BOOK REVIEWS

Belton, Benjamin Keith. (2003). *Orinoco Flow: Culture, Narrative, and the Political Economy of Information.* **Lanham, MD: Scarecrow. ISBN 0-8108-4831-7. $35.00**

Scarecrow Press has labeled *Orinoco Flow* a travel book (along with Library and Information Science). Boy! This is not your Aunt Maggie's travelogue! *Orinoco Flow* is the book version of Benjamin Keith Belton's 1998 Ph.D. dissertation. He uses narrative analysis to explore many aspects of the body of knowledge on South America's Orinoco River. But the book is not really about the Orinoco. It is a critical examination of a mass of information about a place. Belton uses the Rio Orinoco region as that place. Belton combines his knowledge of, and interest in, this to-the-average-American exotic place with his desire to answer the question, "What are the narrative relationships among the development of capitalism, culture, and regional space?"

The author has chosen an ambitious scope for his book. It does much more than examine the Rio Orinoco information archive. Belton uses the Orinoco as a metaphor or case study for information theory applied to any archive or body of knowledge on the New World, or perhaps any European-centered process of discovery, and the mechanisms of its creation, maintenance, and use. The ideas of a bevy of theorists appear as Belton examines many aspects of, and sources of, information on the Orinoco River. The literary, historical, and scientific sources he cites cover a vast temporal and topical span. Writers Alexander von Humboldt, Daniel Defoe, and Alejo Carpentier only begin to illustrate the range that is discussed: from European pre-Columbian descriptions of the New World through current discussions of the global economy. The extensive bibliography would be useful to students seeking a range of information on the Orinoco area.

Because the Orinoco sounds like a romantic locale, and because Belton uses the same catchy title as that used by a popular singer for one of her works a few years ago, the book may attract some attention. Not a bad strategy. It might pull in readers who otherwise would steer clear of a dissertation in information theory. So, let's say that an education librarian who is an Enya fan and who thinks that a raft trip on the Rio Orinoco would be a nice thing do next summer sees the title and acquires Belton's book. What is she going to get from it? Perhaps not much that applies to her day-to-day work. But if she is into critical theory she will find here an interesting application. If she is not a regular reader in this esoteric field, *Orinoco Flow* could serve as a fine introduction. Even if the answer to Belton's question, "What are the narrative relationships among the development of capitalism, culture, and regional space?" would not cause you to lose sleep, you might find this unique book an interesting read.

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Donnelly, Gerard and Blaney, Joseph R., Eds. (2003). *Technological Issues in Broadcast Education: Critical Challenges.* **Westport, CT: Praeger. ISBN 0-275-97521-5. $64.95**

Journalism, broadcasting, and mass communication programs in higher education face critical challenges concerning how best to prepare students for media careers of the future. In this collection of essays, some of the top broadcast educators in the country offer diverse thoughts on how technology is impacting broadcast education at the beginning of the 21st century. The contributors describe how their institutions

have met the challenge to keep pace with the media industry's transition from analog to digital technology and dealt with the impact of the new technologies on their respective programs.

Kelly Huff (University of Georgia) sets the stage in Chapter 1 with an explanation of "digital" and a glossary of related terms. Subsequent chapters explore the paradigm changes underway in electronic media education, the creation of interdisciplinary programs that meet a growing industry need for broadcasters with cross-media reporting and editing skills, and how electronic media educators address pedagogical, race/ethnicity, gender, and aesthetic issues in adopting effective teaching styles for the digital age.

Steve Craig describes the success that the University of North Texas has had using student fees to fund the large-scale transition from analog to digital technology. Dom Caristi from Ball State University explores the single greatest limiting factor on the use of digital media in education: copyright. Caristi provides a detailed explanation of fair use guidelines; unfortunately, there is no mention of the TEACH Act.

Each chapter contains a list of references at the end. A brief index is also included.

The editors conclude with suggestions for administrators and faculty in higher education to pursue as they revise and refine their programs in light of changes in the media industry. This is an authoritative work and required reading for broadcast educators.

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Eby, Judy, & Herrell, Adrienne. (2005). *Teaching in the Elementary School: A Reflective Action Approach.* (4th edition). Upper Saddle River, NJ: Pearson. ISBN 0-13-119065-2. $56.00.

The fourth edition of *Teaching in the Elementary School: A Reflective Action Approach* offers reflective action models predicated on the National Board for Professional Teaching Standards prerequisites to assist educators in becoming more thoughtful, creative, and independent. There are lesson plans, curriculum unit plans, and teaching and learning strategies to assist prospective teachers in the transition from credential certification to a classroom of their own. Teacher educators Judy W. Eby and Adrienne L. Herrell include profiles of successful ESL, multicultural, and multilingual programs. Teachers tell stories of success in their own words. Notes in each of the twelve chapters highlight information needed for the *PRAXIS II Principles of Learning and Teaching* assessment.

In chapter 1, two traits that enable elementary teachers to flourish in the classroom are described. "Withitness" is defined as caring and perceptiveness that allows teachers to focus on the needs of their students. Reflective action empowers teachers to monitor their own feelings, behaviors, and need for approval from their students. Effective use of these characteristics appears in many examples of successful teaching that are provided throughout the book.

New teachers face many challenges as they prepare for the first day of school. Activities to help educators build a safe, productive, and engaged learning community in the first week of school are discussed in chapter 2. Reflective classroom management techniques, organizational strategies to promote active learning, student incentive plans, and teacher-parent communication models are presented in teachers' stories. Diagrams assist the reader in visualizing the concepts and strategies discussed within the text.

In chapter 3, the authors specify five factors that support student learning, enhance student self-esteem, build intrinsic motivation, and foster a community of learners within the classroom. They describe the first step in satisfying diverse student needs as a reflective teacher's belief in a student's ability to learn, no matter what challenges that student may face.

Chapter 4 examines language acquisition and teachers' use of curriculum standards to guide planning and contribute to a student's sense of purpose. Bloom's taxonomy of educational objectives with its impli-

cations for cognitive, affective, and psychomotor outcome statements is considered. Multicultural and multidisciplinary curriculum models and thematic units are provided.

In chapter 5 Eby and Herrell address student engagement in learning by demonstrating how reflective teachers plan thematic units and decide on unit topics. The authors discuss the sequencing of learning experiences and provide examples of curriculum units in different content areas.

Lesson planning and sequencing is the focus of chapter 6. Reflective action models assist new teachers in preparing lesson plans that enhance student achievement of goals and objectives, provide accommodations for students with special needs, list curriculum materials to assemble, and measure student achievement.

Active and authentic learning involves the transfer of knowledge and skills that are meaningful to students. In chapter 7, the authors discuss the use of advanced organizers, differentiated instructional strategies, and clear presentation skills to motivate students to learn. Systematic classroom instruction is utilized by a reflective teacher to model learning, structure tasks for success, and match his/her teaching style with the students' preferred learning style.

In chapter 8, Eby and Herrell furnish several strategies for teachers to lead vibrant, interactive discussions that engage students. These strategies include acknowledgement of students' multiple intelligences, the use of higher level thinking processes, application of critical thinking skills, and problem-solving in classroom discussions.

Chapter 9 covers teaching strategies that increase a student's active and authentic learning. Descriptions and examples of discovery learning, inquiry training, role playing, simulation, mastery learning, learning centers, and cooperative learning are provided.

The book concludes with chapters on the integration of technology into the classroom, assessment and reporting of student accomplishments utilizing portfolios and report cards, and a reflective teacher's membership in the school community at large. Subtopics in chapter 12 include communication with parents, open house, and parent conferences. A comprehensive name index and subject index follows.

In a crowded field, *Teaching in the Elementary School: A Reflective Action Approach* stands out as an excellent addition to any college or university library's education collection, and a useful text for elementary teacher credential courses and teachers' professional libraries. The reflective action stories of successful educators, curriculum models, and diagrams clarify understanding and engage the reader. *Teaching in the Elementary School: A Reflective Action Approach* is an outstanding resource for both new and experienced teachers.

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Everard, K. B., Morris, Geoffrey, & Ian Wilson, Ian. (2004). *Effective School Management*. 4th ed. London: Paul Chapman Publishers. ISBN 1-85396-322-4. $69.20

This 300-page volume gives a concise but complete overview of most of the better-known management theories, strategies, and tips. Have you forgotten Maslow or Herzberg? Need a good conflict-resolution method? This book may be at the elbow of the first-year principal or lead teacher as a reference for long-forgotten or even never-learned management concepts. The authors note that this book is written as a aid to teachers who have management responsibilities in the school. They list three possible uses; self-study for teachers thrust into management positions without training, as a text for a formal school management course, and as a reference handbook for lead teachers and administrators. Of those three purposes, it is the last one that is most clearly achieved.

The three sections of Managing People, Managing Organization, and Managing Change are not equally attended to. The first section is fully half the book, and one wonders at some of the categories. For instance, why is the chapter on teams under managing organization and not under managing people? The detailed 4-page table of contents mitigates some of these organizational curiosities, and a quick scan will be all that is required to find the most helpful piece. There is a sense of redundancy with some concepts, but using the book as a reference handbook necessitates some background for topics.

Information given is concise, but has the depth required to fully review each topic. Extensive use of charts and tables provide overviews of the text, and makes it easy to review complex information. At times, the authors make rather curious statements that seem out of context with the topic at hand. They begin their chapter on environmentally-conscious management of the school, for instance, with a reference to bodily fluids found on wound dressings and tampons (221), then segue into external relations with community groups. The reader is left wondering what the point of the story was. In the chapter on managing resources, the statement "One valuable resource which tends to be underutilized in schools is women" (210) is followed by three rather skimpy paragraphs discussing women in educational administration. Readers of a younger generation may wonder what the exact difference is between the author's "Thatcherite resoluteness" and their "Ghandian gentleness," and the authors give no help in the matter.

This book will be valuable as a review of major school management themes for the education library. It is a bit simplistic in its application. The authors, in their preface, outline their philosophy that many schools, like businesses, lack organization and good management. While that is true, and certainly good management practices can improve schools and businesses, it is not necessarily true that implementing good management practices will produce high-achieving students, happy and productive teachers, and satisfied parents. It is perhaps a step on that road, but there is no golden key to happiness as a school administrator. Although this book may not be the best text for a school administrative course, it would be a good resource guide when studying for comprehensive exams on management topics. As an informational tool, this book is an excellent resource and confidence-builder for a new school administrator. It is a worthy addition to the personal or education library for school administrators.

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Hobohm, Hans-Christoph, ed. *Knowledge Management: Libraries and Librarians Taking Up the Challenge*. IFLA Publications 108. Munich: K.G. Saur, 2004. ISBN 3-598-21838-9. $90.00

From the IFLA Publication Series comes a volume which gathers papers presented at IFLA (International Federation of Library Associations and Institutions) events during the last four years. Each papers covers some aspect of the topic of knowledge management. Before going any farther, it is important to acknowledge just what knowledge management is or is not. In his introduction, Hobohm remarks, "Fact is that the two words 'knowledge' and 'management' are at the center of some confusion. It is not clear if they always point to the same concept—possibly the reason why this concept leaves librarians feeling distinctly uneasy." (7)   Although never clearly defined, what does come through in this volume is that every librarian manages knowledge to some degree, we just have different definitions of what the knowledge is, that we are managing.

The volume contains seventeen essays divided into three parts. The first part takes a more philosophical approach to the topic with theoretical essays. The second part gets down to the practical level as librarians discuss current issues in the library world as they relate to knowledge management. Finally the third part concentrates on education and knowledge management. The last part also addresses how librarians have taken up the challenge of integrating knowledge management into contextual practice in a variety of cultural settings. What shines through in each essay is that no matter what you call it, knowledge management and librarianship go hand in hand across the globe. Librarianship is truly an international and multicultural affair.

Specifically within the volume, the prelude article by Davenport and Prusak makes the case that the model of the library needs to change from 'warehouse' to 'expertise center.' Others such as Rafael Capurro and Roland Wagner-Dobler provide a philosophical foundation for knowledge management, and stress the bridge between knowledge management and library science. In the second section of a more practical nature, Davenport and Henczel use their articles to give examples on the relationship of knowledge management and libraries. These are informative because they provide the link necessary to tie various strands of this topic together. In the third and final section, case studies by Newman, Accart, Bang, and others provide tangible examples of how this entire topic folds together. The essay by Jacobson and Matarazzo on the role of the corporate library is a final statement about rethinking the library's role. Although geared for corporate settings, this essay can be applied to many other library settings.

So the question is, does this work have a place in most libraries? The answer is no, it does not. This book is best suited for graduate programs in librarianship or information management. The articles are interesting and thought provoking for those interested in a global perspective on the management of knowledge and information. It is also timely that IFLA has chosen to assemble these articles because the management of knowledge is only getting more complex and global. For those interested in remaking the image or the role of the library in their context, this volume has theory, practice, and models all of which can be used to further the debate about how to best manage information in a highly complicated world.

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Langley, Anne, Gray, Edward, & Vaughan, K. (2003). *The Role of the Academic Librarian.* **Oxford: Chanford Publishing, 2003. ISBN 1-84334-058-5. $47.50**

The title of this concise and useful book does not accurately reflect its content. This book is actually a step-by-step "how to" guide, particularly suited for librarians new to academia or new to the profession. Each chapter clearly guides the reader through practical approaches to all aspects of the work undertaken in academic libraries with the intent of improving the librarian's professional life.

After a down-to-earth introduction, the authors proceed to outline and describe suggestions and tips that will make the academic librarian more productive and thereby have more time for pursuing the real goals of their position. The chapter on time management strives to get the librarian to take a hard look at the time necessary to accomplish tasks, both simple and complicated. The chapter focusing on methods of organization ranges from organizing ones work space to organizing library-wide projects. It also grapples with managing email. The chapter on communication covers the importance of clarity and succinctness in all communications. It also discusses in more detail communicating via email, telephone, and in face-to-face meetings. It emphasizes the importance of keeping current through the use of listservs and other discussion lists. The chapter on meetings describes different types of meetings and outlines the responsibilities of both the person leading a meeting and the meeting participants. Much of academic library work is done in meetings, and the authors clearly point out that meetings are not an intrusion on a librarian's schedule; they are part of the work day.

The chapter on collection development focuses on developing and managing electronic collections. While collection development may be handled differently from library to library, the practical aspects, including gathering statistics, are covered in detail. The chapter on public service focuses on the changes that have been brought by technology. It describes the important skills that reference librarians have always needed such as conducting the reference interview and instructing patrons on the use of specific sources. However, with so much information available electronically, reference librarians also need to know how to: teach a multitude of search interfaces; provide reference assistance online; hardware and software troubleshooting; and plagiarism. The chapter concludes with methods of promoting the many services a library has available.

The chapters on networking and moving up will be particularly useful for new librarians who need to begin to develop relationships with faculty at their campus, with counterparts at other libraries, and with librarians they will meet through professional organizations. Methods for selecting appropriate organizations,

becoming active, and taking leadership roles are described. Breaking into the world of publishing is also included. Keeping a resume or curriculum vitae up-to-date is also stressed. The final chapter on leadership focuses on the individual member of an organization as a leader and the attributes of a leader. It also describes the role of supervisor, employee assessment, and dealing with problem employees. Each chapter concludes with an up-to-date bibliography of readings with many that are not from library publications.

This book will be useful for supervisors, managers, and human resource personnel. It will also be a welcome addition to a new academic librarian's orientation packet. Finally, it would make wonderful reading for interns at academic libraries.

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McEwan, Elaine (2004). *Seven Strategies of Highly Effective Readers: Using Cognitive Research to Boost K-8 Achievement.* **Thousand Oaks, CA: Corwin Press. ISBN 0-76194-620-9. $74.95**

The author is a reading researcher and educator who has developed methods for improving reading comprehension among students in grades K- 8. The work is aimed at teachers; it summarizes and explains research, defines and describes seven strategies for improving reading skills, provides a sampling of instructional activities for the purpose, presents an instructional planning template for building these strategies into lesson plans, and aims to convince educators that strategy instruction is worthwhile. It includes reproducible forms, posters, props, and prompts that are ready for use in the classroom.

The target audience includes not only reading teachers, but also content teachers who wish to improve comprehension of subject matter, as well as university education school faculty and staff development specialists.

After defining "strategic reading instruction" and describing the "7 strategies," the author focuses on the research basis for her teaching methods. She provides detail on each of the strategies: activating, or recalling prior knowledge and experience relevant to the text; Inferring, or extracting /constructing meaning from the text; monitoring-clarifying, or thinking about one's comprehension of the text and clearing up "mix-ups"; questioning, or engaging oneself and others in questions about the text; searching- selecting, or using outside sources to find definitions or to answer other questions about the text; Summarizing, or restating the meaning in one's own words; visualizing-organizing, or constructing a mental image for the meaning.

She then gives script-like scenarios ("teacher think-alouds") for engaging students in the strategies and instructional activities, with reproducible teaching aids. After an explanation of how to integrate strategic reading instruction into the classroom, she concludes with a discussion of putting strategic reading instruction into practice on a school wide framework.

The research basis for the method is well documented, both in terms of questions addressed in the research and as related to each of the strategies. A complete list of references is included, and there is a comprehensive index.

The author's goal is not just to teach children how to decipher the letters and words on the page, but to learn that one reads in order to learn. She offers teachers a method for developing "strategic" readers, who know how to understand and enjoy what they read.

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Megill, K. A. (2004). *Thinking for a Living: The Coming Age of Knowledge Work.* Munchen, Germany: K G Saur. ISBN 3-598-11638-1. $95.00

Much has been written about the knowledge worker since management guru Peter Drucker first coined the term twenty years ago. How this book proposes to differ is in its approach and format. Author Kenneth Megill holds a master of library and information science, but he is first and foremost a philosopher and a teacher, which explains why this book seems both inspirational and instructional in tone.

The book is divided into three sections: first, describing the current state of affairs in knowledge work; second, explaining why new mindsets and tools are necessary; and third, delineating the steps employers and employees need to take to get there. At the start of each section are key terms, and at the back of the book is a glossary. For those who cannot read without a highlighter in hand, he has done much of the work already, highlighting sentences that he deems important in gray.

Megill introduces the volume by explaining the four different approaches to knowledge management – library science, information technology, anthropology, and management theory – and his plans to integrate all four views with the philosopher's view of knowledge as "justified true belief", i.e., judgments that we make based on evidence.

Most workplaces are still run based on the industrial model: employees are members of an assembly line, receiving orders from above, their work broken into small interchangeable pieces, handled serially as it passes from one worker to the next, with no one seeing the overall picture. This is inefficient, Megill argues. He uses the eye-opening example of the 7-Eleven convenience store chain. The success of 7-Eleven is dependent not upon executives figuring out ways to make customers buy the things they sell but upon lowly store clerks who know the needs of their local clientele and are given the authority to stock their stores accordingly. The knowledge of such workers is what needs to be gathered together and shared within every organization. In this way, more and more people are becoming "knowledge workers."

Megill offers several other ways of looking at knowledge work. Sometimes it is called the scientific method, sometimes the creative process, and sometimes life-cycle management. The collaborative nature of such work requires a high degree of trust. By contrast, in most workplaces information continues to be hoarded for the benefit of a few, and decisions are made from above with little or no input from below. In order to share the knowledge of their employees, workplaces need to engage in a radical culture change. However, contrary to popular belief, change management is not necessarily led by revolutionaries. In the most successful companies, it is a series of transformative steps, led by experienced individuals who are liked and respected within their organizations. True change does not occur from without; it takes place from within.

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Muijs, Daniel. (2004). *Doing Quantitative Research in Education with SPSS.* Thousand Oaks, CA: Sage Publications. ISBN 0-7619-4383-8. $39.95

Daniel Muijs's *Doing Quantitative Research in Education with SPSS* explains important elements of quantitative research clearly, and provides an effective introduction to the field. The book is well-structured such that should readers follow Chapter 1 through Chapter 11 of the book in sequential order, they will develop a sound understanding of how to design effective quantitative research geared towards attaining their own research objectives. This book is suitable for researchers and students studying research methods in education.

The topics can be clustered into the following two larger components: 1. designing quantitative research; and 2. analyzing data with SPSS. The author devotes the first four chapters on the first component while reviewing different research designs (i.e., experimental, quasi-experimental, and non-experimental re-

search), and the issues related to validity, reliability and generalizability. In these chapters, readers can establish a conceptual framework from which their understanding on data analyses is facilitated. The fundamentals of such framework is found in the author's discussion, that researchers should always set clear research objectives and hypotheses at the onset of their research projects, regardless of specific types of research design that the projects entail, because the research objectives and the hypotheses help researchers determine the design of research and data analyses.

The last seven chapters introduce essential aspects of data analyses at different levels of complexity. The author's discussion begins with univariate statistics and continues to develop from analyses for comparing two or more groups to analyses for examining the relationship between/among two or more variables. At the end of the book, his discussion covers such advanced techniques as multilevel modeling and structural equation modeling. Every time when the author introduces a new analysis, he explicitly compares it with the analyses already introduced in previous chapters. Such comparisons enable readers to identify and understand the objective of each analysis.

The discussion throughout the last seven chapters is practical and user-friendly. First, it is intended for non-mathematical students; the use of mathematical formulas is avoided whenever possible. Second, actual educational databases are used to demonstrate each data analysis step by step, which make the demonstrated analyses quite relevant and practical to the readers. Third, the exercises at the end of each chapter provide readers with desirable practical experiences on data analyses with SPSS. The exercises are effectively designed to assist readers in consolidating their knowledge that is acquired in the chapter. The analyses in the exercises are based on a database that is also used in the book and that can be downloaded form a website. Fourth, for each analysis discussed in the book, the author presents measures of effect size as well as significance. His focus on effect sizes is quite useful for the readers, since currently more and more journals require the authors to report effect sizes in their manuscripts.

Unfortunately, there are typos in the book that lead to confusion; however, in general, this book provides a good introductory overview of quantitative analyses in Education. The readers who wish to establish a thorough understanding of the topics covered in the book are encouraged to enhance their knowledge and skills in other literature the author lists for them at the end of each chapter.

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Sarason, Seymour. (2004). *And What Do YOU Mean by Learning?* Portsmouth, NH: Heinemann. ISBN 0-325-00639-3. $20.00

I picked up this book expecting to 'learn' what Sarason meant by 'learning.' That wasn't to be. Sarason immediately imparts the two central assertions of this book: "first...the word or concept of learning is not only lacking in substance but also has the characteristics of an inkblot; ...second...unless and until research provides a credible basis for distinguishing between contexts of productive and unproductive learning in the classroom, educational reform will be fruitless" (vii). Sarason applies his extensive background to this question; Professor Emeritus of Yale University's Department of Psychology where he taught for forty-five years and founded the Yale Psycho-Educational Clinic, he has authored over forty books and numerous articles, most bearing directly on education. Throughout the book, Sarason uses varying approaches to examine three school learning contexts: teacher and students, teacher and administrators, and teacher and parents.

Sarason uses chapter one to disclose the major themes of the book, and subsequent chapters to discuss those themes. Chapter two, "Words and Things," attempts to explain the choice of title; Sarason claims, "The word and concept of learning have gone as unexamined as they are important" (24). *Learning* is used in many ways by many people to mean many things.

The next two chapters examine early childhood learning and demonstrate that both infants and their parents are learning. According to Sarason, "what and how we learn is a very complicated process that oc-

curs in a complicated context of interpersonal, transactional relationships in which overt and covert factors are always in relationship to each other but not readily discernible by the participants" (30). He shares his observations of learning by his infant daughter. Sarason desires the reader to contrast early learning contexts to later school learning contexts. He emphasizes that the differences "go a long way to understanding why educational reform has been and will continue to be disillusioning" (53). And so, Sarason next addresses the differences between home and school contexts of learning. He explores parent-teacher relationships and teacher-school administration relationships. He reiterates his central point that schools have a narrow conception of learning that inhibits real reform. Sarason broaches the subject of question asking in the classroom as an indicator of learning and the dearth of research on that topic.

Critical thinking, its definition and whether or not it can be taught, is the focus of chapter six. Sarason states that emphasis on the teaching of critical thinking diminished with the advent of the standards and accountability movement. He examines the possibility of critical thinking by preschoolers. Sarason touches on the role of class size and in the next chapter comments on charter schools. He asserts real educational reform is impeded by the lack of funding for assessment of charter schools and, in a later chapter, for assessment of a voucher policy.

Creativity and classrooms is illuminated in chapter eight by both real and imaginary observations. Sarason recounts experiences with Henry Schaefer-Simmern's work providing artistic training to mentally retarded individuals at the Southbury Training School. Next Sarason discusses the poet Kenneth Koch's efforts to teach poetry writing to disadvantaged New York City school children and nursing home residents. Sarason asserts creativity is tied to context.

Finally in chapter nine Sarason arrives at "The Disconnect Between Administrators and Classroom Learning" and continues the theme in chapter ten, the longest chapter, "What Do Administrators Know About Contexts of Learning?" He affirms teacher burnout results because personal rewards and recognition are not commensurate with involvement and time and energy expended. He questions how administrators keep abreast of what's happening in their schools' classrooms. Sarason contends principals are teachers who wanted the opportunity to change things and to earn higher salaries. Sarason discusses several New York City schools transformed by new principals and notes: "Innovations do not spread, they are and remain encapsulated exceptions" (145).

Sarason next addresses "What is Missing in a Voucher Policy?" He argues the framers of the constitution did not mention education because they found national government involvement in education inconceivable, feeling parents and local entities best knew their children and their values. Today little effective communication or understanding exists among federal, state, and local officials, educators, administrators, parents or students. Each blames the others for not achieving desired educational outcomes and offers reform proposals. Sarason contends a voucher policy raises the question: "If there is a free market in education, what are the sellers selling and the buyers buying?"(181). He expounds on the G.I. Bill being a successful voucher program because veterans wanted to learn. He advocates a pilot study with careful evaluation.

Sarason concludes with a postscript about Mr. Rogers' Neighborhood, this book having been finished a few days after the death of Mr. Rogers. Sarason maintains Mr. Rogers exhibited the characteristics of a teacher capable of creating and sustaining a context of productive learning. A three-page bibliography completes the book. Throughout this book Sarason provides many prompts for reflection and discussion concerning the outlook for successful educational reforms.

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Swanson, H., Harris, K., & Graham, S. (2003). *Handbook of Learning Disabilities*. New York: Guilford Press. ISBN 1-5723-0851-6. $70.00

Research on learning disabilities is fraught with theoretical and practical problems. Scholars disagree about both the definition of a learning disability and the ideal mode of intervention. The busy teacher looking for easy-to-implement interventions may be dismayed that the *Handbook of Learning Disabilities* does not provide simple answers to the confusing questions that arise in the classroom. However, the book is an excellent reference for researchers or practitioners interested in a sophisticated introduction to learning disabilities.

The handbook is divided into several sections: foundations and current perspectives, causes and behavioral manifestations, effective instruction, formation of instructional models, and methodology. One may conclude from early chapters that the text, and indeed the field as a whole, has placed the most emphasis on reading disabilities. But later chapters reveal a sincere effort to provide readers with a balanced view of research on instruction across the content areas. The section on effective instruction has chapters devoted to mathematics, writing, science, and social studies. Similarly, chapters on instructional models cover a wide range, and may lead a researcher/practitioner to reflect on ways that Direct Instruction, cognitive strategy instruction, reciprocal teaching, and cooperative learning all could be integrated into a single classroom. The chapter on curriculum-based measurement by Fuchs, Fuchs, McMaster, and Otaiba is especially significant. Readers may gain insight into the way that reading disabilities will likely be diagnosed in the coming years.

One chapter in the text is devoted to the controversial issue of placement, and several other chapters address this issue. Many of the researchers conclude that students with learning disabilities may benefit more from special education placements than from placements in an inclusive general education classroom. However, in practice many students with learning disabilities are included in general education classrooms. Another valuable research synthesis might have examined the most effective models of collaboration and instruction for students with learning disabilities within the general education classroom.

Most of the authors in the text rely on the positivistic research tradition and employ methods such as meta-analysis to summarize and draw conclusions from large bodies of research. These reviews highlight the movement of the field toward methodological rigor. The inclusion of qualitative research in several chapters builds a richness of perspectives. Swanson, Harris, and Graham accomplish an impressive feat with their handbook. They compile chapters by the most preeminent scholars in the field to create a text that is both comprehensive and accessible.

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Tillett, Barbara, Gompel, Renate, & Oehlschlager, Susanne (Eds.) (2004). *IFLA Cataloguing Principles: Steps Towards An International Cataloguing Code*. IFLA Series on Bibliographic Control, Vol. 26. Munich: K.G. Saur. ISBN 3-598-24275-1. Eur78.

The name of this book clearly states the contents. This is a summary of the first IFLA (International Federation of Library Associations) Meeting of Experts on an International Cataloguing Code, held July 28-30, 2003, in Frankfurt/Main, Germany. It brought together 54 cataloguing experts from 32 countries to further a single goal, namely to work toward providing an international standardization of cataloguing rules and principles. Overall, the book is divided into four sections. First, it begins with a comparison of cataloguing codes and a draft statement of international cataloguing principles. Then the book moves into presentation papers and background papers presented at the Meeting of Experts. Finally, the appendix contains the meeting agenda, results of the working group, web site information, and other information about the participants in the Meeting of Experts.

To better understand the importance of the Meeting of Experts, this was the first attempt to update the "Paris Principles" of 1961 and incorporate terminology and concepts of the IFLA Functional Requirements for Bibliographic Records(FRBR). From a reading of the "Welcome", there is a strong desire within the IFLA community to migrate to the Anglo-American AACR2 and the MARC 21 format instead of everyone developing their own code. However that move requires a great deal of conversation and coordination. Hence, this was a Meeting of Experts to start the dialogue all over again.

To frame the conversations, background papers were presented and are included in the book. They covered such topics as "Author and Title Access Point Control," "Corporate Bodies from ICCP up to 2003," and "Uniform Titles in 'Russian Cataloguing Rules'." General papers were presented on ideas such as "Brave New FRBR World" by Patrick Le Boeuf and "A Virtual International Authority File" by Barbara B. Tillett. All of these have been included in this information rich, but slim, volume.

So, this begs the question, who would be interested in reading this? Although it probably should be read by all librarians regardless of job title, this book will most appeal to those in charge of cataloguing who must daily deal with the vagaries of trying to describe new formats. This would also make a good required text in a library school curriculum to increase awareness within new librarians. Finally, this is a text that needs to be remembered so that as this dialogue to update the "Statement of Principles" from 1961 continues, we all can track where the field of cataloguing is going.

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Vickery, Brian, & Alina Vickery, Alina. (2004). *Information Science in Theory and Practice.* 3rd revised and enlarged edition. **Munich: K.G. Saur, 2004. ISBN 3-598-11658-6. $134.00**

How is information transferred? Is there a process to how it all works? What exactly does information transfer mean in the new information environment of the Internet? These are some of the questions that the Vickerys try to answer in this the third edition of their book originally published in 1987.

As they point out in the preface, "This book is an attempt to present and discuss a scientific understanding of the processes of information transfer. ...It is not a manual of information practice or information management..." Throughout the volume there is an emphasis on the theory first and then the practice, always seeking to base conclusions on research.

Beginning with the demand for information, the first four chapters concentrate on a social approach to information. People are responsible for the information and thus a necessary first step in understanding how information is moved about. The middle sections of the book focus their attention on information retrieval including how retrieval systems are structured. The reference interview is seen as an integral link in the process of information retrieval and this adds a human face to a seemingly mechanical process. Finally the book ends with a look at information systems and how to evaluate them. The third edition now includes a completely new chapter titled "The Internet and Information Science."

Overall, the Vickerys have kept this classic work loaded with solid scientific research. From the first edition published in 1987 until now, the book has always tried to bring a scientific understanding to the process of how information is transferred. The third edition also reflects the first major addition aside from an appendix to the book since the first edition, namely the material on the Internet. At the heart of the matter, this is a valuable book in the information science field. However the better question is, for who is this book valuable? A quick search of the Internet found that this volume is required reading in several library and information programs. It could well be valuable reading for those entering the information management field. Mostly the conclusion can be drawn that this book belongs to a program that teach library science and information management. This is the niche that the Vickerys best serve.

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Wolfe and Nevills describe what happens in the brain when a child reads and what this suggests for teachers. This makes for a fresh and interesting explanation of literacy development in *Building the Reading Brain, PreK-3*.

The authors' main purpose is to explain how the "brain of a child masters the processes of decoding print and eventually reads with fluency and comprehension." Along the way, they introduce reading research vocabulary, defining phonemic awareness, phonological awareness, and explaining the role phonics plays in literacy development.

Chapters are organized by stages of development. They cover birth to age three, preschool, first grade, second grade and third grade. The authors pay special attention to the importance of the environment, culture, socioeconomic status, first language, and cognitive difficulties throughout the book. Developmental concerns and ideas for second language learners, for readers who are dyslexic, and for readers with attention difficulties are addressed.

Patricia Wolfe is not a newcomer to the topics of neuroscience, cognitive science and educational research. In 2001, she published *Brain Matters: Translating Research into Classroom Practice* (2001). Here, she teams up with Pamela Nevills to produce a clear, concise description for teachers about brain development in young children and what this means for instructional design.

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INSTRUCTIONS FOR CONTRIBUTORS

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Education Libraries welcomes the submission of original manuscripts. All manuscripts submitted will be considered for publication in future issues. Three hard copies and one electronic copy should be sent to Dr. Lesley Farmer, Editor, Education Libraries, California State University Long Beach, Dept. of EdPAC, 1250 Bellflower Blvd., Long Beach CA 90840-2201. Inquiries regarding contributions are welcome and should be directed to Dr. Farmer via mail or email: lfarmer@csulb.edu.

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