



BOOK REVIEWS

**Worsnop, Chris M., *Screening Images : Ideas for Media Education*.
Mississauga: Wright Communications, 1994. 154p., ISBN O-9697954-0-8.**

Screening Images is about media education. It is targeted specifically at educators who are new to the area of media literacy. Worsnop's hope is that his publication will help them with many of their media education needs.

The work is divided into three major divisions, but the book need not be read like a novel. Rather, readers may find it more useful to jump among the chapters in search of topics that pique their interest.

Part One is a summary of the current thinking in the field of media literacy. It discusses how meaning is created as well as the social and psychological factors (Worsnop calls these "screens") that influence this process. The final chapters in this section offer some pedagogical advice to teachers that may help their students internalize the material and maintain a positive attitude toward media education.

The remaining two divisions in the book provide practical advice for teachers. Part Two has a number of short essays that give the novice an overview of the contemporary issues in media literacy. Part Three describes several media activities, many are specific to the content covered in Part One and Two. At the back of the book there is a set of black line masters of various worksheets, checklists, note sheets and planning forms. A good selection for a variety of activities.

The book is a useful entry point for teachers who are new to the study of media literacy. In this sense Worsnop has fulfilled his hope. The work could be improved, however, by the addition of a bibliography and chapter references. With those additions, the reader whose appetite has been whetted, could be directed towards other works in the field.

Brian Smalridge is Coordinator of Educational Media Services, Champlain Regional College, St. Lambert, Quebec, Canada

**Borders, Sarah G. and Naylor, Alice Phoebe. *Children Talking about Books*.
Canada/Arizona, U.S.A., Oryx Press, 1993. 0-89774-737-2 (pbk.)**

In her introduction, Alice Phoebe Naylor, a professor of children's literature at Appalachian State University, Boone, N. Carolina, states that "Our purpose in this book is to demonstrate how quality literature can engage children in reflective thinking about stories, themselves and the world." She hopes this will "encourage adults to take the plunge into literature discussions."

Thirty-four book dialogues are described in the text, each one giving an indication of the age level, the main theme, other possible themes, and values to target; information about the author and illustrator; a précis of the story; points that the children had noticed in the story and some of the dialogue that ensued including the teacher's remarks; pointers for the adult to encourage further activity and notes for a counsellor. There is also a list of further books on the subject, a bibliography, a detailed subject index and a general index.

Sarah G. Borders is an elementary school counsellor in North Carolina. Her detailed introduction tells how, after some years of using many different activities in her work, she started to use books from the library and was amazed at the response of children who "created meaning from the interaction of the text with their own lives."

Many who work with children and books could testify to this comment and this book deserves a wider audience than just those who work in an educational situation, as it will encourage and extend discussions with young readers wherever they are to be found. Of the thirty-four examples, twenty are for kindergarten and up, so the predominant use is for this age range, but obviously the ideas can be taken and used with other books with which the adult concerned is familiar. The majority of the titles cited are from the 1980's, but range from an old favourite, Munro Leaf's *The story of Ferdinand* in 1963 to 1992. They include many titles by well-established authors.

The book is well served by its indexes. The subject index lists themes and subjects discussed in the entries and is very comprehensive. In addition to using the indexes, one may read right through the book, seeing things in some books previously unnoticed, and noting ways of encouraging children to talk about the books. Sometimes a fresh approach and other people's enthusiasm can be a really invigorating experience, renewing one's commitment, and this book did exactly that.

Gillespie, John T. and Naden, Corinne J., editors. *Best Books for Children: preschool through grade 6*. 5th edition. New Providence, New Jersey: R.R. Bowker, 1994. 1411 p. \$48.00 U.S. 0-85352-3455-X.

The fifth edition of *Best Books for Children* is an outstanding reference tool for librarians, containing 17,140 titles, over half of which are new to this edition and 156,047 individual annotated entries.

The criteria were to include books which were available, up to date, useful and relevant, accurate and had at least two reviews from *School Library Journal*, *Booklist*, *Horn Book* or the *Bulletin of the Centre for Children's Books*. The books chosen are intended for both recreational reading and to be used in school curricula.

The table of contents arranges the books by general headings: literature, biography, arts and language, history and geography, social institutions and issues (such as ecology and environment, religion and holidays), personal development, physical and applied sciences and recreation. Within these broad groupings are more detailed subheadings which might greatly assist in topic searches. Entries include the publisher of both hardcover and paperback editions, date, price, ISBN, pagination, a brief annotation and review sources. Non fiction entries also include

Harner, James L. *Literary Research Guide: A Guide to Reference Sources For the Study of Literatures in English and Related Topics*. Second edition. New York: Modern Language Association of America, 1993. 766p. ISBN 0-87352-558-2 (cloth); 0-87352-559-0 (pbk.).

Substantial revision and augmentation to the first edition (1989) has produced one of the finest guides to literary research published to date - a paragon of annotated bibliography. Approximately one half of the original entries have been revised in addition to which ceased journals and superseded works have been replaced by new periodical titles and recently published monographs.

Through, meticulous and scholarly, it is "a guide to reference sources essential to the study of British literature, literature of the United States, other literatures in English and related topics." Its intended audience circumscribes the upper-level undergraduate to the seasoned academic.

The work is comprised of twenty-one headings ranging from the general (e.g. Research Methods; Guides to Reference Books; Guides to Manuscripts and Archives; Serial Bibliographies) to

Janet Fisher is a Montreal, Quebec library consultant and author of *An Index to Historical Fiction for Children and Young People*, published by Scholar Press, 1994.

Dewey Decimal Classification. An asterisk indicates outstanding recommendations from the source. There are four indexes: illustrators, title, and subject/grade level.

Looking through the entries, there are many international authors and titles, and major Canadian children's books are well represented. From *Collodi* to *Cleary*, old favourites and new titles, including series, abound. The layout is easy to follow with clear, well spaced type, unusual in such a large and entry intensive tome.

All these features make *Best Books for Children* valuable for collection maintenance and development and for the preparation of bibliographies and reading lists. This is a major reference book for librarians working in public or school libraries.

Barbara Hiron is Young People's Librarian at Beaconsfield Public Library, Beaconsfield, Quebec, Canada.

the specific (English Literature; Irish Literature; American Literature; Other Literatures in English; Comparative Literature). Within each heading the form sub-arrangement is identical. These form sub-arrangements include, among others, literary handbooks, dictionaries, encyclopedias, manuscript and microform collections, serial bibliographies, abstracts, dissertations and theses, specialized periodicals, and guides to fiction, drama, poetry and prose.

Annotations to the entries are extensive, erudite and well-crafted. They are as discerningly descriptive as they are evaluative, containing cross-references to other entries as well as citations to reviews or article on the item in question. However, annotations to specialized literary journals are only descriptive, not evaluative. Numerous entries indicate database, network or CD-ROM availability/access.

The guide culminates in three indexes: an Index of Names, Index of Titles and a Subject Index. The Index of Names is to authors, editors, compilers, translators and revisers appearing in the guide's numerous entries as well as to other individuals "responsible for any of the works in citations or annotations." Included are literary authors, reviewers, compilers of indexes to scholarly journals and individuals incidentally mentioned in annotations.

The Index of Titles refers the searcher to titles of books, essays and periodicals appearing as entries or in annotations.

The Subject Index is an access to entries by form of material (e.g. abstracts, annuals, bibliographies of bibliographies, etc.), na-

tional literature (e.g. Asian literatures, Australian literature, Indian literature, etc.), literary genre (e.g. science fiction, gothic fiction, mystery fiction, etc.), and interdisciplinary aspect (e.g. film and literature, history and literature, philosophy and literature, etc.).

Literary Research Guide is an excellent reference tool and is highly recommended for college and university libraries.

Lonnie Weatherby is Collections Reference Librarian at McLennan Library, McGill University, Montreal, Quebec, Canada.

LaFollette's, Marcel C. *Stealing into Print: Fraud, Plagiarism, and Misconduct in Scientific Publishing*. Berkeley: University of California Press, 1992. 293 pp. ISBN 0-520-07831-4 Hdcv \$30.00.

Dishonesty in academic research has been a very hot topic in recent years. *Society*, an important American magazine that covers social science, devoted most of its March/April, 1994 issue to unethical behavior by social scientists. The *Journal of Higher Education*, a leading American journal about colleges and universities, devotes its entire May/June, 1994 issue to research misconduct; and Marcel C. LaFollette, Associate Research Professor of Science and Technology Policy at George Washington University in the District of Columbia, U.S.A., has recently published *Stealing into Print: Fraud, Plagiarism, and Misconduct in Scientific Publishing*.

This book is a superb work of scholarship. Its text is documented by sources mentioned in almost 800 footnotes and its selected bibliography lists more than 300 published sources, including books, reports, articles, and editorials. It is actually a more broadly based book than its title suggests, for two reasons. First, while the title refers to "scientific publishing," the book also considers, although briefly, misconduct in the social sciences and humanities. Second, while the title refers to misconduct in publishing, the book contains at least some discussion of dishonesty in the laboratory. Still, one reviewer, Ullica Segerstrale, in *Contemporary Sociology's* July, 1993 issue, argues that "...some scientists may wish that the book had gone outside the published paper and into the laboratory, where they may think the real action is" (p. 498).

Stealing into Print has nine chapters. The first three discuss misconduct in scientific publishing in its political and social context, and the last speculates about how it may be handled in the future. The analytical core of the book, however, is chapters four through eight, which treat misconduct in scientific publishing in the order in which it usually takes place: first the activities of the scientist(s) who act unethically; next the role of the decision makers — the journal referees and editors who often fail to detect it; then the eventual exposure of the fraud, sometimes by whistleblowers in the culprit's organization, sometimes by what

LaFollette terms "nemesis" figures outside it and sometimes by the press. Another chapter concerns the investigations that are often made after the wrong doer is brought to light, sometimes by the journal that published the article based on the fraudulent work, sometimes by the scientist's employer, and sometimes by government agencies. The final core chapter concerns the resolution of the misconduct - by the malefactor's public apology and/or retraction, by exposure in the press, by prosecution, or by some combination.

It is astonishing how often the whistleblower is punished more severely than the culprit - if the culprit is punished at all. LaFollette reports that "a congressional staff member who has investigated scientific fraud has stated that for 'every one of the cases we looked at, there was hardly a single person you could point to that ever raised a question and survived'" (p. 148).

Another remarkable conclusion is that, in this age of big science, the errant scientist often has so many, often unwitting, collaborators, that it is very difficult to ascertain who else is to blame for the misconduct, and to what extent. Some people and institutions who may be guilty, in greater or lesser measure, for publishing misconduct in big science include the culprit's co-author(s); the director of the laboratory in which the research was performed; the culprit's employer; his or her funding agency; the referees and editor(s) of the journal that published the results; and others, too.

LaFollette's *Stealing into Print*: - meticulously researched, thoroughly documented, cogently argued, and beautifully written - is a superb addition to the rapidly growing body of work on misconduct in science.

David S. Webster is an Associate Professor of Educational Administration and Higher Education, Oklahoma State University, Stillwater, Oklahoma, USA.

***The Reader's Adviser*, ed. by Marion Sader et al. 14th ed. New Providence, NJ: R.R. Bowker, 1994. 6 volumes, ISBN 0-8352-3320-0, \$500.00 set; \$110.00 individual volumes.**

The Reader's Adviser continues a long tradition of selective bibliography that began in 1921 with the publication of Bessie Graham's *Bookman's Manual*, a tool intended to assist fellow booksellers with the selection and recommendation of essential titles. Now in its fourteenth edition, it has expanded from 400 pages in a single volume to over 6,500 pages in six volumes. Throughout its history, this annotated bibliography's purpose remained largely unchanged; it is still a guide to the best books from the fields of literature, art, science, religion and medicine.

Edited by 120 subject specialists — both academics and librarians — the 110 chapters are directed at an audience of booksellers, librarians, lay readers, students and academics. These specialists were advised, whenever possible, to revise rather than to eliminate an "out of vogue" author's profile and bibliography. This goal, along with the increase in publishing, has produced a bibliography that is double the size of its 1986-1988 predecessor with a format that is larger, expanded from 6 by 9 inches to 7 by 10 inches.

Thoroughly revised and expanded, the six-volume set retains most of the basic characteristics of the thirteenth edition. Each chapter begins with an introductory essay on the discipline, followed by a short inventory of general works, and concluding with brief biographical and bibliographical sketches of authors. The bibliographies have been more extensively annotated (though generally no longer than two lines), and ISBNs have been added to the bibliographic data of each title that is not out-of-print. Each volume includes an index of names, titles and subjects which are then cumulated in volume 6. Three chapters — "Books about Books," "General Bibliographies," and "General Reference" — have been moved from volume 2 to the beginning of volume 1, where they more properly belong, though the rearrangement contributes to a rather cumbersome first volume.

Listed by year of birth and a welcome addition, a chronology of authors now appears before each alphabetical arrangement of profiled writers to establish historical perspective. Although *The Reader's Adviser* has always stressed the inclusion of in-print titles, exceptions were made for valuable out-of-print works. Some records include the original dates of publication, but a more thorough inclusion of such dates, especially for secondary sources, would have added to the development of historical context. For example, *The Age of Improvement* by Asa Briggs is listed as published in 1979 in volume 1 and 1959 in volume 3. There are a sufficient number of similar entries to warrant a parenthetical inclusion of the original copyright date within the bibliographic data of each edition other than the original; this would have avoided confusion and increased the level of bibliographical control.

In the first volume the sections on British and American literature have been completely reorganized to reflect more accurately the

accepted periodizations among scholars, which replace the broader historical divisions of the thirteenth edition. The new chapters on popular modes, in both the British and American sections, include children's literature and popular fiction, which is arranged by genre such as adventures and thrillers, Gothic and horror, mystery and detective, science fiction, fantasy, romances, American westerns, and historical fiction. Another new chapter, "American Literature: Some New Directions," expands the accepted canon of the literature by including film studies, gender roles, literary theory, and works by women, gays and lesbians, and ethnic minority group writers. These revisions enhance the attractiveness of the set among readers interested in contemporary authors and popular fiction.

There are also substantial changes in organization and content in the second volume, which is intended to represent the best books in world literature. Gone are the chapters on British and American drama which are now incorporated into volume 1, allowing for the creation of new chapters and the expansion of others. There are new chapters on Caribbean, Cambodian, Laotian, Korean and Netherlandic literature. Reflecting the political changes of Eastern Europe, Czech and Slovak literatures are now separate and Yugoslav literature has been divided into the literatures of Croatia, Macedonia, Serbia, and Slovenia. Australia, Canada, and New Zealand have been given their own chapters, replacing the old designation of Commonwealth literature, but the section on Canada still ignores French Canadian literature.

Volume 3 provides separate chapters on anthropology, economics, political science, psychology and sociology — unlike the previous edition which grouped all the social sciences within one chapter. Education retains its own chapter, and geography appears for the first time. The section on the arts includes music and dance, art and architecture, mass media, folklore, humour, and popular culture. The section on history now has individual chapters for the Middle East, Africa, Asia, Europe, Canada, and Latin America; and the history of the British Isles has been consolidated within the section on European history. Naturally, a volume on the social sciences, history and the arts cannot accommodate all the works and authors of merit, especially since these fields have generated extensive research and publication in the last decade. One notable omission, however, is George Rudé, a pioneer historian of the crowd in England and France of the eighteenth and nineteenth centuries. He does not have his own profile, but more importantly, two of his books have been attributed to Charles Rude — an unfortunate error given the size and reputation of the publisher.

The fourth volume preserves the integrity of its previous edition by retaining an historical approach to traditional philosophical and religious issues and topics. Based on a need to balance historical context with thematic structure, two important new chapters have been created on contemporary issues in philosophical and religious thought. Another new chapter, "Asian and

African Philosophy, 1850 to the Present," has been added to achieve greater multicultural perspective and to curb the tendency to concentrate on Western thought. This chapter recognizes a pluralistic but interrelated environment and the growing relevance of cross-cultural studies within comparative religion and philosophy. Hence, inclusion of material relating to the "Kyoto School" in Japan and Vedanta studies in India contribute to the success of this volume in providing a multicultural perspective.

Building on the achievements of the thirteenth edition, volume 5 presents a new chapter on general reference and another on a general view of science, technology and medicine. There are also new chapters on communications technology and agriculture technology. The organization of this volume has changed to reflect the primacy of social relations and practice; two major new chapters focus on the social context of science and technology. These include special issues such as feminist and gender

studies and the relationship of science and technology with art and religion. Similarly, the section on AIDS in the chapter, "Illness and Disease," includes books on the medical, legal, emotional, and social aspects of the epidemic. All of the additions fulfil the objective of presenting the literature of science, technology, and medicine within a social framework.

The fourteenth edition of *The Reader's Adviser* is completely revised and updated, usefully annotated, and fully indexed. It offers the general reader an excellent introduction to the major books of the world's literature in English on a variety of subjects. As such, it is an indispensable resource for public libraries, but it is also worthy of consideration in all types of libraries. Most importantly, it is great fun to read.

Vince Graziano is a Reference Librarian at Concordia University Montreal, Quebec, Canada.