

Selected Professional Books for School Library Media Specialists, 1991-92 [garland2]

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Books selected for this chapter were chosen from more than 175 titles identified as being of professional interest to school library media specialists. The books are divided into six categories: (1) cataloging and technical services, (2) issues and perspectives, (3) management, (4) resources, (5) teaching role, and (6) technology. Criteria for selection included timeliness of and perceived interest in the topic, scope and treatment, author's qualifications, and a 1991 or 1992 publication date. Two books covering the same topic were included only if they offered different approaches or coverage. Annotation information is based on personal examination.

As in previous years, the resources category contains more titles than any other. Many books in this section reflect current trends in the schools, such as multicultural education. Technology is addressed within several sections from the perspectives of preparing for the changes technology is likely to bring to library operations and services, identifying recommended resources in nonprint formats, and describing how to use technology such as HyperCard software and the vast Internet. The teaching role category reflects a continuing interest in multiple-resource-based education, with books aimed at both the elementary and secondary schools. Also included in this section are books written about how teachers use literature with children. These books may be useful as well to school library media specialists who are working cooperatively with teachers to integrate information skills into the curriculum. Of course, revisions of standard reference works are also included.

CATALOGING AND TECHNICAL SERVICES

Murphy, Catherine, ed. **Automating School Library Catalogs: A Reader**. Libraries Unlimited, 1992. 211p.

Catherine Murphy, Chair of the Technology Committee of the American Association of School Librarians, compiled previously published research and case studies on automating school library catalog systems in both Canada and the United States. The majority of articles were selected from recent school library literature. The broad range of topics is designed to inform both novices and experienced library media specialists. Topics include hardware considerations, retrospective conversions, vendor comparisons, planning stages, and access issues. A recommended reading list is current, with the majority of titles from the late 1980s.

ISSUES AND PERSPECTIVES

Buckland, Michael. **Redesigning Library Services: A Manifesto**. American Library Association, 1992. 82p.

The author, a professor of library and information studies at the University of California, Berkeley, presents his views on the long-term effects that technological change will bring to library services. This thought-provoking book begins by briefly considering the history of libraries over the past century. The remaining chapters progress from the paper library to the electronic library; individual chapters cover access to books and other documents, collections, users, organization and implementation of change, and the challenge that technological change presents. Michael Gorman summarizes the book in the foreword: "In essence, what the author is telling us here is where we are and where we have been; here is the likely direction in which we are going; here is the impact of the likely future on libraries, library service, and library users; and, here is how we should organize ourselves and run our libraries to respond to the challenges of change." Whether or not readers agree with the author's views, this book encourages readers to begin thinking about the future of library service.

Dickinson, Dee, ed. **Creating the Future: Perspectives on Educational Change**. Accelerated Learning Systems, 1991. 223p.

Twenty-five essayists are brought together in this volume to express "leading-edge ideas on education." Most of the authors are members of the International Advisory Board of New Horizons for Learning, an international education network formed within the past decade. Pertinent topics include learning in early childhood, the many and various aspects of intelligence, the effect of cultural differences on how people learn, and use of the arts to enrich learning.

Saul, Wendy, and Sybille A. Jagusch, eds. **Vital Connections: Children, Science, and Books**. Heinemann, 1992. 176p.

This volume represents an expanded treatment of the issues raised in the symposium "Children, Science, and Books" held in November 1986 and sponsored by the Children's Literature Center at the Library of Congress. Central to this collection of essays is the message that science books for children should "inform and entertain," that they should be "accurate and inviting," and that they be considered as important as television and the computer. Contributors include Patricia Lauber, Laurence Pringle, and Jean Craighead George.

Smith, Jane Bandy, and J. Gordon Coleman, Jr., eds. **School Library Media Annual 1992**. v. 10. Libraries Unlimited, 1992. 290p.

Part 1, "Continuing Education," consists of five sections: "Where Is School Library Media in *America 2000?*"; "Conversations in Print," about information skills across the curriculum; "Issues at Hand," concerning decision making in many arenas; "Research of Interest"; and "Update for Tomorrow," on CD-ROM technology in secondary schools and trends in 1991 professional education literature. Part 2 begins with a review of the year in the

context of major professional organizations, continues with an almanac of information concerning such items as the White House Conference on Library and Information Services and institutions for professional education, and ends with a section on publications of note.

MANAGEMENT

Scholtz, James C. **Video Policies and Procedures for Libraries.** ABC-CLIO, 1991. 265p.

A companion to Scholtz's 1989 *Developing and Maintaining Video Collections in Libraries*, this book offers school media specialists and public librarians sample video policies and procedures for collection development and a discussion about selection, copyright, and intellectual freedom issues. Reprinted policies were carefully selected to reflect diverse methods and philosophies.

The book is arranged topically, with subcategories for school and public libraries. Selected policies are printed in full, abridged, or excerpted versions. In addition, the author has created alternative model policies. Other helpful features include appropriate evaluation or request-for-reconsideration forms, and five ALA interpretations of the Library Bill of Rights.

Stein, Barbara L., and Risa W. Brown. **Running a School Library Media Center.** Neal-Schuman, 1992. 143p.

Designed as a very basic how-to approach for the beginning school library media specialist, this volume draws on the experiences of school librarians at the elementary, middle school, and high school levels. Among the chapter headings are administration, ordering and processing, cataloging and circulation, hiring, facilities design, and program development. Subtopics of program development include storytelling and puppetry, orientation, services to teachers, and promoting the media center. There are 13 appendixes, some of which list book and periodical vendors or book review sources, offer sample lesson plans, and supply a copy of the Library Bill of Rights.

RESOURCES

Carlin, Margaret F., Jeannine L. Laughlin, and Richard D. Saniga. **Understanding Abilities, Disabilities, and Capabilities: A Guide to Children's Literature.** Libraries Unlimited, 1991. 114p.

Fiction and nonfiction books published since 1982 and currently available films and videos that portray children with special needs are annotated under separate categories: visually impaired, orthopedically impaired, physically impaired, speech impaired, learning impaired, mental retardation, hearing impaired, emotionally impaired, and medical disorders. Each evaluative annotation includes a plot summary, literary rating, authenticity rating, and reading levels. Three indexes are included. This book is part of the Libraries Unlimited Data Books series that are issued both in print and CD-ROM versions.

Carroll, Frances Laverne, and Mary Meacham, eds. **More Exciting, Funny, Scary, Short,**

Different, and Sad Books Kids Like About Animals, Science, Sports, Families, Songs, and Other Things. American Library Association, 1992. 192p.

This bibliography of short annotated lists of fiction and nonfiction books is designed for use by teachers, librarians, parents, and children themselves. It is intended as a companion volume to a work published in 1983 and covers books of interest to children in second through fifth grades. Arrangement is by a statement made or question asked by children seeking books, for example: "I want a gross book" or "Do you have any books on the Holocaust?" or "I want a skinny book." There are books on 75 topics of interest to children based on titles submitted by practicing children's librarians. Individual annotations list title, author, publisher, and date of publication. Additional useful features of the book are the author-title index and the subject index.

Huber, Jeffrey. **How to Find Information About AIDS.** 2d ed. Haworth, 1992. 290p.

Huber's purpose in writing this second edition is to provide a beginning point for health care professionals and the general public in their efforts to tap into the flood of information about HIV and AIDS. The book consists of seven chapters: "Organizational Resources," in which entries are listed alphabetically with an indication as to whether the organization is local, state, regional, or national; "Health Departments," which lists agencies alphabetically by state; "Research Institutions"; "Hotlines"; "Electronic Sources of Information," which covers on-line and computer databases, CD-ROM products, computer-assisted instruction packages, and a messaging system; "Print Sources of Information," dealing with both clinical and popular sources; and the listing "Audiovisual Producers/Distributors." A general index and a geographic index are provided.

Immell, Myra, and Marion Sader, eds. **The Young Adult Reader's Adviser.** 2 vols. Bowker, 1992. 1,700p.

Intended for casual browsing and as a reference guide, this two-volume set is divided by broad curriculum areas: literature and language arts, mathematics and computer science, social sciences and history, and science and health. Within each area subcategories move from the general to specific and include introductory material followed by biographical data arranged alphabetically. Biographical sketches and complete bibliographic information by and about the author assist readers in locating and purchasing materials. Readers will encounter both classical and contemporary authors such as the popular Judy Blume or Robert Cormier. A variety of access tools encourages optimum usage and includes the table of contents, a chronology of persons profiled, cross-references, and author, title, and profile indexes in the back of each volume.

Kuipers, Barbara J. **American Indian Reference Books for Children and Young Adults.** Libraries Unlimited, 1991. 176p.

Kuipers developed this bibliography and reference tool to meet the growing need in our school systems for quality, unbiased material for and about Native Americans. The first half addresses evaluation of reference sources using traditional criteria: authority, scope,

accuracy, authenticity, and objectivity. A special section addresses the treatment of resources in the curriculum. The second half is the selected bibliography. Each annotation is directed toward curriculum application. Annotations are arranged alphabetically by surname within the Dewey decimal classification system. Included are Fry readability levels and subject headings. The three appendixes include publishers' addresses and author/title and subject indexes.

Lee, Lauren K., ed. **The Elementary School Library Collection: A Guide to Books and Other Media: Phases 1-2-3.** 18th ed. Brodart, 1992. 1,254p.

This edition of the pre-K through sixth-grade collection development and cataloging tool contains more than 10,000 recommended books and media including 2,800 new titles published between April 15, 1989, and June 15, 1991. Arranged by abridged Dewey decimal classification, full bibliographic annotations also contain reading and interest levels. There are author, title, and subject indexes, as well as appendixes listing media for preschool children, books for independent reading, and series books.

March, Andrew L., ed. **Recommended Reference Books in Paperback.** 2d ed. Libraries Unlimited, 1992. 263p.

A complete revision and update from the original published in 1981, this edition annotates 993 paperback reference titles for public, school, and academic libraries. Annotations are evaluative with complete bibliographic information. Over half of the entries were published after 1988. Subject arrangement is alphabetical with specialized topics following general works. Review citations from *American Reference Books Annual* and two indexes are included.

Miller-Lachmann, Lyn. **Our Family, Our Friends, Our World: An Annotated Guide to Significant Multicultural Books for Children and Teenagers.** Bowker, 1992. 710p.

Our Family, Our Friends, Our World presents annotations on over 1,000 fiction and nonfiction books on multicultural themes published between 1970 and 1990 in England, the United States, and Canada. Entries vary in length from 60 to over 300 words, are supplied by librarians who work with children and young adults and who are especially interested in multicultural books from given geographical areas. Entries include some annotations that alert adults to the need to sensitize young people to biases and inaccuracies. Titles are subdivided by four levels: preschool to grade 3, grades 4-6, 7-9, and 10-12. There are four chapters subdividing the United States by African-American, Asian-American, Hispanic-American, and Native-American materials, along with 14 other chapters concerning every continent. Additional helpful features of the book are an appendix of professional sources, and indexes by author, title/series, and subject.

Nichols, Margaret Irby. **Guide to Reference Books for School Media Centers.** 4th ed. Libraries Unlimited, 1992. 463p.

This extensive updated edition is intended to meet the instructional and recreational

needs of students in grades K-12 and the professional needs of school media specialists and educators in the selection of reference sources. Special attention is given to selection tools, management issues, special-needs students, ethnic diversity, and instructional technology. Over 2,000 entries were selected from currently available reference titles published between 1985-early 1991, although there are some 1992 titles. They are arranged into five broad categories: media sources, general reference, social sciences, humanities, and science and technology. The 54 subject categories range from media sources to zoology. Each evaluative annotation contains full bibliographic information including price, grade-level codes, review citations, and hardware requirements and site licensing fees for electronic materials. Additional helpful features include cross-references and author/title and subject indexes.

Paulin, Mary Ann. **More Creative Uses of Children's Literature, Vol. 1: Introducing Books in All Kinds of Ways.** Library Professional Publications, 1992. 621p.

Written as a follow-up volume to *Creative Uses of Children's Literature, More Creative Uses* covers books published from the early 1980s to 1990. The author's purpose in volume 1 is threefold: to introduce as many books as possible in as many creative ways as possible, to enhance each book with at least a dozen related books or media titles, and to illustrate that fascinating books exist for everyone. Each of Paulin's 14 chapters focuses on a single means of introduction. Included are basic techniques for doing booktalks; for recommending books by remembering key subjects, title, author, sequels, series, or favorite characters; for introducing books by genre; and for motivating reading through television. In addition to title and subject indexes, there are indexes provided to books and to nonprint materials.

Richey, Virginia H., and Katharyn E. Puckett. **Wordless/Almost Wordless Picture Books: A Guide.** Libraries Unlimited, 1992. 223p.

Organized alphabetically by author, this volume lists 685 wordless/almost wordless books published through May 1991. Individual annotations provide author, title, illustrator, publisher, date, ISBN and LC number, and notes on the use of print and the shape and size of the book. No age-level recommendations appear because the authors believe that these books "transcend age levels." Indexes list entries by title, format, use of print, series, illustrator, and subject. The last category covers a vast array, all the way from camping and dragons to hibernation and nonsexist roles.

Robertson, Debra E. J. **Portraying Persons with Disabilities: An Annotated Bibliography of Fiction for Children and Teenagers.** 3d ed. Bowker, 1992. 482p.

This volume, part of Bowker's Serving Special Needs series, is in the tradition of *Notes from a Different Drummer* and *More Notes from a Different Drummer*. Although it focuses exclusively on *fiction titles* for children and young people from infancy through secondary school, there is a companion volume subtitled "An Annotated Bibliography of Nonfiction for Children and Teenagers, 2nd Edition." Books are organized under four major categories: physical problems, sensory problems, cognitive and behavior problems (learning disabilities and speech impairments), and multiple or severe disabilities. Each entry lists

author, title, publisher, date, number of pages, ISBN, reading level, and disability. A professional bibliography is included, along with indexes by author, title, and subject.

Rollock, Barbara. **Black Authors and Illustrators of Children's Books: A Bibliographic Dictionary**. 2d ed. Garland, 1992. 200p.

This edition profiles more than 150 African-American authors and illustrators and includes major revisions and 35 new profiles. The alphabetically arranged sketches include awards won and complete bibliographies of the authors' and illustrators' works. Black-and-white photos of many of the authors and illustrators and award-winning dust jackets complement the text. A separate appendix lists awards and honor books written and illustrated by persons mentioned in the dictionary. There are also appendixes of publishers, bookstores, and distributors.

Sinclair, Patti K. **E for Environment: An Annotated Bibliography of Children's Books with Environmental Themes**. Bowker, 1992. 292p.

Five chapters serve to organize the 517 titles of fiction and nonfiction works included. Titles in chapter 1 focus on helping children develop a sense of wonder and respect for living things; those in chapter 2 concern interrelationships in the ecological community. In chapter 3, the books focus attention on several of the most pressing environmental issues, such as endangered species and recycling. How people relate to nature is treated in chapter 4, and the volume concludes with how-to books on exploration and activism. Subheadings within the chapters are useful for locating books on topics such as prairies and grasslands, wetlands, and estuaries. Works covered were published from 1982 to mid-1991 and may be used, according to suggested interest level, with children from preschool through age 14. Additional useful features of the bibliography include a list of environmental classics and author, title, and subject indexes.

Thomas, James L. **Play, Learn, and Grow: An Annotated Guide to the Best Books and Materials for Very Young Children**. Bowker, 1992. 439p.

James L. Thomas seeks to provide a listing of exemplary media, print and nonprint, for preschool children in this bibliography of over 5,000 titles examined by reviewers in children's services and early childhood education. Entries are alphabetical by title and include author, illustrator, publisher, date, number of pages, price, and ISBN. Added useful information in each annotation is the category, age (infant, toddler, preschooler, kindergartner), subject listing, review citations, and awards. Titles are numbered for quick reference from the five indexes (name, subject, age/category, age/purchase priority, and format). The book features a section entitled "Matching Books to Young Children," a succinct presentation of major developmental characteristics in young children and how to meet their needs with appropriate books. There are also three appendixes: professional resources, a list of print publishers and nonprint suppliers, and a list of organizations that offer guidance and assistance to parents.

Trelease, Jim, ed. **Hey! Listen to This: Stories to Read Aloud**. Penguin, 1992. 417p.

Editor Jim Trelease collects favorite children's stories or excerpts from children's books in this volume intended for students in kindergarten through fourth grade. Selections cover a variety of topics, from animals to family to school, and include legends and myths, folk and fairy tales, religion, humor, fantasy, history, and biography. Shorter and easier tales are found earlier in the volume; longer and more complex stories are included later in the volume. Each selection begins with a biographical sketch of the author and ends with a short note on suggested related reading. At the end of the volume is a list of outstanding anthologies of children's stories and the names and addresses of companies that produce audiocassettes.

Wurth, Shirley, ed. **Books for You: A Booklist for Senior High Students**. 11th ed. National Council of Teachers of English, 1992. 257p.

Almost 800 annotations of both fiction and nonfiction books are written to encourage the young adult to read. Annotations are arranged alphabetically by author under teen interests and genre headings. Genre headings include science fiction, fantasy, biography and autobiography, reference, folklore, poetry, short stories, and westerns. Teen interests include romance and dating, career choices, humor, health issues, adventure and survival. Other features include a publisher list and author, title, and subject indexes.

Zvirin, Stephanie. **The Best Years of Their Lives: A Resource Guide for Teenagers in Crisis**. American Library Association, 1992. 103p.

Zvirin, a *Booklist* editor, has selected over 200 self-help books and fiction pertaining to issues facing contemporary teenagers. The eight timely topics cover issues such as homelessness, being gay, teen pregnancy, and suicide, with the majority of titles published after 1986. Entries for fiction titles include plot summaries; nonfiction entries contain bibliographic information, recommended age levels, and annotations. Each section begins with a summary of teen concerns. Interspersed throughout are teen quotations from selected titles and short pieces by well-known authors Jill Krementz, Eda LeShan, Janet Bode, and Lynda Madaras. Other features include two indexes and the "filmography" in the appendix, selected and compiled by Ellen Mandel, former associate editor of *Booklist*.

THE TEACHING ROLE

Benedict, Susan, and Lenore Carlisle. **Beyond Words: Picture Books for Older Readers and Writers**. Heinemann, 1992. 142p.

Fourteen articles by teachers, librarians, and students elaborate on the creative potential of picture books for older students. Articles include techniques for incorporating higher-level thinking skills, the relationship between poetry and picture books, and making connections between reading and writing. A bibliography of recommended titles, arranged by author's surname, is included.

Bodart, Joni Richards, ed. **Booktalk! 4**. Wilson, 1992. 305p.

More than 80 librarians contributed over 350 booktalks previously published in *Wilson Library Bulletin's* "Booktalker" from 1989 to 1992. Booktalks, varying in length, are arranged alphabetically by title. Five articles, by both novice and experienced booktalkers examine varying perspectives on booktalking. In addition, there is a combined booktalker and title index, list of publishers, and author, age level, and subject bibliographies.

Bodart, Joni Richards, ed. **The New Booktalker**. 2 volumes. Libraries Unlimited, 1992-93. 110p.

The successor to *Wilson Library Bulletin's Booktalker*, these two volumes each cover 150-200 titles, both fiction and nonfiction, for ages 8 to adult. Ready-to-use booktalks and practical booktalking guidelines are supplemented with ratings on popularity, quality, and grade level. Volume 2 is divided into five sections, including newcomers, classics, biographies, poetry, and short story and drama collections. Multiple indexes (author, title, subject, genre, grade-level, paperbound, and contributor) help readers access information in a variety of ways.

Bodart, Joni Richards, ed. **100 World-Class Thin Books: Or, What to Read When Your Book Report Is Due Tomorrow!** Libraries Unlimited, 1993. 206p.

Reviews 100 high-quality thin books, each 200 pages or fewer and appropriate for readers in grades 6-12. Selected for overall excellence by a group of librarians who work with teenagers, the books are divided into three sections; thin, thinner, and thinnest. Includes established favorites as well as newer and lesser known titles. Each entry contains standard bibliographic information, genres, grade level, subjects, characters, main themes of the book, readability rating (i.e., how long it takes to read), and ideas for writing book reports or booktalks based on that title. Six indexes to assist users in finding a book to fit their specific needs provide access through authors, titles, subjects, curriculum areas, genres, and readability.

Carletti, Silvana, Suzanne Girard, and Kathlene Willing. **The Library/Classroom Connection**. Heinemann, 1991. 136p.

Based on experiences in Canadian schools, K-8, this volume deals with a number of timely issues: resource-based learning, collaborative planning and collaborative units, parental involvement, and information literacy. It is filled with examples, including a "walk through" of a collaborative unit in which the teacher and teacher-librarian work together, and there are sample units at each level: primary (grades 1-3), junior (grades 4-6), and intermediate (grades 7-8). Each sample unit includes an introduction, a list of possible resources, suggested activities and a culminating activity, and a home connection to encourage parent involvement

Gallo, Donald R., ed. **Authors' Insights: Turning Teenagers into Readers and Writers**. Boynton/Cook, 1992. 131p.

Essays from 12 award-winning young adult authors offer insights into teaching literature appreciation and writing to teenagers. Three authors, including Richard Peck, share

specific techniques for teaching creative writing. Paul Janeczko recommends poetry anthologies and writings; William Sleator makes a case for using science fiction in teaching science and social sciences in the secondary classroom. Many of the authors' comments contain information useful for booktalking. The book concludes with helpful hints by Gloria Miklowitz for successful author visits.

Gillespie, John T., and Corrine J. Naden, ed. **Juniorplots 4: A Booktalk Guide for Use with Readers Ages 12-16**. Bowker, 1992. 450p.

This addition to the Bowker booktalk guide series contains 81 plot summaries arranged by subject or genre designed to aid in the preparation of formal booktalks. Each entry has six parts: a lengthy plot summary, booktalk selections, about-the-author bibliographies, complete review sources, and a bibliography of related themes. The reprinted "Brief Guide to Booktalking" appears in the introduction. Most titles were published between 1987 and 1991, represent both fiction and nonfiction, and were recommended in at least several standard review sources. Three cumulative indexes connect the 1992 edition with the three previous volumes.

Harris, Violet J., ed. **Teaching Multicultural Literature in Grades K-8**. Christopher-Gordon, 1992. 296p.

Opening with the thought-provoking essay "The Politics of Children's Literature" by Joe Taxel, this book of nine chapters treats the many aspects of children's literature dealing with people of color. The editor's purpose is to present catalysts for sharing literature and to present African-American children with images of themselves, their history, and their culture in the hope that the literary achievement of these children will thereby improve. Besides African-American culture, the book also presents ideas on Asian/Pacific-American, Native-American, Puerto Rican, Mexican-American, and Caribbean children's literature.

Hayden, Carla D., ed. **Venture into Cultures: A Resource Book of Multicultural Materials and Programs**. American Library Association, 1992. 165p.

With an emphasis on promoting ethnic diversity through understanding, each of the seven chapters highlights a separate American culture and includes annotated bibliographies and authentic programming ideas, often centered around ethnic holidays. The contributors included materials that were accurate representations of each culture. Programming activities incorporate crafts, storytelling, games, and foods. Recent immigration is reflected by inclusion of Persian and Arabic cultures. A selected bibliography of ethnic materials supports this theme. The reader is aided by the detailed culture index.

Latrobe, Kathy H., and Mildred K. Laughlin, comps. **Multicultural Aspects of Library Media Programs**. Libraries Unlimited, 1992. 217p.

Twenty contributors offer insights into the media specialist's role in multicultural issues, focusing on cultural needs, curriculum matters, and collection development. Part 1 contains an overview of the multicultural movement in society and school library media

centers. Part 2 contains separate articles addressing each group of Americans—Asian-Pacific, African, Mexican, Native, European, and Jewish—from a historical and cultural standpoint, taking into account unique learning needs and language barriers, recent immigration, and the school media specialist's role in meeting these needs. Part 3 looks at the media specialist's role in (1) multicultural curriculum issues, focusing on educational theories and cognitive and learning styles, and (2) the disciplines of literature, art, English, social studies, and music. Part 4 addresses access, intellectual freedom issues, and collection development. It also contains annotations of Spanish-language books by Isabel Schon. Other features include a glossary, a general index, and additional annotated titles.

McElmeel, Sharron L. **Bookpeople: A Multicultural Album**. Teacher Ideas Press, 1992. 170p.

The newest title of the K-8 Bookpeople series profiles 15 author/illustrators who have multicultural backgrounds or whose works highlight cultural diversity. African-American culture is represented by Ashley Bryan, Ann Cameron, Donald Crews, Pat Cummings, Julius Lester, Patricia McKissack, and Brian Pinkney, Jamake Highwater, Paul Goble, and Virginia Driving Hawk Sneve were selected to represent Native-American culture. The other author/illustrators reflect Japanese, Australian, Puerto Rican, and Chinese-American heritages.

McElmeel has structured this book to extend author-of-the-month programming ideas with whole language applications. Arrangement is alphabetically by author/illustrator, and each section includes an appealing photograph, selected annotations, further reading, related activities, and additional points of reference. The reproducible photographs and large-print profiles at the beginning of each section are excellent resources for media center or classroom displays. Also included is a reproducible character web, comparison chart, and story map chart. Addresses of author/illustrators are furnished for letter-writing activities. A cumulative index provides easy access for all 119 profiles in this series.

Newkirk, Thomas, and Patricia McLure. **Listening In: Children Talk About Books (and Other Things)**. Heinemann, 1992. 158p.

Newkirk, an English professor at the University of New Hampshire, and McLure, a first- and second-grade teacher in an elementary school in Lee, New Hampshire, combine forces to examine how talk—and silence—play a role in the elementary school classroom, particularly as children refer to books they have read. Newkirk relates the sessions he describes to the work of Bruner on scaffolding and also characterizes these sessions as “the meeting and interaction of two cultures, the adult culture ... and the culture of six-, seven-, and eight-year-olds.” The list of references at the end of the book, organized by author and title, provides easy access to discussion of individual book titles.

Slapin, Beverly, and Doris Seale, eds. **Through Indian Eyes: The Native American Experience in Books for Children**. New Society, 1992. 312p.

The editors have compiled 100 evaluative book reviews, nine essays, poetry, art, and

stories mainly by Native Americans, including Michael Dorris, Paula Gunn Allen, Linda Hogan, and Joseph Bruchac. The history of indoctrination of American students and stereotyping of Native Americans is emphasized in discussions about bias in children's books, the Columbus myth, storytelling, and the treatment of Native-American women in American history. Additional features include a selected bibliography of books by and about Native Americans, an annotated bibliography of Native-American authors of children's books, a list of publishers of books and curriculum guides, and a checklist for evaluation including criteria of stereotyping bias, language, authenticity, distortions or historical inaccuracies, lifestyle/culture, standards of success, and author's background. The checklist is also published separately under the title "How to Tell the Difference."

Whitin, David J., and Sandra Wilde. **Read Any Good Math Lately? Children's Books for Mathematical Learning K-6.** Heinemann, 1992. 206p.

In response to the whole language movement in elementary schools, authors Whitin and Wilde offer this book as a bridge, through literature, for including mathematics in children's experiences with the literature of language, social studies, science, and the arts. Books, both fiction and nonfiction, help students see mathematics as a common human activity and break down the barrier between "learning mathematics" and "living mathematics." Chapters cover classification, place value and numeration systems, addition, subtraction, multiplication and division, fractions, estimation, big numbers, geometry, measurements, and puzzles and games. In addition to suggesting books to support math topics, the authors provide examples of how teachers use these materials at a number of grade levels.

Winn, Patricia. **Integration of the Secondary School Library Media Center into the Curriculum: Techniques and Strategies.** Libraries Unlimited, 1991. 174p.

Winn, a high school library media specialist, identifies strategies for integrating research process skills into the secondary school curriculum. Winn defines integration as a team-teaching approach, with one set of objectives for both media specialist and classroom teacher. Following the literature review of recent trends in integrated library instruction, Winn focuses on specific techniques such as the pathfinder approach, keyword search, and database searching while incorporating both traditional and automated systems into the examples. Sample charts and forms, plus a model Greek mythology unit, are included. Additional readings from current professional literature are cited in each chapter.

TECHNOLOGY

Dewey, Patrick R. **202+ Software Packages to Use in Your Library: Descriptions, Evaluations, and Practical Advice.** American Library Association, 1992. 190p.

Written to update *101 Software Packages*, published in 1986, this new title includes factual data and evaluative comments on over 256 software packages suitable for use in libraries. The author covers software that has been of value in the library setting, omitting negative reviews. There are over 30 topics covered, including acquisitions, CD-ROM

products, HyperCard, local area networks, serials, and vertical files. Data on each entry consist of name, program type, vendor, cost, hardware requirements, description, review sources, and documentation.

Farmer, Leslie S. J., and Jean Hewlett. **I Speak HyperCard**. Libraries Unlimited, 1992. 184p.

The authors have designed 10 lessons to teach HyperCard 2 to Macintosh computer users, but the lessons may also be applied to HyperCard 1 programs. Although the lessons are designed for simplified instruction with children ages nine and up, the adult computer novice may easily employ these lessons in self-instruction. The large-print pages, with charts, diagrams, and computer snapshots, are designed for overhead transparencies. A glossary, further reading, installation instructions, and hardware and software constraints are included in the five appendixes.

Krol, Ed. **The Whole Internet User's Guide and Catalog**. O'Reilly, 1992. 376p.

The author of "The Hitchhiker's Guide to the Internet" now makes available a print guide for both the novice and the experienced Internet user. Although examples utilize a UNIX computer system, methodology may be easily transferred to a DOS or Macintosh system. Fifteen chapters cover broad and specific topics ranging from connecting to the Internet, file transfer protocol, electronic mail, and finding an individual's Internet address, to gopher and WAIS systems. The fun begins in the catalog, which offers a wealth of Internet access host addresses arranged alphabetically by subject. A short descriptive paragraph of specialized information available at the host address is included. For those without Internet access, the appendix includes a chart of international service providers. A glossary and index accompany the text.

Moss, Joyce, and George Wilson, eds. **From Page to Screen: Children's and Young Adult Books on Film and Video**. Gale Research, 1992. 443p.

This selection aid for parents, teachers, librarians, media directors, and students lists films that have been adapted from popular literature for young people. Included are 750 literary works and 1,400 videos, 16mm films, and laserdisks based upon those literary works. Items are suitable for young people from preschool through 12th grade and cover folklore, short stories, novels, plays, songs, poems, and nonfiction. Excluded are ballets, operas, and instructional films with dramatic excerpts from literature. Descriptive and evaluative designations have been supplied from state education recommendations, and by librarians and educators. Entries are organized alphabetically by literary title and author and include publication information and a brief synopsis of the story. Following the literary entry is the title, running time, and production data for the video adaptation. Included with the video entry are review citations, awards granted, suggested audience designation, and distributor. A book symbol indicates how closely the video reflects the book (one to three books, with three being the highest rating), and reel symbols based on the same scale evaluate the strength of the cinematic production independent of the literary source. Indexes provide access by age level, awards, subject, and author/film title.

Roxton, Tiniki L., and Beth Blenz-Clucas, eds. **Recommended Videos for Schools 1992**. ABC-CLIO, 1992. 184p.

Recommended Videos is a collection of nearly 400 reviews of the most highly recommended videos for students K-12 that were reviewed in *Video Rating Guide for Libraries* during 1992. The video titles are organized under nine main subject sections, for example, "Social Sciences," "Language," "The Arts," "Geography and History." Each review contains the following information: pricing and rights, availability, reviews, suggested audience by age group, rating (good, highly recommended, excellent), length, Dewey decimal classification, and content summary. In many cases, comparisons are provided to similar titles available on the subject.

Tennant, Roy, John Ober, and Anne G. Lipow. **Crossing the Internet Threshold: An Instructional Handbook**. Library Solutions, 1993. 134p.

This handbook is written for both the novice Internet user with ready access and the information professional wishing to teach Internet skills. The authors, well known in the Internet community, have organized most of the material in handy fact sheets or diagrams for workshop usage. For beginners, there are glossaries, bibliographies, a list of service providers, and exercises for e-mail, telnet, and file transfer protocol.