BOOK REVIEWS

Meghabghab, Dania Bilal. *Automating Media Centers and Small Libraries: A Microcomputer-Based Approach.* **Englewood, CO: Libraries Unlimited, 1997. ISBN 1-56308-472-4. $30.00 US.**

Dania Meghabghab's guide for automating media centers and small libraries is a useful text that describes the automation process in a simple, systematic manner. This text can be used as a textbook for graduate students in library automation as well as a guide for practitioners who are involved in an automation project.

Topics included in the text are: planning and needs assessment; choosing and configuring suitable hardware; system selection and implementation; writing requests for proposals; retrospective conversion, including cost analysis for various retrospective conversion options and specifications; application of bibliography standards; bar-coding; networking; and making online public access catalogs accessible via the Internet. The section on developing a Request for Proposal is most useful. All the features that can be available in an automated system are presented. A sample Request for Proposal is included. The chapter on access to OPACs in cyberspace and the inclusion of the importance of the Z39.50 standard is timely and important. A glossary of terms, several tables, and figures are also included.

This text is well-organized, clearly written, and process oriented. Recommended for libraries that serve the library and information science communities, particularly media centers and small libraries.

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Dixon, Pam. *Virtual College: A Quick Guide to How You Can Get the Degree You Want with Computer. TV, Video, Audio, and Other Distance Learning Tools.* **Princeton, NJ: Peterson's, 1996. 148p. ISBN 1-56079-629-4. pbk. $9.95 US, $15.95 Cdn.**

The subtitle says it all. Designed for the student considering an alternative approach to a college degree, this book also has a lot to offer the educator. The author's definition of virtual college is "Any educational institution using technology to enable you to break out of the time and space barriers...." Technology can be as simple as pen and paper, as in correspondence study, or it can be highly sophisticated, as in courses delivered live over satellite networks." (pp. 5-6) The book gives case studies of virtual learners, ranging from students in remote parts of Alaska, to students in major cities who are trying to fit college around time constraints of job and family. Dixon emphasizes the self-examination a potential virtual learner should undertake prior to enrollment.

Dixon reports that a number of different kinds of institutions are offering virtual learning experiences: colleges and universities, technical and vocational schools, business and industry, and even government and non-profit agencies. The learner is asked to examine first his or her goal. If a degree is the objective, the course must be from an accredited college. Potential students are cautioned

to evaluate the agency offering the accreditation, as some "accrediting agencies" are not recognized by the U. S. Department of Education. Students in special fields such as law, health, and education, need to examine whether the college is accredited, and also that the courses they are seeking are recognized by professional associations certifying those practitioners. If the desired aim is simply to strengthen or gain a new skill, perhaps accreditation is unnecessary.

Some virtual colleges will require the learner to have a great deal of technology available, for example — cable television, VCR, computer with modem, and Internet access. Others will require very little, or will provide the technology at a regional center.

Regardless of the format, Dixon advises the student to ask how personal access to the instructor will be available. Is there an 800 telephone number or an e-mail address? What kind of library support is available?

As well as the issues of choosing the right learning experience, Dixon gives information on applying for admissions, and finding financial aid. Overall, *Virtual College* is a highly readable, informative introduction to a very timely subject.

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Gerald Van Dusen, professor of English with an emphasis in distance education at Wayne County Community College, reviewed over 200 publications in order to analyze the impact of technology in reforming higher education learning. He defines the "virtual campus" as an electronic teaching, learning, and research environment created by the use of information and instructional technologies.

The new roles of faculty interaction with students are explored, for instance, a shift from professor-centered lecturers to facilitators of student-centered learning. The author discusses a crucial roadblock in the process of creating the virtual campus, i.e. the instructors' lack of knowledge and experience with alternative learning strategies. After all, most faculty have not been required to formally study methods of learning before beginning their practice in the classroom. The author argues that the institution must invest in professional development activities for this faculty. Other positive outcomes of the virtual campus include collaborative learning, heterogeneous grouping, and increased problem-solving skills. Practice demonstrates that information delivered to the desktop pushes the research agenda to break the boundaries among

both disciplines and institutions. Van Dusen believes that successful research must include different forms of scholarship, which include integration, application, and teaching. Probably the most important chapter in the book is the one devoted to the most difficult aspect in transforming the virtual campus, that of creating a culture of quality. This culture, Van Dusen asserts, must come about through faculty initiative rather than outside pressure.

The author does a thorough job of exploring the internal and external influences on the structure of academe today. Strategic planning is addressed in the light of accreditation, and various state and federal regulations. Financial considerations with respect to computers and networking, video teleconferencing, and satellite delivery of instruction are discussed. The conclusions drawn by the author are designed to foster the process of integrating and implementing technology. This report meets its stated purpose, which is to examine a tough higher education problem through analysis of the literature and experience.

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Spille, Henry A., David W. Stewart, and Eugene Sullivan. *External Degrees in the Information Age: Legitimate Choices.* Phoenix, AZ: Oryx Press,1997. ISBN 0-89774-997-9 (pbk, alk.paper). Series: American Council on Education/ Oryx Press. Series on Higher Education. $34.95.

External Degrees updates two earlier works by the authors: *The Adult Learner's Guide to Alternative and External Degree Programs,* edited by Eugene Sullivan (Oryx, 1993) and *Diploma Mills: Degrees of Fraud,* by David Stewart and Henry Spille (Macmillan, 1988). In a departure from Sullivan's earlier *Guide,* the authors of *External Degrees* have chosen to exclude on-campus non-traditional degree programs, and include only those programs which allow the learner to learn at the time and place of his/her choice. One should also note that this title lists only institutions that actually grant degrees through a distance learning program. Institutions offering only individual classes through distance learning are not included.

Part One of *External Degrees* includes six chapters introducing the concept of external degrees, the characteristics of a quality external degree program, accreditation and state regulation issues, and characteristics of diploma mills. The discussion and cautions regarding diploma mills are particularly thorough.

Part Two lists by state 140 accredited institutions offering external degrees. Addresses and phone numbers are provided, along with fax numbers and e-mail addresses when available. Further information includes the accrediting agency, degrees offered, admission requirements, tuition and fees, campus time requirements, and a description of the programs which range in length from several paragraphs to more than a page. Parts One and Two are indexed separately. Indexes for Part Two include an index by field of study plus an alphabetical listing of institutions.

External Degrees has a narrower focus than either *Bear's Guide to Earning College Degrees Nontraditionally* (C&B, 1996) or *Peterson's Guide to Distance Learning* (Peterson's, 1996). Thorson's *Campus-Free College Degrees* (Thorson Guides, 1996), with a similar focus, has a slight edge in simple terms of number of programs listed, with just over 185 listings. *External Degrees,* however, contains some unique listings, and in Part One offers a more thorough introduction to the issues surrounding non-traditional programs such as accreditation and diploma mills. It also provides information on admission requirements whereas Thorson's does not. Recommended for libraries needing information on institutional degree offerings.

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Ponchillia, Paul E. and Susan V. Ponchillia. *Foundations of Rehabilitation Teaching with Persons Who Are Blind or Visually Impaired.* New York: AFB Press, 1996. 415p. Ill. Includes bibliographical references, index, and appendices. ISBN 0-89128-939-9.

This book more than fulfills its title. Dr. Paul Ponchillia and Dr. Susan Ponchillia have produced the first comprehensive work in this field. Although rehabilitation teaching began well over a century ago, all previous works have been somewhat piecemeal; thus, to compile and record so much practical information, knowledge, and advice under one cover is a massive and much -needed achievement.

Both authors are professors of Blind Rehabilitation at Western Michigan University in Kalamazoo and are Certified Rehabilitation Teachers. Professor Paul Ponchillia, a former plant nematologist, holds a doctorate in plant pathology and entered the field of blind rehabilitation after losing his sight in a hunting accident. Both he and Associate Professor Susan Ponchillia have published many articles and presentations in their field.

The book is divided into five main sections. Everything from practical skills to what may be expected from a rapidly expanding automated society is discussed. Each chapter lists the key concepts covered and there are excellent cross-references. This greatly eases the planning by the rehabilitation teacher and saves time, too. Sidebars and lesson plans accompany most chapters and there are many illustrations and photos to show the various helping tools and positions. Appendix C includes samples of blank forms that may be used for assessment and summaries. There is a glossary and an extensive section of both American and Canadian resources.

Part One: "The Profession of Rehabilitation Teaching" gives background on the profession and discusses the evolution from home teaching to rehabilitation teaching. Part Two: "The Process of Rehabilitation Teaching" has chapters covering the assessment and planning processes and also learning and teaching. Part Three: "Communication Skills" deals with low vision, Braille, handwriting, and drawing which incorporates teaching the use of handwriting guides and teaching signature writing to someone who is congenitally blind. It also covers keyboarding and computer skills, access to information, electronic listening, recording and reading devices. (Although this book is a very recent publication, it should be remembered, particularly when reading this section, that in the eight years it took to research and complete, technology has made huge strides. Artificial intelligence will play a much greater role in the lives of clients with impaired cognition.)

Perhaps some of the most vital chapters of the book are in Part Four: "Activities of Daily Living". This begins with a chapter on Basic Living Skills, giving minute detail of every conceivable technique. Common sense suggestions abound for kitchen adaptations and food preparation skills. There are also chapters on personal and home management skills and on leisure-time pursuits. The final section, Part Five: "The Practice of Rehabilitation Teaching", focuses on how to manage a rehabilitation teaching caseload.

One topic not covered is a special sports section because, as the authors admit, it is beyond its scope. There are, however, several works available on special recreational needs including one by the Ponchillias, *A Course in Adapting Local Sports and Recreational Activities for Visually Impaired Persons.* University degrees in rehabilitation teaching have existed since 1963 and at least ten such programmes are now offered in the United States. Although this text is written with professionals in mind, it is laid out and written in such a way that it may also be helpful for interested non-professionals. Every aspect is thoroughly examined from many perspectives. All roles played by the rehabilitation teachers are listed, with details of teaching, case management, professional and administrative activities. Emphasis is placed on administering testing to clients in a sensitive, non-threatening way and to consider their emotional state of mind. All in all, this is a highly recommended work that should greatly enhance the teaching skills of all those connected with the profession.

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Kelleher, David and Kate McLaren. *Grabbing the Tiger by the Tail: Learning for Organizational Change.* **Ottawa: Council for International Co-operation (CCIC), 1996. 190p. ISBN 1-896622-00-3. pbk. $28.50**

While the focus of this book is managing organizational learning and change by non-government organizations (NGOs) and is targeted for the non-profit sector, the subject of change and/or chaos management is one of intense interest to all organizations today. Since many of us work in organizations large or small, whether in the for-profit or non-profit sector, this book is timely and relevant. It describes workable approaches to change and provides case studies, checklists, and methodologies that enhance organizational learning and the abilities of individuals to cope with increasing stresses in the work environment. It presents the basic fact that managing change is not something one gets through in order to get on with the work, but is an intrinsic part of every job. It is a task that requires action in many arenas: the organization's culture, its strategy, its structure, its staff.

Senior levels of management will be interested in this book. It will help them with their responsibilities as change managers by its workable approaches to strategic management and by its descriptions of cultural changes in organizations and organizational redesign. Other levels will also be interested in this work. It will help them to understand how they can participate in the change process. Fear reduction will come from the understanding gained by everyone who reads it.

The genesis of *Grabbing the Tiger by the Tail* was a series of workshops led by the authors. The result is this clearly structured text. The conclusion is positive. Change is normal. Learning and changing and growing are all interrelated and ongoing processes. Life-long learning is recognized as a necessary and valuable process. Tearing down old structures, throwing out old concepts, giving up old habits, while seemingly problematical, are the first necessary steps towards making things happen and facing the future confidently with the ability to continue adapting to occurring changes. Guidelines are provided for making change happen. It is refreshing to see learning and education becoming important workplace tools.

The general conclusion drawn here is that a shift to an organic and humanistic theory of management seems to be appearing. Ultimately presented are enthusiastic ways to greet change. The authors are broad and compassionate in their views, strategic in their orientation, and blunt in their honesty. In posing challenging questions and delivering somewhat daunting honest appraisals of institutions and their management practices, the book provides a guide that values and enhances social purposes as well as organizational effectiveness.

While the pace of change is still accelerating, take time to read this book, and keep it around to dip into occasionally when it seems as if things are going off-course.

Available as an accompaniment to the book is an 18-minute video of the same name by the same authors. Similarly, the video is about managing organizational learning and change.

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Gardiner, W. Lambert. *The Ubiquitous Chip: The Human Impact of Electronic Technology.* Hudson Heights, QC: Scot and Silclone, 1987. 222 p. ISBN 09692982-0-X. pbk. $11.75

The Ubiquitous Chip (named after the Glasgow restaurant) is a book focusing on the information society, discussing technology, technophobias, and changing times. History, psychology, and technology are all blended together to take the edge off the remaining fears we may have about ourselves, our jobs, our futures. Neophobia is also addressed. We are given permission to be like children again, to explore new things cautiously and optimistically; to turn the unfamiliar into the familiar and so proceed with the wonder of learning, exploring, and developing the world around us in new and novel ways.

Presented in a clear, easily digestible format of short chapters, the author takes care of all our needs. To keep us turning the pages, he generously includes humour, poking fun at our own misunderstandings and fears about technology and the future. He takes examples and shows how, by looking at problems from different points of view, we see the negative or the positive. He encourages us to see the positive, to learn about technology and change, and to make them work for us. Information overload is faced and dealt with here, the conclusion sensibly being "we can do anything but we cannot do everything." Choices and values are issues of note.

Organic models and humanistic concepts that were temporarily derailed in the era of the industrial revolution now winding down seem to be re-emerging in the information age. The end of the industrial revolution began when we realized that we were the thinking components of the process and took back control of our destiny. The author points out that people are in charge again, not machines. We are warned that it is now our fate to develop and maintain values. No longer can we be passive members of the ongoing processes of life. Our environmental mistakes and the consequences we now face are examples of this earlier lack of understanding.

Amazingly, in 1987, or earlier, Lambert had a clear view of what is so relevant in 1997. By being open-minded to new ideas, the future is always visible. Closed minds and fears close eyes and ears. Like Rip Van Winkle the world can change while we are asleep. As long as we wake up eager for each new day we will find the technology that greets us and makes our coffee and toast both stimulating and nourishing. While the computers time the output and amounts of our sustenance, we are set free to share our ideas and develop our humanism and our sense of humour. This is a positive book, practical for an information, psychological, historical, teaching, or general environment.

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Tatum, Beverly Daniel. *"Why Are All the Black Kids Sitting Together in the Cafeteria?" And Other Conversations About Race.* New York: Basic Books, 1997. ISBN: 0-465-09127-x. $22.0

The premise here is:racism is alive and well and thriving in America. Not the racism of name calling and cross burning, but the pervasive institutionalized racism that permeates every aspect of our society. Going beyond the idea of individual racism to see the problem as a systemic social issue can be a difficult step. As the title of this book demonstrates, Beverly Tatum gets to the heart of the matter and does not skirt the issues. A clinical psychologist and professor with a research interest in Black (her term) children's racial identity development, Tatum possesses the perfect combination of knowledge and perspective to offer chapter after chapter of informative and insightful discussion.

Tatum's discussion of racism per se is rather brief. She demonstrates how the presence of stereotypical images in mass culture and the lack of information about substantial achievements of people of color in our classrooms and homes leads to an atmosphere of racism that none can escape. Racism has become a part of our institutional fabric and does not require active support to be sustained. The results of racism manifest themselves in behaviors (like the cafeteria grouping) that are sometimes incomprehensible or seem to contradict the goals of integration and racial harmony. Tatum's discussion of these behaviors as facets of identity development forms the core of the book.

The importance of identity to racial issues is easily demonstrated. Tatum discusses a simple lesson she uses in her classes, asking students to complete the sentence "I am ...." Usually only the students of color mention their racial or ethnic group. It is the qualities that make us stand out from others that hold our attention. The dominant group can ignore race, but persons of color cannot ignore their status. They are constantly bombarded with information about the dominant culture and must decide whether to attend to these messages and emulate that culture or to oppose the pressure. Either decision has its consequences. Those who try to deny difference may become discouraged when racism continues to mark them as "other." Many do not meet their potential. Those who refuse to participate often become behavior problems or drop out of school.

In Part II Tatum moves to a developmental exploration of identity formation. Young children notice racial differences and ask questions. If adults silence discussion of the issue, children learn that race is something bad that cannot be discussed. Better to offer a truthful response and lead the child to acceptance of difference. Her suggestions for discussing the history of slavery with young children are particularly well thought out.

As they move into adolescence, children's search for personal identity intensifies and, for children of color, race becomes a central issue. It becomes central to the child because it is also central to society, expressing itself by its reactions to and expectations of adolescents of color. These subtle daily encounters with racism, which can be as seemingly innocent as a fashion magazine with the message "only white features are beautiful," force youngsters to face their racial identity. In the process, adolescents naturally turn to others of their race for understanding and support. Hence the black table in the cafeteria.

In Part III Tatum argues that whites, too, need to develop a racial identity. Their denial of the importance of race is a major factor in its continued influence. Whites must accept that each person's actions are not just individual actions but resonate in racial issues, as racism offers them a systematic advantage. Once whites have come to terms with their whiteness they can begin to be effective agents for societal change. Tatum's timely discussion of affirmative action is welcome and thought provoking. Rather than quotas or preferences, she recommends inclusive job criteria, so that experience with diverse settings and training in racial issues become explicit qualifications for positions where diversity is sought.

Latino, Native American, and Asian racial problems are the topic of Part IV. These groups face some added concerns due to the different circumstances that led them to America and the differences in their cultures. Tatum briefly discusses the history of each group, and the way language intersects with acculturation to complicate racial issues. For persons who have chosen to live in America, speaking English and learning American ways are often highly valued. For their children, who experience racism and rejection because of their difference, there is often marginalization and a feeling that they don't really belong in either culture. In these groups, or among biracial individuals, the possibility of choosing one's racial identity is also often an issue. Skin color can be varied enough to allow some to "pass" either intentionally or unintentionally, and can lead to confusion and hostility. Unlike the other issues discussed, the author has few clear and workable suggestions for individuals dealing with these complex issues. She cites studies which show that persons who adopt a bicultural, bilingual stance are often happier, but admits that this is not always possible.

The final part of the book offers suggestions for action and further reading.

No one would argue that there is a shortage of good current writings on racism. Books such as Kivel's *Uprooting Racism: How White People Can Work for Racial Justice*, or Maureen Reddy's *Everyday Acts Against Racism: Raising Children in a*

Multicultural World, are excellent and deserve a wide audience. By framing her discussions in an identity development continuum, Tatum integrates the concepts into a clear, understandable whole. This unity and her excellent writing make Tatum's book extremely readable and, despite its uncomfortable topic, enjoyable. As I read it I was reminded of Pipher's *Reviving Ophelia: Saving the Selves of Adolescent Girls,* which is another thorough and engaging look at a serious social problem. That title made it to the best seller list. This one should too.

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Dannells, Michael. *From Discipline to Development: Rethinking Student Conduct in Higher Education.* ASHE-ERIC Higher Education Report, Volume 25, Number 2. Washington, DC: The George Washington University, Graduate School of Education and Human Development. ISBN 1-878380-74-5 ISSN 0884-0040. $21.75

It is true that our campus communities are very concerned about today's behavioral problems addressed in this book. Crime, hate speech, date rape, drug abuse, and academic dishonesty are serious campus problems made public everyday by the media. Over the years, administrators have become both ambivalent and more concerned with the process in dealing with problems and less with the guidance and counseling to prevent them. This monograph highlights trends in responding to and preventing student misconduct.

A history of student discipline from colonial times to present is provided. Once, discipline was a central part of the college mission. Conduct was dictated and monitored closely by the faculty. Higher education operated "in loco parentis." Today both the faculty and administrators are less inclined to involve themselves in discipline. Can we blame them when this is a trend in society as a whole? Reasons for the change in student behavior are documented. Since the early 1970's the student population has grown older, gone from full-time to part-time and increased in diversity from different cultures and races. The author contends that these students are increasingly litigious, consumer-oriented and civil-liberty minded. Dannells acknowledges that a clear and general picture of discipline problems involve immature, impulsive young men, who use or abuse alcohol and have not developed positive feelings toward the institution. However, older students' problems shift from developmental issues to more psychopathological difficulties. College and university officials have reported an increase in the number of emotionally disturbed students. Research by the author points to partial causes of this increase. Recently released psychiatric patients are encouraged to attend college for purposes of personal development and recovery.

Also, nontraditional re-entry students, who constitute the fastest growing segment of higher education, seem to be at greater risk for mental and emotional problems.

Discussed at some length are codes of conduct, the organization and administration of campus disciplinary/judicial systems, and a model for student discipline. Outlined are recommendations for rethinking student conduct. Colleges and universities should review and clarify their institutional values, thereby increasing collaboration between academic affairs and student affairs. They need to reconsider their disciplinary goals and code of conduct and to institute an honor code. Further, a demonstrated curriculum is needed on campuses. Research concludes that when students provide service and learn about others, they may be less likely to engage in selfish and immature behavior. Promotion of ethics, integrity, community responsibility, and institutional values are important in that they stimulate dialogue between the students and faculty. New strategies for assessment and intervention in drug-related or health problems are necessary. The use of David Hoekema's model of student discipline is promoted. Dr. Hoekema, a professor of philosophy and an academic dean at Calvin College in Grand Rapids, has published an extensive study of student discipline and promotes a model based on three moral/ethical principles: preventing harm, upholding freedom, and fostering community. A complete model of student code is provided in the appendix. Numerous references are cited. This ASHE-ERIC report provides a well-written bridge between theory and practice. It is recommended for all academic collections.

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Corn, Anne L. and Koenig, Alan J. eds. Foundations of Low Vision: Clinical and Functional Perspectives. New York: AFB Press, 1996.

This text is designed to help educators, rehabilitators, clinicians, and others who work with people with low vision. As a librarian familiar with services to the blind, I found the premise of the text enlightening. It describes visual acuity on a continuum and discourages dichotomous thinking (blind/sighted) by defining those whose sight is very poor as legally blind, while those with slightly better vision may be considered legally sighted. The contributors recognize that each individual brings to the low vision experience a unique perspective based on personal history and a unique way of functioning with this vision.

Terminology about people who have low vision has not necessarily been useful in helping those who work, teach, assist or simply live with them in society. The book uses this definition:

> A person who has difficulty accomplishing visual tasks, even with prescribed corrective lenses, but who can enhance his or her ability to accomplish these tasks with the use of compensatory visual strategies, low vision and other devices, and environmental modifications.

Since elderly people constitute the largest segment of the population with visual impairment, and given the fact that our population is aging, the need for a sensible approach to dealing with low vision is becoming increasingly important. Contributors to the work describe methods of teaching and training to enable those with low vision to maximize functionality, stress a team approach, and identify specific services.

Well-qualified experts have written each chapter. Part I: "Personal and Professional Perspectives" includes discussion on the psycho-social needs of visually impaired children and adults. Popular myths about blindness and the blind and how to deal with them are examined, along with ways in which low vision can be maximized (including options for living independently). Also presented are issues relating to raising the consciousness and sensitivity of both professionals and lay people regarding low vision needs. The topic of literacy —from helping low vision children to read to assisting adults to locate information by the use of non-visual strategies— is carefully reviewed.

Part II: "Clinical Perspectives" has chapters on anatomy and physiology of the eye; causes and functional implications of various conditions; basic principles of optics and low vision devices; and procedures in clinical low vision evaluation.

Part III, "Functional Perspectives" addresses the roles and functions of teachers in school systems that include students with visual impairments. The selection of appropiate learning media for these students and how to assess and enhance the visual functions of children with multiple disabilities is also explored. The teaching of both literary and mobility skills to low vision children and adults is important so that they can learn to find their way about the community, commute to and from jobs or schools, do errands, and generally improve their capacities for employment and independent living. Special aspects of low vision in older adults are identified. These include descriptions of age-related vision loss, dealing with day-to-day modifications, and pyschological considerations.

Part IV: "Changing Perspectives" consists of two chapters. The first catalogs the developments in low vision, most of them over the past 50 years. The blossoming of the field has outpaced the layman's awareness, but has led to the preparation of teachers who can assist both children and adults and to an emphasis on maximizing visual function. An innovative and compelling device employed at the beginning of each chapter is the "Vignette", which characterizes a problem by describing a particular low vision individual in relation to the topic addressed in the chapter. The final chapter suggests possible future solutions to some of the problems faced by the individuals in the vignettes.

While this work involves more imagination than most textbooks, it completes the personalization of those with low vision and drives home the editors' message that each individual perceives and reacts to low vision differently and has varying needs for education, rehabilitation, and other services to maximize visual functionality. A proposed "Bill of Rights for Persons with Low Vision" closes the book. It also includes an exhaustive bibliography, a chart of visual effects of selected syndromes and diseases, an extensive glossary, and a good resource guide to sources of information and services, (including online resources), and sources of products and services. The book contains an index and is voluminously illustrated with photos, charts, tables, examples of evaluative instruments, and sidebars.

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