



**Bourne, Barbara (Editor) (2000). *Taking Inquiry Outdoors: Reading, Writing, and Science Beyond the Classroom Walls*. York, Maine: [Stenhouse Publishers](#).**

*Taking Inquiry Outdoors* is a compilation of articles written by participants in the Elementary Science Integration Project (ESIP). This is a teacher enhancement project sponsored by the University of Maryland, Baltimore County, and supported by a National Science Foundation Grant. To quote the editor: "This is not a book about environmental education, a how-to primer on conducting nature walks and stream studies, or a cookbook of recipes for integrating reading and writing tasks into earth science units." Instead it is "is a book of reflections on children and learning; on teaching; on science made understandable through reading writing and hands-on investigations—all within the context of the outdoors."

The chapters consist of teachers sharing their thoughts and ideas about how and why they integrate reading and writing into the science curriculum. Most of these teachers would not consider themselves 'science teachers.' Many in fact had reservations about teaching science. In a reflective manner they share both the positive and negative about their own teaching practices. Some chapters include practical ideas while others are more philosophical.

This is not a methods book although it could and probably should be used in conjunction with a standard science methods book because of its reflective nature. It provides insights not theories, although the insights are based on current theories of teaching science. Preservice elementary teachers will benefit from the book because it shows a more realistic approach to integration and provides a peek into how teachers develop their own ideas and curriculum. Inservice teachers will benefit from the authors' insights about teaching and from knowing that others have succeeded in integrating science and the language arts.

Pages: 142    Price: \$17.00    ISBN: 1-57110-302-3

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

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**Green, Judy (1999). *The Ultimate Guide to Classroom Publishing*. Markham, Ontario: Pembroke Publishers.**

*The Ultimate Guide to Classroom Publishing* is a collage of ideas and activities designed to encourage reading and writing through classroom publishing. Unlike the Super Kids Publishing Company Book by Deborah Robertson (Englewood, CO: Teacher Ideas Press, 1990) which is an entire year's curriculum for writing,

this title provides snips of ideas, examples and some reproducibles about how to create an environment which abounds with literature and writing. The author uses 'author studies' and children's literature to discuss how to write, and other literary skills such as plot, character development, etc. Some familiarity with language arts curriculum theory is necessary to derive maximum benefit from the book. It will be most helpful for inservice teachers, especially relatively new teachers because they will have some classroom experiences to which they can compare the ideas put forth in the book. It includes lots of book titles and resources lists, even web sites!

I hesitate to bring this up, but I know some people may want to know, this is a Canadian publication and as such the titles and authors mentioned are predominantly Canadian. I didn't find that a problem, in fact in some ways it is a plus, since I am not very familiar with Canadian authors. This book has provided me with the opportunity to learn about new authors and titles as well a pick up some very good ideas for the classroom.

Pages: 152 Price: \$18.95 ISBN: 1-55138-112-5

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

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**Libutti, Patricia O'Brien (Editor). (1999). *Librarians as Learners, Librarians as Teachers: The Diffusion of Internet Expertise in the Academic Library*. Chicago: [Association of College and Research Libraries](#).**

I read somewhere recently, that technology is blurring the lines between information access techniques and the information accessed. As a result it was predicted that the professions of teacher and librarian would merge. This book will take us a step down that path. It focuses on the ways that librarians connect with users' information needs and decide how to respond to optimize the patron's ability to use the information offered. Many instructors, especially those involved in "virtual" electronic instruction, will recognize the dilemma. Much of the research reported was done in the early to mid-nineties and looked at librarians as they tried to simultaneously learn to use the Internet and pass their knowledge on to faculty and students in their institutions.

Libraries are now among the most "wired" places on campus, and librarians are increasingly called upon to team with instructors in many disciplines to assure that students are information literate. Active learning is a necessary component of library skills instruction, but librarians, who do most of their work one-on-one in response to a request for assistance, bring a different perspective from that of the classroom teacher. This book looks at both sides and provides insights that may help bridge the gap.

Pages: 296 Price: \$27.00 ISBN: 0-8389-8003-1

**Reviewed by Kate Corby, Michigan State University**

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**Myers, Kate (Editor). (2000). *Whatever Happened to Equal Opportunities in Schools? Gender Equality Initiatives in Education*. Buckingham: [Open University Press](#).**

This book offers an affectionate look at the work addressing sexual and racial inequality in schooling in Great Britain since 1975. Many of the women and men who have led the initiatives to change the culture of schools are chronicled here with appreciation. The challenges reported are familiar, lower pay, less desirable jobs and cultural stereotyping for some groups. While the issues are familiar to American readers some of the attempted solutions and reactions to them will be less familiar. In particular the change of focus to the underachievement of male students has been strong in Britain, and there remains a tendency to view misbehavior with a "boys will be boys" shrug.

Pages: 241 Price: \$26.95 ISBN: 0-335-20304-3 hard, 0-335-20303-5 paper

**Reviewed by Kate Corby, Michigan State University**



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