

at media outlets, and a lack of investigative reporting. This well-structured and conceptually engaging work provides a compilation that would be hard to find in another single source. In light of recent scandals that have plagued well-known news sources, it is also important and timely. Recommended for larger academic libraries and possibly larger public libraries.—*Valeda F. Dent, Hunter Coll. Lib., NY*

### Economics

Bernstein, William. **The Birth of Plenty: How the Prosperity of the Modern World Was Created.**

McGraw-Hill. May 2004. c.400p. index. ISBN 0-07-142192-0. \$29.95. BUS  
 Bernstein's (*The Four Pillars of Investing*) premise here is that prosperity will flow "once a society acquires the four crucial factors—property rights, scientific rationalism, capital markets, and modern transportation and communication." In the first of three sections, the author covers the sources of growth. He chronicles the history of property ownership, technological invention and its impact on prosperity, the roots of the capital markets, and the benefits of machines to production. Then he profiles countries that have been historically considered economically successful, such as Holland and Japan, and he theorizes about why some areas, such as Africa and Latin America, have been left behind. Bernstein then applies the concepts discussed to modern-day life. He discusses such issues as the way in which prosperity contributes to a country's well-being and what inequalities can result from economic growth. This fascinating, well-written look at how the concept of prosperity has evolved over centuries is recommended for all collections.—*Stacey Marien, American Univ., Washington, DC*

### Education

Clotfelter, Charles T. **After Brown: The Rise and Retreat of School Desegregation.**

Princeton Univ. Jun. 2004. c.216p. illus. index. ISBN 0-691-11911-2. \$24.95. ED  
 May 17, 2004, marks the 50th anniversary of the U.S. Supreme Court's decision in *Brown v. Board of Education*, the landmark case that desegregated public schools. Clotfelter (Z. Smith Reynolds Professor of Public Policy, Duke Univ.) here considers the consequences, showing that *Brown's* aim—the mixing of students of various races—has not been achieved. Using both published and unpublished data on school enrollments from across the nation, Clotfelter goes beyond previous studies on the failure of school desegregation since the Supreme Court's 1954 decision by drawing on heretofore unanalyzed enrollment data covering the first decade after *Brown*. He carefully calculates segregation for metropoli-

tan areas rather than just school districts, accounts for private schools, presents recent information on segregation within schools, and measures segregation in college enrollment. The results, shown here, can be viewed as a sort of arithmetical history of *Brown*. This is an important book, with thorough analysis supported by both historical and current data. Clotfelter's angle of vision, measuring the lack of interracial contact, is both insightful and informative. Recommended for all types of libraries.—*Samuel T. Huang, Univ. of Arizona, Tucson*

Horn, Sam. **Tongue Fu!™ at School.**

Taylor. Jun. 2004. c.256p. ISBN 1-58979-106-1. \$24.95. ED  
 Of all the people quoted throughout this intelligent sequel to *Tongue Fu!*, Laurence J. Peters of Peter Principle fame perhaps best expresses Horn's philosophy of communication: "Tact is the art of putting your foot down without stepping on anyone's toes." Cooperation, in a sense, is a trickier subject than the three Rs, so it should be taught in school, argues Horn. Here, the veteran consultant and seminar developer applies her trademarked process for cultivating good working relationships to anyone who spends time in a school setting (including students). Brief, easy-to-digest chapters cover communication and language (including "Words To Use" and "Words To Lose"), the creation of a "climate of cooperation," and conflict-resolution skills as they apply in school. Unfortunately, some topics—such as dealing with bullies—merit more treatment than given here, which the author acknowledges. Horn also shoots a bit high in terms of her audience: kids are unlikely to consult her book, and only the most involved parents would seek it out. Still, this work should find an appreciative audience among teachers and administrators. For most education and communication skills collections.—*Kay Hogan Smith, Univ. of Alabama at Birmingham, Lister Hill*

**A Qualified Teacher in Every Classroom?: Appraising Old Answers and New Ideas.**

Harvard Education. 2004. c.326p. ed. by Frederick M. Hess & others. ISBN 1-891792-21-0. \$49.95; **pap.** ISBN 1-891792-20-2. \$22.95. ED  
 This collection of ten essays explores the debate concerning the link (or lack thereof) between teacher preparation and teacher quality. New importance has been accorded the topic since the federal No Child Left Behind legislation in January 2002, and the goal of this volume is "to move beyond impassioned rhetoric by presenting fresh research on key elements of the teacher-quality challenge and by posing next-generation models of reform." The first section of the book assesses political, policy, and research considerations; the second section addresses the long-standing debate concerning the neces-

sary qualifications for licensed teachers; and the last section proposes new methods by which states could ensure teacher quality. Each well-crafted essay averages 30 pages, with extensive endnotes, and is directed to those actively engaged in this field or doing research on the topic—not the general reader. Recommended only for large academic or public libraries with significant holdings in education.—*Ari Sigal, Catawba Valley Community Coll. Lib., Hickory, NC*

**Tongue-Tied: The Lives of Multilingual Children in Public Education.**

Rowman & Littlefield. 2004. c.336p. ed. by Otto Santa Ana. index. ISBN 0-7425-2382-9. \$79; **pap.** ISBN 0-7425-2383-7. \$24.95. ED  
 This collection of first-person accounts by Amy Tan, David Sedaris, Sherman Alexie, bell hooks, Richard Rodriguez, and Maxine Hong Kingston, among others, opens windows into the lives of linguistic-minority students and their experiences in school and beyond. These contributors attempt to open up people's hearts by way of literature in an anthology that gives voice to millions of people who, on a daily basis, are denied the opportunity to speak in their own language. Sociolinguist Santa Ana (associate professor and founding member, Cesar Chavez Ctr. for Chicana and Chicano Studies, UCLA) brings together voices of more than 30 authors who were once minority-language students in essays, novels, and poems. He adds to the mix with accessible, abridged scholarly articles that assess the impact of language policies on the experiences and life opportunities of minority-language students. The voices here resonate for those who are still quiet. The readings are ideal for learning about U.S. education and for spurring informed debate about the many factors that affect students and their lives. Recommended for academic libraries and large public libraries.—*Samuel T. Huang, Univ. of Arizona Libs., Tucson*

### History

★Abdul-Jabbar, Kareem & Anthony Walton. **Brothers in Arms: The Courageous Story of the WWII 761st "Black Panthers."**

Broadway. May 2004. c.320p. bibliog. ISBN 0-385-50338-5. \$24.95. HIST  
 Moved to tell a story he thought should be widely known, basketball great Abdul-Jabbar adds this variation on his *Black Profiles in Courage* (1996) to his writing résumé. He and coauthor Walton follow a different band of brothers during World War II—the heroic black 761st Tank Battalion that formed five companies in U.S. Gen. George Patton's Third Army. Told with broad social commentary and poignant personal focus on three soldiers, this revealing and insightful story tells of blacks' struggle even to fight in the war, battling the racism