



McCarrier, Andrea; Pinnell, Gay Su; and Fountas, Irene C. (2000). *Interactive Writing: How Language and Literacy Come Together, K-2*. Portsmouth, NH: [Heinemann](#).

Even the authors of this well written and well documented book have difficulty defining 'interactive writing.' Some might see it as a reincarnation of language experience. The authors like to think of it as taking language experience into new territory. No matter how you definite this new technique, the book does a good job of explaining what it looks like in the classroom. Although the writing style is formal and scholarly in nature, the authors include a lot of examples from the classroom. The book does not include any specific curriculum or lessons which can be transferred directly to a classroom. Readers will need to digest what the authors are saying and then adapt the theories to the classroom.

A preservice teacher reading this book will learn about literacy theories and be exposed to a particular philosophy of language arts. An inservice teacher will probably be familiar with these theories and philosophies but will benefit from seeing how they can be articulated in the classroom.

Although this title can stand alone the authors recommend that it be used in conjunction with several other titles which fully develop their philosophy/theory of language arts and literacy. These additional titles are: *Guided Reading: Good First Teaching for All Children*; *Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom*; and *Voices on Word Matters: Learning About Phonics and Spelling in the Literacy Classroom* which are all published by Heinemann.

Pages: 297 Price: \$30.00 ISBN: 0-325-00209-6

Reviewed by Judy Walker, CIMC/Atkins Library, University of North Carolina, Charlotte

Moffatt, Courtney W. (2000). *How to Get a Teaching Job*. Boston: [Allyn and Bacon](#).

Moffatt has put together an excellent resource for students or experienced teachers who are looking for a teaching job. Chapter titles give a good idea of the tone and range of coverage: "Is Teaching Really for Me?" "Starting the Search;" "Your Resume, or Why I Can Teach;" "The Initial Contact, Where to Look;" "Presenting Yourself, or I'm the Answer to Your Prayers;" "Interviewing Strategies and Systems;" "The Law and the Interview, or I Know My Rights Well;" "Stress and the Job Hunt, or We Can Overcome."

The chapter on interviewing strategies contains a list of 80 "frequently asked" interview questions with possible answers. Valuable tips such as these are found throughout the book. I highly recommend this very user-friendly and comprehensive book to anyone who is looking for a job as a teacher.

Pages: 174 Price: \$19.99 ISBN: 0-205-39924-5

Reviewed by Sarah Symans, Washington State University

Piazza, Carolyn L. (1999). *Multiple Forms of Literacy: Teaching Literacy and the Arts*. Upper Saddle River, NJ: [Merrill/Prentice Hall](#).

Multiple literacies are engaging us all and Piazza makes a contribution to the classroom teacher's arsenal of ideas. The book explores the role the arts can play in literacy instruction. Chapters focus on the arts; art, music, dance, theater, and film. Within each chapter there are strands of activity that incorporate literacy skills; language, poetry, story, and information. Piazza suggests that for a unit on poetry, a teacher might chose to go through just the poetry sections of each chapter, pulling together ideas that incorporate all aspects of the arts. Teachers will find most of the ideas presented here are within the scope of current classroom practice. Piazza particularly emphasizes the importance of exploring similar ideas in multiple formats and frequently suggests not just the typical "read the book, see the movie," but read multiple books on a similar theme, see several movies and go to a ballet. Some of these suggestions may strike the typical time pressed and standardized testing driven teacher as somewhat fanciful, but Piazza follows through to show how such a thorough exploration can enrich the learning experience.

In addition to the sections mentioned above, each chapter contains "School-Community Links," and "Activities for Professional Development." These topics are harder to present in a useful way, due to the vast differences in resources at schools. The few that I sampled were challenging, e.g.: begin a school dance troupe that travels through the community to perform, or present a Monet theme breakfast for your fellow teachers complete with Monet prints, French menu, and lilies on the tables. It is easy to dismiss such ideas as extreme, but perhaps more helpful to envision them as transforming suggestions that show the path to an ideal.

Pages: 244 Price: \$26.00 ISBN: 0-13-095503-5

Reviewed by Kate Corby, Michigan State University

***The Response of Higher Education Institutions to Regional Needs.* (1999) Paris: [Organization for Economic Cooperation and Development](#).**

The idea of higher education institutions as important players in regional economic systems is not new. In fact many institutions were founded to provide a trained workforce for the industrial employers in an area. The economy is changing, business is decentralizing with many subcontractors and similar smaller units contributing to a larger organization that is not confined by geographic borders. Higher education institutions have a new role to play in this new economy, and new challenges of funding and governance to meet.

A higher education institution can still make an important contribution to its immediate area. Most sponsor cultural events, provide expertise through faculty consultants, and increasingly spur jobs and economic development through the practical implementation of products developed in their research labs. Higher education institutions must also play on a larger stage. Their graduates will be entering an increasingly global economy and their skills must be competitive on a world scale. Open or distance learning initiatives are one way that higher education has attempted to reach out. The institutions will need flexible broad based funding sources, adequate autonomy to negotiate their technology transfer mission, and a deeper commitment to community service, especially through service learning for their students in order to make the transition to a truly regional operating base.

Pages: **149** Price: **\$22.00** ISBN: **92-64-17143-6**

Reviewed by Kate Corby, Michigan State University



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