

Selected Professional Books for School Library Media Specialists, 1993 [garland3]

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This chapter consists of books published primarily in 1993 and considered to be of professional interest to school library media specialists. The annotations 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; perceived interest in the topic, scope, and treatment; author's qualifications; and a 1992 or 1993 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.

The first four titles in the issues and perspectives category should be on everyone's list of "must reads." The first three titles in that category provide indisputable evidence of the contribution of school library media programs to academic achievement and reading comprehension. A variety of titles were published in the resources category, and the titles chosen for this list reflect that diversity. Fewer books of professional interest to school library media specialists were published this year than last, and the majority of these books fall within the resources category. The teaching role category continues to reflect the trend of multiple-resource-based teaching, utilizing both fiction and nonfiction. The technology category focuses on emerging technologies and the school library media specialist's role in incorporating technology into the school library media program.

CATALOGING AND TECHNICAL SERVICES

Fountain, Joanna F. **Headings for Children's Materials: An LCSH/Sears Companion.** Libraries Unlimited, 1993. 127p.

This book was written in response to the increasing use of MARC records in cataloging children's literature. The author states that this book was "...created to assist in the conversion and standardization of headings for both automated and card catalogs." (p. vii) Fountain has based her work on the more than 20,000 bibliographic records of the Eaves Independent School district of Westlake Hills, Texas. This useful book can be a "first check" source in cataloging. It supplies headings for topics, for literary and organizational forms, and for the names of individuals, corporate bodies, places, and works. In most cases, this single volume can be used for daily subject cataloging in collections composed primarily of children's materials.

ISSUES AND PERSPECTIVES

Haycock, Ken. **What Works: Research About Teaching and Learning Through the School's Library Resource Center.** Rockland Press, 1992. 231p.

Haycock's work clusters 200 doctoral dissertations from North America into major topics and themes related to the instructional effectiveness of the school librarian and the school library media center. His purpose is to show that there is research in "teacher-librarianship" which can, at the very least, provide the basis for further investigation. This research may also be applicable to local situations and local action research. In Part I, the themes covered are: Resource Center Program, Professional Staffing, Learning Resources, Administration of the Resource Center, School and District Leadership and Support. In the entry for each dissertation on a specific topic, Haycock states the finding, provides commentary, and specifies sources which support that finding. Part II, Sources, lists all dissertations and bibliographic information in alphabetical order by author. There are indexes to author, geographic area, and topic.

Krashen, Stephen. **The Power of Reading: Insights from the Research.** Libraries Unlimited, 1993. 119p.

Krashen proposes a cure for the literacy crisis in the U.S.: free voluntary reading (FVR). His book examines the research into FVR, its implementations, and issues which relate to reading, writing, and literacy. Krashen stresses the importance of access to print materials, both through school libraries and public libraries, especially those which provide comfortable surroundings and relative quiet. The author also discusses the value to children and young adults of reading aloud and the importance of seeing other people read. Particularly interesting comments concern light reading (specifically, comic books) and television viewing as they relate to literacy. Reference, research index, and subject index are included. An additional helpful feature is the book's format, in which main points are highlighted for easy scanning.

Kuhlthau, Carol Collier, M. Elspeth Goodin, and Mary Jane McNally, eds. **School Library Media Annual 1993**, v. 11. Libraries Unlimited, 1993. 290p.

The theme of this year's edition is "Assessing Student Learning in the Library Media Program." Five contributors address alternative assessment, standardized achievement testing and library skills, portfolio assessment, authentic assessment, and student media outcomes and effectiveness of the library media program's *Information Power* mission. A new feature in Section 2 is an international perspective, focusing on Swedish school librarianship.

Over 30 contributors summarize significant issues and writings affecting school librarianship in 1993. Part II surveys the year's research, including ERIC files, doctoral dissertations, and the DeWitt Wallace-Reader's Digest Fund National Library Power Program. Part III offers a year in review, with issues in professional literature, association activities, professional book annotations, awards, and an index of professional articles.

Lance, Keith Curry, Lynda Welborn, and Christine Hamilton-Pennell. **The Impact of School Library Media Centers on Academic Achievement.** Hi Willow Research and Publishing, 1993. 144p.

This publication gives a detailed analysis of the study of 221 Colorado public schools

for evidence of the positive impact of library media centers (LMCs) on academic achievement during the 1988-89 school year. It seeks to answer three questions:

- Is there a relationship between expenditures on LMCs and test performance?
- Can factors such as staffing level, number of items, or variety of formats be linked to student performance?
- Can test scores be predicted by the participation of the library media specialist in an instructional role?

Findings include the statement that, “The size of a library media center's staff and collection is the best school predictor of academic achievement.” An annotated bibliography, timeline of the research, and several detailed tables related to the study are appended. “Presenting the Colorado Study,” Appendix E by David V. Loertscher organizes the study's findings and provides a dozen pages for reproduction as transparencies, making it easy to share the findings with a larger group of people in a 10-15 minute presentation.

Lowrie, Jean E., and Mieko Nagakura, eds. **School Libraries: International Developments**, 2d ed. Scarecrow Press, 1991. 393p.

A global understanding of both educational systems and school library programs facilitates professional and educational use of telecommunications. Arranged alphabetically by continents, this resource provides an international overview of the status of school library programs including budgetary concerns, legislation, management issues, facilities, and professional support. A general index, topical outline, graphs, and statistics through May 1988 enhance this publication.

Reichman, Henry. **Censorship and Selection: Issues and Answers for Schools**. Rev. ed. American Library Association, 1993. 172p.

Reichman, associate editor and contributor to the ALA bimonthly *Newsletter on Intellectual Freedom*, provides timely information regarding the issues of censorship in our schools. The second half of the book discusses techniques for creating and implementing a selection policy, and procedures for reconsideration of materials. Sample forms, summaries of recent case law, a list of supporting national organizations, and an annotated bibliography supplement the text.

Walling, Linda Lucas, and Marilyn H. Karrenbrock. **Disabilities, Children and Libraries: Mainstreaming Services in Public Libraries and School Media Centers**. Libraries Unlimited, 1993. 418p.

The authors advocate support of individual needs, rather than grouping all children with disabilities, through background knowledge of disabilities, developmental stages, and information needs. Among the topics discussed are environmental factors, selection and evaluation of services and materials, assistive responses, direct services, and communication skills. An extensive bibliography, directory of equipment and services, and discussion of legislation and technology are included.

MANAGEMENT

Carson, Ben B., and Jane Bandy Smith, eds. **Renewal at the Schoolhouse: Management Ideas for Library Media Specialists and Administrators**. Libraries Unlimited, 1993. 156p.

The editors assert that the school library media specialist's role in the restructured school has expanded well beyond "the keeper of the books" to a highly visible instructional consultant and educational leader. The 12 contributors provide managerial ideas for effective strategic planning, personnel motivation, and communication skills. Other topics addressed are technology leadership, site-based management, and the media specialist as a change agent.

Helmer, Dona J., comp. and ed. **Selecting Materials for School Library Media Centers**. 2d ed. American Library Association, 1993. 111p.

The second edition of this work has the purpose of supporting the school library media specialist in the task of evaluating, selecting, and using a wide variety of materials in building the knowledge base of the library media center. It takes into account the technological advances in information storage and retrieval along with the expanded role of the media specialist due to the educational reform movement and *Information Power*. The main body of Helmer's work is an alphabetized listing of selection tools and review sources in serial, monographic, and pamphlet formats. In addition to standard bibliographic information, many of the entries include a descriptive annotation. There is also an author index and a listing of review sources categorized according to whether the sources deal with materials that are most suitable for preschool children, elementary students, or secondary students.

Morris, Betty J. **Administering the School Library Media Center**. 3d ed. Bowker, 1992. 567p.

Fourteen chapters, including three new ones, comprise this updated management handbook. The philosophies of *Information Power* and the impact of emerging technologies contribute to the inclusion of new and revised material. Each chapter contains suggested reading. A Directory of State School Library Media Center Agencies and a Directory of Associations and Agencies are appended. Sample evaluation forms, vendor names, and vendor addresses are among the resource material presented.

RESOURCES

Anderson, Vicki. **Fiction Index for Readers 10 to 16: Subject Access to Over 8200 Books (1960-1990)**. McFarland, 1992. 477p.

Practicing librarians recommended more than 8,000 titles from personal collections for this extensive 200 subject index, ranging from Acting to Writing. The second half is an

annotated bibliography, arranged by author. A title index, an under “100 pages/over 300 pages” index, and a translations listing are also included.

Bishop, Cynthia, Katherine Ertle, and Karen Zeleznik. **Science Fair Project Index 1985-1989 for Grades K-8**, 3d ed. Scarecrow Press, 1992. 555p.

This edition, prepared by the Science and Technology staff of Akron, Ohio Summit County Public Library, indexes science projects and experiments from books published between 1985 and 1989. A select group of unique experiments published prior to 1985 are also included. Experiments are indexed by subject headings ranging from abacus to zoology. A bibliography of sources is also included.

Children's Books: Awards & Prizes. Children's Book Council, 1993. 404p.

The paperback format and completeness of the explanations of each award are two appealing aspects of this book. Entries are organized under four headings: Awards in the U.S. Selected by Adults, U.S. Awards Chosen by Young Readers, Awards in Other English-Speaking Countries, and remaining significant international awards. Title and name indexes are included in the volume. When using this resource, it is necessary to pay careful attention to the organizational format, as the method of listing items differs from one to another.

Criscoe, Betty, and Philip J. Lanasa, III. **Award Winning Books for Children and Young Adults 1990-1991.** Scarecrow Press, 1993. 702p.

This extensive reference tool is both a directory of outstanding book awards and a comprehensive description of its recipients. This updated volume includes 1990-1991 children's and young adult literature awards and those announced since the original 1989 publication. The directory is arranged alphabetically by award name and includes the address of awarding organization, purpose, type, frequency, selection criteria, and categories. A brief author biographical sketch and book summary is included. Photos of book covers appear throughout the publication. Appendices include publisher addresses with award-winning titles, grade level/age listings, and genre categories. Indexes are included.

Donavin, Denise Perry, ed. **American Library Association Best of the Best for Children: Books, Magazines, Videos, Audio, Software, Toys, Travel.** American Library Association, 1992. 366p.

This bibliography lists 1,500 books, magazines, videos, music and story cassettes, computer software programs, toys, and travel adventures for children, from infancy through adolescence. Each medium is treated separately and divided into materials suitable for ages birth to 2 years, 3 to 5 years, 6 to 8 years, 9 to 11 years, and 12 to 14 years. An entry includes title, author, date, publisher, and price, along with a succinct description of content and a notation about awards received. Selections for inclusion have been made by active professionals in children's media, including librarians, storytellers, computer instructors, day care professionals, school teachers, moms and dads, and toy makers.

Peterson, Carolyn Sue, and Ann D. Fenton. **Reference Books for Children, 4th Edition.** Scarecrow Press, 1992. 398p.

This updated edition contains over 1,000 annotations of recommended reference books published prior to June 1990, although availability of titles is not guaranteed. Titles are arranged topically under broad headings: general, humanities, science, social sciences, and recreation. Each title also includes full biographic data. Chapter one covers evaluation techniques and guidelines. Author, title and subject indexes are included.

Rochman, Hazel. **Against Borders: Promoting Books for a Multicultural World.** American Library Association, 1993. 288p.

Hazel Rochman, assistant editor of ALA's *Booklist*, presents *Against Borders* to "change our view of ourselves," to dispel prejudice, and to build a sense of community by helping the reader imagine the lives of others. Part one, Themes: Journeys Across Cultures, consists of a series of essays on mythic themes such as "The Perilous Journey," "Outsiders," "Lovers and Strangers," and "Finding the Way Home." The author, title, and suggested grade level for each book discussed are noted in the margin. Part two, Resources, lists books on three major themes: "Racial Oppression," "Ethnic U.S.A.," and "The Widening World." Additional features are a Theme Index to Part One and an Author/Title Index. Materials covered are suitable for students in grades K through 12.

Senior High School Library Catalog, 14th ed. H. W. Wilson, 1992. 1,467p.

This selective list of fiction and nonfiction books recommended for young adults will have annual supplements for 1993, 1994, 1995, and 1996. The initial list for inclusion in this work was drawn up from suggestions made by an advisory committee of distinguished librarians, with final entries being chosen by experienced librarians aware of the needs of young adults. The list consists of book titles for grades 9-12 and is comprised of 5,762 titles in 10,578 analytical entries. Titles are those which have been published in the United States or those which were published in Canada or the United Kingdom and distributed in the United States. The vast majority of titles listed were in print at the time of publication, but a few notable out-of-print items are present. Part 1 lists books according to the Dewey decimal classification; Part 2 supplies the author, title, subject, and analytical indexes as a key to part 1; and part 3 lists distributors and publishers.

Sorrow, Barbara Head, and Betty S. Lumpkin. **CD-ROM for Librarians and Educators: A Resource Guide to Over 300 Instructional Programs.** McFarland, 1993. 155p.

This handbook has the stated purpose of presenting a dependable and useful annotated collection of more than 300 CD-ROM resources for educators and librarians. The first chapter, CD-ROM Basics, discusses CD technology and how it can be applied in learning situations. There is also an extensive list of the criteria for selecting databases. The second chapter lists names and addresses of reliable and dependable distributors and producers. Chapter three categorizes CD-ROM databases by topic, with concentration on materials for

classroom teachers from kindergarten through college. Categories include such topics as agriculture, art, government, health, math, science, and stories. Additional features are the glossary of terms, suggested reading, bibliography, and index.

Steven, Gregory I. **Videos for Understanding Diversity: A Core Selection and Evaluative Guide**. American Library Association, 1993. 217p.

This evaluative guide to 126 videos “offers ... a stimulating perspective on how diverse cultural groups have contributed to the social and historical development of the United States.” (p. v) It consists of four parts. The “Key to Themes and Categories” lists each film by title, along with an eight-letter designation of U.S. or global focus and two of the most prominent themes covered. The “Title-Theme Index” is an alphabetical listing of the 126 titles reviewed. The “Categorical Index” permits searching by topic, with videos being grouped under thematic categories and sub-categories. The fourth and most substantial part of the book includes reviews by 30 scholars with specializations in various aspects of human diversity such as race, gender, age, language, sexual orientation, marital status, religion, and ethnicity. Each of the reviews lists basic videographic information (title, director, date of release, price), then includes notes on content, classroom use, and critical comments. Videos covered are suitable for young adults and older. Other useful features are guidelines on the use of copyrighted videos in a situation other than “home use” and a Directory of Distributors.

Walter, Virginia A. **War and Peace Literature for Children and Young Adults: A Resource Guide to Significant Issues**. Oryx, 1993. 171p.

This concise reader's advisory is designed to assist librarians in meeting the information needs of both students and parents who ask questions such as “Do you have any books about how to solve conflict peacefully?” or “Where do I find books about women soldiers?” The beginning chapters provide historical background, suggest teaching techniques for classroom, media center, and home activities, and analyze developmental stages for understanding concepts relating to war, peace, and conflict resolution issues. The bulk of the text is the 480 title classified bibliography which includes topics such as “Learning about Peace and Conflict Resolution,” “Remembering Other Wars: Real and Imaginary,” and “Visions of Poets.” Sub-headings further divide resources into nonfiction and fiction by age groups. The author suggests that, although many of the titles are out of print, they will be readily available in libraries. Current books include those published through 1991. Each entry contains a descriptive and evaluative annotation. Certain topics, such as the Holocaust, are extensively covered. Author, subject, title, and general indexes assist the reader in accessing topics such as the Gulf War (eight entries) or Vietnam War (23 titles).

TEACHING ROLE

Bauer, Caroline Feller. **New Handbook for Storytellers: With Stories, Poems, Magic, and More**. American Library Association, 1993. 550p.

Educator, author, and lecturer Caroline Feller Bauer has updated and expanded her 1977 publication. Her objective remains: “to help you learn how to present literature to children, young adults, and adults through storytelling.” There are four parts to this handbook. Part one, “Getting Started,” focuses on the beginning storyteller, with suggestions for good stories to use, promotion techniques, and important ideas for opening and closing your program. Part two, “Sources for Storytelling,” divides literature into narrative sources (folktales, literary tales, fables, epics, legends), poetry, and non-narrative sources (among them riddles, tongue twisters, skip-rope rhymes, proverbs). Part three, “Multimedia Storytelling,” includes ideas for using pictures and objects, slides, the overhead projector, video, puppetry, magic, and music at storytelling events. Part four, “Programs,” encompasses preschool and primary listeners through adults in a variety of storytelling settings. Helpful added features are a general index and title index.

Bodart, Joni R. **Booktalk! 5**. Wilson, 1993. 282p.

The latest volume of this popular series features 320 booktalks previously published in *The Booktalker* between 1988 and 1992. The five brief articles preceding the booktalks offer inspiration for both the novice and experienced booktalker. Talks are arranged alphabetically by book title and include author, contributor, and grade levels, ranging from grade 3-adult. New titles include *Jurassic Park*, *The River*, *The Big Book of Peace*, and *Windcatcher*.

Cecil, Nancy L., and Patricia L. Roberts. **Developing Resiliency Through Children's Literature: A Guide for Teachers and Librarians, K-8**. McFarland, 1992. 207p.

The authors assert that certain literary characters may serve as role models for at-risk children by emphasizing resiliency traits. The introduction summarizes current research, identifying traits, such as perseverance, humor, developing a special talent, or problem solving. The authors offer whole language classroom activities to reinforce these traits, such as dramatics, role playing, retelling stories, and other extension activities. The book, divided by lower and upper elementary grade levels, is further sectioned into four main genres: contemporary fiction, folk tales, historical fiction, and biographies. Each title includes the identified trait, an annotation, and an activity. An index is included.

Cullinan, Bernice E., ed. **Fact and Fiction: Literature Across the Curriculum**. International Reading Association, 1993. 92p.

Cullinan states that with the growth in the number of outstanding trade books for children, educators have greatly increased options for using high-quality literature across the curriculum. *Fact and Fiction* is a series of five essays from experts showing how trade books can be used in elementary and middle school classrooms in specific subject areas. Linda S. Levstik demonstrates how historical fiction makes the past live and includes useful criteria for evaluating the literary and historical merit of these books. Adela Artola Allen encourages educators to use literature reflecting the experiences of people from many cultures and countries. Betty Carter and Richard F. Abrahamson introduce a variety of informational books within the social studies and show how students develop understanding as they move

between fiction and nonfiction sources. Diana Cohn and Sara J. Wendt show how to use literature in developing math concepts, including activities on the topics of money, time, classification, and arithmetic. Finally, Diane Lapp and James Flood link trade books to the study of science. Each essay includes references and a children's book list, and there are children's book author and title indexes for the entire volume.

Dame, Melvina Azar. **Serving Linguistically and Culturally Diverse Students: Strategies for the School Library Media Specialist.** Neal-Schuman, 1993. 175p.

It is the author's goal in this book "...to provide a framework for expanding the school library's function to meet the needs of linguistically and culturally diverse students ... [and] to redefine the role of the school librarian as an advocate of information literacy and guardian of information access equality." As a school library media specialist herself, the author seeks to promote library usage and information literacy, particularly among children whose native language is not English and among ethnic minority students. There are six narrative chapters, along with additional listings, covering three main topics: an overview of the need for special materials and services for multicultural students, recommendations for providing appropriate materials and services, and a directory of resources for librarians. Also included is an appendix of advance organizers, publishers and vendors, an extensive bibliography, and an index.

Johnson, Lauri, and Sally Smith. **Dealing with Diversity Through Multicultural Fiction: Library-Classroom Partnerships.** American Library Association, 1993. 106p.

This book introduces the reader to a long-term model involving middle school students, Project Equal in New York City, which seeks to confront real-life issues of stereotyping and prejudice through encounters with the fictional characters of realistic young adult novels. It stresses a strong partnership among classroom teachers, school library media specialists, and reading specialists; interdisciplinary and nontraditional content; and the inclusiveness not only of differences in gender, age, family, structure, and disabilities but also in ethnicity, race, and culture. The goal is to help teachers and students develop tolerance for those who are different from self and family and to foster empathy. The seven chapters describe Project Equal, develop the background and rationale for such a program, and demonstrate how to implement the ideas with students and staff members.

Kuhlthau, Carol Collier. **Seeking Meaning: A Process Approach to Library and Information Services.** Ablex, 1993. 199p.

In 10 chapters, Kuhlthau presents the process by which she formulated and tested her theories "about library and information services for intellectual access to information and ideas, and the process of seeking meaning." (p. xvii) This work grew out of her own experiences as a high school library media specialist assisting students with research projects. She discusses her six stage model of the Information Search Process (ISP), theoretical foundations of the search process, and implications for library and information services. She redefines reference service and describes five levels of intervention in user education,

“...intervention of the information professional into the user's information-seeking process in order to enhance intellectual access.” (p. xxiii) There is an extensive reference list, along with author and subject indexes.

Resch, Kenneth E., and Vicki D. Schicker. **Using Film in the High School Curriculum: A Practical Guide for Teachers and Librarians.** McFarland, 1992. 166p.

The authors suggest activities for teaching film as an important visual information source. Activities “reinforce, supplement, and enrich the film's purpose.” The 15 chapters include effective viewing techniques, sample evaluation forms, activities for comparing/contrasting film with literature, a classics sampler, thematic and genre studies, an overview of the ratings system and suggested policies, a sample curriculum, and an overview of copyright issues. A host of resources and suggested titles, plus film terminology, enhance this publication which is useful for grades 4-12.

Stanek, Lou Willett. **Whole Language: Literature, Learning, and Literacy: A Workshop in Print.** H. W. Wilson, 1993. 244p.

This book's second subtitle, “a workshop in print,” defines Stanek's book. It is meant to provide in-service training in whole language for those who have had no such training or for those who want to know more. The aim is “to present whole language to teachers, librarians, administrators, parents, and interested community members in a manner that makes sense, to show a reason for adopting the philosophy, and to offer practical suggestions on how to do it.” (p. 16) The four major parts of the book cover 1) theory; 2) practices—including modeled writing, process writing, talking back to authors; 3) implementation; and 4) whole language success stories which recount positive experiences from kindergarten through senior high school, and at home. An index is included.

TECHNOLOGY

Barron, Ann E., and Gary W. Orwig. **New Technologies for Education: A Beginner's Guide.** Libraries Unlimited, 1993. 209p.

“The overall purpose of the book is to improve the instructional process through the appropriate use of new technologies.” (p. xv) Following a general overview chapter, there are chapters on CD-ROM, interactive videodisk, digital audio, digitized video, hypermedia, networks, telecommunications, and teleconferencing. The chapter on each specific technology begins with a real-life scenario which depicts the use of that technology in an educational setting. It moves to a description of the technology, its educational application, advantages and disadvantages, a glossary, list of resources, and recommended reading. An index is included.

Drew, Sally, and Kay Ihlenfeldt. **School Library Media Centers in Cooperative Automation Projects.** American Library Association, 1991. 116p.

This book lists operational automation programs involving cooperative efforts

between school library media centers and other types of libraries. It covers such specifics as the development of bibliographic databases, the sharing of online circulation systems or catalogs, and interlibrary loan telecommunication systems. Aspects of the projects included are administration, funding, goals, equipment and software used, successes, problems, and future plans. The programs are listed alphabetically by state. There are indexes to project types and to automated systems.

Herring, James E. **Information Technology in Schools: The Role of the School Librarian and the Teacher.** Library Association Publishing, 1992. 150p.

This title is a completely revised edition of *The Microcomputer, the School Librarian and the Teacher*, published in 1987. Herring is a senior lecturer at Queen Margaret College, Edinburgh, and the book focuses on information technology in schools in the United Kingdom, particularly as this issue has been influenced by the introduction of the National Curriculum. The 10 chapters which make up the book have been contributed by librarians working with children of all age levels in the United Kingdom. Chapter titles include: "The Management of Databases in the School Library," "Campus 2000," and "CD-ROM in the School Library." It presents an interesting comparison to school library concerns in the United States. Included are a bibliography and index.

An Incomplete Guide to the Internet: Especially for K-12 Teachers and Students. National Center for Supercomputing Applications, University of Illinois, 1993. Part One, 57p. Part Two, 135p.

This spiral bound paperback compiled by the NCSA Educational Group is bound in two separate parts. Part one is "Internet Navigation Tools and Methods." It provides information on using the Internet, sending messages, searching for and downloading files, and group discussion lists. Part two is "Internet Resources and Projects." It lists sources of curriculum-related information for student use and sources of information for teachers. There is an extensive table of contents, but no index. An updated edition is promised in early 1994.

Wright, Kieth. **The Challenge of Technology: Action Strategies for the School Library Media Specialist.** American Library Association, 1993. 122p.

The author wrote this book after seeing that, in spite of the influx of microcomputers into schools, much instruction remains unchanged. Too frequently, in fact, computer hardware and software end up in the closet. In the first chapter the author places the school in the context of the emerging information society and presents a review of research. The second chapter examines roles of personnel in the schools—school library media specialists, teachers, computer coordinators, administrators—and how each group deals with computer-related technology. In chapter three, the barriers to integration of technology are listed, and the fourth chapter focuses on the kind of action school library media specialists can take to overcome these barriers. The fifth chapter lists the steps in the automation process. Helpful features include a "School System Policy on Standardization of Computer Hardware and Software" plus a bibliography, a list of journals, and a list of associations and

vendors in computer-related areas. An index is included.