



Canadian Children's Book Centre. (1999) *The Storymakers: Illustrating Children's Books; 72 Artists and Illustrators Talk About Their Work*. Markham, Ontario: Pembroke Publishers Limited.

The Storymakers presents two- to three-page bio-bibliographies of seventy-two prominent Canadian children's book illustrators. The illustrators answer questions about their childhood, their lives today and the development of their careers. They also offer tips for young creators. Included for each artist are bibliographies of books they have illustrated and awards and articles about the author, if any. This book is fun to browse although the samples of the artists' work would have been much more effective had they been printed in color. Anyone interested in becoming a book illustrator will find this book inspiring, especially children. Anyone looking for new picture books to explore will also find this a useful resource.

Pages: 159 Price: \$25.00 Canadian ISBN: 1-55138-107-9

Reviewed by Darlene Nichols, University of Michigan

Cutler, Kevin, Joong, Peter and Shallhorn, Jack. (1999). *Quality Schools: Recognizing Excellence in Ontario Schools*. Toronto: [Ontario Secondary School Teachers' Federation](#).

This resource is a sequel to *The Good School*, which investigated criteria for an exemplary school of 1990. *Quality Schools* takes over where it left off almost a decade ago. The book is based on research in the Durham District Schools. Durham was selected because it won an award from the Bertelsman Foundation in 1996 that identified it as a school system offering the best framework for the desired development of schools. The timing of this publication is ironic because restructuring initiatives and changes to provincial education funding threaten many of the programs highlighted in the book.

In addition to their examination of Durham District School Board, the authors describe two schools within that board: Exeter High School and Sinclair Secondary School. In a subsequent chapter, they outline 55 examples of quality school programs throughout Ontario in a variety of settings and subject disciplines. These examples are highly practical, cover a broad range of subject disciplines, and span the geography of Ontario. Contact people and phone numbers are provided for each of the programs.

Writers Kevin Cutler, Peter Joong, and Jack Shallhorn conclude with a chapter on getting started toward making your school a quality place to work and learn. They provide extensive discussion of action research, effective staff development practices and dealing with change. All three writers are presently working in secondary classrooms. Their obvious understanding of what makes a school system "quality" and their descriptions of exemplary quality systems make this

book interesting and illuminating reading.

School administrators and supervisors should find this book particularly interesting reading. It will be of less immediate practical use for teachers.

Pages: 190 Price: \$20.00 Canadian ISBN: 0-920930-49-2

Reviewed by Gail Lennon, Bluewater District School Board (Ontario, Canada)

Maloy, Robert W. and Seidman, Irving. (1999). *The Essential Career Guide to Becoming a Middle and High School Teacher*. Westport, CT: [Bergin & Garvey](#).

While it is seldom advisable to employ an adjective such as "essential" in the title of one's book, Maloy and Seidman appear to be walking on safe ground-it is difficult to imagine a more thorough and insightful guide to the teaching profession than *The Essential Career Guide to Becoming a Middle and High School Teacher*. The authors' combined fifty years' experience in teaching and teacher education has yielded an authoritative guidebook for those contemplating a secondary school teaching career.

The book is divided into two parts. Part I is comprised of seven chapters covering the basics of teacher preparation, certification and employment. Chapter 1 explores the motivations attracting individuals to the teaching profession; examines the job market, nature of the work, and salaries; and discusses the social and political issues affecting educators today. The authors are quick to point out the realities of teaching and the need to approach the field with one's "eyes wide open." Their frank discussion of the nature of teaching in today's secondary schools continues in Chapter 2. Chapter 3 contains a thorough explanation of the certification and licensing process, including subject endorsements and certification levels, the student teaching experience, teacher testing, and state reciprocity. Chapters 4 and 5 explore the selection of an appropriate teacher preparation program and the ins and outs of the application and admission process. Chapters 6 and 7 provide strategies for succeeding as a student teacher and for landing one's first professional teaching position. The job hunting advice, though practical and sound, will leave most readers hungering for additional counsel as no sample resumes or cover letters are offered, perhaps intentionally, to underscore the authors' belief that such documents are highly individualistic creations. Fortunately, a number of job searching guides for educators are readily available to bridge the gap (e.g. Joel Levin's *How to Get a Job in Education, Resumes for Education Careers*. 1995, Adams Publishing, \$15.95.).

Part II is essentially a state-by-state listing of pertinent educational information and statistics. Each profile contains contact information for the state licensing agency, beginning and average teacher salaries, student enrollment and per pupil spending, number of teachers, teacher testing requirements, and a listing of state-approved and NCATE-accredited institutions of higher education. To pander to the current rage for college rankings, the authors have identified those institutions

placing in [U.S. News & World Report's Top Fifty](#); however, no attempt is made to describe each institution's teacher education program. A directory of relevant organizations, references, and an index round out the book.

The Essential Career Guide to Becoming a Middle and High School Teacher is not just another career guide to job opportunities in education. With its thought-provoking discussion of the issues and choices facing educators today, this book is a must-read for those considering a secondary school teaching career and deserves a place in most academic and large public library career collections.

Pages: **256** Price: **\$45.00** ISBN: **0-89789-559-2**

Reviewed by Anita Ezzo, Michigan State University

Selfe, Cynthia L. (1999). *Technology and Literacy in the Twenty-First Century: The Importance of Paying Attention*. Carbondale, IL: [Southern Illinois University Press](#).

If, as Selfe quotes Tony Brown as claiming, "the computer is the Messiah," (p. 104) then Selfe wants us to know why and how we have accepted this new savior and what it means for our society. Using the National Literacy Challenge as a backdrop, Selfe looks closely at the rhetoric of policy makers, technology providers and the press, who claim that computer and technology know-how are rightly positioned as a new benchmark of literacy. She does not dispute that our society has accepted these claims wholesale. It is the further claim that the movement for technological literacy will be a great equalizer, making every child computer savvy and ready for productive employment in the information age, that the author would contradict.

Instead, Selfe points out convincingly that "the national project to expand technological literacy has not served to reduce illiteracy or the persistent social problems that exacerbate illiteracy. Rather, it has simply changed the official criteria for the labels of "literate" and "illiterate" while retaining the basic ratio of individuals in both groups." At the same time she shows that promotion of technology, in part through our schools, has helped fuel an economic boom in this country,

Selfe suggests that language instructors, with their traditional responsibilities for literacy instruction are well positioned to demand a critical evaluation of our technology literacy goals. We need to begin to value multiple literacies, set standards for technology access and proficiency that all schools can utilize, and promote the critical evaluation of literacy related technology decision making at all levels.

Selfe writes well and documents her arguments extensively. There were areas where I grew impatient with her thoroughness and wanted to get on to the point. Overall, her passion for literacy education and her determination not to leave any aspect of a subject unexamined, lead to a more forceful book.

Pages: **182** Price: **\$14.95** ISBN: **0-8093-2269-2**

Reviewed by Kate Corby, Michigan State University



[[home](#) | [overview](#) | [reviews](#) | [editors](#) | [submit](#) | [guidelines](#) | [announcements](#)]