chapter one deals with the history of urban education. Albeit this is the condensed version of this history, at least it introduces the basic threads. Chapter two focuses on educational perspectives concentrating on a major reality of urban education: multiculturalism. The third chapter shifts to considering the characteristics of urban schools. If you don't know a great deal about urban schools, then this chapter will be crucial reading. In it, the authors tackle the world of the urban child and student achievement. They also talk about the role of parents and the realities of school buildings and facilities, realizing these are all factors in urban education. Chapters four and five make another shift, discussing the urban teacher -- and urban teachers as leaders. The authors argue that urban teachers need to understand culture, and they offer up a set of teacher characteristics that are helpful for someone considering the urban environment. These chapters also give strategies for urban classrooms, and suggest ways to better practice. They even go so far as to suggest reforms urban teachers might make in their classrooms and in their schools. In short, the first half of the book gives the history of urban education and lays out for teachers what it takes to teach in the urban classroom.

The second half of the book shifts the focus from the teacher to the student. Chapter six covers management techniques for the urban classroom. It needs to be noted that in the urban school, the classroom should be a safe environment and often is the one safe place for children in an otherwise volatile world. Chapter seven deals with instruction in urban settings. Again, the authors emphasize cultural consciousness and cultural relevancy in the urban environment. There is also a call in chapter seven for urban teachers to take on the role of change agent and advocates for social justice. Moving into chapter eight, the subject is assessment and evaluation. It is good to note in this chapter that the authors talk about current assessment issues, including *No Child Left Behind*. Assessment and evaluation are critical issues in the urban educational environment because too often there are so many other factors going on in the urban classroom so that assessment becomes a burden instead of a tool. The final two chapters focus on creating partnerships outside of the classroom, and opportunities for the future. Some of the key partnerships highlighted include the wider community and local universities. In considering the future, the authors talk about teacher burnout, the importance of mentoring, and the need for professional development. This seems like a good place to end this book: with a look toward the future.

Overall, this is a great book and lives up to its title. With the many additional resources and questions to ponder, the book should be read over a period of time to allow for reflection and discussion. Perhaps the only downside of this book is that each chapter really could be a stand-alone volume instead of a single chapter in a greater work. For those considering urban education or involved in urban education, this would be a valuable book for their collections.

Kris Veldheer is instructional librarian at the Graduate Theological Union. Email: veldheer@gtu.edu

Marshall, C., & Hooley, R. (2006). *The Assistant Principal: Leadership Choices and Challenges* (2nd ed.). 208 p. Thousand Oaks, CA: Corwin Press. ISBN 0-7619-3152-X. \$65.95.

In a typical day, assistant principals mediate conflicts, substitute in the classroom, serve on committees, and complete a multitude of administrative tasks. Why do assistant principals choose this profession? How can they flourish in this position? Marshall and Hooley attempt to answer these questions in *The Assistant Principal*.

This book is the result of the authors' synthesis of research on administrative theory, career development, school administrators, current policy trends, and interviews with assistant principals. Marshall, a professor of educational leadership, and Hooley, a superintendent of schools, revised the first edition of the text. The second edition incorporates new topics including administrator shortages, current licensure and training practices, increasing pressures brought on by accountability legislation, and an original vision of school leadership.

The volume is divided into five comprehensive chapters. Each chapter contains reflection questions, case studies, assistant principal diary entries, a chapter summary, discussion questions, and activities. The references and index follow the text.

In chapter one, the authors seek to determine if assistant principals at elementary and secondary schools have different roles, if barriers prevent women from entering school administration, and the purpose of an assistant principal's work. The first table lists the many tasks performed by an assistant principal. These administrators may experience ambiguity and overload in assignments as they attempt to reconcile the needs of the school that require limited initiative and creativity with the desire to demonstrate their expertise and administrative ability. In order to retain effective administrators, school districts need to provide assistant principals with a career path that includes mentoring, ongoing professional development, opportunities for meaningful collaboration with the school principal, as well as satisfying

work. Emotionally-draining tasks that require assistant principals to sacrifice time with their families without furnishing recognition and growth may result in dissatisfaction and burnout.

Chapter two addresses the formal and informal selection process by which assistant principals begin a career as a school administrator. Topics include anticipatory socialization, role model and task learning, induction into the profession, and recent trends in recruitment. Many assistant principals are choosing to leave the profession, creating a current shortage of administrators. Among the reasons cited are the demands of the job, the physical and emotional toll caused by stress, and arrival at a career plateau. School districts are actively seeking female and minority candidates to remedy a previous lack of diversity.

The third chapter considers four rules for behavior that assistant principals are expected to follow. Commitment is required. Divergent beliefs and values are rejected as troublemaking. Disputes are to be kept private. Political relationships are to be safeguarded. Several case studies are integrated into the chapter to address the issues of upward mobility for assistant principals, moral and ethical choices, sponsorship by a mentor, and gender's effect on an assistant principal's success.

Training, certification, and ongoing professional development are also discussed in chapter four. School administrators feel that innovation and discretionary power have been quashed by the current emphasis on accountability promoted by the No Child Left Behind Act of 2001.

When educational leaders utilize their administrative ability to shape their assignment, they experience the highest degree of satisfaction. A bulleted list details the foundation of meaningful work and recognition required to improve the status of the assistant principal and guarantee long-term satisfaction in this role.

A discussion of equity ensues in chapter five. The authors embrace recognition of discriminatory practices preventing women and underrepresented groups from full participation in school leadership. Alternative leadership models are used to critically examine traditional assumptions regarding assistant principals. Transformation of current practices that maintain the status quo requires better training for the educational leaders of the future. The authors provide thirteen components that identify new organizational practices to enhance the efficacy of learning.

This work is essential reading for current and prospective assistant principals. Superintendents and other educational leaders will gain a new understanding of the important role of the assistant principal in fostering effective educational programs. This text will be a valuable addition to academic library collections supporting graduate programs in educational leadership.

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

Petruzzelli, B. (Ed.). *Real-Life Marketing and Promotion Strategies in College Libraries: Connecting with Campus and Community*. Binghamton, NY: Haworth Information Press. ISBN 0-7890-3157-0. \$42.95.

Before librarians read this book they might be able to list a half a dozen marketing strategies; after they read Petruzzelli's collection, they will be familiar with three or four times that many. Most of the articles provide USEful examples of marketing strategies that make you say "Hey! We could USE that at our library" or "Maybe we should not USE that." Either way, the book expands librarians' repertoires.

An early article in this work builds on the "@ your library" framework to market the Weller Library at the University of Northern British Columbia. No matter how much care and thought went into promoting and naming the library, the law of unexpected coincidence came into play in faraway Santa Monica, California, when a man named Weller drove through a farmers market killing ten people and injuring sixty others. Maybe naming institutions after people is to be eschewed, no matter how much they donate.

The following marketing ideas are presented and described:

- advertising in student newspapers
- bookmarks [not recommended]
- display panels [portable tabletop]
- e-mail as a vehicle for surveys and responses
- exhibit evaluation
- fiction books and leisure periodicals holdings
- flyers
- food and food wrappers with ads [not recommended]
- handouts
- library web sites ["short and concise copy" is ironically recommended]
- name tags for librarians and staff
- parties [see below]
- pencils [sharpened; with erasers and library URL imprints]
- photographs of the library [try to emphasize faces]
- postcards
- posters
- promotional giveaways [pens are more effective than bookmarks]
- questionnaires
- screen-savers with library information
- surveys
- virtual reference websites
- welcome kits with testimonials from past freshmen, etc.

The presentation of most of the articles is well organized with title, summary, author biographies, articles with section headings, "quick bibs," notes, references (most of which are from the current century), and additional resources. A couple of typos were noticed. There is an index at the end of the book.

In one article, invitations to a focus group that went to 600 students with promise of cookies and pizza produced a 10% response. Of those 60, 28 were selected for focus groups and that was considered to be a "reasonable" response, even if that number seems abysmal.

Another familiar refrain was: "still others believe that promotional activities will increase demands on resources and services that current staffing and budgeting levels cannot support" (49). In other words, "If we get any more patrons, we will not be able to serve them."

Of particular use was this suggestion when asking for support: "A theme repeated throughout the literature is the importance of continually marketing the service in academic libraries because of the 'transitory nature of the student population' " (70).

The last article describes a festive party to market the Tunxis Library. While such galas would be appropriate for school libraries, they are not fitting for academic libraries. The rest of academia would wonder about the maturity and professionalism of the librarians and their poor allocation of resources.

In conclusion, this is a wow! collection of articles packed with clever ideas for marketing of library charisma and promotion of libraries as important implements for academic achievement.

William R. Enright is a Reference Librarian at Rio Hondo College. Email: WEnright@riohondo.edu

Posner, G., & Rudnitsky, A. (Eds.). (2006). *Course Design: A Guide to Curriculum Development for Teachers*. (7th ed.). Boston: Pearson Education. 312 p. ISBN 0-2054-5766-5. \$58.60.

When a book is well used and seemingly well loved, it is great to see a new edition come out. Now in its seventh edition, *Course Design: A Guide to Curriculum Development for Teachers* is newly edited and

refreshed. While the original work was designed for teachers planning to teach in public schools and two-year colleges, this new edition reaches far beyond this audience with a wider appeal. In short, this book can be used by anyone who needs to design a course and needs a step by step guide to help them. The book has been designed around four core functions- to be a textbook for courses in curriculum development; for use during in-service workshops for classroom teachers; as material for teachers wanting to increase their professional competence; and lastly, as a self-instructional "lab" section of courses in curriculum development or instructional design. These core functions are still present in the current volume. Additional items in the seventh edition include new material and new references plus a greater emphasis on planning for meaningful learning. There is an expanded section on national and state standards and how they fit into the course design process, and an expanded section on multiple intelligences. Again, this edition of the book doesn't disappoint. No matter what application one might have in mind for this book, the best part is by actually working through it, the book will guide the reader in developing an actual course.

The editors make two assumptions about the reading audience: first, is that they want to learn the basics of course design; and second, that they have a course in mind that they want to plan. The book makes little sense in abstraction. It really shines in helping one move from an initial idea to an actual course. By extension, the editors further assume that one is motivated to finish each step in the process as they have outlined it. They move the reader through a course rationale, a curriculum plan, and instructional plan, and an evaluation plan. Another strength of this book is the easy to follow "how to" approach which again requires the reader to have an idea in mind.

Looking between the covers, the book is divided into eight chapters, each dealing with a unique aspect of the course design process. The topics covered in progressive chapters include getting oriented, setting a direction, developing a course rationale, refining intended learning outcomes, forming units of the course, organizing the course's units, developing general teaching strategies, and planning course evaluation. Each chapter includes a list of references, questions for discussion if the book is being used by a group, and many examples. The book concludes with four appendices that are actual courses designed using the book by students. Each one of the appendices can be used as an example of how to use the book for different types of teaching. It is strong proof of the value of this edition of the book. Finally, other items which add value are the glossary of terms for those who are just getting into course design, as well as a solid index to pinpoint topic areas.

This would make a valuable text book for a college or graduate school class in course design. Yet, for someone without that background, the book can stand alone as a way to further understanding of course design and apply the principles to several settings. It can help even the most inexperienced reader become a systematic curriculum planner while retaining much needed flexibility for the changing needs of the classroom. The reader will come away from the book understanding the important decisions that need to be made and the many options available in designing curriculum.

Kris Veldheer is instructional librarian at the Graduate Theological Union. Email: veldheer@gtu.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. 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 alternative arrangement.
2. All manuscripts should be word-processed on 8.5 x 11" paper, double-spaced, with 1.5" margins on all sides. Reference should appear on separate pages at the end of the article. Do NOT use Endnotes, footnote feature, or other such macro.
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, the page should include no author information, but should include the manuscript's complete title.
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. Authors retain their own copyright.

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.