Watras, Joseph. *Politics, Race, and Schools: Racial Integration, 1954-1994.* New York: Garland Publishing, Inc. 1997. 340 p. ISBN 0-8153-1766-2.

Watras provides an in-depth history of the struggles over segregating, desegregating, and resegregating schools in Dayton, Ohio from 1954-1994. He offers an analysis of intergroup struggles in one locality for the 40 year period. The way people such as business leaders, clergy, elected officials, judges, teachers, and school administrators reacted to racial desegregation is described. He places the case study of the Dayton public schools within the national context of the Federal Courts and sketches developments in other cities and nationally.

Racial desegregation was and is a very complicated and unpopular issue. People changed their views as they tried to bring about the racial desegregation of schools. They tried to use education to reinforce or challenge existing arrangements of social classes and racial groups and encountered all the political controversies that occurred as they tried to bring about change.

Watras divides his analysis into three parts: federal courts, school desegregation and religion — the national context; racial desegregation in Dayton city governments, schools, and churches; and curriculum and social reform.

After forty years of trying to racially desegregate schools, the Dayton area has remained a segregated community. Students in the city schools come from African American or lower-income families and students in suburban schools are mostly from white or professional families. The division between races and social classes is illustrated by higher standardized test scores for the suburban students than for those students in the city schools. The case study in Dayton shows the complex political and ethical issues the people struggled with. Basically this case study shows how people in all walks of life thought about education and social life. Dayton often preferred pluralism over a unified community.

This scholarly book makes an important contribution to our understanding of the politics of education, particularly with respect to race and race relations. Watras combines the traditional focus on segregation and integration in public schools with careful attention to desegregation efforts in private schools, both religious and non religious. He presents the realities of desegragation efforts and the realities of segregated communities. Recommended for university library collections.

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Peterson's Distance Learning 1997. Princeton, NJ: Peterson's, c1996. 486pp.
ISBN 1-56079-664-2. paper. $24.95 US, $39.95 Canada

One of the biggest trends currently in education is distance education. Today's students often have other demands (work and family); some are place-bound; highly educated professionals are finding the need for continuing education and advanced technology training is stronger than ever. Distance education fills an important role for all of these people.

Distance education is growing rapidly; this edition of Peterson's guide lists 700 accredited North American institutions offering some kind of remote access, whereas the previous edition three years ago had fewer than 100. As the introductory information cautions, "Much of the material in this book is time-sensitive... You should contact the sponsoring institutions for the most recent information on any given course or subject area." (page ix) Even with this caution, this volume is a treasure-trove of information.

The bulk of the book is institution by institution accounts expected from the Peterson guides. Here, the primary listings for each college are: access (some are limited to local students or residents of the supporting state, while others are available worldwide); media (television transmission, Internet, videocassette, videoconference, and correspondence classes are only some of the forms that distance learning can take); student services available (supporting libraries, available financial aid, career placement, etc.); information for applying for the course, and cost information. Some of the courses listed can be applied to a graduate or undergraduate course at the sponsoring institution, many can be transferred to other colleges, and some offer certificates, or simply the knowledge to those whose lives would be enhanced by it.

While the listings are what most people will use, they would be well advised to spend time with the introductory material as well. This gives a nice thumbnail capsule of where distance education is now. This information would also be helpful for those educators interested in initiating or refining their own distance education offerings. For the prospective student, there's information guiding a self-analysis to see if this kind of learning is right to help choose among the various media used. Profiles of successful learners are given, as are study tips.

Most libraries will want to have this title on standing order. Public libraries will find themselves increasingly supporting students at remote universities; academic libraries will find their institutions increasingly involved; and corporate libraries will find distance learning to be invaluable for patrons wishing to maintain currency.

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Gender, Equity, and Schooling: Policy and Practice. Edited by Barbara J. Bank and Peter M. Hall. New York and London, Garland Publishing, 1997. Missouri Symposium on Research and Educational Policy, volume 2; Garland reference Library of Social Science, volume 1143. ISBN 0-8153-2534-7 (hardcover, alk. paper); 0=8153-2535-5 (paperback, alk. paper).

This collection of essays grew out of the Second Missouri Symposium on Research and Education Policy held in Columbia, Missouri march 30-31, 1995. The authors of this volume participated in the Symposium, but the chapters here expand on their presentations rather than present them as in a conference proceedings. (A volume from the first symposium is also available, devoted to race, ethnicity and multiculturalism.)

Thirty years ago, during what is known as the "second wave" of feminism, gender equity in the schools was a generally accepted goal. As Barbara J. Bank writes in the "Introduction: Some Paradoxes of Gender Equity and Schooling,"

Not only was it assumed that gender equity in schooling would result from a straightforward, determined effort to equalize opportunities and treatment across the sexes, but it was also assumed that gender equity in schooling would manifest itself, more or less automatically, in equal outcomes across the sexes. (p. 3)

In the United States, several policy changes attempted to address educational equity, including the 1963 Equal Pay Act, Title VII of the 1964 Civil Rights Act which forbids discrimination on the basis of gender, race, colour, religion and national origin Equity Act. Bank provides a literature review in which authors differ on

whether or not a legal revolution occurred, but agree that 30 years later sexism is still alive and well in the schools.

Donna Eder focuses on "Sexual Aggression within the School Culture" in a chapter that analyses studies of sexual harassment within the schools, and documents the survival of the "double standard." The role of sports in developing masculine aggression, and the girls' participation in reinforcing boys' attitude towards sexuality have been documented in studies cited here. The special needs of African students is the subject of a chapter by Cynthia A. Hudley. Other chapters focus on issues of gender in teachers, principals, and school administration.

Overall, the book presents a very bleak picture of the progress we have failed to make 30 years after identifying the problem. While girls' grades have shown improvement in some studies, teachers still seem to be using different standards in the classroom

for males and females. A profession that is largely female (teaching) is still dominated by males in positions of authority. This is not by any means a feminist diatribe. The research reported is adequately documented. This volume contains food for thought for school boards, school staffs at all levels, and anyone interested in future equity.

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The explosive growth of higher education following World War II accompanied and was somewhat masked by the national imperatives of the space race and the cold war of the 1950s and 1960s; however, with the eventual de-emphasis of a large American military establishment and the concomitant reduction in the number and scale of "big science" projects, higher education has come under increasingly critical scrutiny by both members of the public generally and their political representatives in state government. Initially, the "race to space" amply justified increased, and sometimes at a privileged few universities lavish, spending on expensive basic research, especially in the areas of science and technology. With the close of the cold war era, presaged by the unusually high level of inflation experienced in the United States during the 1970s, which had the predictable resultant effects on the costs of higher education generally, there have been heard throughout the country increasingly vocal calls for increased accountability of public higher educational institutions. Accountability in the politically-charged context of higher education funding usually translates into funding cuts, either in absolute or constant dollar terms.

To counteract the public conception that higher education faculty spend little time in class preparation and teaching and devote far too much effort (and too much of the public's money) in research for which no "practical" justification can be easily perceived, Murray advocates the use of teaching portfolios as a means of demonstrating excellence and documenting both the quality of teaching and the quantity of time faculty spend both inside and outside the classroom to effect improvements in the quality in their

teaching. Thus, through the process of making and evaluating teaching portfolios, the teaching process itself will be made as visible as research and publication have always been.

Murray notes that "the introduction of teaching portfolios requires institutions to critically examine what they value, and what institutions value is ultimately reflected in their reward structure." (p.iii) Traditionally, colleges and universities have rewarded faculty based almost exclusively on the more easily measured products of research, grants, and publications; however, there is some evidence, especially in the realm of public higher education, that state legislative concerns regarding rising costs in higher education may swing the pendulum away from research and back towards an emphasis on teaching. Obviously, higher education institutions need a means of evaluating and assessing a faculty member's performance in the classroom beyond the traditional means of student evaluations, which all too often focus on "superficial" teaching behaviors such as feedback, setting objectives, etc. Although these traits are important, Murray argues that they do not reflect more substantive disciplinary matters such as whether the instructor's stated objectives are the best, or even appropriate, ones for the particular course.

Murray further states that "teaching portfolios can improve the quality of teaching and learning in higher education." (p.1) The teaching portfolio doubtless can, through providing an assessment mechanism, reinforce and promote quality teaching. Certainly, the very act of creating a portfolio forces the faculty member to express a philosophy of learning and demonstrate its implementation through examples contained in the faculty

member's teaching. Areas for improvement will presumably be identified, which the faculty member can address in later teaching in a systematic method of accomplishing ongoing improvement. Murray also states that the encouragement of teaching portfolios allows an organization to more amply demonstrate that teaching is an institutional priority.

Murray gives suggestions for the types of materials to be included in a teaching portfolio, and includes his assessment of which types of materials are usually the most effective in demonstrating teaching excellence. He stresses the individual nature of a portfolio and emphasizes that the intended use of the portfolio, whether for individual improvement or for promotion, tenure or merit pay, will always affect what materials should be included, with the only essential element being a statement of the faculty member's beliefs and philosophy of teaching. The author also devotes attention to what he characterizes as the summative and formative evaluation of portfolios, with summative evaluation being appropriate for personnel decisions such as tenure and promotion and formative evaluation being best used for accomplishing self-improvement in teaching and ultimately improvement in student learning.

The author stresses the critical importance of the department chair in the higher education faculty evaluation process. If a department chair does not value excellent teaching in summative reviews then a clear message is sent to faculty that research and publication, not teaching, is what is valued by the institution. If instructional quality is to be improved over the long haul, chairs must create an environment that encourages and rewards excellent teaching. Murray mentions several methods by which this can be accomplished, such as travel money for faculty to attend conferences dealing with teaching in higher education, establishing a committee on teaching improvement to which faculty can look for assistance, setting up a bulletin board for teaching-related publications and conferences, etc. Chairs can have the most influence in the hiring process by recruiting faculty who show promise as excellent teachers and are attuned to the importance of teaching to the organization.

Murray's work unfortunately fails to provide actual examples of appropriate portfolio items; however it does contain an extensive bibliography, and several of the publications listed do contain actual examples from teaching portfolios. The book makes reference to community college as well as college and university faculty situations and is, therefore, recommended for academic libraries at all levels.

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Hart, Betty and Risley, Todd R. *Meaningful Differences in the Everyday Experience of Young American Children*. Baltimore: Paul H. Brookes Pub. Co., 1995. (1-55766-197-9 hard cover).

Hart and Risley's book caught my eye at work last summer. Its colourful jacket is covered in testimonials to the authors' perseverance, insight, and skill in discovering how children learn language and what really enables some children to outshine others. It was promoted as an important book not only for educators, but for parents as well. *Meaningful Differences* describes aspects of everyday parenting that contribute to rates of vocabulary growth and affect I.Q. scores. What kinds of interactions have a lasting influence on a child's development?

The book, although a report of a careful scientific study that includes theory, methodology, graphs, statistics, and discussion of the resultant language database, lives up to its billing as highly readable, informative, and filled with amusing anecdotes and excerpts from what looks like a gruelling project. The authors note in the preface that it is written "primarily for a community of ordinary informed readers." Throughout, the quality of the writing and the care the authors show for children especially stand out.

The authors began their careers in the early 1960s at the Institute for Child Development at the University of Washington. They next started 30 years of collaborative work at the University of Kansas. Today, Dr. Hart is Professor Emeritus of Human Development at the University of Kansas, and Dr. Risley is Professor of Psychology at the University of Alaska. The book begins by describing their early efforts carried out as part of the American government's "War on Poverty." The authors established preschool intervention programs in poor neighbourhoods in Kansas City where they noticed that the vocabulary growth rates they saw in the preschool data seemed unalterable by the time the children

were four years old. They wanted to know what happens in the home during the time of early vocabulary growth, whether something other than heredity could explain the different skill levels children have by age four.

Subsequent chapters describe their goal (to discover relationships between family interaction patterns and vocabulary growth rates), the method used to attain it, and the surprising results. They designed a longitudinal study of 42 families from a variety of socioeconomic backgrounds. The study generated about two and a half years of sequential monthly hour-long observations in the home, starting before the children were even one year old. The observations meant that everything that was done by the children, to them, and around them was recorded. The observers tape recorded what the children said and took notes on the activities as videotape was ruled out as too expensive, cumbersome, and intrusive. All the tapes were then transcribed by hand. The data (1,318 transcripts, each averaging 20 pages, handwritten on both sides) had to be processed by computer. Words were coded by category, and utterances were coded as to whether they were sentences or phrases and, if sentences, number of clauses, statements, questions, or demands. Codes were also defined to indicate a repetition, an expansion, positive or negative feedback. After six years of effort, the authors were able to see results, outlined in the chapters "The Early Experience of 42 Typical American Children," "Accomplishments of the 42 Children at Age 3 and Later," and "The Importance of the First 3 Years of Family Experience." The book ends with a chapter suggesting effective ways to "level the playing field" for children: "Intervention to Equalize Early Experience," references, appendices, and an extensive index.

The book is definitely an engaging one. There are many examples of the actual transcriptions to illustrate points and unexpected results: parents start speaking less often to their children once the children learn to talk and having two parents in the house does not increase the amount of time the child spends talking with an adult. This book is recommended for all interested in child development.

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World Guide to Library, Archive, and Information Science Associations. By Josephine Riss Fang and Alice H. Songe, with the assistance of Anna J. Fang and Alexandra Herz. Muchen: K. G. Saur, 1990. 516 pp. DM 148.00. ISBN 3-598-10814-1, ISSN 0344-6891 (IFLA Publications 52/53)

The title *World Guide to Library, Archive, and Information Science Associations* is most appropriate to this comprehensive reference work which provides a directory to both international and national associations. In compiling this work, Josephine Riss Fang and Alice H. Songe, both of the Graduate School of Library and Information Science, Simmons College, Boston, have achieved their stated purpose of "...[providing] information professionals in all countries with a means for professional communication of global dimensions." As is discussed by the authors in the preface and recently confirmed through the Cristal-Ed mail list discussion entitled "Making the Most of Associations," associations play an increasingly valuable role in the life of a profession and its membership.

Issued as an IFLA Publication and published by K.G. Saur, this work expands on previous editions published by R. R. Bowker (1976, 1980) entitled *International Guide to Library, Archive, and Information Science Associations.*

The main content of the work consists of detailed directory entries for seventy-six international associations and 510 national associations. The information included for each entry follows a template featuring name, acronym/initialism, address, officer, staff, languages, date established, major field of interest, major goals and objectives, organizational structure and affiliations, sources of funding, membership totals and types, general assembly, publications, activities, use of high technology and a bibliography of works to be consulted for additional information.

The overall arrangement of the *Guide* is logical and simple to use. International associations are listed separately from national associations. Within the section on international associations, entries are arranged in alphabetical order. Similarly within the section on national associations, countries are first listed in alphabetical order with associations listed alphabetically within each country.

The utility of the work is further enhanced by a series of lists and indexes which refer back to the main content. These include a List of Acronyms, Official Journals of Associations, Official Names of Associations, Chief Officers, Subject Index, Countries with International Associations and Countries with National Associations. Final features include a bibliography of sources on

professional associations within the field which supplements those previously published, a selection of references on librarianship in developing countries, and a one page table of statistical data.

Unfortunately, a combination of factors such as the 1990 publication date and the fact that associations are not static entities have rendered this *Guide* somewhat dated. Addresses lack any reference to e-mail or Web pages, officers change, and the use of high technology by many of the associations will also have changed, in some instances quite radically. Nevertheless, this compact work will continue to prove itself valuable as a starting point in the identification of and research into library, archive, and information science associations.

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Clark, Carol Lea. *A Student's Guide to the Internet.* Upper Saddle River, New Jersey: Prentice Hall, 1996. 184p., ISBN 0-13-442310-0.

This book does a nice job of orienting the newcomer to the Internet. The author has clearly targeted her work as textbook for an introductory course on the Internet. She writes in clear non technical prose about a subject that can at times be difficult to understand. Her discourse is a nice blend of expository and explanatory styles. She walks the reader through the "how to's" of communicating and searching on the Internet and describes several connection choices that fit a variety of budgets and hardware options.

The book has three main divisions. Chapters one and two introduce the Internet and provide instructions on how to get connected. Part two describes the procedure for using the communication tools (e-mail, Listservs, newsgroups, talk, chat, IRC and muds) for real time communication over the net. The last part of the book discusses the tools that are used for finding and retrieving information that resides on remote computers. All chapters contain a list of relevant Internet addresses and offer assignments and questions on the chapter material.

There are some good features in this work. For example, illustrations that show the computer screen as it would appear when operating a particular tool, help to improve the reader's understanding and can serve as a valuable reference when actually using the tool. Also, Internet students who are looking for resources to write a term paper will like the Appendix where they will find a list of related book titles as well as a set of instructions on how to cite Internet sources in either the MLA or APA style format.

The book is ideal for an introductory Internet course at the college or university level. Since the information is clearly presented it could also be of interest to others who have access to the Internet and would like to follow along on their own. In this sense the author has truly produced a guide to the Internet. However, as with all Internet books, this publication is in danger of quickly becoming obsolete. Although the work is still relevant, it is starting to show signs of age, since a few of the addresses mentioned are no longer accessible or have moved.

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Mathews, David. *Is There a Public for Public Schools?* Dayton, Ohio: Kettering Foundation Press, 1996. ISBN 0-923993 81p. ppk. $9.50

Mathews reports on the results of several research projects conducted by the Kettering Foundation on the U.S. citizenry and its relationship to public schools. Researchers were surprised by their findings: the two (the public and the schools) show strong evidence of drifting apart, and the historic compact between them is in danger of disappearing. he concludes that "the public is slipping away from the public schools and no one is paying attention."

The initial, historical mission of public school in America was to secure and make permanent the "new secular culture" that had been promised by the Revolution. Through the years, as society's needs changed, the purpose of public schools continued to evolve. By the beginning of the 20th century, schools were understood to be responsible for the task of democratizing an increasingly diverse population while establishing a common social order for all its citizens and providing them opportunities for economic prosperity.

But it is clear that public schools are now under great pressure. Schools as institutions are being required to cope with deeply rooted social problems that they never intended to handle, and are not equipped to deal with. And where is the strong foundation of support for these schools that has always been there in the past? Kettering researchers found that one explanation is that the public has changed its view of the efficacy of public schools. On one hand, citizens know that the country needs public schools, just as it has in the past, but on the other, they have formed perceptions via the media, that public schools are not good for children — not concerned enough with keeping discipline or teaching the basics. It is this confusion and tension that is damaging the public's confidence in public schools.

Another factor is that many communities are experiencing such great changes that it is difficult to nurture the kind of strong public life that maintains all-important civic connections to their citizens. These shifts and disconnections are naturally reflected in local schools in these communities. Interestingly. the distance in citizen's relationship to their schools is sometimes worsened when well-meaning educators initiate school reforms without involving their constituents in the process., thus the public feels further excluded, resists reforms, and distrusts the administrators. And when citizens distrust their schools, they are unlikely to support them.

Mathews thus argues that communities themselves must rethink their purpose and reevaluate the quality of their public life. Problems in public schools reflect the problems in their communities, so a necessary part of that process must be a renegotiation of the relationship between communities and their schools. "It's not simply that the schools need to be improved; the relationship between the schools and the community needs repair." So to improve the quality of schools, we must first look to the quality of our communities and the ways they are meeting today's difficult challenges. There is a lot at stake.

This book is highly recommended for anyone who is concerned with educational policy, the status of public schools or the future direction of America's democratic process.

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McKie, Craig. (1997). *Using the Web for Social Research*. Toronto: McGraw Hill Ryerson. ISBN: 0-07-552851-7, 281pp., paper. Incl. Glossary and Index.

McKie's *Using the Web for Social Research* provides an in-depth look at how the Internet, with an emphasis on the World Wide Web, may be used as an important resource for students conducting research. Geared for students in the social sciences, the book is divided up into these four main sections: (I) Foundation skills, (II) Routine use of the web for communicating and locating resources, (III) Skills for everyday web use in research, and (IV) an Appendix of technical details and instructions. Each of these sections will be briefly summarized below.

In an attempt to answer the question "Why should I learn these skills?," in *Part I* McKie examines the following: those benefits to students in learning how to use the Internet, the setting up of a personal computer to gain access to the Internet, and the basic services that are available. Although McKie tries to avoid technical jargon (and refers the interested reader to the appendix for greater detail), the novice reader may have some difficulty following some of these explanations, particularly those discussing the different types of access to the Internet.

Part II focuses on **how** the various sources of communication (such as e-mail, newsgroups, listservs), tools (such as Archie, Telnet, Hytelnet, WAIS), and search engines may be used throughout the research process. In the latter instance, McKie unfortunately does not explain how one constructs a search strategy tailored to each of the different search engines. He states instead that the best way to learn the different techniques is simply by using each of the engines and comparing results. Next, after a brief description of traditional library resources used in research, the reader is given a tour of the electronic resources that are now accessible via the Internet. These resources include: library catalogs, periodical indexes, and the full-text of newspapers, journals, and books. This section discusses many useful web sites, such as the E-Library site which provides the full-text of contemporary magazines, trade publications, and some television transcripts. In addition, McKie mentions the BioBase shareware software which is designed to store bibliographic citations. However, a greater description of the various bibliographic software programs and their benefits would have been useful for the uninformed reader.

In his *Introduction*, McKie states that *Part III* presents the core material of the book and this is certainly the case. McKie traces the entire research process through a series of twelve steps using the subject **juvenile justice** to help illustrate the procedure. Readers are advised to use the author's home page (see below for the URL) as a starting point and from there the reader is shown a number of excellent broad social science resources that are located on the web. For some of the steps only a brief explanation is provided. For example, this reviewer would have liked greater detail on the evaluation of the material, especially given the difficulty of finding "quality" information on the Internet. McKie also provides the address of at least one good web site in which to start for more discipline-specific research such as: Sociology, Anthropology, Psychology, Geography, Political Science, Women's Studies, Social Work, Communication & Journalism. Two omissions here are in the fields of Library & Information Studies and Education. A chapter on designing your own web page, a look at how one can locate information from the web with e-mail access only, and a concluding chapter in which McKie reveals that "all is not bliss on the web" and looks at some of the issues associated with pornographic material, conspiracy theorists, pernicious politics, fraudulent advertising among others - top off this section.

Part IV provides a closer look at the hardware/software requirements for connection, service providers, how one converts a text-based connection to a SLIP/SLIRP line, Freenets, WinSock mechanics, and the advanced features on e-mail.

Some highlights of the book are: the numerous examples of frames that provide excellent support of the text; the summary of the web sites listed at the end of each chapter (these will be extremely useful for those who quickly want to consult the book to locate an important site); and the currency of the material, especially given the topic. For example, McKie provides a chapter on some of the latest Internet techniques for communication (Webcam, interactive software updates, online book stores to name a few). In addition, Canadian readers, will appreciate the number of useful Canadian resources included, although the Canada Resource Page (URL: www.cs.cmu.edu/Unofficial/Canadiana) was not mentioned. Overall, this book will prove to be extremely useful to social science students (both undergraduate and graduate) who have a solid understanding of how the traditional library resources may be used when performing research. For undergraduate students who have no knowledge of how to conduct research, this book should really only be used as a supplement to the other general guides that are available. Even then, some of the sections may go beyond the scope of an undergraduate (such as the discussion on data analysis). It is hoped that readers come away with an understanding that the Internet should not be the only resource to use when conducting research, even though it clearly is providing more and more access to a wealth of information.

Craig McKie's Home page may be viewed at:
http://www.carleton.ca/~cmckie/research.html

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