

developed by Brenda Dillon

**Partnerships for Lifelong Learning.**

Lesley S. J. Farmer.  
2nd ed. Linworth, 1999.  
Paper, 125 pages.  
ISBN 0-938865-79-X  
\$58.00 (Professional Growth Series)

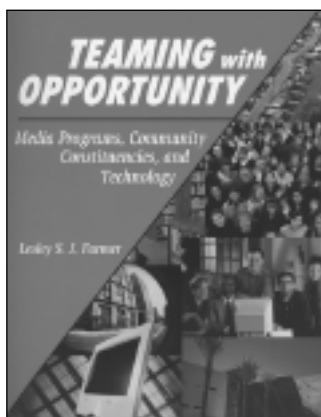
**Teaming with Opportunity: Media Programs, Community Constituencies, and Technology.**

Lesley S. J. Farmer.  
Libraries Unlimited,  
2001. Paper, 205 pages,  
ISBN 1-56308-878-9

Both *Partnerships for Lifelong Learning* and *Teaming with Opportunity* are about partnerships between teacher-librarians (and school libraries) and others involved in education. In both books, Farmer makes the point that such partnerships are vital and that it takes considerable planning and effort to create and maintain effective partnerships. She establishes the need for partnerships, examines the nature of partnerships, identifies the individuals and groups who should be partners, explores the growth of partnerships, provides a context for the practice of partnering, and connects partnerships and lifelong learning. Although Farmer does touch on the integration of technology in *Partnerships for Lifelong Learning*, she devotes two chapters to it in *Teaming with Opportunity*. In *Partnerships*, Farmer devotes a chapter to identifying the various partners with whom teacher-librarians should establish relationships. She devotes seven chapters to this topic – one to each partner – in

*Teaming with Opportunity*.

*Partnerships for Lifelong Learning* and *Teaming with Opportunity* are both handbooks for the creation and maintenance of the collaborative community so necessary for the development of successful lifelong learners. Features such as subheadings, columns, highlight boxes, bulleted lists and checklists work together to create a reader-friendly feel to *Partnerships for Lifelong Learning*. *Teaming with Opportunity* seems to be, essentially, an updated, expanded, more academic –



although still quite accessible - version of *Partnerships*.

While I think it's worth reading both of Farmer's partnership titles, I would certainly suggest that one of them – either one, it's a matter of personal preference – should be considered essential reading. Both titles should be part of district-level professional collections and, if budgets permit, teacher-librarians should consider including one of the titles in school-based professional collections.

Brenda Dillon

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