Editorial
Editors Note on Standards and Assessment By L. Farmer ....4

Articles
Ejournals in Education: Just Generating Excitement or Living up to the Promise? By Tirupalavanam G. Ganesh ..........5
Professional Competencies for the Digital Age: What Library Schools Are Doing to Prepare Special Librarians
By Jana Varlejs ..................................................16

Departments
New and Forthcoming at Reference
By Gladys Dratch and Deborah Garson ......................19
Resources on the Net: Standards and Assessment
By Anne Wade ....................................................26

Book Reviews
Newbery and Caldecott Awards. Reviewed by J. Segal ......30
Classic Readers Theatre for Young Adults. Reviewed by D.
Fruehling ..........................................................30
Thinking Again. Reviewed by L. Salem ......................31
A Storytime Year. Reviewed by A. Shelley ..................31
Managing and Analyzing Your Collection. Reviewed by J.
Druse ........................................................................32
Reviewed by J. Shen .........................................33
English Language Bibliography—1945 to the Present;
British Library General Catalog of Printed Books to 1975.
Reviewed by L. Andersen ................................34
Informing Young Women. Reviewed by C. Ippolitti ........35
Subject Headings for School and Public Libraries. Reviewed
by L. Canterbury ..................................................36
Sports and Education. Reviewed by W. Jacobs ............37
Investigating Natural Disasters through Children’s
Literature. Reviewed by N. Nelson ......................38
Newbery Companion. Reviewed by C. Desai ...............38
Educational Technology. Reviewed by K. Hanson .......39
Teaching TV Production in a Digital World. Reviewed by P.
Kaupilia ..................................................................41
Postbaccalaureate Futures. Reviewed by L. Marrello ....42
Novel Ideas for Young Readers. Reviewed by P. Laurita ....42
In the Spark. Reviewed by C. Hsieh ..........................43
Dictionary for School Library Media Specialists. Reviewed
by G. Dickinson ..................................................44
Internet Resource Directory for K-12 Teachers and
Librarians. Reviewed by H. Cook ..........................45
Do-Watch-Listen-Say. Reviewed by J. Borin ..............45
Pathways to Knowledge and Inquiry Learning. Reviewed
by E. Parang ........................................................46
Booktalks Plus. Reviewed by S. Kirven .......................47
Practical Steps to the Research Method for Middle School.
Reviewed by C. Johnson ........................................48
Middle Grades Education. Reviewed by J. D’Ambicantoni .49
Instruction for Authors ...........................................50

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This issue of Education Libraries marks the first one published under the direction of the Special Libraries Association, Education Division's new Editor Dr. Lesley Farmer. The change in editorship took more time than anticipated, so the forthcoming issues will be disseminated more closely to complete the full publication schedule.

Dr. Farmer is the Professor of Library Media at California State University, Long Beach, and coordinates their Library Media Teacher Program. She also teaches educational technology. Dr. Farmer has worked in K-12 settings in both public and independent schools as well as in special, academic and public libraries. Her most recent editorship was the California School Library Association Journal. She has written eighteen books and over a hundred articles on librarianship. Her most recent book is Student Success and Library Media Programs: A Systems Approach to Research and Best Practice (Libraries Unlimited, 2003).

The theme for this issue, "Standards and Assessment," rose from the 2003 conference sessions sponsored by the Division, and also reflects the growing emphasis on accountability and effective programs. The two articles take totally different approaches to this issue.

Tirupalavanam Ganesh critically examines peer-reviewed eJournals in education in terms of their quality and their multimedia features. He notes that, while eJournals may provide a cost-benefit savings to scholarly publishing, he rightly points out that these same publishers are, by and large, neglecting to take advantage of the unique features that multimedia offers. Just as most librarians now scoff at commercial CD-ROMs that duplicate a print version of a document, so too should library professionals demand that eJournals provide value-added features possible only in a digital environment.

Jana Varlejs analyzes the courses offered by library and information science programs relative to special librarianship. In her broad brush sweep, she notices uneven treatment rather than a systematic approach to special librarianship. Considering the extensive knowledge and skill sets expected of entering library and information professionals, she finds the relative dearth of special library offerings not surprising. She also commends the continuing education efforts of SLA and other special library associations to address the specific needs of this population. Still, one might consider the possibility of a two-tiered degree program: basic library and information science foundation, and a second level concentration in at least one specialization.

The department columns continue to provide timely reference sources in print and online. Gladys Dratch and Deborah Garson summarize leading 2003 and 2004 reference books. Anne Wade focuses on the theme as she notes relevant Web sites on distance education, information literacy and library instruction, users with disabilities, and other non-grouped URLs on the theme.

A long series of book reviews completes this issue, with several new reviewers contributing their efforts. The next issue, which has the theme "Management Issues," will concentrate on more articles. Submissions are warmly accepted.
Ejournals in Education: Just Generating Excitement or Living up to the Promise?

By Tirupalavanam G. Ganesh
College of Education, Arizona State University

Abstract

The Internet makes scholarly electronic journals an opportune global mode of communication for scholarly exchange, where national and international borders are erased. The American Educational Research Association Special Interest Group, Communications among Researchers (AERA SIG CR) lists over one hundred electronic journals in the field of education that are scholarly, peer-reviewed, full text and accessible without cost on the world wide web (see http://aera-cr.ed.asu.edu/links.html). Are these ejournals merely poor electronic imitations of print journals? Granted, the use of the Internet to publish peer-reviewed scholarship has the potential of democratizing access. But are such scholarly exchanges making effective use of the electronic medium? What innovative things can be done with new technology? How can electronic journals be preserved, used, and managed over time?

Introduction

In December, 1998, this author was offered the position of Editor of Current Issues in Education (CIE) (http://cie.ed.asu.edu), a scholarly, online journal at Arizona State University. The journal was to begin its second year of publication in January, 1999. After reading Glass (1998), ["The vision thing": Educational research and AERA in the 21st century—Part 4: The future of scholarly communications], the author decided to accept the offer, against the advice of colleagues. The fascination of editing a scholarly electronic journal to a beginner academic was tremendous. The potential to use the electronic medium innovatively and the opportunity to facilitate its effective use in scholarly communication justified setting aside any uncertainties. In spite of initial enthusiasm, the journal remains to a large extent, largely an imitation of a print journal. Yet two articles, Dugan and Behrens (1998), and Leshowitz, DiCerbo, and Symington (1999), represent a departure from publishing articles that are just plain text. Dugan and Behrens (1998) used hypertext to facilitate instant and simultaneous access to multiple sources of information. The employment of frames allowed access to the raw data in their statistical study, and the reader had access to a variety of alternative models of data analysis without interruption to reading. Leshowitz, DiCerbo, and Symington (1999) demonstrated the challenge of using multimedia appropriately, powerfully, and not for its own sake. They used video clips to provide readers a glimpse into the practices of a college.
This fairly small number of articles in CIE that break ranks with the traditional scholarly communication is not trivial by any means—they represent the hope that ejournals in education will begin to push the envelope in scholarly communication in thoughtful yet innovative ways.

Ejournals in Education

A number of electronic journals in education have appeared in the last few years, an assessment of these ejournals with regard to their use of the unique features of the electronic medium and issues related to their preservation are the subjects of this paper.

The AERA Special Interest Group, Communications Among Researchers (AERA SIG CR) lists over one hundred electronic journals in the field of education that are scholarly, peer-reviewed, full text and accessible without cost on the world wide web (see http://aera-cr.ed.asu.edu/links.html). Table 1 below lists the quantity of these journals and country of publication in descending order. It is no surprise that 64% of the journals listed here are published in the United States of America. Researchers primarily located in the geographical area of North America helped compile this list. The predominance of the U.S. in this area may be attributed to access to the Internet that American universities have enjoyed since the early 1990s.

Table 1
Ejournals in Education and the country of publication.

<table>
<thead>
<tr>
<th>Country</th>
<th>Number of Journals</th>
</tr>
</thead>
<tbody>
<tr>
<td>USA</td>
<td>70</td>
</tr>
<tr>
<td>Australia</td>
<td>15</td>
</tr>
<tr>
<td>Canada</td>
<td>10</td>
</tr>
<tr>
<td>UK</td>
<td>5</td>
</tr>
<tr>
<td>Spain</td>
<td>3</td>
</tr>
<tr>
<td>Mexico</td>
<td>2</td>
</tr>
<tr>
<td>Argentina</td>
<td>1</td>
</tr>
<tr>
<td>Brazil</td>
<td>1</td>
</tr>
<tr>
<td>Germany</td>
<td>1</td>
</tr>
<tr>
<td>Italy</td>
<td>1</td>
</tr>
<tr>
<td>Portugal</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>110</td>
</tr>
</tbody>
</table>

A quick survey of these journals indicates the following:

- Seventy or 64% of the journals are published in the United States of America.
- One hundred journals published in the United States of America, Australia, Canada, and United Kingdom are primarily published in the English language with two or three exceptions, which also publish some articles in Spanish or French.
- Eighty-seven (79%) of all journals listed provide articles in full-text html (hyper-text markup language) format, while 16 (15%) offer articles in full-text html and/or pdf (portable document format). Interestingly, 7 (6%) provide articles only in pdf.
- Two journals provide mirror-sites in other parts of the world.
- Two journals offer different screen formats such as wide screen and multiple screen formats.

The following refer to the one hundred journals published in the United States of America, Australia, Canada, and United Kingdom which primarily publish in the English language:

- 58% offer word search capability.
- 28% are also available as print journals.
- 42% have length limits specified in terms of words or number of double spaced pages for the submissions.
- 28% provide information on how to cite articles published in their journals.
- Five indicate that their online publications are indexed in databases. This number could perhaps increase if a careful assessment regarding indexing is made of the twenty-eight journals that are available as print journals with electronic versions as a complement or added value to their subscribers.

This information simply provides quick status records of these electronic journals with regard to arbitrary descriptors that I selected. A discussion on how ejournals in education are making use of the unique features offered by the electronic medium may be of additional interest here.

Unique Features of Electronic Media

Web technologies have advanced in numerous ways, which should spark a transformation of the nature of scholarly communication in ways not feasible in the traditional print medium. One such simple utility is to provide full-text search capabilities. Print journals also provide search aids, such as indexing; none, however,
matches the capabilities of ejournal search engines that facilitate searching the entire text of articles using Boolean logic. Full-text searching of ejournals as they continue their growth will soon be a universal feature. Fifty-eight percent of the English language ejournals provide readers with search capability.

**Size Limitations vs. Access to Downloadable Data files**

The potential to incorporate features that advance or surpass those traditionally used in print journals is yet to be realized by authors and publishers of ejournals. Web technology frees scholarly publications from size limitations imposed by the high cost of printing and mailing. Yet, forty-two percent of the English language ejournals surveyed, which are exclusively web-based, impose length limitations. One imposed a 1,000 to 3,000-word limit. Limited resources available to the publisher, scope of the journal, or target audience could be some of the factors influencing such size restrictions.

*The Journal of Technology, Learning, and Assessment (JTLA)*, in its 2002 call for manuscripts refers to one of the journal's goals of providing access to primary data:

JTLA adheres to the principles of transparency in research. Authors submitting articles that present findings from original research are strongly encouraged to include the full data sets and the syntax used to analyze the data so that readers may replicate and/or extend analyses. When appropriate, authors are also encouraged to include any visual, audio, or software demonstrations required to convey one's point of view. [Accessed August 28, 2002, http://www.bc.edu/research/intasc/jtla/JTLA submits.shtml]

The Internet delivers research data in a multiplicity of new formats. For example, in an analysis of autonomy in public and private schools, Glass (1997) presents the entire data corpus comprising the full-text of thirty-seven interviews, providing erifiability of assertions and confirmation of analytic integrity between researcher and reader. This mode of delivery, by making the record of data public for critical examination, fundamentally alters our mechanisms for establishing validity of reported research. The existence of the interview transcripts in their entirety allows the reader to function as a co-analyst with the researcher better and more critically than if one had to take the word of the author without ready access to the data. McLean (1997) utilized this public record to re-analyze Glass's data, using strict interpretations of rules of qualitative research.

Similarly, space limitations on quantitative research reports are an unavoidable reality imposed by the print medium. Russell and Haney (1997) included all of the raw data on which their analyses were based in two formats; text and Microsoft™ Excel spreadsheet. Dugan and Behrens (1998) afforded extensive detail through the use of hypertext and frames, allowing the reader to assess criteria for establishing validity of the analyses by avoiding data reduction. The employment of hypertext in the examples facilitates instant and simultaneous access to multiple sources of information. The employment of frames allows access to the raw data, and the reader access to a variety of alternative models of data analysis without interruption to reading.

**Graphics, Audio and Video**

Increasingly, the Internet provides enhanced opportunities for use of multimedia elements such as graphics, audio and video. Use of simple graphics alone could prove to be a challenge to publishers of ejournals. The *Canadian Journal of Educational Administration and Policy* (http://www.umanitoba.ca/publications/cjoeap/), published at the University of Manitoba, Winnipeg, specifies in its "Notes for Contributors" the following: "Because of the limitations of electronic publication, authors are asked not to include charts, figures or tables in their papers." Whereas, the *Interactive Multimedia Electronic Journal of Computer-Enhanced Learning* (http://imej.wfu.edu), published at Wake Forest University, North Carolina, has the following goals:

"to provide a peer-reviewed forum for innovations in computer-enhanced learning, to serve as a model and test-bed for an electronic journal with a high level of multimedia and interactivity, and to advance the acceptance of electronic publication as a legitimate and valuable form of academic discourse."
This journal makes extensive use of multimedia, requiring the use of an entire range of web software from Macromedia™ plug-ins to audio and video players. The journal supports the authors in preparation of multimedia elements, experts from the journal work with the authors. Extensive guidelines for submission of multimedia elements are provided as well. These two journals represent two extremes in the use of emerging web technologies.

In the field of education research, inroads to the use of multimedia elements are rare. It is useful, therefore, to examine how other fields have taken advantage of the multiple modes of data representation and information sharing afforded by web-based technologies. The *Journal of Seventeenth Century Music* (http://www.sscm.harvard.edu/jscm), for example, provides an early, albeit promising, use of Internet technology to analyze audio. Silbiger (1996) compared the music genres Passacaglia and Ciacona with text accompanying the written music and actual audio samples of the music (MIDI files). The audio feature is unique to electronic journals and is an indispensable element in certain fields of study such as music. It provides readers with insights into the author's arguments and allows one to make evaluations of the music.

The comprehension of interviews, conversations in classroom research, and excerpts from field observation occasions may be enhanced by actual audio or video passages with accompanying commentary and analysis. Moreover, the inclusion of transcripts can allow the reader to assess the analytic methods and the ensuing assertions. (Middleton, 2000)

As evidenced by the two submissions that make innovative use of the electronic medium in four-and-a-half years of publication of *Current Issues in Education* (http://cie.ed.asu.edu), I surmise that writing for ejournals is challenging, and scholars have yet to take full advantage of the capabilities that the medium offers. Most importantly, features unique to the ejournal should not distract from the flow of the information; rather, these features should be used judiciously to enhance the important issues related to the topic being addressed by the scholars. (Cesarone, 1999) The use of multimedia elements must add to the message, not function only as a fascinating curiosity.

The challenge of using multimedia appropriately, powerfully, and not for its own sake, has to be thoughtfully considered and addressed by authors and publishers alike. Nonetheless, concerns regarding the use of these elements range from the fairly simple issue of time to download to the complex issues of copyright and ethics in use of participants' static or dynamic graphic images, especially with regard to minors in classroom research. In addition, these technologies imply that ejournals have to face the dilemma of making innovative use while also ensuring equity and access to the seeing and hearing impaired. Publishers of ejournals themselves must be capable of applying modern technology and must facilitate these opportunities.

### Sequential Physical Publication and Scholarly Communication

Ejournals can help break the bonds of sequential physical publication. E-text can always be reformed to place related texts in close proximity. They also offer the opportunity to include interactive exchanges that are not restricted by geographic distance and time. Steven Harnad of Southampton University (U.K.), a leader in exploring new modes of scholarly communication, predicted about ejournals that they would "restore scholarly communication to a tempo much closer to the brain’s natural potential while still retaining the rigor, discipline and permanence of the refereed written medium." (Harnad, 1991) The time lag in the ability of print publications to publish responses to research advances can range from several weeks to years. Electronic journals offer a variety of means for scholarly communication, ranging from listservs or other electronic discussion formats such as moderated or unmediated chat rooms, to simply allowing the posting of comments, which can be open or reviewed.

*Reading Online* (http://www.readingonline.org) a journal of the International Reading Association, USA, attempts to connect readers and authors by providing a discussion forum. While post-publication discussion forums are on the rise, the open pre-print discussions that are an integral part of the peer-review process are certainly unique. The *Journal of Interactive Media in Education (JIME)* (http://www-jime.open.ac.uk), published in the U.K., has extended the idea of scholarly exchange espoused by Harnad as evidenced by the schematic in Figure 1, reproduced from the
The JIME uses two forms of review, closed and open, both of which utilize a threaded discussion format. The open-peer review during the "pre-print" phase raises interesting issues that I discuss later in this paper. This excerpt from the journal's website introduces several such issues:

"In conventional journals, the point of publication is the beginning of scholarly debate. JIME brings this point forward by making submitted preprints accessible, but of course continues to support discussion about the revised, published article. ... Thus, authors can post links to publications to point to subsequent work. Readers can post comments and links to point to work which has not been referenced, or did not exist when the article was written. Authors, reviewers and anyone else who has subscribed to the article will receive email alerts to new postings to its discussion forum."


Such use of web technologies provides for scholarly exchange that hitherto was possible only in symposia such as the American Educational Research Association's annual meetings and other scholarly society meetings. Conversations among researchers that occur in conferences at formal symposia and other informal forums allow for interactivity that is impossible to achieve in print. The written word in print journals has allowed the dissemination of scholarship to many; however, this medium does not allow for exchanges between authors and readers of a kind akin to serious discussions. Yet, absent the web, such interactions are restricted to a specific geographical location, time, and the confluence of people and interests.

Figure 1
Lifecycle of a Journal of Interactive Media in Education submission.
Source: (http://www-jime.open.ac.uk)
Facilitating Electronic Peer-Review

Most ejournals facilitate the peer review process electronically. Email has certainly assisted in the exchange of information from authors to editors and reviewers. Submissions received by Current Issues in Education (http://cie.ed.asu.edu) are prepared as a website and placed on the journal's Intranet for reviewers. The Journal of Interactive Media in Education (JIME) (http://www.jime.open.ac.uk), as portrayed in Figure 1 above, facilitates the review process entirely on the web. Additionally, JIME has an interesting component, the open peer-review phase. The open peer-review occurs in a very unrestricted place—the World Wide Web.

Can reviewers during the open peer-review phase remain anonymous? The coat of anonymity at times provides reviewers opportunities to be impolite. This novice editor, as any experienced with many years of service can confirm, has had to edit out reviewer comments that border on personal attack. Without the cover of anonymity, could reviewers be expected to be polite? Publishers of JIME offered the following with regard to issues related to authors, reviewers and readers:

"...Another issue is that contributors to the public debate may not wish to be identified for various reasons. While JIME prefers all comments to be signed, anonymous contributions are also permitted. The willingness of both authors and reviewers to engage in this process depends greatly upon the professionalism and netiquette exhibited by contributors to the debate." [Accessed August 28, 2002, http://www.jime.open.ac.uk]

The American Educational Research Association's (AERA) Annual Meeting electronic proposal submission processing system on the World Wide Web (http://www.klick.org/aera) also assists program chairs in matching submissions with potential reviewers based on criteria that reviewers have specified. However, the reviewer names and affiliations are kept anonymous when the accepted proposals are made public. Scholarly journals and societies are yet to make progress at dissipating the shroud of anonymity.

Figure 2
A Pre-Print Publication and Corresponding Open Peer-Review
Source: http://www.jime.open.ac.uk/
An implementation of the pre-print and open-peer review is illustrated in Figure 2 above. This is a screen dump of the pre-print phase of an article from the *Journal of Interactive Media in Education (JIME)*, (http://www-jime.open.ac.uk/99/laurillard/laurillard-t.html). JIME utilizes a threaded discussion format. *Action Research International (ARI)*, Australia, (http://www.scu.edu.au/schools/gcm/ar/ari/arihomm.html) uses the listserv format to facilitate open-peer review. Journal readers can provide feedback to authors who submit papers to this list. This excerpt from guidelines for authors, explains ARI's concern regarding the open-peer review phase:

"You can then expect supportive and critical comment on your draft from the journal subscribers. Members of the editorial panel are also likely to comment. They have been encouraged not to treat this as an adversarial activity. They will do what they can to make this an exercise in striving towards high quality through mutual exploration and inquiry. We urge you to respond non-defensively in like manner."


Why open peer-review? Why pre-print? For most scholars the formal submission of their work for peer-review is not the first time it has been opened up for peer examination. Informal discussions with colleagues, students, mentors, and others serve to elicit feedback regarding the various aspects of the work—ideas, theories, interpretations of phenomena, methods applied, results, clarity, presentation style, and so on. The final report benefits from this process. Open peer review is an extension of this process. The traditional invited peer-review allows for the validation of ideas by experts. However, the closed peer-review adopted by most ejournals in education, limits the process to one specific time only and it is kept private. Pre-print and open peer-review can help create more productive scholars. Steven Harnad said about the prepublication phase:

"... after all, is the one in which most of the cognitive work is done. ... This prepublication interaction is clearly continuous with the lapidary stage at which the manuscript—usually further revised in response to peer review—is accepted and archived in print. Nor does it really end there, for of course the literature may respond to a contribution directly or indirectly for years to come, and there are even ways of soliciting post-publication feedback in the form of 'open peer commentary'." (Harnad, 1990)

Thus the concept of open-peer review is extended beyond the pre-print phase to encompass scholarly exchanges over time.

**Access to Publications in Multiple Formats**

Another feature of ejournals is to provide for offline access. One such journal is the *Australian Journal of Educational Technology* (http://www.ascilite.org.au/ajet/ajet.html), where archives are also available as zip files, each containing one volume, to facilitate "offline" reading. This facility makes use of easily available compression software to reduce the size of the downloadable files. Other techniques include providing articles in pdf (Adobe® Acrobat® portable document file, http://www.adobe.com/products/acrobat/readstep.html) format.

Finally, journals providing online discussions provide users the opportunity to view both the article and the related discussion. The *Journal of Interactive Media in Education (JIME)* (http://www-jime.open.ac.uk) offers users a choice between reading the article itself and the commentaries about the article. These two views can be either displayed in two separate windows (Overlapping Windows Interface), or in a large single window (Tiled Windows Interface). In the Overlapping Windows Interface, the user can switch between the two windows, one of which is partially visible. In the Tiled Windows Interface, if one has a large monitor both the article and the discussion can be viewed on one screen without interrupting the flow of either of the two.

**Copyright, Authors, and the Ejournal Publishers**

With increased access to scholarly communication, many individuals are concerned about copyright issues. Indeed copyright issues are severely contested in the legal and legislative world. In addition, scholarly communication is severely
commercialized. Typically, authors give commercial print publishers the copyright to their work in exchange for the opportunity to be published or in exchange for royalties. Authors seldom self-publish their scholarship. With the advent of scholarly ejournals, creators of scholarly works and their supporters—academic institutions and scholarly societies can seize control of the process of publication. Scholars generally author research reports with the intent of advancing the communication of research, both with peers and the public. Publishers of electronic journals have the unique opportunity to encourage the communication of scholarship and promote intellectual progress by ensuring the free-flow of information. Copying and using electronically published material is quite easy in comparison to the distribution of print material. The ownership of intellectual property and the relationship of electronically published material with other electronic and print publications, and access to the publication and long-term preservation of electronic material form an integral part of the complex set of issues related to scholarly communication via the Internet.

Preservation of Ejournals

The appeal of ejournals is enhanced by the power of using the electronic medium to envision information, which opens up possibilities not available with paper. The complex, dynamic, multidimensional world can be represented in rich visual experiences via the electronic medium. However, the creation of these new places, which offer a new type of experience, in a global digital space, raises issues related to their preservation, use, and management over time. What happens if the web server that hosts an ejournal goes down? How can continuous access to ejournals be offered? When ejournals begin to use services that are distributed over several different resources and servers, the concept of merely copying a single website to create an archive will not suffice. The global network spaces of ejournals can be fluid, complex, and spread over multiple environments. Publishers of ejournals are yet to fully grasp the meaning of fluid digital spaces in the context of global networks.

As ejournals in education spawn, it is important to note that even the basic indexing services available to print journals via sources such as the Educational Resources Information Center (ERIC) are not available to ejournals. Rudner (2000) presents arguments for changes to meet the information needs of the 21st century. Indexing ejournals, creation of metadata sets of materials published in ejournals, are essential to the issue of preservation as they relate to retrieval of the preserved material.

Mirror Sites

What is a mirror site? Ecommerce Webopedia (http://ecommerce.webopedia.com), a source for terms, definitions, and acronyms in electronic commerce offers the following definition: "A mirror site is a web site that is a replica of an already existing site, used to reduce network traffic (hits on a server) or improve the availability of the original site." Can mirror sites aid in preservation of access to ejournals? Mirror sites are forerunners of digital archives. They are located in different parts of the world and are exact copies of the original. This also allows the site to be up and running (at least on one of the mirror servers somewhere) at all times, providing redundancy in the event of any type of disaster. Technical problems and server crashes are more prevalent than natural disasters.

Linking is not the same as mirroring. Even if an ejournal is linked on many other web sites, if the web server (known as the primary server) hosting the ejournal, goes down and the site is not mirrored, access is lost. Mirroring an ejournal requires that another copy of the site exist on a web server at a different location, which is not associated or dependent upon the primary server. This will allow one to maintain a reliable web presence (to some degree) regardless of what happens to the primary server. Odds are very good that at any given point in time, that mirror websites will be operational if the primary server goes down. Ejournals with mirror sites can post a notice and link on their primary website for the URL of the mirrored locations, so that users can bookmark the mirror site's URL for immediate access when the primary server is out of service. Once mirror hosts are found, mirroring can be achieved using software.

Educational Technology & Society, USA, (http://ifets.ieee.org/periodical/issues.html) offers mirror sites in the Germany, and New Zealand. Teaching English as a Second Language or Foreign Language (TESL-EJ), USA, (http://www-writing.berkeley.edu/TESL-EJ), offers mirror sites in Germany (http://www.zait.unibremen.de/wwwgast/tesl_ej), Japan (http://www.kyoto-su.ac.jp/information/tesl-
Examples of mirroring software include Mirror (http://www.sunsite.org.uk/packages/mirror), free software for both the Windows and Unix based operating systems and Teleport Pro (http://www.tenmax.com/teleport/pro), shareware software for the Windows operating system. There are commercial and as well as freeware-shareware software available for purposes of mirroring. It is important to note that mirroring is merely a tool in creating a copy of digital materials for alternative access. All the same, the idea of digital archives with regard to preservation necessitates specific attention to elements of the digital material, in addition to indexing (Willinsky & Wolfson, 2001) and preservation of the material over time (http://www.diglib.org/preserve.htm).

Digital Archives

As ejournals take advantage of the unique features of the electronic medium, the notion of an article as a single web page with plain text will begin to change. What is a digital document? Can it be seen? It is often not possible to get a feel for a digital document’s span nor is it possible to just print it out. (Dempsey, 2000)

Consider, Current Issues in Education’s (CIE) Leshowitz, DiCerbo, and Symington (1999) (http://cie.ed.asu.edu/volume2/number5), which incorporates video clips. While the document is served from the CIE server, the video clips are served from a separate server capable of serving real video. Users will need to have access to the Real Networks RealPlayer G2 software (http://www.real.com) in order to view the clips. Therefore, information could be distributed over multiple e-spaces.

Users may interact with programs and underlying data to view dynamically generated reports or graphs. Researchers at the University of South Carolina have created a web application entitled "Webstat." This free data analysis software tool is available at (http://www.webstatsoftware.com). The web-based application, written using Java™ (http://www.javasoft.com), allows the user to load data from a website by pasting the URL to a data set and creating basic summary statistics and graphics. With a little imagination, one can easily foresee the use of such technology in quantitative research reports to allow readers to verify for themselves the statistical computations used.

These examples barely begin to explore the notion of shared network spaces. Loosely defining digital preservation as the preservation of digital documents, it should be noted that digital preservation as with digital technology (in comparison with print) is quite fragile, and is dependent on two basic elements. The first is the storage medium, which is usually magnetic or optical, both of which are susceptible to decay. The second is the digital information, which is machine dependent; to be ‘read’ correctly it needs specific computer hardware and software both of which are prone to become outdated or unusable. (Lynch, 1999)

What is a digital document or a digital space? Do ejournals occupy multiple digital spaces? Who will define what digital preservation is? Who will decide what is to be preserved? Who will archive what needs to be preserved? What types of technologies are needed for digital preservation? Who will pay for it? These questions need to be addressed, if the scholarly work in ejournals is to be preserved for future generations. This begs the question whether a particular work is worth preserving.

The Digital Library Federation (http://www.diglib.org), a consortium of libraries and related agencies, has engaged in articulating the complex set of issues surrounding digital preservation by arriving at common minimum criteria for an archival repository of digital scholarly journals. Challenges related to digital archiving extend beyond the issues of the complex electronic medium. These challenges may encompass the various elements of an ejournal article; they essentially relate to retrieval issues as well. Merely archiving for the sake of preservation will not suffice; thoughtful consideration of how archived material will be accessible for use is equally important. With funding from the Andrew W. Mellon Foundation, a select few major libraries are exploring the design, creation, and implementation of a digital archive of electronic journals. Progress reports from grant funded institutions are available at the federation website. An initial review of these reports indicates the complexity and variety of issues inherent to the task at hand.

Conclusion

As ejournals in education grow, thoughtful and innovative uses of the electronic medium have to be contemplated. Imaginative elements have to be used for clarification, explanation, and illustration.
and not merely as a curiosity. Publishers of ejournals have to work collaboratively with scholars to explore original uses for digital spaces, as scholars have yet to take advantage of the unique features offered by the electronic medium and the Internet. In the field of education, notions of traditional quality control of scholarly publication are beginning to change, albeit slowly. The radically new digital medium has allowed the likelihood of far-reaching changes in the nature of scholarly communication, challenging age-old notions of peer-review. Nevertheless, the preservation of scholarly work ensues to be a timeless challenge as in the days of Alexandria, the greatest research center and perhaps the first major scholarly archive of its day, later destroyed by war, invasion, and fire. (Ganesh, 1999) The preservation of ejournals in digital format is much more delicate than its print counterpart. Natural calamities are no longer a threat to the preservation of scholarly work in the new digital medium; rather, the very nature of digital media and the inherent complexity of shared global digital spaces are the challenges. The domain of scholarly electronic publishing is complex and multi-faceted, and raises many issues that need further consideration and action.

References


What management issues do education information professionals confront?

- How are new professionals trained?
- What new skills do seasoned professionals need, and how will those needs be addressed?
- What efforts are being made for planning smooth transitions for personnel successions?
- What tasks truly require professional preparation?
- How are professional and paraprofessional staff coalesced?
- How does collaborative instruction impact other library services and staffing scheduling?
- How should serials be organized and retrieved?
- What impact do digital resources have upon management?
- How should wireless services be established and maintained? What attention should be made to technical support, costs, and equity of access?
- How should 24/7 services be managed? Should everyone be a 24/7 service provider?
- How can budgets be shifted to align with priorities in an unstable economy?
- What grantsmanship skills and efforts are successful? Why?

There's lots of grist for the Education Libraries mill. Please send relevant manuscripts to Dr. Farmer at lfarmer@csulb.edu by March 30, 2004.
Professional Competencies for the Digital Age:  
What Library Schools Are Doing to Prepare Special Librarians  

By Jana Varlejs  
Rutgers School of Communication, Information and Library Studies  

Abstract  
What library/information science education offerings are relevant to preparing graduates for careers in the special library sector? The strengths and weaknesses of education for special librarianship; the match between SLA’s competencies statement and what is being taught in LIS master’s degree programs; and the role of SLA in continuing education are discussed.  

Nearly seven years after the Special Libraries Association (SLA) approved its statement, “Competencies for Special Librarians of the 21st Century” (http://www.sla.org/content/SLA/professional/meaning/comp.cfm), it seemed time to ask whether the document was still viable. Given the changes in the economy, technology, and globalization, what skills and knowledge are now needed by information professionals? These issues were addressed by a panel at the 2003 annual SLA conference, sponsored by the Education Division and the Pharmaceutical and Health Technology Division. The session sought to give the audience an impression of what library/information science (LIS) education was offering that was relevant to preparing graduates for careers in the special library sector; the strengths and weaknesses of education for special librarianship; the match between the SLA’s competencies statement and what was being taught in LIS master’s degree programs; and the role of SLA in continuing education. It should be noted that a revision of the competencies statement has since appeared on the SLA Web site (http://www.sla.org/content/SLA/professional/meaning/comp2003.cfm). There is one significant change that is noted below. This paper published is a slightly edited version of one of the 2003 SLA conference presentations.  

What Course Catalogs Show  
The following "snapshot" is based on a quick review of the Web sites of 53 of the 56 Master's in Library/Information Science programs accredited by the American Library Association (http://www.ala.org/Content/NavigationMenu/Our_Association/Offices/Accreditation1/lisdir/LIS.Directory.htm) Almost all programs offer basic courses in management, online searching as well as information sources and services, information technology, and organization of information (including indexing or something else on controlled vocabulary). If they do not have courses devoted to business and government information, they do have one covering the social sciences. Most provide a practicum or internship, and many allow independent study. Thus a student with an interest and background in a specialized field such as business could focus term projects and papers and pursue individual research and field experience in that field, and graduate reasonably well-prepared for the chosen specialty.  

Two-thirds of the programs have courses devoted to special libraries/ librarianship in general. Almost as many have courses in health sciences, and somewhat fewer have courses on legal information and/or law librarianship. Other specialties are rarer, but
there are over twenty programs that have courses in music, art, and other specialties.

Seventeen programs offer courses in marketing/public relations; seven offer knowledge management, six competitive intelligence, and seven entrepreneurship (including information brokering and consulting). Only four have courses on communication. User instruction is becoming more common, but it is hard to tell whether a given course covers the special library settings. All schools have a reasonable array of technology courses, and quite a few have digital libraries or electronic resources and services courses. Most seem to have integrated online information into their reference courses. Web site and database design are included in technology courses, but often are presented as separate courses.

Recent trends include freestanding courses on information architecture, metadata, and data mining. There are very few courses concerned with the economics of information and the information industry, and there seems to be a paucity of courses dealing in depth with financial aspects, such as vendor negotiation. Most surprising is the fact that there are still relatively few courses on user needs and information seeking behavior.

The revised SLA competencies statement incorporates the Association’s statement on the importance of evidence based practice (http://www.sla.org/content/memberservice/researchforum/rsrchstatement.cfm). In light of this addition, which calls for the application of research to decision making, it is important to note the dearth of research methods courses in LIS programs, as reported by Dan O’Connor and Soyeon Park in American Libraries (January 2002, 50).

What Strengths and Weaknesses Exist in MLIS Programs Vis-a-vis Special Librarianship?

Strengths:
• Core courses have evolved to incorporate technology;
• management is recognized as basic;
• specialized information resources are covered to some extent almost always;
• students have opportunities to customize their program of studies;
• faculties seem to be able to introduce new topics as they arise;
• practitioners are teaching those courses that need to be grounded in current practice.

Weaknesses:
• MLIS programs for the most part are too short to allow students to learn all that is now required of entry level special librarians;
• faculties are stretched thinly, so many courses cannot be offered as regularly as they should be;
• what is offered and how it is taught depends on current faculty interests and not necessarily on the demands of the marketplace.

How Well Does MLIS Program Content Reflect SLA’s Competencies?

Except for the subject expertise that must come from other study, MLIS courses generally address the professional competencies, although no program covers them all. Some of the personal competencies are also fostered in MLIS courses that promote service orientation, good management, and professionalism. Because programs are short and students are often mature individuals, however, ingrained attitudes and personality traits are unlikely to be changed. In regard to the SLA competency document, MLIS courses are probably at their best in honing students’ technical information skills and shaping their service orientation, and at their worst in developing "soft" skills.

What Are Implications for Continuing Education?

SLA does a fairly good job at identifying CE needs and using innovative methods, such as virtual seminars, to meet those needs. Teleconferences and webcasts on topics such as communication with management, marketing, and vendor negotiation seem to
be on target, and do not take librarians far away from their workplace. There never seems to be enough on user behavior, evaluation, and costing/valuing information within the special library context. Quite a few of the generic business skills that would benefit special librarians are taught in workshops offered by organizations such as the American Management Association. Teaching and presentation skills can also be sought through non-library organizations. The role that the SLA should play more aggressively is that of promoter of the entire range of CE. It should inform members about learning opportunities emanating not only from SLA and other library organizations, but from other sources also, especially those delivered electronically. SLA might want to consider creating a recognition system along the lines of the one instituted by the Medical Library Association.

Concluding Comments

The snapshot that has been presented here is somewhat fuzzy – more courses on special libraries specifically than one might expect, but spotty coverage of some of the skills that SLA thinks are important. One has to remember that MLIS degree programs are mostly very short, and that the typical LIS school or department suffers many constraints, faculty size being the most significant. On top of that, there are marketplace failures – employers do not always hire the best prepared person, nor do they always provide for adequate and appropriate continuing education. At the same time, professionals do not always pursue the career path for which they prepared. Some personal anecdotes illustrate the point: At SLA conferences, I sometimes run into people who started out to be children’s librarians, while at the New Jersey Library Association conferences I come across alumni working in public libraries who graduated well qualified to be law librarians. Even when students arrive at library school with a solid subject background in a field in which they wish to work as an information professional, accidents of geography, or timing, or hiring freezes may militate against success in landing the desired position upon graduation. Meanwhile, good opportunities in certain businesses and industries may go begging, because there are so few MLIS graduates who have appropriate degrees in the sciences, business, law, or other fields not typically recruited into librarianship. Better recruitment strategies and more scholarships are needed, and the SLA might want to consider doing something about that.

Dr. Jane Varlejs is an Associate Professor at Rutgers University.
Email: jvaljes@rutgers.edu

Twenty-one sections are divided into two parts. Part One presents resume essentials such as arrangement, headings, references, proofreading and cover letters. Includes resumes for specific positions; administrators, international teaching, and second career and non-licensed individuals. Part Two contains sample resumes for a wide range of positions, including special services and international settings.


Organized into four sections: policy dimensions of mathematics education, responses in mathematics education to technological developments, issues in research in mathematics education, and professional practice in mathematics education. Intended to be an essential resource for scholars and researchers of the field of mathematics education as well as those in governments and educational systems who shape policy in mathematics education. Chapters cover mathematical literacy, international comparative research in the field, influence of technology, technology as a tool for teaching, mathematics teachers as researchers, regulating the entry of teachers of mathematics into the profession, and educating new mathematics teachers. List of principal authors. Names and subject indexes.


This collection of twenty essays by thirty-six international contributors reflects some of the current topics and themes being addressed in the field. Arranged in five parts, essays are grouped under social and cultural theories, politics and education, philosophy as education, teaching and curriculum, and ethics and upbringing. The essays were written in pairs, as requested by the editors, to provide a sense of the various dimensions and approaches that are to be found within each topic. Each of the essays contains recommendations for further reading. Provides a lengthy bibliography of references and an index.


This fourth edition of a well-known text on qualitative research, first published twenty years ago, serves as a reference for this research approach. As indicated in the introduction, while it is meant to be a resource for beginning researchers, it can also be used as a handbook for those practicing research. It provides an understanding of the uses of qualitative research in education, discusses the theoretical and historical background, and specific research methods. Following the introductory chapter on the
foundations of qualitative research, chapters cover research design; fieldwork; qualitative data; data analysis and interpretation; writing up the research; applied qualitative research for education. The appendix includes examples of observational questions for educational settings, an example of field notes, a glossary, and references.


More than 350 journals are represented in this publication. The preface offers helpful guidelines for potential authors, particularly for authors new to the publishing process. Arranged alphabetically, journal entries contain the submission address, publication guidelines, circulation data with subscription price, review information, and manuscript topics. In addition, the entry section on manuscript guidelines/comments provides: editorial procedures, manuscript acceptance policy, preparation of copy, how to reference citations in the text, reference format, and editorial policy. An index organizes the journals into twenty-eight topic areas with information regarding type of review process, number of external reviewers, and acceptance rate.


Over 225 journals are represented in this publication, which offers the same features as the Cabell's Directory focused on educational curriculum and methods.


Provides pre-service and in-service teachers with specific guidelines for organizing a portfolio of professional goals. Six chapters cover the development of a working and presentation portfolio, the rationale and guidelines for creating an electronic portfolio, application of the Interstate New Teacher Assessment and Support Consortium's teaching standards to a professional portfolio, and the use of a portfolio throughout a teaching career. Appendixes include NCATE affiliated professional organizations, artifacts checklist, and glossary.


This is the first dictionary of education to be published since Carter Good's Dictionary of Education in 1973. The focus of the editors and contributors has been to produce a comprehensive list with descriptive entries of the contemporary usage of words and terms in the broad and interdisciplinary field of education. The publication is geared to the general public interested in education issues, K-12 professionals, education students, educators, researchers and scholars in higher education settings. It is also offered as a useful resource to staff of public, academic, and school libraries for concise interpretation of educational terminology. More than 2600 terms relevant to educational research, theory, and practice are explained. The main focus is education practice in the United States, although terms are relevant to many education practices in other countries. Each entry identifies the contributing authors by initials separately listed. The contributing editors and teams of contributors are listed under their subject areas of expertise, of which there are twenty-five. Included is a lengthy bibliography of sources consulted by the editors and contributors.


A resource that provides descriptions, explanations, and institutional and social challenges related to distributed education. The encyclopedia is intended for a wide audience including educators, students, and policymakers. Contains 174 entries of various lengths organized around six primary themes: administrative processes; technical tools and supports; policy, finance, and governance; social and cultural perspectives; student and faculty issues; and teaching and learning processes and technology.
Entry topics are broad, ranging from historical predecessors of distributed education to future projection, from teaching skills to theories of pedagogy, from home schooling to residence halls. Appendixes include print and non-print resources and prominent distributed learning programs. Index and Reader's Guide.


This second annual edition of the Educators Guide, focused on the elementary and middle schools, offers a variety of 1,697 teaching aids, available through the Internet, which are geared either for teacher or student use. The main section lists the titles with brief annotations, suggested grade level, format, source, and URL. The 1,536 new titles in this edition are clearly indicated. Includes a title index with page references, subject and source indexes. A companion volume is the 21st edition of the secondary school edition, 2003-2004.


Developed by the editor to help Black students become informed about graduate education and to guide them through the process, this publication is organized into three parts. The first part presents twenty-one chapters, with all but one written by Black scholars, on how to prepare for and become a successful student in graduate and professional school. Part two provides essays authored by thirty-nine Black scholars and one Native American from various professions who describe the experiences that led to their success both in graduate and professional school. Part three provides autobiographical essays that describe individual challenges, solutions, and accomplishments, thereby personalizing the information and advice that is offered throughout this volume.


The focus of this publication is special education in the United Kingdom. It offers an in-depth overview of UK special education issues and how they are addressed. The audience includes teachers, students, administrators, parents, social and health services professionals, and volunteers. While the entries for special education terminology are arranged alphabetically, the coverage is based on six broad themes: basic terms, ideas and values; venues relating to special education and school organization (boarding schools, early education settings, home education, primary schools, etc.); roles, duties and responsibilities, procedures and rules; individual differences among learners with special educational needs (SEN); curriculum, assessment and resources; and pedagogy. A classified list/thematic index of the A-Z entries is an aid to readers wishing to systematically study this resource. The appendixes include selected legislation and related reports and documents from the Warnock Report to the present; selected regulations, 1981 to the present; selected special educational needs codes among other documents.


Designed to assist educators in understanding testing, interpreting test results, and justifying their selection, construction, and use of tests. Only tests used by educators are analyzed in the handbook. Five sections cover test reviews under the headings of admission, placement, instructional prescription, achievement certification, and referral. A sixth section discusses criteria for the evaluation of educational practices. Each section has an introductory feature highlighting issues relevant to that testing area. Test review format includes usefulness of the test, technical adequacy, special features, feasibility considerations, and excerpts from other test reviews. Extensive indexes such as test acronyms, test classification, publishers' directory. Glossary.


The Almanac provides historical and current statistical and demographic information that guides readers in understanding and comparing national, state, and county education data. It is organized into three sections: National School Enrollment and Educational Attainment Statistics; State Education Statistics; and County Education Statistics. The

first section is no longer available in print from the Census Bureau, and the county data statistics are a special tabulation from the National Center for Education Statistics (NCES) files and the 2000 Census. For the state statistics, there is descriptive information for various geographic areas. Each section contains notes and definitions to explain the meaning of the individual statistical terms used. This publication has numerous tables and figures for enrollment, educational attainment levels, expenditures, teacher characteristics and salaries, and other comparative data analyses. Offers a descriptive guide to educational Internet resources. Index.


This book is a resource for teachers as they guide their students through the video production process. The first section focuses on integrating video production into the class curriculum, with chapters on video projects and how to manage them, how to teach communication skills, and the basics of aesthetic education and visual communication through video. The second section offers chapters on preproduction and the development of a story or script, an understanding of professional video production, the process of cutting, sequencing, special effects and other skills and knowledge base. The third section discusses video production equipment appropriate for student productions. Includes a chapter on media literacy and the evaluation of media content. Illustrated throughout with student forms, sample storyboards, and the particulars of equipment. Bibliography, index, and companion website: http://www.action-in-the-classroom.com


This second edition has been rewritten to incorporate the societal changes that have impacted education in the more than thirty years that have passed since the 1971 edition. As explained in a lengthy preface, all articles were newly commissioned, with three biographical exceptions. Its purpose is to be comprehensive in its descriptive coverage for the United States and worldwide. The broad audience for this edition includes parents, teachers, administrators, scholars, policymakers, and the interested public. More than 850 articles, ranging from 500 to 5,000 words, are arranged in an alphabetical listing. There are 121 biographical entries of major educators, historical to the present-day. Entries include references to other entries and a bibliography. This edition differs from the first in that the international focus is not of education within individual nations but on descriptions and comparative information on global regions, and in addition, selected articles provide cross-national comparisons. Volume 1 contains an alphabetical list of articles and contributors. Volume 8 includes a thematic outline of content and groups entry terms within appropriate categories; a selection of primary source documents, including abridged versions of U.S. Supreme Court cases; an alphabetical list of commonly administered tests, with organization address and website; state departments of education; Internet resources; bibliography; index.


Written as a practical guide to assist beginning and experienced grant writers to develop grant proposals. Eight chapters cover the process of grant writing, including grant-writing myths, parts of a proposal, budget preparation, three winning proposals, using action research, appropriate writing style, and using the Internet. Appendixes include a sample of a proposal, survey questionnaire, first draft, and journal article. Index.

Intended to support both beginning researchers and advanced scholars in the field. Chapter authors identify trends and address key issues within twelve chapters grouped into three parts. Part I considers the child and family issues. Part II looks at curricular trends and issues affecting practice. Part III examines policy and professional development issues. Chapter authors are scholar-practitioners writing on inclusion, developmental appropriateness, assessment, emergent literacy, and global education. Index.


Organized in four parts, this publication gives a comprehensive look at distance education from its beginnings to its future. It is intended for a variety of audiences such as institutions and individuals exploring the topic of distance education, faculty and staff involved in distance education, and instructors teaching undergraduate and graduate courses related to technology and learning. Part I presents the evolution of distance education around the world. Part II describes exemplary programs such as Britain's Open University. Part III presents four abbreviated case studies to illustrate two important aspects of distance education - pedagogy and student support services. Part IV addresses the topics of assessment, evaluation, standards, and accreditation. Appendices, references, and index.


Intended to assist individuals throughout the higher education community in furthering their abilities to lead others. Designed to describe what leaders do, explain the fundamental principles that support practice, provide examples of those who demonstrate leadership practice, and offer specific recommendations. Chapter one describes the five practices of exemplary leadership based on the authors' research. Chapters two through six focus on the five practices, one to a chapter. Each practice is illustrated with case examples and recommended actions to put the practice to use. Chapter seven discusses leadership as a learnable set of practices. Detailed information on the authors' research methodology, statistical data, and validations studies by other researchers is available on the author's web site: http://www.theleadershipchallenge.com. References and index.


Presents the tests of 219 publishers, updates information from the fourth edition, and presents descriptions of new and revised tests. Three main sections -- psychology, education, and business -- are divided into subsections. Each test has a primary classification in one of the subsections. Tests in each subsection are listed alphabetically by title. Each test entry includes test title and author(s), copyright date, intended population, purpose statement, brief description, format information, scoring method, relevant cost and availability, and primary publisher. Five indexes cover test title, author, publisher, tests not in the fifth edition, and publishers not in the fifth edition.


Describes specific learning disabilities such as dyslexia, developmental speech and language disabilities, developmental arithmetic disorder, and developmental writing disorder as well as hearing impairment and Tourette syndrome. Eight parts include an overview of learning disabilities; descriptions of learning disorders; information about reading, writing and mathematical disabilities; a description of various impairments and disorders affecting learning ability; and discusses daily issues faced by learning disabled people and their families. Part VIII chapters cover additional help and resources, such as national
organizations and financial aid information for students with disabilities. Index.


Provides an overview of distance learning for K-12 students, with more than 6000 courses listed by 154 institutions and consortia. Course delivery methods described are mainly print-based (correspondence study) or web-based, with Internet delivery of the course work. An alphabetical listing of entries for the individual institutions contains the description of the institution, access, tuition/fees, enrollment period, equipment requirements, credit and grading, library services, and accreditation, followed by descriptions of the courses by grade level. Indexes for a subject index of courses offered by level; course level index of institutions, and a geographic index.


This handbook provides key screening instruments for clinicians and researchers working with pediatric populations. The areas discussed in this volume cover a wide spectrum of assessment issues that child health clinicians and researchers need to address, such as health status and quality of life; pain management; child behavior; child development; child coping; cognitions, attributions, and attitudes; and environment. Each chapter begins with an introductory overview followed by key assessment measures. Each measure provides the reference source, how to obtain the measure, purpose of the measure, a description of the measure, standardization and norms, reliability and validity, and summary of strengths and limitations. Entries also include additional references or readings. The appendix includes measures not copyrighted or that the authors gave permission to reproduce.


For use in planning lessons for grades 4-12, 554 lists are printed in reproducible form, numbered consecutively, and organized into seven sections: United States History, World History, American Government, Consumer Economics, Sociology, Psychology, and Geography. This edition includes a thematic table of contents, organized by the National Council for Social Studies' ten thematic areas. An introductory section presents a variety of activities to use with the lists, such as cooperative learning reports, scavenger hunt, pairing puzzles, dictionary game, Internet research, and interest builders. Includes academic standards bibliography.


Reports on scholarly developments and school curriculum development initiatives worldwide. Thirty-six essays on 29 nations, including four introductory essays, provide a view of the state of curriculum studies globally. The introductory essays focus on curriculum research issues that cross national boundaries, such as the globalization of curriculum studies and environmental education. Chapters five through thirty-eight include the countries of Japan, Argentina, Mexico, Namibia, Norway, Romania, and Southeast Asia. Author and subject index.


First in a series on the evaluation of four distinct educational groups; teachers, educational specialists, administrators, and classified employees. This title is organized as a guide for developing and implementing a teacher evaluation system. Three major sections cover development and implementation, roles and responsibilities, and tools. Eight chapters include a history of teacher evaluation, a model, performance standards, rating scales, documentation, policy, and legal guidelines. Part Two provides eight comprehensive sets of teacher job responsibilities. The specific positions listed include classroom, English second language, preschool, reading recovery and special education resource teacher. The final section has forms such as teacher evaluation records, portfolio guidelines, student and parent surveys, and an improvement assistant plan. A CD-ROM offers the
ability to customize the forms to meet a specific school or school district's needs. List of figures.


Thirty-two chapters divided into four parts review major theoretical, methodological, and instructional advances in the field. The first section focuses on foundations of and current perspectives on learning disabilities. Within this section chapters include major research-based landmarks, issues of classification, definition and public policy, and effective service delivery models. The second section addresses the causes and behavioral manifestations of learning disabilities with chapters on basic cognitive processing, memory, language processes, social cognition, neurological correlates, and genetic influences. The third section includes chapters from leading researchers focusing on effective instruction. Section chapters cover word skills, reading comprehension, writing, spelling, and science and social sciences. Formation of instructional models is the focus of the fourth section. Chapter topics include research related to strategy instruction, direct instruction, cooperative learning, and curriculum-based measurement models. The final section focuses on methodology. Areas covered include exploratory and confirmatory models, subtype analysis, and qualitative research.

Author and subject indexes.


Presents an extensive analysis of higher education in Africa. Nearly 80 contributors, mainly from within Africa, and a number of experts outside Africa, have contributed to this volume. The first part includes thirteen chapters addressing various themes, such as trends and perspectives in African higher education, financing of higher education, women in universities, student activism in African higher education, foreign aid financing, the language predicament in African universities, and African higher education and the world. The second part examines higher education in fifty-two countries in Africa. The third part contains higher education resources: a lengthy bibliography on higher education in Africa; and 301 doctoral dissertations on higher education in Africa arranged by country and by themes. Chapter references; numerous tables and figures. Index of themes and countries.


Three sections cover new developments in social theory and methodology, the practice of sociology in different countries and regions of the world, and an appraisal of critical issues in the field. Section one's eight chapters include social capital in education, socio-cultural approaches to cognition, and critical ethnography. Within section two several case studies consider the development of the discipline and its concerns worldwide. In the third section five chapters present international presentations of citizenship in textbooks, global and national influences, and cultural similarities and differences in effective education. Index.


This book is part of the University of Illinois at Chicago series on children and youth. The introduction by the editors provides an overview of trends in early childhood programs. The chapters are organized into three parts: preschool education and care, covering the first five years to include Head Start and model programs; early school age programs and practices to include discussion of school readiness, grade retention, and early intervention; and national investments, with chapters that examine the implications of research and practice for developing programs and formulating policies. An epilogue by the editors discusses themes and recommendations for the new century. Chapter references and tables, contributor information, author and subject indexes.

Gladys I. Dratch, Head of Collection Development, and Deborah S. Garson, Head of Research Services, Gutman Library, Harvard University. Email: gladys_dratch@harvard.edu, Deborah_Garson@harvard.edu
Resources on the Net:
Standards and Assessment
Compiled by Anne Wade, Concordia University, Montreal, Quebec

Distance Education


A culmination of documents from the last forty years, these Guidelines are intended to "serve as a gateway to adherence to other ACRL standards and guidelines in the appropriate areas and in accordance with the size and type of originating institution."


A comprehensive Position Paper from CLA modeled on the ACRL Guidelines for Distance Learning Library Services (Association of College and Research Libraries, 1998) but with a Canadian context. "The purpose of the guidelines is to emphasize the importance of planning and delivering effective library services to support Canadian distance and distributed learning programs."


This paper summarizes the new standards and requirements established by the TEACH Act. Discusses implications for Institutional Policymakers, Information Technology Officers, Instructors and Librarians. Document also available as a PDF file.


The Commission, chaired by Senator Bob Kerrey, prepared this extensive report of over 160 pages, which presents a series of recommendations to the U.S. Government related to the future of distance education as a vehicle for learning. Following hundreds of interviews, the commission was able to identify barriers that are preventing the Internet from realizing its full potential for improving learning. Recommendations put forth focus on the need to embrace e-learning as a centerpiece of U.S. educational policy. Report is available in PDF format.
Information Literacy and Library Instruction


This document provides three standards for each of the following: Information Literacy, Independent Learning and Social Responsibility as set by the AASL.


These guidelines summarize the elements of exemplary Information Literacy programs for undergraduate students.


These guidelines are designed to assist academic and research librarians in preparing and developing effective instructional programs. The document includes sections on: Program Design; Human Resources; and Support. Includes a bibliography.


This set of standards developed by the ACRL first provides a definition for Information Literacy and how IL is relates to Information Technology, Higher Education, Pedagogy and Assessment. It then outlines five standards for IT and provides performance indicators, along with expected outcomes for each. Also available as a PDF file.


This assessment plan, which is based on certain assumptions related to student learning, presents a series of objectives for each clearly defined goal. Examples of measurement techniques are provided for each objective. Includes some learning strategies for novice and advanced students. Brief bibliography and glossary are also included.
Users with Disabilities


Summarizes services for users with disabilities for thirteen American academic libraries in this special issue of *Transforming libraries*. Includes a look at applying assistive technologies, adapting to the users' needs, physical access, and special programs.


These guidelines are "intended to be used by librarians as the basis for creating libraries which are accessible to all Canadians." Includes information on Planning, Budgeting, Marketing, Human Resources, Public Services, Resource Sharing, Adaptive Technology and Physical Access. A list of provincial representatives is available in an appendix.


This document provides seven principles that may be applied to evaluate existing designs, guide the design process, and educate both designers and consumers about the characteristics of more usable products and environments.


Harrison discusses the universal design principles for the development of web-based educational resources so as to accommodate learners with special needs. Provides general principles and basic strategies for web-developers in order to ensure universal access to education.

Miscellaneous Information


"This set of guidelines, proposed by the Canadian Library Association's Interest Group on Services for Older People, is intended to provide a checklist for libraries to use in planning services that are inclusive of older adults, and that will encourage a greater use of libraries by this growing population." Unique needs related to physical facilities, programming, and outreach are addressed.


This study reports "the perceptions and recommendations of sixty-two experienced survey researchers from the American Educational Research Association regarding the use of electronic surveys. The most positive aspects cited for the use of electronic surveys were reduction of costs (i.e., postage, phone charges), the use of electronic mail for pre-notification or follow-up purposes, and the compatibility of data with existing software programs...They advised that electronic surveys designed with the varie
technological background and capabilities of the respondent in mind, follow sound principles of survey construction, and be administered to pre-notified, targeted populations with published email addresses."


Summarizes the membership criteria and mandate of the SLA Technical Standards Committee. Includes a list of current members along with contact information.


This extensive report set out to develop a better understanding of methods effective in assessing use and usability of online scholarly information resources and information. "It offers a survey of the methods that are being deployed at leading digital libraries to assess the use and usability of their online collections and services. Focusing on 24 DLF member libraries...Troll Covey, conducted numerous interviews with library professionals who are engaged in assessment. In these interviews, Covey sought to document the following: why digital libraries assessed the use and usability of their online collections and services; what aspects of those collections and services they were most interested in assessing; what methods the libraries used to conduct their assessments; which methods worked well and which worked poorly in particular kinds of assessments; how assessment data were used by the library, and to what end; and what challenges libraries faced in conducting effective assessments. The result is a report on the application, strengths, and weaknesses of assessment techniques that include surveys, focus groups, user protocols, and transaction log analysis."

**Links to Other Sources**


This bibliography contains references, primarily to journal articles, on issues related to assessment in college libraries.


An extensive list of links to standards set by the ACRL, organized by topics including: College and Universities Libraries; Education, Personnel and Academic Status; Information Literacy and Instruction; and Rare Books, Manuscripts Special Collections and Archives.


A repository of survey instruments designed to assess library services.

Compiler's Note: Text that is enclosed within quotations marks has been taken directly from the document.

**Anne Wade** is Manager of the Centre for the Study of Learning and Performance and has taught in the Information Studies Program at Concordia University for ten years. Email: wada@education.concordia.ca

These two awards, highly valued in the world of children's literature, are given annually by the Association for Library Service to Children (ALSC), a division of the American Library Association (ALA). Every year, a medal for each is awarded and one or more "honor books" may also be named.

**History.** The Newbery award was proposed to the American Library Association by Frederic G. Melcher in 1922. Awarded to the author of "the most distinguished contribution to American literature for children published in the United States during the preceding year," it is restricted to authors who are citizens or residents of the United States. In 1937, in response to concern that picture books should also be honored, Melcher proposed a second annual medal, for "the most distinguished American picture book for children published in the United States during the preceding year." This award is also restricted to artists who are citizens or residents of the United States. The bronze medals were designed by René Paul Chambellan. Facsimile seals are sold to the publishers of award winners and honor books, with the profits going to support division programs, including the Frederic G. Melcher Scholarship Fund. Since 1986, honor book authors and illustrators have received certificates.

**Process.** Each award is selected by a prestigious committee of fifteen ALSC members, eight elected and seven chosen by ALSC's President-Elect. Committee members read hundreds of books, evaluate them according to specific criteria, and meet several times to discuss their selections. In late January, at the ALA Mid-Winter meeting, the decision is made, the authors and artists are called and notified, and a press conference is held to announce the "Academy Awards of Children's Literature." A final event that caps the process is the Newbery-Caldecott Banquet at the ALA Annual Conference in June. Aficionados look forward to the high quality of the award winners' acceptance speeches.

**This Work.** This latest edition of the work describes the history, terms, and definitions of each of the awards and the process of selection. A major section, for which education librarians will want to own the work, lists with annotations all winners and honor books for each award from its inception to 2001. Also included is an article on the varied media used by the winning Caldecott artists. There are two excellent indexes, one for authors and illustrators and one for titles.

JoAn S. Segal, Vintage Ventures. Email: jsegalvv@earthlink.net

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Barchers and Kroll have created readers theatre scripts from classic tales for readers in grades 6 to 12. Both authors write for "Weekly Reader." Barchers is Managing Editor and Jennifer L. Kroll is Senior
Editor of that publication. Between them they have five readers theatre books in print. For the teacher to whom readers theatre is new, the introduction provides helps in getting started. Other teaching aids are provided to maximize the use of the scripts.


Each adaptation includes a summary of the play and author background. In addition there are suggestions for the presentation and props and a list of characters. Suggestions and props are kept simple. As for characters, the authors try to include as many as possible. This is gives many students an opportunity to take part without overwhelming the reluctant public reader with a massive part. *Prince and the Pauper* has 21 characters and *A Christmas Carol* has 32 characters.

Permission is given to make copies of the scripts for classroom and in-service use. The book is highly recommended for school and pubic libraries.

Doug Fruehling works at Point Loma Nazarene University's Ryan Library. Email: DougFruehling@ptloma.edu


Those who doubt that contemporary educational writing can go beyond evaluation and the management of assessment can think again. *Thinking again: Education after postmodernism* is a philosophical analysis of education using the writings of Jacques Lacan, Jacques Derrida, Jean-Francois Lyotard, and Michel Foucault. Through exploring the ideas of these thinkers, the authors invite readers to shake off the "intellectual inertia" and "anti-theoreticism" that have reduced British education to effectiveness training for classroom competencies. The authors succeed in shifting the reader’s thinking from concern with "performativity" to contemplating philosophical problems in education. This book "does not save the reader time" but invites one to think in new directions about education and promises -- which takes time. *Thinking Again* is not prescriptive and offers no simple solutions. Recommended.

Linda Salem is an Education Librarian at San Jose State University. Email: lsalem@mail.sdsu.edu


Dailey’s *A Storytime Year: a month-to-month kit for preschool programming* is a comprehensive source book for librarians looking for theme-based preschool storytime ideas. Filled with great ideas and comprehensively organized, Dailey's book is in a convenient binder format that makes materials easy to locate and reproduce. Divided into twelve monthly sections, the kit contains useful ideas for year round programs that are sure to please preschoolers and their parents.

The kit is organized in a unique manner, containing not just a table of contents, but a figure list lending quick reference to magnetic board templates and an alphabetical theme list to locate topics within the monthly format. The guide itself is divided into two parts; the first is a compilation of program planning tips, and the second has a month-by-month list of programs. The programming section offers directions
for creating participation stories and a how-to section on creating magnetic board stories, a variation on the tried and true flannel board tale. The monthly listing offers themes for each week of the month with a variety of traditional and unique themes for librarians to choose from.

Dailey gives us a standard outline for creating programs and goes on to discuss each detail in depth. Each thematic program includes a variety of books, fingerplays, participation activities, magnetic board stories, videos and crafts. She believes that the inclusion of participation stories is key to a successful storytime. Dailey discusses the value of each type of participation story, and explains how they can develop skills such as listening, memorizing and reasoning in the participants, while allowing them to become a part of the overall story experience. Planning sheets, both reproducible originals and sample forms, are included to assist with evaluation and future planning.

The monthly chapters offer numerous suggestions for effective storytimes with extensive bibliographies, video lists, participation activities and crafts. The various themes comprise seasonal holidays, both secular and religious, as well as standard storytime themes such as mice and zoos. Dailey also offers some unusual themes such as dessert, illness, pizza and kangaroos, each with a plethora of ideas for making the program successful. She suggests that librarians should feel free to create their own formats, picking and choosing from her suggestions and adding their favorites, but overall her plans would work nicely to create an enjoyable 20-minute program for 3-to-5-year-olds.

A Storytime Year includes Nancy Carroll Wagner's illustrations to create magnetic board story pieces to accompany stories within the different units. The images are quite serviceable, although most would need to be enlarged for use with magnetic or flannel boards. Dailey prefers using magnetic boards for their "stick" and gives specific instruction on creating magnetic stories from the Wagner's drawings with specific suggestions for coloring, laminating and use of the materials.

Among the children's program planning guides currently available, Dailey's Storytime Year shines. Overall, the book is an excellent resource for children's librarians, containing a wide variety of themes appropriate for preschoolers. A Storytime Year: a month-to-month kit for preschool programming would be a wonderful asset to both the beginning librarian looking for a place to start and the seasoned professional seeking new ideas.

Amelia Shelley is Manager, Children's/Young Adult Services at Laramie County Library System (Cheyenne, WY). Email: ashelley@larm.lib.wy.us

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The purpose of this publication, which updates the authors' earlier work, Collection Analysis for the School Library Media Center: A Practical Approach (ALA, 1991), is to introduce to staff in the small or one-person library simple techniques for evaluating a library collection.

Divided into three chapters, Chapter 1 provides a brief overview of collection development and analysis. The authors stress the importance of collection evaluation or analysis and share success stories from librarians who have used the techniques to acquire additional library funding.

Chapter 2 begins with an introduction to "sampling" and three techniques for selecting a random sample. This is followed by descriptions of field-tested techniques for collection analysis, which include mapping; determining the average age of the collection; comparing the collection to standard bibliographies, textbooks or periodical indexes; estimating the cost to update the collection; and comparing information in various formats. Step-by-step directions are provided for using these quantitative methods to collect and analyze data that will help determine the quality of a library's collection. In addition, the authors provide sample forms for data collection and show how to use spreadsheets and graphs to illustrate the results.

Education Libraries Volume 26, No. 1 Summer 2003
Today many small libraries and school media centers have integrated library systems that can generate the data or reports; for libraries without an automated system, an appendix describes sampling from a shelflist.

Weeding, an "essential but often overlooked aspect of collection development," is covered in Chapter 3. Doll and Barron discuss weeding as a logical follow-up to collection evaluation. They mention advantages and disadvantages of weeding, and provide some general guidelines when removing obsolete materials from a collection.

Librarians who are unfamiliar with collection analysis will find this an invaluable tool that will help them identify the strengths and weaknesses of their collections, and justify requests for additional funding. The author lists books, articles, dissertations, and web sites for further reading. This book is highly recommended.

**Judy Druse** is Curriculum Resources Librarian, Mabee Library, Washburn University. Email: judy.druse@washburn.edu

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According to the U.S. Department of Education, the paraprofessional is among the fastest growing jobs in public schools. As Mary Beth Doyle points out in *The Paraprofessional's Guide to the Inclusive Classroom*, paraprofessionals go by many names — teacher's assistant, educational aide, instructional assistant. In this second edition, Doyle further clarifies the role of the paraprofessional in the inclusive classroom, in which students with disabilities are welcomed among peers of their own age, regardless of ability, and treated as valued members of the school community.

*The Paraprofessional's Guide* is designed as a training handbook so that paraprofessionals and teachers, special educators, and other school professionals can learn to work together as a team. It defines paraprofessionals and their responsibilities in accordance with the certified personnel they support, emphasizing the need for proper training and supervision (chapter 1); delves into further detail about daily classroom routine and the effect of adult proximity on disabled students (chapter 2); describes the disabled student's IEP (individualized education program), a set of learning priorities developed by the special educator and implemented with the help of the paraprofessional (chapter 3); explains concepts such as multilevel curriculum and instruction and curriculum overlapping, which allow the general educator to teach students with varying abilities (chapter 4); touches upon classroom behavior, i.e., what students do versus what they actually want to communicate, and what adults can do to promote positive behavior (chapter 5); and deals with the need for student confidentiality (chapter 6). Approximate total training time is five hours, implemented as one in-service day or five one-hour blocks.

This second edition keeps all the great aspects from the 1997 edition and makes several improvements. Each chapter gives concrete examples that aid comprehension, e.g., specific student behaviors in chapter 5. It describes technical terms that might be unfamiliar or confusing, e.g. IEP. It is now published in a larger format, which facilitates photocopying the numerous usable and appealing forms and worksheets in the appendix. It goes into further detail in describing common pitfalls, such as paraprofessionals being asked to fulfill roles for which they are not qualified, and re-emphasizes the need for paraprofessionals to receive proper training and supervision. Particularly noteworthy is the addition to chapter 3 of an articulate and heartfelt essay, dictated by Peter Hunton, which recounts his childhood experiences as a special education student. It puts a face to the disabled student in the inclusive classroom and shows what it's like to be on "the other side of the desk."

**Julie Shen** is Publications Assistant at Honnold/Mudd Library of the Claremont Colleges. Email: Julie.shen@libraries.claremont.edu
This database is a compilation of several significant library catalogs including the British National Bibliography (BNB), British Library Science Reference and Information Service Current Catalogue (SRIS), British Library Humanities and Social Sciences Current Catalogue (HSS), Library of Congress English-language books since 1968, Library of Congress English-language serials since 1978, and perhaps most significantly, the British Library General Catalogue of Printed Books to 1975. The database is available on DVD-ROM (updated quarterly and reviewed here) and online (updated weekly). Serious researchers will undoubtedly want the online version for its timeliness. The premier edition contained over 12 million records and is "the most comprehensive Catalogue of English language titles ever published."

A product that provides a snapshot of publishing activity in the English language since World War II is noteworthy. It can be used as a bibliographic source for collection development, as a tool to update library catalogs, and as a researcher's standard for bibliographic information. Scholars will undoubtedly appreciate the ability to track both recent and forthcoming titles in their areas.

Available searching features are fairly clear with the ability to search all the standard fields (author, title, keyword, etc.) as well as some unique fields such as British Library and Library of Congress subject headings, provenance, both the language of the original and language of item, and cataloging institution. Users without complete information about the item they are searching for should be able to find what they need with all of the possible search variables.

Searching can be accomplished using a quick search feature, form search (with fill-in boxes), expert search (field names required) and browse index entries. Searches are automatically truncated with the exception of the quick search feature which could present problems when searching for a long title. Location of the various search features on the screen is slightly unintuitive. For example, one might expect to find the buttons for the different search choices somewhere within the search window instead of on the toolbar above. A new user might have trouble finding what they want until they become familiar with the database.

Searches can be limited to a specific database. On the DVD version, the British Library catalog must be searched separately from the rest of the catalogs. Display options can be chosen from BLC (British Library Catalog) format, MARC format, bibliographic format (for citation), and custom format of one's choosing. Searches are saved and dated and researchers can create searches that can be run in perpetuity. In addition, search filters can be created which will run with any future search.

Browsing through records is not particularly seamless. The ability to move back and forth from short title list to individual record is not available within the search window. In order to move back, one must use the "Esc" key, hardly adequate when wanting to browse.

Researchers may add notes to individual records as well as web links. A symbol is attached to a record when notes have been added alerting the researcher. The ability to create one's own "personal database" for research is a bonus.

The significance of this bibliography cannot be underestimated. Although some of the searching features could be improved, the sheer size of this database makes it a welcome product for libraries and researchers alike. Recommended for all libraries where there is need.

Leslie N. Andersen is Arts Librarian at California State University, Long Beach. Email: landerse@csulb.edu
Regarding gender studies and information skills, there are two dimensions to this very complex dynamic: content and presentation. Issues such as the point of view of a book or article or whether it is available in print or an electronic format permeate the landscape of feminist studies and their relationship with the world of information. How do the different learning styles of each gender challenge the research process? What about the way in which the resources themselves are created, used and evaluated? Are they male-centric? Does that make a difference? These are the types of questions that underlie today's fabric of education, its relationship with librarianship and, more generally, information.

These are also the types of questions that "Informing young women: Gender equity through literacy skills" grapples with and attempts to answer. Farmer begins by stating that "...this book is geared to helping librarians and other educators in general to empower young women and men through information and information skills." (p. 3) She guides the reader through several chapters in which she details gender issues as they exist today and in days past: concepts of self-esteem and gender-associated learning, different perspectives of learning, the notion of information literacy and gender equitable learning activities, lesson plans, and a subject bibliography. Although the book was published in 1996, and therefore speaks to the educational and information environment as it existed at that time, the author's analysis of the nature and importance of gender studies is one of the book's strengths. It is clear in its delineation of the path that gender-based concerns have taken and what the role of the educator, be it teacher or librarian, should be in order to ensure that these concerns are not only addressed, but also insofar as possible within the scholastic environment, resolved.

The author thoroughly discusses specific aspects of the issues she perceives are important within the educational arena. She explains that women have been ignored and trivialized especially in the educational literature, and display different types of intelligence such as linguistic and intrapersonal (p. 24). The author is a strong advocate for creating an inclusive and empowering "learning community" in which these matters are brought to the forefront and are part of a "conscious change" (p. 36) and institutionalized awareness. But what implications do these ideas have for information literacy and literacy skills as tools for gender equity?

In subsequent chapters, the author states that "the use of information is power." (p. 51) She then describes the concepts of information skills and problem solving by breaking them down into six categories: task definition, research strategies, locating and accessing information, using information, synthesizing information, and evaluation. The author then places these relatively abstract categories into the everyday learning environment by describing gender-equitable learning experiences, whereby "teachers transcend the students' daily behavior and look at the long-term ramifications of the content and information processing skills to be learned." (p. 67)

The final section of the book contains lesson plans that integrate gender sensitive issues with information skills combined with a comprehensive bibliography detailing resources from areas such as education, psychology, social issues and reference works. In describing the lesson plans, the author delineates over thirty thoughtful and important topics ranging from art to sports to politics and adheres to the following structure: scenario, content skills, information skills, rationale for the activity, structure, activities, community outreach, culminating experience and evaluation.

Though helpful and thorough, this section was not as developed as the previous chapters. While the structure of lesson plans is useful and highlights the concepts and issues involved, it does not integrate the six step information process articulated in chapter five with the real-life topics. The book does a great job of setting up the basis of why we should focus on gender, learning, and education, but the connection with the information issues and skills described could have focused on more concrete examples. There could be more detailed directions that the students or instructor can follow to conduct the actual research and deal with these very broad topics.
Despite the generalized nature of this particular section, the content based issues the author discusses are also reflected in the book's arrangement, which is well organized in a problem-solution outline. The book transitions smoothly from its historical analysis of gender issues to current concerns in the educational environment and the ways in which educators and librarians can acknowledge and deal with issues such as learning styles, stereotypes and biases. The author's lesson plans are well organized and provide many solid ideas for generating student involvement and fostering learning in the classroom. As a whole, the work is useful and important as it is woven in the larger fabric of information literacy, gender studies, and education.

Cynthia Ippolitti works in the Reference Department of the UCLA Biomedical Library. Email: cboeriu@library.ucla.edu


For many years school libraries and public libraries have used the relatively concise Sears List of Subject Headings to organize their holdings in a way that is accessible to their users and that is appropriate for the size of their collections. Now, as small libraries automate their catalogs, electronic records loaded into their systems include subject headings from the voluminous Library of Congress Subject Headings (LCSH) set. These libraries may also use subject headings provided by the Library of Congress through the Annotated Card Program (AC). AC headings are based on LCSH but differ in an attempt to provide subject headings more easily understood by young people. Joanna F. Fountain's Subject Headings for School and Public Libraries: An LCSH/Sears Companion, 3rd edition, provides crosswalks among the three sets of subject headings.

The format of this list of more than 30,000 subject headings is very similar to that in LCSH, including cross-references to narrower, broader, and related terms. Added annotations indicate congruencies and discrepancies among Sears, LCSH, and AC headings. Many authority file names are included to help small libraries who do not have access to that information. MARC codes are provided for some headings. The introduction contains clear instructions.

The earlier editions of this list were compiled from Texas school library systems' subject headings lists. The author has supplemented the list in this edition with headings used by the Texas Library Connection database. Thus, the list contains subject headings associated with the Lone Star State that may not be relevant to small library collections in other places. For example, a school library in Michigan may not have many works on the Garza family and Garza County (Texas), nor much need for them.

This well-organized, straightforward book is highly recommended for librarians who are converting their collections to Library of Congress Subject Headings, and will be useful in small libraries that employ LCSH but realistically do not need the full five-volume set.

Les Canterbury is Collection Development/Reference Librarian at the University of Redlands. Email: les_canterbury@redlands.edu


Sports and Education is one of 26 titles in the Contemporary Education Issues series. This series seeks to provide balanced coverage of controversial topics in education and their impact on schools, curriculum, students, teachers, parents, administrators, and policymakers.
Sports and Education is divided into six chapters. In chapter one, Frank analyzes the role that sport plays in the educational process, our daily lives, and society. She critically evaluates child and youth programs, elementary, high school, and collegiate athletics; club sports, and professional and international competition. The definitions of key terminology and a timeline of significant events in Olympic history are included.

The evolution of organized sports from the first recorded physical competition of ancient civilization to professional sports' current prominence is the focus of chapter two. Frank provides concise histories of various sports. Brief discussions of gender and racial discrimination, legislation to ensure equality of participation in sports, gambling, and television's growing influence on sports are included. A timetable of educational, social, and sporting events provides historical context.

In chapter three, Frank looks at the critical themes that determine what we learn from sports. She begins with a child's first participation in physical activity, then discusses the positive and negative aspects of such issues as competition, sportsmanship, and the role of sports in building character. Frank investigates coaching and administrative issues, ethical training for coaches, and the need to prevent the increasing number of sports injuries. The controversial issues of recruiting in collegiate sports, eligibility requirements, and the conflict between education and athletics are examined. Ethical behavior in sports is scrutinized. Frank presents an impartial analysis of two growing problems in sports: drug use and violence. She provides statistics on the use of performance-enhancing drugs in sports, and offers a chronology of violent actions by fans to assist the reader in understanding these behaviors. The chapter concludes with Frank asking whether sport should be eliminated from school settings. Her rationale is the overemphasis on sports at the expense of the educational process, portraying sport as a religion in our society. In addition, there is a conflict inherent in the roles of varsity coach and high school teacher.

Chapter four contains an in-depth look at the history of minorities and women in sports. Frank provides a history of the integration of sports. She takes a comprehensive look at Title IX and gender equity, female physiology, lesbianism in sports, and the challenges faced by female athletes. Timelines of prominent African American and female athletes are included. The chapter concludes with biographies of significant individuals in sports.

Chapter five is comprised of an annotated list of organizations associated with sports or physical education. Chapter six contains an annotated list of print and Internet resources.

A number of errors were found throughout Sports and Education. These errors range from minor misspellings of the names of two prominent athletes, Mark McGwire (spelled McGuire in the text) and Max Schmeling (spelled Schmelling in the text), to incorrect dates of significant events such as Muhammad Ali's 1964 heavyweight championship (listed as 1959 in the text). The most troubling errors were those contained within a timeline of prominent African American athletes of the 20th century (pp. 156-7). The dates of important events do not correspond to the event listed. The timeline has a significant factual error as it indicates that Willie Mays surpassed Babe Ruth's homerun record in 1962. Hank Aaron actually set the homerun record in 1974.

Upon correction of these errors, Sports and Education may be a useful addition to an undergraduate library's physical education collection or serve as a textbook for a course on sports and society. It may also be included in high school and community college library reference collections. Frank's narrative is concise and clear. Her presentation is unbiased and factual. The statistics and timelines help the reader better understand the important issues within the text. Frank's research is thorough and well documented.

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

Fredericks, a professor of education at York University, has authored numerous children’s books and teacher resources focusing on elementary education (see http://www.afredericks.com for additional resources and classroom activities). His new work, Investigating Natural Disasters through Children’s Literature: An Integrated Approach, offers teachers an innovative method for helping students understand and learn about the phenomena of natural disasters through the use of children’s literature. Fredericks’ goal is to promote the idea that science is a process, and that children will make better connections in their approach to learning about science through “activities, projects, exercises, and ventures that promote a personal response to science education and learning.”

Investigating Natural Disasters is targeted to elementary grades K-6 with a range of abilities from high to low. Part I includes the general purpose of the book, how to use it, a sample teaching plan, and National Science Education Standards, including both teacher and content standards. Part II, the majority of the book, is divided into activities and processes based on specific titles in children’s literature. Fredericks selects book titles based on criteria from various sources (including award winners and recommendations from teachers and librarians).

Each chapter in Part II is devoted to a specific natural disaster, such as tornadoes, and includes a selection of children’s book titles with accompanying activities. For example, one of the books featured in the tornado chapter is Eye of the Storm: Chasing Storms with Warren Faidley. Following a brief summary of the book, Fredericks lists the Science Education Standards (e.g., History and Nature of Science: Science as human endeavor), critical thinking questions (e.g., “Did the book inspire you to become a storm chaser?”), and a list of activities for students (e.g., “Ask your students to log onto http://www.germantown.k12.il.us/html/tornado.html and discuss how the information on this site complements the information in the book”).

Only seven natural disasters are featured as full chapters. However, Fredericks does include other natural disasters such as forest fires, blizzards, hailstorms, drought, and global warming in Appendix D with appropriate Web sites and literature recommendations. Four other appendixes include an annotated bibliography of children’s literature, a listing of recommended Web sites, video resources and teacher resources (although the teacher resources are all titles by Fredericks).

Investigating Natural Disasters is a useful resource for elementary education teachers seeking innovative ways of teaching students about science that is both fun and informative, as well as a valuable resource for teachers, librarians and libraries supporting education programs.

Nerissa Nelson is an Assistant Professor at University of Wisconsin-Stevens Point. Email: nnelson@uwsp.edu


The Newbery Companion provides an introduction to the winners of this prestigious award in American children’s literature. Its purpose is to “combine in one volume information that is found in several sources, to expand on the brief plot outlines usually given, and to update data through 2001.” In these goals it succeeds admirably. It begins with a biography of publisher John Newbery and an interesting account of the award’s founding, criteria, and selection process. Each entry, arranged chronologically, contains an introduction to the book and author, including origins, inspirations, and other works; an extensive plot summary; a short paragraph on the book’s themes and subjects; suggestions for passages to use in class discussion called incidents for booktalks; five or so related books with a one line description each; and a references section called "About the book and author." The bibliographic information for each title.
includes grade level, ISBN and price, but not number of pages. Honor books are also listed, with a short plot summary only.

This second edition adds a paragraph about criticisms of the award. It also adds award winners since the first edition and updates the suggested related titles for each entry, replacing selections that are now out of print. The bibliography on John Newbery, the award, and award recipients has been expanded, now including journal articles and more varied perspectives.

The Companion is a good source for teachers and parents selecting award winning books for children. Through the plot summaries, booktalk incidents, and themes and subjects sections, it provides enough information to match books to children's interests and to curricular objectives. Librarians can use it for ready reference. It can also serve as a readers' advisory source, both for the award winners and their related titles. For the same reasons, small school or public libraries may find it a good choice since the Newberys are "must have" items, and book budgets may not stretch very far beyond them. It is also an excellent source for education students and busy teachers, to deepen their understanding of the history of children's literature, suggest ideas for classroom discussion, and gain quick access to background sources, especially those basic sources commonly held, such as Something About the Author.

Many elements that might be included in such a work are beyond the scope of this one. For example, it does not attempt to provide critical analysis; the bulk of each entry is devoted to plot summary. Suggestions on how to use the book in the classroom are limited to the few booktalk passages (indicated by page numbers) with a brief sentence about why they might make for good discussions. The reference section following each title is limited. Many sources are repeated in entry after entry, such as Petersen and Solt's Newbery and Caldecott Medal and Honor Books: 1922-1981. While this might be ideal for teachers with few library reference sources at hand, researchers and librarians looking for more targeted reference sources will need to consult standard indexes. While the volume's index can easily be used to locate information on known titles or authors, it is not very useful for locating titles by subject; themes and subjects identified in the entries are seldom found in the index. Nor is there any indication for the basis for the system of the index's subject headings.

Despite these limitations, the volume does accomplish its goals in a well-written, straightforward manner. It will be a highly useful tool in any collection of children's literature, sure to be consulted often by librarians, teachers, and education students.

Christina M. Desai is a Reference Librarian at Morris Library, Southern Illinois University, Carbondale. Email: cdesai@lib.siu.edu


In his book, Professor Alan Januszewski of Educational Technology in the School of Education at SUNY-Potsdam, focuses on the changing definitions of educational technology over time and how these definitions reflect changes in the field and profession. In describing and interpreting definitions of educational technology, Januszewski effectively and thoroughly raises questions about the nature of educational technology as a profession.

The intended audience of this text includes professors and students of educational technology. However, practicing educational technology professionals can also benefit from Januszewski's thorough research and historical analysis. This reader found useful both the section detailing the "Forerunners to Educational Technology" from as early as the 1920s, and the sections discussing the ongoing debates about what has contributed to making educational technology a profession and field of study.

The text, organized chronologically, is divided into six sections. The first section, "Forerunners to Educational Technology", portrays how the development of educational engineering, science in
education, and the AV education movement shaped and defined educational technology in the 20th century (p. 8). The section goes on to discuss the initial uses of the phrase educational engineering by Franklin Bobbitt and W.W. Charters in the 1920s in relation to approaching development of curriculum, as well as Dewey's view of science in education as "idealization of scientific inquiry as a general model for reflective thinking." (p. 9)

The second section, "The Official Inception," further discusses the development of the AV education movement and analyzes the first official definition developed by the Department of Audiovisual Instruction in 1963. As Januszewski states, "the fundamental tenet advanced by writers of the first definition was that the it (audiovisual communications) was a branch of educational theory and practice." (p. 21) The author discusses how this first definition can be viewed as an attempt to bring together for the first time fragmented bits of theory, technique and history for the AV literature into a coherent statement defining AV communications as a field of study (p. 23). Also included in this section are analyses of the impact of the "process view of educational technology" and the influence of communication theories and models on educational technology.

Chapters 3, 4 and 5, "The Struggle for Identity," "The Systemization of Educational Technology," "The Full Circle," examine the next three definitions of educational technology from 1972, 1977, and 1994. By the time of the 1972 definition, DAVI had changed its name to the Association for Educational Communications and Technology (AECT). In addition, the 1972 definition was the first to define the term "educational technology" rather than the term "audiovisual communications." (p. 49) One of the main reasons for a new definition in 1972 was that many professionals in the field wanted to move away from the behaviorally based psychology reflected in the 1963 definition's language to humanistically based psychology. (p. 50) The 1972 definition was considered an interim definition. Records of discussions, supporting rationale and early drafts of the 1972 briefer definition helped shape the 1977 definition and framework for the field, which was published as a 169-page book by the AECT. The intention of the 1977 definition was to analyze the complex ideas and concepts used in the educational technology field and to show how these concepts and ideas related to one another. (p. 78) The 1977 definition also attempted to define the relationship -- and distinction -- between instructional technology and educational technology.

By the 1994 definition, it was acknowledged that the terms instructional technology and educational technology were used interchangeably by most professionals in the field. (p. 106) The 1994 definition was much shorter than the 1977 one, but made explicit assumptions and characteristics of instructional technology in an attempt to "maintain a clear and concise definition statement that would account for the varied interests of the membership of the field." (p. 107) Januszewski states that what makes the 1994 definition unique is that it ties together the components of theory and practice, design, development, utilization, management and evaluation, processes and resources, and learning.

In the last chapter, "Problems with Definitions of Educational Technology," the author discusses the difficulty of defining a field and a profession with language that is always open to interpretation and illustrates some of the potential complexities of different individuals different understandings of educational technology. However, he also makes the point that it is by continually redefining itself that a field of professional study remains dynamic. Januszewski does a thorough job of describing the evolution and implications of the definitions of educational technology, from the Department of Audiovisual Instruction (DAVI) definition of 1963 through the AECT definition of 1994. As Januszewski states, "discussions of educational technology and its related concepts can shed light on how practitioners and users of these terms view educational technology as a field of study and as a profession." (p. 118)

Kathlene Hanson is Electronic Resources Coordinator at California State University, Monterey Bay. Email: kathlene_hanson@csumb.edu
This course guide illustrates the multi-disciplinary nature of broadcast instruction, combining a basic introduction to several different aspects of broadcast studies into one work aimed at teachers of introductory high school television production classes as well as other media-literate instructors.

In the introduction, the author observes how technological changes have impacted broadcasting since the advent of the World Wide Web and the widespread use of personal computers. He discusses the impact of the Telecommunications Act of 1996, and argues that the current less restrictive regulatory environment makes the development of more media-literate citizens a particularly timely, important goal.

The book is divided into seven chapters and several supporting sections. The first chapter, "Class Administration", covers the general structure of the lessons and offers suggestions for class activities. Chapters 2 through 7 all include lessons and activities designed to take no more than 40 minutes each so that they will fit into a single class period. Chapter 2 covers literacy and critical thinking issues, such as "Deconstructing Commercials". Chapter 3 introduces equipment and technical terminology, while Chapter 4 concerns writing. Concepts discussed include scriptwriting, storyboarding, active vs. passive voice, how to write a good lead, and how to write interview questions. Chapter 5 describes visual design principles and performers' body language. Chapter 6 offers a concise history of broadcasting while Chapter 7 deals with production and post-production processes. A long list of appendices includes activity sheets, equipment checklists, storyboard worksheets, and other useful documents. The book includes references and an index.

Lessons combine classroom instruction, group work, independent study, and written exercises. The author's focus on short exercises that can be completed in a single class period shows that he understands and is sympathetic to the time pressure classroom teachers must deal with. The unique features of this book are the "stand-alone" chapters that can be used individually or in sequence and the accompanying website. Kenny suggests starting off with extremely simple production projects so instructors can balance their desire to provide students with adequate preparation for using the equipment with students' desire to begin using the equipment as soon as possible. He also recommends a two-to-one ratio of hands-on production and group work versus the traditional lecture presentation.

The book is designed to be used in conjunction with a website, which contains timely supplementary materials for teachers and students; this approach an excellent one for a rapidly changing field like broadcasting. However, the links across the top that appear to lead to actual chapters of the book did not work for this reviewer. The optional student workbook is similar to the teachers' edition but includes glossaries that define the terms used in each chapter and fill-in-the-blank exercises. It may also be used in conjunction with an interactive CD-ROM, Videolab 2.1, developed by San Francisco State University broadcast professor Herb Zettl.

Overall, the book is well laid out and well written. Blocks of text are frequently broken up by "activities," some pre-class and some in-class. Examples and exercises are timely and interesting. Unlike many basic TV production handbooks, the book encourages students to think critically about media, particularly in Chapter 2.

Teaching TV Production in a Digital World: Integrating Media Literacy combines too many aspects of broadcast studies to be useful at larger universities with substantial broadcast programs, where the various concepts covered - media literacy and criticism, TV production, broadcast history, broadcast writing, and visual design - usually exist as stand-alone courses. However, it is an excellent textbook, or "course guide," as the author prefers, for a basic introductory television class at the high school or perhaps even community college level.

Paul Kauppila is Reference/Instruction Librarian at the Dr. Martin Luther King, Jr. Library, San Jose State University. Email: pkauppil@email.sjsu.edu

Today, nobody would question the impact of technology and the Internet on our day-to-day lives; therefore, you probably wouldn't doubt that the academic world has also changed. The book is a collection of fifteen essays presented at the Aspen Colloquium, November 1998, and targeted to higher education providers who supply the needs of working adults. Members of higher education institutions and the private sector developed these essays, which cover emerging markets, strategies, and credentialing while balancing private and public good.

Learning can be found and received from outside traditional institutions, such as the corporate world. Universities are faced with new competitors for the student mind and student dollar. In fact, the very definition of "student" has changed, along with needs and location relative to education and professional development. As Kohl notes in "The Postbaccalaureate Learning Imperative," "...today's typical graduate student is female in her thirties, married with dependents, and takes classes on a part-time basis while also holding a full-time job."

How can traditional institutions survive while maintaining standards and quality of education, let alone credentialing? The questions raised in these essays are thorough and complete, as expected from academia. In fact, this "stop, think and reflect" approach should be used more by society before falling prey to the latest, hottest new tech toy, stock option or dot.com.

Although many questions are raised, the book offers ten recommendations, yet few answers or solutions to the cause of committed advancement for both economic and cultural objectives as defined by the editors. The book may be timely in the world of academia, but is is already out of date. The economy has changed as dot.coms have gone bankrupt and recession has loomed. This reinforces the argument of those who chose the "wait and see" option before investing in new areas or technology. However, to totally ignore technology and remain status quo for academic institutions is not a recommendation put forth by the editors.

The corporate world is already aware of the new consumer and their needs. Any academic who doubts this would well to read and reflect on these essays. Change the title, tone down the writing, and this would be a bestseller, a must read in the business world.

Lisa Marrello is an Account Manager, Academic Market, for Carswell Thomson Professional Publishing. Email: lisa.marrello@carswell.com


Kuta and Zernial go beyond the "creative book report" to activities and projects that lead student through the entire reading experience. These pre-during-post activities can be used with different genres of literature. Unlike many other book reports the students will need to read the book to complete the assignment. For example, the "Mobile of Characters" adds a list of characters and what "makes him/her different in the book."

The activities are separated into three parts: Reading and Writing, Representing and Viewing, Speaking and Listening. These different parts allow the teacher to either focus on a specific skill (e.g., listening) or allow the students to select a project that meets their learning style. When I "road tested" this book with my sixth grade classes I was able to provide options for those with learning disabilities without dumbing down the project. For students who need to be challenged, the projects were available or easily adapted.

*Education Libraries* Volume 26, No. 1 Summer 2003 42
Projects are included that incorporate small group work. Panel discussions, interviews, and commercials are included. These could be helpful for the class that is reading a book together. All projects include assessment guidelines.

*Novel Ideas* is a valuable resource for the school library collection. Kuta and Zernial have moved beyond the cutsey project to ones that increase student involvement and learning.

*Paula Laurita* is the Library Media Specialist at St. John's School in Madison, AL. Email: pLaurita@stjohnb.com

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*Igniting the Spark: Library Programs That Inspire High School Patrons* is another collaboration of Roger Leslie, a teacher-library media specialist, and Patricia Potter Wilson, Associate Professor with the School of Education at the University of Huston-Clear Lake. Exploring library-programming ideas targeting the school age audience, this work is the second title in their three-part *Library Programs That Inspire* series designed to address the programming needs of different educational levels.

While their first work, *Premiere Events: Library Programs that Inspire Elementary School Patrons*, focuses on programs for elementary school youngsters, this title emphasizes programs for the high school level audience and is mainly based on Roger Leslie's first-hand experience as a high school media specialist. It is not a book of theory, but rather a planning handbook that will allow librarians to venture into a broad range of programming ideas beyond merely curriculum support or enrichment. With this goal in mind, the authors purposely define "media center programming" in its broadest sense to include "any special event consisting of planned activities that are developed and shared to achieve predetermined learning objectives." (p.3)

*Igniting the Spark* is divided into eight coherent chapters that take into account every facet of library program development. These chapters address everything from ideas generating, stage-by-stage planning and executing, to assessing library media programs. Several chapters include ready-to-use surveys, assignments, and evaluation forms, along with samples and photographs of real-life programs, such as the holiday showcase display at Menchville High School, Newport News, Virginia. In chapter 6, the authors list some of the best Internet resources supporting media specialists and teachers. The final chapter highlights more than fifty excellent sample programs from high schools across the United States, making *Igniting the Spark* a gateway to library programming creativity.

What makes this title stand out from the other library programming books is the authors' unique way of approaching the topic. By tracking stage-by-stage development of an actual program developed by Roger Leslie at his high school and supplementing it with practical advice, useful model samples and reference resources, the authors indisputably succeed in achieving their three objectives for this book: 1) to offer detailed information for planning, executing, and assessing school library programs; 2) to emphasize the benefits of such programs; and 3) to share winning program ideas developed and carried out by high school media specialists at award-winning schools across the United States.

Capturing the interest of energetic, independent-minded students is a common challenge of librarians working in all types of educational institutions, whether it is a primary, secondary, or higher educational institution. Although the book is intended for high school librarians, many of the programming ideas, principles, and suggestions are equally valuable to college or university librarians who are seeking creative programs to inspire their undergraduate students.

*Cynthia Hsieh* heads technical services for the University of the Pacific Library. Email: schsieh@uop.edu

*Education Libraries* Volume 26, No. 1 Summer 2003
Authors McCain and Merrill get an E for Effort for their first attempt at a comprehensive dictionary for school library media specialists. Their surprisingly slim volume contains short, 2-4 line definitions of everything from AACR2 (See Anglo-American Cataloging Rules, 2nd edition) to Zoom lens (a lens with a variable focal length). The definitions range from the mundane (Book: a written or printed work on variable sheets of paper) to the esoteric (Laser: see Light Amplification by Stimulated Emission of Radiation). The words included in the dictionary are selected from the entire field of school library media, including library and information science, education, literature, and technology.

An earlier comparative work is Faye Dix's Marshall's School Librarian's Encyclopedic Dictionary, published in 1979 by Parker Publishing. McCain and Merrill's Dictionary has far more entries than the earlier Marshall work, and the entries are much more concise. The Marshall work is truly an encyclopedia, with page-length definitions and context. Works closer in style for comparison purposes are the ALA Glossary (Young, ed. 1983), and Harrod's Librarian's Glossary (2000). When comparing a simple definition such as "book" to those works, McCain's definition was far more simplistic. Occasionally, definitions such as "book fair" have a different meaning in the general library world than they do in the school library media setting. For those definitions, this book is helpful in providing definitions keyed directly to school library media. This work also provides complete definitions for most technology words and phrases, including spelling out common acronyms, such as "LASER" or "MODEM."

As with most first efforts, McCain and Merrill's efforts have room for improvement. The overuse of "see" references is annoying, especially given the wide use of acronyms in the school library media field. Using "see also" would have eliminated this irritation, and would also have provided the definition for those who would probably look for "HTML" instead of referring them to "HyperText Markup Language."

The source of definitions is not clear. The authors note that they received suggestions for terms from an advisory committee and their own search of the literature, but they give no indication how they developed the definitions. A short explanation in the introductory section to the book would add credibility to this book as a resource. The length of some definitions is also a concern. While 2-3 lines are sufficient for most definitions, some suffered from lack of context. A more complete definition or the use of examples would have been helpful in some cases.

Omissions are also a problem, but one that can be corrected in the next edition. While the authors state that the field of school library media is complex and overlapping with many other fields, this rather slim volume is surprising. The authors have drawn words from technology, from library and information science, from literature, and also from education. The thorough attention to technology is impressive, but there are omissions in the education arena.

In summary, this is a worthy first effort at a dictionary for school library media. It is recommended for education libraries, however, a 2nd edition with more complete definitions and context where needed, authoritative sources of definitions and inclusion of currently omitted terms will be a much more useful resource.

Gail Dickinson is Assistant Professor, Department of Library and Information Studies, University of North Carolina at Greensboro. Email: gkdickin@uncg.edu

Most teachers seek out information on the Internet by going to a search engine such as Goggle.com. In their desire to find topic specific reference materials they come up on various other web sites that may be interesting, but don't really give them what they are seeking. This causes information overload. This directory, a compilation of Internet resources broken down into subject categories, makes finding online information straightforward and effortless. The layout of the Internet sites by use of a content page, and a site and subject index, makes it easy for the user to locate exactly what they want without spending effortful hours going through each page.

This guide of Internet sites that are well researched for accurate and reliable information is sequenced to help teachers and librarians plan thematically and in alignment with national and state standards. This source could be used as reference material in public and academic libraries, especially at universities with teacher preparation programs. School media specialists who are looking to integrate the Internet into K-12 curricula would find this directory a distinct asset.

It is also a wonderful foundation for parents to use who home-school and need safe educational materials to supplement the traditional book and paper format of teaching. This resource can make learning fun again by addressing various learning modalities. This resource also gathers professional development sites including free print subscriptions to magazines and journals. This directory is a must for private collections too. Its main drawback is the same for all print directories of web sites: timeliness.

**Hope Marie Cook** heads the Curriculum Center and Librarian, Eastern Connecticut State University. Email: CookH@easternct.edu

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Recent articles in the popular media have highlighted the fact that an increasing number of children are being diagnosed as autistic, or as having features of autistic spectrum disorder. Until recently, most people have thought of autism as demonstrated in the classic form of the disorder where children lack normal language ability and social impulses. However, as this book demonstrates, there are, in fact, many variations on this complex disorder, from extremely low functioning to very high functioning. Still, even autistic children with fairly well developed language skills will have great difficulty understanding or inferring other people's thoughts, feelings and intentions, and in functioning in social situations.

The stated purpose of this volume is to provide intervention guidelines across the autistic spectrum in order to address the social and communication skill deficits that are a highlight of this disorder. It is particularly applicable to the preschool and elementary setting, although many of the suggested interventions are equally effective with older children. It is aimed at educators, clinicians and parents and is most helpful for those providing direct intervention services while providing invaluable background for all those who have an autistic child in their lives or their classrooms.

Chapters 1 and 2 discuss the developmental characteristics of autism, and provide a good introduction to the complexities of autism and its multiple presentations. Chapter 3 provides an assessment, the Assessment of Social and Communication Skills for Children, which is a newly developed instrument. Chapters 4 and 5 look at options for interventions, while Chapters 6-9 focus on specific elementary curricular activities to build the skills addressed in the assessment. It includes a useful resource section that lists assessment tools, distributors, web sites, children's books etc. All references are gathered in a list at the end of the book, and a useful index aids in locating particular activities and interventions.
The title of the book refers to the framework used for designing social skills interventions. In almost every social situation we are required to Do-Watch-Listen-Say, something most of us do naturally but which is extremely difficult for an autistic child. This book provides a framework for teaching these children how to integrate the cognitive, social, language and communication requirements of social play. It provides an excellent introduction to the complex social and communication issues inherent in autism and provides many practical and well researched intervention strategies. The author does an excellent job of explaining the pedagogical process, the methodology and the various possible outcomes of each intervention/lesson. Quill is affiliated with The Autism Institute in Essex, Massachusetts and this book builds on her work Teaching Children with Autism. This book is highly recommended for its target audience of educators, parents and clinicians.

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


In their introduction, Pappas and Tepe set the stage for their book by portraying naturally curious children practicing inquiry learning. They introduce the concept of process and provide an overview of the book. Each chapter and three of the five appendices include references and web resources as appropriate, which can aid in curriculum planning.

The Pathways to Knowledge™ process model is the focus of the first chapter. Scenarios of students involved in thematic units are interspersed with discussion of the model's six stages: appreciation, presearch, search, interpretation, communication, and evaluation. Both general and specific strategies are developed for each stage of this nonlinear process. The graphic representation of the model is found in Appendix A and can be viewed at http://www.pathwaysmodel.com, which contains the extended text version.

Inquiry learning is introduced in Chapter Two. Pappas and Tepe define inquiry as "an investigative process that engages students in answering questions, solving real world problems, confronting issues, or exploring personal interests." (p.27). They discuss the place of inquiry learning in constructivist learning theory, and include helpful reproducible figures. An opening scenario and a Heroes Planning Guide found in Appendix B are used to illustrate the discussion.

Chapter Three, "Getting Started with Pathways," not only aims at showing teachers and librarians how to begin using the process model with students but also attempts to build enthusiasm for the effort. Again the authors use thematic units as the basis of scenarios to introduce the chapter. The relationship between the Pathways model and the 1998 Information Literacy Standards for Student Learners (AASL and ACET) is explored, and the need to integrate state standards is introduced. The necessity for collaboration between teachers and librarians is discussed and demonstrated. A reproducible blank Unit Planning Guide is featured in the chapter while completed ones can be found in appendices.

Technology is the star of Chapter Four, with emphases on software tools, the Internet, and full-text periodical databases. The authors mention appropriate technology tools for each stage of the Pathways model, giving specific examples and including an extensive list of web resources.

The final chapter deals with change, specifically how the Pathways model and inquiry learning can foster curriculum change from the traditional teacher-centered model to a contemporary student-centered model. They include a rubric of seven indicators for curriculum change that are then discussed more fully. In addition to introducing the change process and providing an appropriate scenario, the authors include an advance organizer, Fostering Systemic Change, as Appendix E.
This book focuses on helping the reader “understand what inquiry learning and Pathways might look like in practice.” (p.xiii) While the book is clearly aimed at K-12, valuable information can be applied to college library instruction sessions.

As the co-authors of Pathways to Knowledge™, Pappas and Tepe are well qualified to write on this topic. Marjorie Pappas teaches library science at Eastern Kentucky University and has previous experience as a children’s librarian, a library media specialist, and a district supervisor of libraries and technology. Ann Tepe is currently Director of Curriculum Development for Follett Software Company, and teaches a web-enhanced course on information research for Wright State University; she specializes in information literacy and technology integration for K-12 education.

Elizabeth Parang is Serials/Electronic Resources Librarian at Pepperdine University Libraries. Email: Elizabeth.parang@pepperdine.edu


The title of this book, Booktalks Plus: Motivating Teens to Read is a bit of a misnomer. This volume presents annotations of one hundred young adult titles published between 1996 and 1999 selected for quality by the author. The annotations are arranged thematically under four broad divisions: “the world reacts,” “we act,” “forces try to confound us,” and “we struggle and give.” Each theme is divided further into relevant subthemes such as family conflicts, nature, and the supernatural. Each entry contains a summary, description, booktalk, related activities, and list of related works (other young adult books and teacher resources). There is also a combined author, title index and a separate subject index of all resources at the end. All of this is a formidable resource for the librarian and classroom teacher.

I think of a booktalk as a passionate advertisement for a book. In applying that definition to this volume, readers might find some of the booktalks to be deficient. The talks range in quality and length from the two sentence talk for the books, Star Wars: Episode I. Incredible Cross Sections, The Definitive Guide to the Craft of Star Wars: Episode I and Star Wars Incredible Cross Sections, The Ultimate Guide to Star Wars Vehicles and Spacecraft, “Show the following foldouts: “Death Star” in the 1998 volume and/or “Droid Control Ship” in the 1999 volume. The interest should be incredibly high.” (p. 138) to the half-page talk for Harry Potter and the Goblet of Fire beginning “Potter Stinks.” That’s what the flashing buttons at Hogwarts are saying. Harry isn’t going to be the star Quidditch player this year. In fact, he might not be the star anything. Harry might die.” (p. 184)

Some of the booktalks include language or approaches that might not be in keeping with the contemporary realities of today’s classrooms. The booktalk for White Wolf by Henrietta Branford, begins, “The white man wants to raise the wolf as a dog. The Native Americans want to send his soul to “travel the spirit world.” (p. 26) Perhaps, the author might have substituted more value-free language for the phrase “the white man.” Similarly, the booktalk for The Dangers of Tattooing and Body Piercing by Laura Reybold (p. 10-12) focuses on the negative aspects of tattooing and body piercing, and mentions religious prohibitions against tattoos or piercing, forgetting that there are cultures which do endorse piercings such as nose rings and tattoos. There may be schools with students and parents who have piercings and tattoos. The booktalk asks students to share their experiences with piercing and tattooing, but the activities that follow the talk concentrate on the negatives rather than reflecting a broader world view and a more balanced level of inquiry on this topic for students.

Still, this book shows the expertise and depth of knowledge of the author, Lucy Schall. Schall is a former English teacher with over thirty years of experience and a reviewer for VOYA. In this book, Schall makes powerful connections between recent young adult literature and the works of Shakespeare and Melville, as well as classical and contemporary poetry. Booktalks Plus: Motivating Teens to Read succeeds as a
handbook of activities for connecting the curriculum to recent young adult literature. However for neophyte booktalkers, I would recommend the Booktalking series edited by Joni Richards Bodart or websites such as Nancy Keane's Booktalks Quick and Simple, http://nancykeane.com/booktalks/.

Sheila Kirven is the Education Services Librarian at the Congressman Frank J. Guarini Library of New Jersey City University in Jersey City, NJ. She is a former Young Adult Services and school librarian. Email: skirven@njcu.edu


Stanley's work addresses Library Media Teachers' (LMTs) need for creative ideas and methods to increase their collaborative teaching role in the middle schools. This book also confronts the widespread problem of students' lack of ability to effectively access, organize, and evaluate information as part of the research process.

The book is divided into four sections and thirteen chapters. The first section features valuable and specific information about how a LMT can become an effective collaborator with other classroom instructors. The second section offers detail about Stanley's six-step research process model and provides scripted classroom dialogues on how to teach each step. Sets of supplemental topics are addressed in sections three and four, including Dewey Classification, Boolean Logic, technology incorporations, and project ideas tied to the American Library Association and Association for Educational Communications and Technology's Information Literacy Standards.

There are many aspects of this book which are of great benefit to the field. Stanley's use of scripted classroom dialogue as the central method for delivering her lesson plan ideas is powerful because the reader is exposed to key anecdotes that augment the lesson and to tactics for addressing typical student questions and concerns. Teachers are often puzzled about appropriate structures and parameters for research assignments so Stanley provides an outstanding set of quantitative connections between the number of subtopics needed for a paper, to the total number of sources needed, to numbers of note cards, in-class research days, and final paper page length. The second step in Stanley's research process is the development of subtopics that serve as an outline structure for the written work. Stanley's subtopic step is a key contribution to research process thought for middle schools because it offers an important transition from lower elementary reports focusing on one broad topic to high school level development of a thesis statement.

Book selectors and LMTs should be aware of some weaknesses concerning this book. Stanley provides instruction ideas about creating reference lists, but she does not address the importance of using accompanying in-text citations. Also, while it is generally good to teach the idea that one should not simply copy information from a book, this act does not necessarily violate copyright law as the book implies. Further, while it is important to ask students to use multiple sources to support any one written paper, the use of only one source for a written piece does not equate to an example of plagiarism. Even in light of these limitations, this book is an important text for LMTs seeking high quality curriculum for teaching the research process.

Corey M. Johnson is an Instructional Design Library at Washington State University. Email: coreyj@wsu.edu
Pat Williams-Boyd has put together an excellent collection of essays on middle school education. The book covers the major topics related to middle school teaching including appropriate scheduling, meeting individual student needs, and diversity and grouping as it applies to middle school students or "transescents." There are ample examples of teaching methods and how to use recommended strategies. For example the concept of "process" is explained in detail while also providing a figure that lists appropriate activities for students at, below, and above grade level. Current concepts in contemporary educational practices are explored including constructivism, inquiry learning, and problem-based learning.

As stated in the preface, the book "examines the differences between traditional junior high schools and high performing middle grade schools." In the eight chapters that follow, the authors carefully consider the major concepts related to educating students at the middle school level. In the first chapter the purpose of having middle schools versus the more traditional junior high school arrangement is addressed. Of particular interest is the reference to three major documents that have influenced change in the way middle schools function: An Agenda for Excellence at the Middle Level; Turning Points: Preparing American Youth for the 21st Century, and This We Believe.

According to Williams-Boyd, middle schools exist to meet the dynamic changes in adolescent students' lives. Middle schools also address the worth or value of young adolescents. Williams-Boyd further argues that middle schools are driven by the goal of meeting the students' needs both individually and as a group. Thus, in chapter two, authors MatthewHarbron and Williams-Boyd discuss the need for middle school students to express their creativity while at the same time remain part of the larger peer group. The authors illustrate how good middle schools should address these skills and needs. They also explore the work of several experts in education and psychology (e.g. Piaget and Maslow) making the book a useful "handbook" as the subtitle implies.

It is also comforting to see that the handbook includes information on important topics such as "pedagogical perspectives" and moral education. Williams-Boyd, again the author of this chapter, discusses the value of the "moral domain" and its importance in educating middle school students as in the chapter on "Democracy Education." This is tantamount to educating this age group and, in fact, reminds the reader of a basic principle for schools in America: "perpetuating the values and enduring concepts upon which our society is built." Once again there is discussion on peer groups and the importance they play in middle school age students.

Although this book is an excellent resource for current and pre-service middle school teachers, some questionable comments appear. For instance, on page 2 the statements "junior high schools contend that their primary purpose is to prepare students for high school" and "junior highs are content driven and teacher directed" appear. These statements are made in comparing the difference between middle schools and the more traditional junior high school. Other statements such as junior highs emphasizing recitation and repetition in contrast to middle schools emphasizing conceptual application and implementation of knowledge may be problematic for readers who, in fact, teach in junior high schools. As a former junior high school social studies teacher, this reviewer knows that many of the principles outlined in Middle Grades Education are also employed in junior and senior high schools. Similarly, while the handbook does a good job of outlining the personal characteristics and professional competencies required of being a good middle school teacher, there remains this criticism of junior high teachers many of whom, according to the author, "floundered" when first assigned to teaching at the junior high level.

Among the book's strengths are the appendices. One of these is an abridged students' version of "Robert's Rules of Orders" and the other is "Objectives from Curriculum Lessons," which lists cognitive, affective and psychomotor objectives. Given the stated goals of the book, it cannot be overstated that the book is an excellent resource for both current middle school teachers and education students.

John D'Amicantonio is an Education Librarian at California State University, Long Beach. Email: jdamican@csulb.edu
INSTRUCTIONS FOR CONTRIBUTORS

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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 typed or 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.


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