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Titles are arranged according to their Library of Congress subject classification. The following abridgement of the LC classification system can be used as a Table of Contents.

<b>A</b> General Works	<b>N</b> Fine Arts
<b>B</b> Philosophy, Religion, Psychology	<b>P</b> Language & Literature
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<b>L</b> Education	<b>V</b> Naval Science
<b>M</b> Music	<b>Z</b> Bibliography & Library Science

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Correspondence to:  
Book News Inc.  
5739 NE Sumner Street  
Portland, OR 97218

(503) 281-9230 (v)  
(503) 287-4485 (fax)  
booknews@booknews.com.  
www.booknews.com

*Reference & Research Book News* is published quarterly in February, May, August, and November.

Subscriptions: \$175/year (U.S. and Canada); \$225/year elsewhere (by air). Individuals subtract \$45.

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Publisher: Fred Gullette  
Editor: Shannon Hendrickson  
Associate Editor: Eithne O'Leyne  
Business Manager: Barbara King  
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# REFERENCE *and* RESEARCH

## BOOK NEWS

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The Bibliography of New Scholarly Books

### GENERAL WORKS

AM7 2009-009438 978-1-84545-610-8

**Changes in museum practice; new media, refugees and participation.**

Title main entry. Ed. by Hanne-Lovise Skartveit and Katherine Goodnow. (Museums and diversity; v.5)

*Berghahn Books*, ©2010 151 p. \$49.95 (pa)

Co-published with the Museum of London and the UN Educational, Scientific and Cultural Organization, this volume offers eight chapters describing actual museum presentations that engaged with local populations of refugees and asylum seekers in projects using various media, including participatory video, role-playing, photography, and theatre. Two concluding chapters analyze the projects and discuss larger issues regarding the museum's role in the community. Examples are given from museums in Australia, France, the UK, Malta, and Sweden, among others. Goodnow is with the U. of Bergen, Norway.

AM7 2009-029019 978-1-59874-382-1

**Connecting kids to history with museum exhibitions.**

Title main entry. Ed. by D. Lynn McRainey and John Russick.

*Left Coast Press*, ©2010 33 p. \$89.00

This volume assembles 13 chapters that offer tools for history museum professionals to use when creating programs for children. Noting the increasing focus on children as a core audience for history museums and their different experiences compared to adults, a group of professionals working in museum design and planning, exhibits, education, research and development, and public history in the US discuss how to understand children, what they can do, and how to collaborate with them; tools to include story, imagination, play, the senses, and place in history; and rethinking elements of design, interactives, collections, labels, and media in exhibitions. They focus on kids and unfacilitated exhibitions, not families or school groups. McRainey (education, Chicago History Museum) and Russick, a curator at Chicago History Museum, created an exhibition for children at the Chicago History Museum in 2003, which inspired the book.

AM7 2009-026979 978-0-415-40262-0

**Museums in a digital age.**

Title main entry. Ed. by Ross Parry. (Leicester readers in museum studies)

*Routledge*, ©2010 478 p. \$52.95 (pa)

The physical nature of museums has undergone a radical change in the past few years. Rather than simply looking at static exhibits, visitors are encouraged to interact with them. Virtual museums are on line and DVDs can be purchased that show the exhibits in ways that can't be displayed in the real world. Parry (museum studies, University of Leicester) is very much aware of this. The articles he presents here touch on a myriad of methods for using computer technology in museums, including the virtual museum and interactive exhibits, particularly to educate. Authors also discuss new challenges that come with computerization. These include access by handicapped patrons, questions of authenticity of the art and the logistical problems of setting up exhibits that are digital in themselves. The essays cover both practical experience and the psychological shifts being made by museum curators and staff as they redefine the purpose of a museum. This will be of great interest to anyone involved in museum work.

AM7 2009-028480 978-0-415-49473-1

**Re-presenting disability; activism and agency in the museum.**

Title main entry. Ed. by Richard Sandell et al.

*Routledge*, ©2010 283 p. \$42.95 (pa)

Recent decades have witnessed an expansion of how disability and disabled people are represented, and 19 essays here explore the rather belated entry of museums into the trend. Curators, historians, scholars of museology, and others discuss classical portraiture as reconstructive narrative, ghosts in the war museum, reflections on representing experiences of mental illness in museums, the red wheelchair in the white snowdrift, disability perspectives and the museum, and the Norwegian Museum of Deaf History and Culture.

AM12 978-0-89997-487-3

**Best of Oregon and Washington's mansions, museums and more.**

McKowen, Ken and Dahlynn McKowen.

*Wilderness Press*, ©2009 358 p. \$21.95 (pa)

The authors of the California version of this guide travel north from Portland and the Columbia Gorge to Puget Sound and Eastern Washington, describing 137 offbeat (a nutcracker collection in Leavenworth, WA) as well as better-known historic and cultural attractions in the Pacific Northwest. The guide includes maps, useful practical information, don't miss tips, self-guided tours tailored for specific groups, travel resources, and fun trivia questions.

AM101 978-0-7141-5068-0

**Masterpieces of the British Museum.**

Title main entry.

*The British Museum Press*, ©2009 288 p. \$35.00 (pa)

Organized by theme, this volume showcases the wealth and variety of art found in the British Museum. Egyptian mummies are juxtaposed with Hellenistic funerary sculpture, a Cycladic figurine with a Japanese dance mask, and so on throughout the book, the cultures and centuries mixed to show basic similarities in the making of art and entice the general reader to visit. Distributed in North America by The David Brown Book Co.

### PHILOSOPHY

B52 2009-015581 978-1-60709-335-0

**Big ideas for little kids; teaching philosophy through children's literature.**

Wartenberg, Thomas E.

*Rowman & Littlefield Education*, ©2009 150 p. \$24.95 (pa)

Drawing from his own experiences teaching philosophical issues to children, Wartenberg (philosophy, Mount Holyoke College) explains how teachers, parents, and college students can teach introductory philosophy concepts to elementary students using picture books. He outlines the reasons for teaching philosophy to young children, and provides an elementary-school version of a college-level introduction to philosophy class that includes eight children's books (like Shel Silverstein's *The Giving Tree* and Arnold Lobel's *Frog and Toad Together*) to discuss issues like ethics, aesthetics, metaphysics, environmental philosophy, and theory of knowledge, as well as learner-centered teaching, teaching methods, and lesson plans. No background in philosophy is needed. There is no index.