

## professional reading for the literacy leader

### Dear Readers,

In recent years, the professional books available to teacher-librarians that provide guidance for their work and role have increased exponentially. During the previous year, I have attempted to provide somewhat comprehensive coverage of that literature in this review column. In an attempt to provide you with even more coverage, I have set up a wiki to cover a larger number of titles. This wiki can be found at [www.seedwiki.com/wiki/lmc\\_reviews/](http://www.seedwiki.com/wiki/lmc_reviews/) and it contains reviews not available in the journal or on the *TL* web site. The wiki also contains URLs to reviews available online, thus offering you even greater access to the professional literature that can help you in your role. And there is an additional feature: You can add to the wiki your comments about professional titles that you have read, providing a different perspective than that of the reviewer about the various professional books that appear. For example, you may wish to highlight a particular title that has been useful to you, or perhaps you want to add a title that has not yet appeared in the reviews. Or maybe you wish to spotlight an older title that is still the foundation of your library program. Better yet—maybe you want to disagree with the reviewer about a particular title and really bring to light some of the book's good or not-so-good points that you have experienced by applying it to your best practices. The wiki allows you to add comments as you desire, but you must also identify yourself. At this time, the wiki covers only books, but it could expand to cover journals, multimedia, and other forms of professional resources. If the wiki becomes a popular place for information and conversation, the editors at *TL* will consider expanding it. So, let us have your comments! Again, you can access the wiki at [www.seedwiki.com/wiki/lmc\\_reviews/](http://www.seedwiki.com/wiki/lmc_reviews/). Now, on to the book reviews.

### BUILDING A KNOWLEDGE BASE IN READING, 2ND ED.

Jane Braunger and Jan Patricia Lewis

As this review appears, the No Child Left Behind Act is under scrutiny for reauthorization. The act, as we all know, has taken a narrow approach to the teaching of reading and has insisted that only scientifically based research can be used to justify the methods that teachers use to teach reading. The National Reading Panel ([www.nationalreadingpanel.org/Publications/publications.htm](http://www.nationalreadingpanel.org/Publications/publications.htm)) issued its report *Teaching Children to Read* (2000) and the more recent *Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth* (2006). These two reports have become the foundation of federal funding to the states and to research funding. The entire movement to concentrate totally on phonics and skill-based reading approaches has affected school libraries tremendously. As teacher-librarians, we see a much broader perspective of literacy. We frame our programs to help children and teens learn to love to read and to build a lifelong reading habit. We say that kids must learn to read, but if they do not like to read and do not read unless they are forced to, then they are alliterate (those who can read but do not).

Taking the stance that it has, the federal government has mandated the testing of reading skills at the fourth- and eighth-grade levels. These tests, published as the National Assessment of Educational Progress (<http://nces.ed.gov/nationsreportcard/reports>; *The Nation's Report Card*), have shown some improvement in reading scores across the country but not the dramatic improvement that the National Reading Panel predicted. Teacher-librarians have had to respond to a "skill, drill, kill" reading curriculum concerned with lexile

levels and electronic reading programs that prescribe what a child may read. Recently, the What Works Clearinghouse, the approved site of the federal government for controlling scientifically based reading research, reported that enough scientific research has now been done to approve reading aloud to children as one strategy to improve reading! At the rate that it publishes approved strategies and materials, it will be well into the 22nd century before it catches up with what teacher-librarians already know about literacy and the support of readers.

With that in mind, the Braunger and Lewis volume is a refreshing publication from both the International Reading Association and the National Council of Teachers of English. Although not the official position of either organization, it is a major statement from each. In this book, a broad view of literacy is taken and supported by a wide base of research. This is good news for teacher-librarians. It is a sensible approach to how to teach reading, and, best of all, it includes core understandings that bring the school library program back to the center of literacy. The authors present 13 core understandings, each one with a foundation of research:

1. Reading is a construction of meaning from text. It is an active, cognitive, and affective process.
2. Background knowledge and prior experience are critical to the reading process.
3. Social interaction is essential at all stages of reading development.
4. Reading and writing are reciprocal processes; development of one enhances another.
5. Reading improves complex thinking.
6. Environments rich in literacy experiences, resources, and models facilitate reading development.
7. Engagement in the reading task is key to successfully learning to read and to developing as a reader.
8. Children's understandings of print are not the same as adults' understandings.
9. Children develop phonemic awareness and knowledge of phonics through a variety of literacy opportunities, models, and demonstrations.
10. Readers learn productive strategies in the context of reading.
11. Students learn best when teachers employ a variety of strategies to model and demonstrate reading, knowledge, strategy, and skills.
12. Students need many opportunities



**BETTY  
WINSLOW**

## > JUNIOR FICTION

### FROG AND PRINCESS STORIES

**Dragon's breath.** E. D. Baker. Bloomsbury, 2003. \$15.95. 1-58234-858-8. Grades 4-7. When Princess Emerald's Aunt Grassina becomes distracted from magically protecting the kingdom by her fiancé's curse, Emerald and Prince Eadric decide to help by reversing the curse. It is harder than it seems!

**The frog princess.** E. D. Baker. Bloomsbury, 2002. \$15.95. 1-58234-799-9. Grades 4-7. Princess Emerald loved the swamp until an enchanted frog (actually, Prince Eadric) asked her to kiss him. Now, she is a frog, and all she wants is to be human again. But will that mean losing Eadric?

**The great good thing (The Sylvie cycle: Book 1).** Roderick Townley. Atheneum, 2001. \$17.00. 0-689-84324-0. Grades 4-6. Twelve-year-old Princess Sylvie and her family live in a storybook where they perform the same story for each reader, until Sylvie breaks the kingdom's rules, gets involved with the reader, and begins experiencing her own adventures.

**Into the labyrinth.** Roderick Townley. Atheneum, 2002. \$16.95. 0-689-84615-0. Grades 4-6. When Princess Sylvie's storybook is uploaded and the characters have to act it out online, everyone gets stressed out, and dangerous changes begin to develop. Can they figure out the problem and fix it before the kingdom is destroyed?

**Once upon a curse: More tales of the frog princess.** E. D. Baker. Bloomsbury, 2004. \$15.95. 1-58234-892-8. Grades 4-7. Princess Emerald will not agree to marry Prince Eadric unless they figure out how to remove her family's curse before her 16th birthday. Time travel may hold the answer, but it is dangerous, and Eadric will not let her go alone.

to read, read, read.

13. Monitoring the development of reading processes is vital to student success.

It is important to read the full text after each core understanding to get the full meaning that the authors intended. They use ideas differently from how teacher-librarians usually use them, unless the teacher-librarian has taken a recent course in reading or has learned the jargon of that field.

During the reauthorization of No Child Left Behind, there will be many opportunities to let your congressional leaders know your feelings about the contribution that school libraries make to reading. After the new reauthorization of the act will come the adoption of a new set of guidelines in each state. Teacher-librarians will need to be vocal in the debate—nationally, statewide, and locally. In that spirit, I assign every teacher-librarian the task of reading this book, comparing it to your own efforts from the school library to promote reading, and then doing something to affect what your children and teens are doing to become literate. As Stephen Krashen has pointed out, the children of today read as well as their parents did when they were in school. That is not the problem. The problem is that the literacy requirements of our society and workplace have increased dramatically. There are fewer and fewer jobs for those who cannot and do not read. Thus, teacher-librarians have a major role to play in the literacy levels of this country and North America. We must take our place in the conversation and take back our central role in literacy leadership. (International Reading Association and the National Council of Teachers of English, 2006. 206 pp. \$22.95. 0-87207-575-3.)  
Bottom line: This is an important book for every teacher-librarian to read and to push into the conversation of teachers and administrators everywhere.

### DEVELOPING LITERACY IN SECOND-LANGUAGE LEARNERS: REPORT OF THE NATIONAL LITERACY PANEL ON LANGUAGE-MINORITY CHILDREN AND YOUTH

Diane August and Timothy Shanahan, Eds.

Most teacher-librarians are familiar with the report of the National Reading Panel published in 2000 that was the basis of the No Child Left Behind law and set standards for acceptable

scientifically based research for reading. A great cry went up, particularly for scholars such as Stephen Krashen, that the National Reading Panel ignored many important studies as well as other types of research that have formed the foundation of reading programs over the last 50 years. Now comes the official report from the National Literacy Panel for second-language learners with the same research bent as that of the original document. Thus, you will not find Stephen Krashen mentioned or cited.

Again, one expects to find a narrow and "scientifically based" research perspective in this report, and that is what is presented. Recently, the What Works Clearinghouse—the web site linked to the National Reading Panel and whose responsibility it is to judge research and commercial products that have the U.S. government's stamp of approval on them—assembled enough "scientific" studies to approve the idea that it is okay for adults to read aloud to children. It helps children become literate! But at the pace with which such major research findings are announced, we could be well into the next century before what teacher-librarians do instinctively to boost reading is approved. The current book, with its accompanying database of research studies on CD-ROM, is important for us as teacher-librarians because we must be able to be literacy leaders in the school. We must know what the major voices are advocating. We must know the language of reading from the skill-based folks as well as from our own literature. And, as voices raise with the reauthorization of No Child Left Behind in 2007, we must be able to enter the national, state, and local conversation; for that reason, obtain this report. Assign the various chapters to individual faculty members, who can then summarize them in a study group. There are too many English learners in our schools to ignore this report. (Erlbaum, 2006. 688 pp. \$65.00. 0-8058-6077-0.)  
Bottom line: A must-read.

### MORE OUTSTANDING BOOKS FOR THE COLLEGE BOUND, 2005 EDITION

Young Adult Library Services Association  
Here is an essential tool for every teacher-librarian of teenagers. Every year, the Young Adult Library Services Association publishes its *Outstanding Books for the College Bound* list with its best recommendations for the upwardly mobile teen. Now in this volume, lists from 1974-2004 are brought together. The book's first section is the



**JOHN  
PETERS**

## PICTURE BOOKS

### **HISTORY: AMERICAN (OUR COUNTRY, 'TIS OF THEE)**

**Aliens are coming! The true account of the 1938 War of the Worlds radio broadcast.** Meghan McCarthy. Knopf, 2006. \$16.95. 978-0-375-83518-6. Grades 3-5.

McCarthy combines passages from the infamous radio script with descriptions of the widespread panic caused by this supposed Martian "invasion," presenting a semiserious account of one of our country's stranger episodes. Illustrated with cartoon scenes of bug-eyed monsters and equally bug-eyed people.

### **Take me out to the ball game: The sensational baseball song.**

Jim Burke. Little, Brown, 2006. \$16.99. 978-0-316-75819-2. Grades 4-6. Linked by the lyrics to the old baseball chestnut, Burke provides sharply detailed scenes of fans in period dress at an old-style ball game and a rousing array of side notes—from a tribute to superstar pitcher Christy Mathewson and descriptions of his grips for various pitches, to the origins of Crackerjacks and the hot dog.

**Wow! America!** Robert Neubecker. Hyperion, 2006. \$16.99. 978-0-7868-3816-5. PreS-Grade 1. Neubecker will definitely wow young audiences as he applies the same supercharged attention-grabbing style of art that animated *Wow! City!* to a tour of American locales and landmarks, from Niagara Falls to an Alaskan glacier. Each spread is packed with color and detail, capped by gatefolds for the Grand Canyon and the Mississippi River that seem almost life-size.

combined annotated list by genres in both fiction and nonfiction. Each list is then reprinted by year of publication, and, finally, there are lots of fun lists. For example, what books have appeared on the list the most times? What is your guess? What books do teens themselves list as significant? Well, here are the four books that have appeared nine times over the years: *Pride and Prejudice*; *The Great Gatsby*; *Cry, the Beloved Country*; and *The Adventures of Huckleberry Finn*. A must list for every high school teacher-librarian to use for collection development, to share with and encourage teachers, and to provide an unbeatable list for teens to peruse and read. (American Library Association, 2006. 252 pp. \$35.00. 0-8389-3553-2.)

**Bottom line:** A must list for every high school teacher-librarian to use for collection development.

### **CONNECTING WITH RELUCTANT TEEN READERS: TIPS, TITLES, AND TOOLS**

Patrick Jones, Maureen L. Hartman, and Patricia Taylor

These young adult luminaries give their best advice about working with reluctant teen readers, followed by lists and more lists of books that have broad appeal. Advice: When experts like these speak, we should all listen and grasp whatever we can from their wisdom to add to our teaching methods. In the current world, far too little reading is taking place and spurring achievement. To motivate teens to read more (a lot more!) links the teacher-librarian to raising academic achievement. (Neal-Schuman, 2006. 314 pp. \$59.95. 1-55570-571-5.)

**Bottom line:** An essential read.

### **THE TEEN READER'S ADVISOR**

RoseMary Honnold

### **BEST BOOKS FOR MIDDLE SCHOOL AND JUNIOR HIGH READERS, SUPPLEMENT TO THE FIRST EDITION: GRADES 6-9**

John T. Gillespie and Catherine Barr

### **BEST BOOKS FOR HIGH SCHOOL READERS, SUPPLEMENT TO THE FIRST EDITION: GRADES 9-12**

John T. Gillespie and Catherine Barr

For collection building and use by teachers

looking for titles by genre, these three guides are hard to beat. The Honnold volume has a discussion of working with teens, preceding her substantial book list. The two Gillespie and Barr volumes are familiar annotated bibliographies supplementing long-standing previous lists. All three are expensive resources and can be shared among schools. They are trusted resources, especially when topic and genre are paramount in one's search for just the right title or focused collection. (Neal Schuman, 2006. 425 pp. \$75.00. 978-1-55570-551-0; Libraries Unlimited, 2006. 360 pp. \$40.00. 1-59158-411-6; Libraries Unlimited, 2006. 332 pp. \$40.00. 1-59158-410-8.)

**Bottom line:** Highly recommended.

### **FAMILY LITERACY EXPERIENCES: CREATING READING AND WRITING OPPORTUNITIES THAT SUPPORT CLASSROOM LEARNING**

Jennifer Rowsell

Teacher-librarians may think of encouraging family literacy through books only. Rowsell expands literacy into media already present in most homes—television, movies, newspapers, and magazines—in addition to the print resources supplied to the home through the school library. Her presentation is unique in that the chapters begin with narratives written by parents about how they used the techniques at hand to improve the literacy of their children. Then the author expands on each technique. This book is an important one, particularly for schools that have a variety of cultures and second-language learners—parents or children. (Pembroke, 2006. 160 pp. \$18.00. 978-157110-491-5.)

**Bottom line:** Highly recommended.

### **"THE WORDS COME DOWN!": ENGLISH LANGUAGE LEARNERS READ, WRITE, AND TALK ACROSS THE CURRICULUM, K-2**

Emelie Parker and Tess Pardini

Teacher-librarians often concentrate their motivational reading programs on fiction, and without a doubt, such an effort contributes to achievement. But on tests, children and teens encounter expository



**KATE  
HOUSTON  
MITCHOFF**

## > WEB SITES

### SALEM WITCH TRIALS

**Salem Witch Trials: Documentary Archive and Transcript Project**  
<http://etext.virginia.edu/salem/witchcraft/>

The University of Virginia's Electronic Text Center has created a comprehensive collection of primary documents about the Salem Witch Trials. Resources include transcripts of court records, historical maps of the village, and witchcraft accusations and notable people during the trials. Students researching this historic event and time should not pass up visiting and using resources on this site.

**Salem Witch Trials: The World Behind the Hysteria**  
<http://school.discovery.com/schooladventures/salemwitchtrials/>

The Discovery Channel introduces students to the witch trials by first explaining what life was like during the 1690s. By adopting a broad perspective into 17th-century daily life, students gain a sound understanding of why the witch trials took place and were allowed to happen. The site uses multimedia to keep students interested, presenting a flash movie about the witch hunt.

**Secrets of the Dead: Case File: The Witches Curse**  
[www.pbs.org/wnet/secrets/case\\_salem/index.html](http://www.pbs.org/wnet/secrets/case_salem/index.html)

Public Broadcasting Service presents this companion site to the same-named broadcast program to help students understand the science behind the hysteria during 1692. What was it that made eight young girls so ill with such a strange sickness? Learn how in the 1970s, Linnda Caporael, behavioral psychologist at New York's Rensselaer Polytechnic Institute, found that a common grain fungus was likely the culprit that led Salem into hysteria.

writing—the nonfiction kind that can still puzzle good narrative readers. One solution is to push more reading in the content areas. One can book-talk nonfiction and push that, but in every collaborative unit with science, social studies, math, and fine arts, consider integrating reading and writing as part of the unit activities. For example, on explorers, read, read, and read about the explorers rather than just the brief bios in encyclopedias. Read exciting accounts of their discoveries and journeys, and then have the students write, write, and write with good prompts triggered by their reading. This is the nature of Parker and Pardini's book. They teach teacher-librarians and teachers how to promote reading and writing in the content areas. It is worth reading about and thinking about and—better yet—doing something about. As teacher-librarians, we need to expand our definition of literacy to the entire spectrum of literature, particularly when so many of our students must operate in the subject areas but are still learning English. (Stenhouse, 2006. 200 pp. \$20.00. 978-157110-414-4.)

Bottom line: Highly recommended.

### NAKED READING: UNCOVERING WHAT TWEENS NEED TO BECOME LIFELONG READERS

Teri S. Lesesne

Tweens—9- to 14-year-olds—do not get much space in the professional literature on independent reading. Because they reject books for younger readers and may not be ready to read often-angst-ridden young adult books, there needs to be some professional consideration given to motivating this age group to read for pleasure and to selecting appropriate material for them. The author, Teri Lesesne, a well-known expert in children's and young adult literature (and a columnist for *Teacher Librarian*) has filled that gap with this excellent book. Lesesne covers many of the essential topics, ranging from appealing to voracious readers to motivating extremely reluctant readers. As well as providing exciting strategies, the book contains an annotated bibliography of more than 100 essential books for tweens. (Stenhouse, 2006. 118 pp. \$16.00 1-577110-416X.) —Review by Esther Rosenfeld.

Bottom line: Highly recommended. Buy this book if your school has 9- to 14-year-olds. The annotated bibliography alone is worth the price, but the insights into this age group and the strategies offered make this an essential piece of professional literature.

### TEACHING EMERGENT READERS: COLLABORATIVE LIBRARY LESSON PLANS

Judy Sauerteig

This book contains in-depth lesson plans for 35 early chapter books commonly read by first and second graders, and it is intended as a guide to encourage these children to read independently. Each lesson contains overviews of setting, characters, plot, solution, and a book summary. Each lesson plan includes activities for the teacher-librarian to do to provide schema, prediction, fluency, and information literacy skill instruction. Classroom teacher activities include cover phonics; phonemic awareness; decoding; fluency; and the comprehension strategies of recall, inference, and synthesis. Each book section also features a take-home page of extension and enrichment ideas for parents. (Libraries Unlimited, 2005. 147 pp. \$35.00. 1-59158-251-2.) —Review by Esther Rosenfeld.

Bottom line: Recommended. If you need a book of comprehensive lesson plans for using early chapter books, this one is well done. It is also useful for those of you who have a fixed schedule in your library and see this age group regularly.

### CHARACTER BUILDERS: BOOKS AND ACTIVITIES FOR CHARACTER EDUCATION

Liz Knowles and Martha Smith

With the adoption of a character education program by many school districts, teacher-librarians need lists of recommended resources and activity ideas provided by reputable sources. Liz Knowles and Martha Smith, who wrote the well-regarded *Boys and Literacy* (Libraries Unlimited, 2005) and *Reading Rules!* (Libraries Unlimited, 2001), fill this need with this comprehensive resource, which is suitable for both elementary school and high school. The authors choose 12 virtues and turn each virtue into a chapter: "Empathy," "Respect," "Courage,"



**KATE  
HOUSTON  
MITCHOFF**

"Humor," "Responsibility," "Perseverance," "Loyalty," "Honesty," "Cooperation," "Tolerance," "Citizenship," and "Forgiveness." Each chapter then has a comprehensive section of annotated titles divided by age group. In addition, each chapter contains a listing of related virtues, a definition of the virtue, several famous quotes about the virtue, listings of people who have demonstrated the virtue, discussion questions, and related topics for further exploration. As well, the authors provide lists of professional books and web sites to consult in building a character education collection to support this program. (Libraries Unlimited, 2006. 156 pp. \$40.00. 1-5915-8370-5.) —Review by Esther Rosenfeld.

**Bottom Line:** Highly recommended. This book is a must-buy if your school has a character education program. If your school does not have a character education program, this well-researched, well-organized, and well-written book is a useful collection development tool that will assist in selecting books on these themes.

## YOUNG ADULT LITERATURE AND MULTIMEDIA, 2ND ED.

Mary Ann Harlan, David V. Loertscher, and Sharron L. McElmeel

This book is an excellent and welcome addition to the growing list of professional materials about young adult (YA) literature, with the bonus that it covers not only books but also multimedia. *Young Adult Literature and Multimedia*, 2nd ed., is organized into three sections: "Understanding Young Adult Literature," "Entering the World of Teen Literacy," and "Issues to Consider." Beginning with a review of essential children's titles that students should read before the sixth grade, the first section provides a useful introduction to teen literature. Other highlights of the first section are a list of classic YA titles written between 1960 and 1999 and background articles on developing a YA collection. The second section (which forms the bulk of the book) provides a genre-based look at YA literature. Each genre is accorded a two- or four-page spread that gives the history of the genre, provides lists of recommended titles in the genre, spotlights authors in the genre, offers tips on how to keep up with new titles in the genre, and poses questions

to stir conversation and research. Particularly useful features of this section are the pages focusing on teen pop culture and a large piece on high culture for teens. The last section of the book discusses some of the important issues connected with YA literature, with an emphasis on multiculturalism and censorship. This book has an added bonus in that it is supplemented by two wikis. *YA Reviews* is a wiki of YA book reviews written by readers and maintained by students at San Jose State University. *YA Literature and Multimedia*, is a wiki of professional materials and resources that supplement the book. Both wikis are located at <http://seedwiki.com>. (Hi Willow Research and Publishing, 2006. 145 pp. \$20.00 1-933170-23-9.) —Review by Esther Rosenfeld.

**Bottom line:** Highly recommended for high school and middle school libraries. This book provides comprehensive and up-to-date content along with many value-added features, all for an attractively low price.

## EARLY LITERACY STORYTIMES @ YOUR LIBRARY

Saroj Nadkarni Ghoting and Pamela Martin-Diaz

These authors, who are early literacy experts, have written a comprehensive book that covers the theory and research on early literacy development and provides tips on how this research can be used by public libraries as well as parents and caregivers. It offers storytime planning suggestions for babies to 5-year-old children, complete with lists of books and activities. (American Library Association, 2006. 265 pp. \$45.00. 0-8389-0899-3.) —Review by Esther Rosenfeld.

**Bottom line:** Recommended if you have a day care or nursery school integrated into your school or if you have a parenting collection.

## A HANDBOOK OF CONTENT LITERACY STRATEGIES: 125 PRACTICAL READING AND WRITING IDEAS, 2ND ED.

Elaine C. Stephens and Jean E. Brown  
It is unfortunate that the authors of this book—which is full of valuable strategies for teaching literacy in the content areas in

## WEB SITES <

### COLONIAL AMERICA

**Colonial Williamsburg**  
<http://www.history.org/>  
and

**Colonial Williamsburg Kids Zone**  
<http://www.history.org/kids/>

Young students learning about colonial America will find this site, by the Colonial Williamsburg Living Museum, both entertaining and informational. Students can click on several flash-animated characters to learn their trades, lives, cultures, or colonial significance. Youth will learn about crime and punishment and then play the Pardon or Pillory game, a form of the game Hangman, to learn vocabulary from the colonial era. Other games introduce youth to the different chores with which colonial children helped, such as feeding and protecting chickens and caring for sheep. Teachers will appreciate the electronic field trips and lesson plans. Teachers and students alike will find it easy to navigate the site's research information in the Almanack, found at [www.history.org/history/](http://www.history.org/history/). The site also includes a large selection of multimedia resources, from videos and slideshows to Podcasts and downloadable material. Take the time to visit the site if you have not seen it in a while.

### Jump Back in Time:

**Colonial America**  
<http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/colonial>

Elementary students can learn interesting colonial facts from the Library of Congress's America's Story series. Information in the 22 sections includes who Patrick Henry was, how Jamestown was established, and what the oldest city in the United States is. Each area includes images and illustrations next to easily digestible text for upper elementary youth.

high schools and middle schools and which has an excellent section on using literature in all subject areas—do not see the teacher-librarian as a part of the school's literacy team. We recommend that a third edition of this book be written that either integrates the teacher-librarian into each section or provides a comprehensive chapter on how the teacher-librarian can work with the classroom teacher using these strategies. (Christopher-Gordon Publishers, 2005. 296 pp. \$42.95. 1-9290-2481-9.) —Review by Esther Rosenfeld

Bottom line: Not recommended, although there is some valuable content, because it ignores the role of the teacher-librarian in the school's overall literacy effort.

### CROSSING BOUNDARIES WITH CHILDREN'S BOOKS

Doris Gebel, Ed.

We all know that books have the ability to help us overcome insularity and that they provide cultural enrichment by teaching us about cultures and settings that are different from our own. The United States

Board of Books for Young People attempts to provide a global perspective by promoting international understanding and goodwill through books for children and teenagers. As such, the board has sponsored a series of bibliographies collectively titled *Bridges to Understanding*. The newly published *Crossing Boundaries With Children's Books* is the third volume in this important series. The first book in the series, *Children's Books From Other Countries* (1998), is an annotated compendium of international children's literature published between 1950 and 1996, whereas the second volume, *The World Through Children's Books* (2002), includes books published between 1997 and 2000. This welcome third volume covers books published between 2000 and 2004, and it encompasses titles published in the United States but set in another country. The bulk of this book consists of a superb annotated bibliography of about 700 children's books published in over 70 countries, ranging from picture books for very young children to challenging young adult fiction suitable for older teenagers. The entries are arranged geographically, and they include full descriptive annotations, age-range information, and publishing information for translated works. An interesting introduction consists of several essays from a recent board conference, and a concluding section of resources identifies publishers, sources for bilingual and international language books, and lists international children's book awards. (Scarecrow Press, 2006. 448 pp. \$40.00. 0-8108-5203-9.) —Review by Esther Rosenfeld.

Bottom line: Highly Recommended. Buy this book as an essential collection development tool for building a global perspective and for building collections that provide the best literature available for students in elementary schools and high schools. If you are not familiar with the previous two volumes, they are still in print and well worth purchasing. As well, check out the United States Board of Books for Young People web site at [www.usbby.org/](http://www.usbby.org/) to learn more about this wonderful organization.

## Essential Tools for School Librarians

### TECHNOLOGY AND THE SCHOOL LIBRARY

A Comprehensive Guide for Media Specialists and Other Educators

Odin L. Jurkowski

Nov 2006, 236 pp. • 0-8108-5290-X \$45.00 paper

Technology has become one of the three main areas of focus for school librarians, along with collaboration and leadership. To meet the growing need in this area, *Technology and the School Library* provides an overview of the types of technologies used in school libraries, from traditional low-tech options to the latest developments. This book also describes how the school librarian interacts with and works with the technology.



### COLLABORATION AND THE SCHOOL LIBRARY MEDIA SPECIALIST

Carol A. Doll

2005, 136 pp. • 0-8108-5117-2 \$28.95 paper

2006 Pennsylvania Young Adult Top 40 List - Reference/Professional

"...an excellent overview of collaboration between teachers and school library media specialists....The writing is clear and precise....should be in all circulating collections in academic libraries supporting school library, teacher, or school administration preparation programs." —ARBA

"Great book for librarians interested in this topic and wanting to get collaboration started in their schools." —Betsy Ruffin, Cleburne ISD

### THE SCARECROW PRESS, INC.

A Member of the Rowman & Littlefield Publishing Group  
Online: [www.scarecrowpress.com](http://www.scarecrowpress.com) Toll Free: 1-800-462-6420  
ORDER ONLINE SAVE 15%