



BOOK REVIEWS

Abbey, Cherie D. and Hillstrom, Kevin, eds. (2004). *Biography Today Authors Series, vol. 14*. Detroit, MI: Omnigraphics. ISBN 0-7808-0652-2. \$39.00

The *Biography Today Series* is designed to appeal to juvenile readers aged nine and above; it should be especially valuable to middle and secondary school readers. The series includes two sets: the General Series and the Subject Series. The Subject Series is further divided into seven distinct subsets: Artists, Authors, Business Leaders, Performing Artists, Scientists & Inventors, Sports Figures, and World Leaders. The entries in the General Series are not duplicated in the Subject Series.

Published twice a year, each volume is approximately 200 pages in length and has ten to fifteen entries. Photographs of the individual profiled are included in each entry. This particular volume profiles writers Orson Scott Card, Russell Freedman, Dan Greenburg, Nikki Grimes, Laura Hillenbrand, Norton Juster, Lurlene McDaniel, and Stephanie S. Tolan; illustrator Mary GrandPre; and animator Stephen Hillenburg.

Each profile is about fifteen pages long and includes in-depth information about the individual's birthplace, youth, education, career, marriage and family, hobbies, honors and awards, and published works. Candid personal quotes make the entries particularly entertaining. Photos of each author and illustrations of his or her work (such as book covers) are visually appealing. The "Further Reading" section directs the reader to more information in online databases, sites on the World Wide Web, and to other reference works such as Gale Publications' *Something About the Author* series.

Younger readers might find the indexes especially easy-to-use. The *Name* and *General* indexes have been combined into a new, single *Cumulative Index*. The *Cumulative Index* appears in every issue of the *Biography Today* publications, and contains the names of all of the persons who have been profiled in the entire series since its beginnings (in 1992). The *Cumulative Index* also includes the occupations, nationalities, and ethnic origins of all of the persons profiled. Each issue also contains a *Places of Birth* and a *Birthday* index, as well as two separate *Look Who's Appeared* indexes for the General and Subject series arranged chronologically by year of publication.

This appealing, economical, and user-friendly series is recommended for public libraries, school media libraries, and curriculum materials centers.

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Allen, John D. (2003). *Gay, Lesbian, Bisexual and Transgender People with Developmental Disabilities and Mental Retardation: Stories of the Rainbow Support Group*. New York: Harrington Park Press. ISBN 1-56023-396-6. \$19.95

In a world of how-to manuals or dry textbooks that tell how to form and manage support groups, this volume is a breath of fresh air. Allen uses his book instead to illustrate through the stories of the participants, the joys and trials of founding and running a support group for people who are GLBT with developmental

disabilities and mental retardation. Although this is a slim work, the chapters tell the stories of people who have found support both in their disabilities as well as in their lives within the GLBT community.

In 1998, John Allen felt the need for a support group within the New Haven (CT) Gay and Lesbian Community Center that would address the unique needs of people with developmental disabilities and mental retardation. He felt that this group was largely overlooked in the conventional support group system and also that this group presented special needs. Often having to rely on others for transportation, assistance with daily living tasks and a myriad of other concerns not usually confronted by other users of the New Haven Gay and Lesbian Community Center, Allen decided to launch the Rainbow Support Group. By taking into account those needs, Allen was able to form a place for women and men to discuss and socialize with others who were like them.

The book opens with two brief chapters to offer the history of the Rainbow Support Group as well as observations from those who have worked with the group. In talking to parents, administrators, and others, Allen comes to the conclusion that the benefits of such a group go far beyond the group members and extend to those around the Rainbow Support Group. Then Allen goes on to offer portraits of fifteen group members. In these descriptions, the needs, hopes, and realities of each of the participants come through. Allen also goes into some detail about how each member of the group became involved, giving a sense of why the group has become so important to its members. Finally, he ends with a couple of chapters about the leaders of the Rainbow Support Group.

Part therapist, part group leader, part social director and part good friend, John D. Allen has created a work that is not only very readable but also enjoyable. For those who would like to replicate his work or try a variation on the Rainbow Support Group in their settings, Allen illustrates the pinnacles and pitfalls of helping GLBT persons who are also developmentally disabled or mentally retarded. For those involved in education, this book can help them to build better programs to meet all of the many needs within their institutions.

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Buchanan, Elizabeth. (2003). *Readings in Virtual Research Ethics: Issues and Controversies*. Hershey, PA: Information Science Publishing. ISBN 1-59140-152-6. \$59.95

Term paper writers and researchers who dig through the strained usage, anecdotal evidence, clichés, jargon, missing sections, psychobabble, and needless repetition will unearth a diamond mine of information gems, research methods, suggestions, observations, criticism, issues, and controversies to use in their own projects, both online and face-to-face (FTF), by referring to this anthology.

Buchanan organized eighteen readings into separate chapters and assigned each to a section. The preface briefly summarizes the chapters, and there is an abstract for each chapter. References and endnotes have refreshingly current dates. The index helps the reader decipher the rampant abbreviations, acronyms, initialisms, organizations, agencies, and terminology, but there are no people index. An "About the Authors" section answers the natural question: What is the background of the author(s) of the chapters?

Most of the chapters in *Readings ...* present useable, informative, and interesting material in a well-written manner. However, one of the chapters could have been omitted; maybe the sentence-length title and multiple self-references were early clues that it would be fraught with the author's personal details, wordiness, repetitiveness, jargon, and the use of many words where one would do.¹

Readings ... is rife with the arcane allusions, but they are made tolerable by the effective index. Some examples are: CMC (Computer-Mediated Communication), OPFR (Office for Protection from Research Risks), CATI (Computer-Assisted Telephone Interview), MUD (Multi-User Dimensions), MOO (MUD Object Oriented, an Internet-chat environment), and IRB (Institutional Review Board). "The Belmont Report" has for years provided "guiding principles of research ethics" (vi); the index points to further information.

A difference of virtual research from "real" research is shown by example on page 234. A website about a musical band was set up before the band disbanded. "This has placed me [the chapter author] in the awkward position of sometimes fielding enthusiastic messages [and serious interest of researchers] for a group that no longer exists, an act of misrepresentation committed for the sake of history."² Later, the author deleted the site.

Readings ... combines elements found in handbooks, encyclopedias, dictionaries, and user manuals. They are usually not great literature, and *Readings* ... is no exception: "In the concluding section . . . two chapters of import reside. Both are calls to arms of sorts for researchers. Both recognize that researchers and researched share a new relationship within virtual spaces and these new relationships elicit new considerations while demanding new understandings." (xi)²

A library school research methods class (taught by one of the authors referred to in this book) disclosed that errors exist even in scholarly journals. An author in *Readings* ... wrote that the Internet has impacted data collection in five ways, but in the text, only four ways were given (118-19).

In conclusion, it is impossible to look at any part of the book without wanting to look at others. Read about the authors and one is tempted to look at their chapters. Read chapters and one has to look at the index. Reading chapter titles draws one to the chapters which lead one to investigate references and endnotes. *Readings* ... offers splendid methodological, disciplinary, and geographical coverage of many virtual research ethical issues including: credentials of researcher, conflict of interest, informed consent, confidentiality, documentation, IRBs, dispensing with informed consent, offering inducements for research participation, deception in research, and debriefing.²

Endnotes

¹ One of the techniques used in the readings is that research participants' names are pseudonyms.

² Although there is a copyright statement at the bottom of every single page of *Readings in Virtual Research Ethics: Issues and Controversies*, no permission was obtained for the quotes used in this review.

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Corry, Michael, and Chih-Hsiung Tu, eds. *Distance Education: What Works Well*. New York: Haworth Press, 2003. ISBN 0-7890-2288-5. \$29.95

Distance Education: What Works Well, edited by professors from George Washington University's Educational Technology Leadership Program, has been co-published simultaneously as a special issue of *Computers in the Schools*, volume 20, number 3, 2003. These ten articles, written by qualified practitioners and academics, provide a mixture of very practical and useful how-to articles for improving online learning, with examples of real-life distance education experiences in K-12 schools, and a couple of more general and theoretical articles. Except for two of the articles, which describe the use of videoconferencing technologies and interactive television, the others refer to Web-based online instruction.

The first four articles describe experiences with K-12 schools. While these are not descriptions of "best practices," the reader benefits from reading about these schools' experiences, especially those that have clearly identified the lessons learned. Indeed, the editors could have improved this first half of the book had they required the various authors to use a common outline, so that the reader could easily compare the methods used, outcomes and conclusions. A model article for its organization and clear sections is "The Design, Development, and Implementation of LUDA Virtual High School" by Charalambos Vrasidas, covering the course development process, student selection, evaluation/lessons learned and training and compensation of teachers for an online course for consumer education in Illinois high schools.

The second half of the book contains the practical advice the reader expects from the subtitle – “What Works Well” – and some true gems for the online instructor. As a community college instructor who has taught an online course for over three years, this reviewer discovered a wealth of practical advice and gained new insights about how to be more efficient with online time from Hirumi’s article “Get a Life: Six Tactics for Optimizing Time Spent Online,” and how to improve online discussion board conferences from two excellent articles: “Building Active Online Interaction via a Collaborative Learning Community,” written by the book’s co-editors; and David Winograd’s “The Roles, Functions and Skills of Moderators of Online Educational Computer Conferences for Distance Education.” The latter article details the various functions of a moderator, and describes the concept of weaving: the summarizing of the discussion points and extracting of the major themes and disagreements to clarify and keep everyone on track. Those charged with training online instructors will find very useful the article by McIsaac and Craft, “Faculty Development: Using Distance Education Effectively in the Classroom,” especially its guidelines for developing an online syllabus and its annotated online references at the end of the article.

All articles contain lists of references at the end, and some also provide useful templates. The index is rather weak, however, as it contains no cross references and seems to lack some major entries. For example, there is no entry for “videoconferencing,” (indexed only under “broad-band videoconference”) or “interactive television,” even though two of the articles describe the use of these technologies.

Overall, this compilation makes a contribution to the literature of practical experiences and advice in delivering and improving certain aspects of online distance education for middle school through higher education practitioners. It is not, however, the manual on effective practices that the subtitle may imply, nor does it provide what the editors claim to be found in one article as the “pros, cons, and requirements for successful distance education” (2).

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Giele, Janet Zollinger and Stebbins, Leslie F. (2003). *Women and Equality in the Workplace: A Reference Handbook*. (Contemporary World Issues Series). Santa Barbara, CA: ABC-CLIO. ISBN 1-57607-937-6. \$45.00

Like other titles in the Contemporary World Issues series, this work consists of an overview of the subject, a detailed chronology, biographical sketches, facts and data, primary-source material, a directory of organizations and agencies, annotated lists of print and nonprint resources, and an index.

The authors are on the faculty at Brandeis University. Giele is a professor of sociology and Stebbins a reference librarian. Both have previously published in this field. The general tone of the work is scholarly and is clearly intended as a reference work rather than a text or other monographic work.

The chapters follow the series guidelines, the first being an overview of women's progress toward equality in employment in the U. S. and the world. Industrialization has brought more women into the workforce, but globalization has often deepened inequality in the third world. (6) Sometimes an apparent improvement in the relationship between men's and women's pay reflects a drop in men's wages.

Sex-typing of occupations, where certain jobs are considered male and others female, plays a role in wage inequality. Explanations of the differential between men's and women's pay include: 1) preference theory: women often choose part-time work, spend fewer total years in the full-time workforce, and give priority to their family responsibilities; 2) discrimination and segregation: employers' preference for employees of one or the other sex for certain jobs; and 3) innovative and gender crossovers, where new fields, such as computer science carry no historical baggage, enjoy a high growth rate and require high levels of education, training, and experience. The authors conclude that there has been a great deal of progress, but that much more needs to be done. Particularly in the third world, globalization has brought

vast salary differentials between managers in the developed countries and workers, especially women, in developing areas.

Chapter 2 focuses on legal remedies and social issues. New laws have moved away from the protectionist philosophy of the early 20th century to an equal rights orientation in the latter part of the century. Significant have been the Equal Employment Opportunity Commission (EEOC) and Title IX of the Higher Education Act. On the social front, there has been improvement in child care support by communities. "Although sex discrimination persists,...problems are being recognized, especially among the non-poor, and progress is likely to continue." (97)

Chapter 3 contains a detailed time line from 1900 to 2003 marking milestones of pioneering women, educational firsts, and key legal, political, and cultural events in the U. S. and abroad relating to women's equality in education and employment. Chapter 4 is a collection of short (1 to 2 pages) biographies of women who have been pioneers, activists, and scholars in the area of gender equality.

Chapter 5 includes recent U. S. legislation, case law and statistics on employment, wage gaps, education, gender-occupation links, discrimination, and harassment. A chronological summary tracks legislation, with brief descriptions of laws, court cases, and Executive Orders. There are excellent charts and graphs of employment and education statistics. Chapter 6 is a listing of organizations in the field, including academic programs, with paragraph-length descriptions of each. Chapters 7 and 8 list books, videos, journals, and web sites.

There is a good glossary, with very adequate definitions, and a detailed index. Each chapter also includes a summary and extensive references. This is an authoritative reference work from a reliable publisher for any serious collection where questions of women's equality in the workplace need to be answered.

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Goldenberg, Claude. (2004). *Successful School Change: Creating Settings to Improve Teaching and Learning*. New York: Teachers College Press. ISBN 0-8077-4423-9. \$25.95

Change is hard. Change is messy. Change takes time. Dr. Goldenberg, Associate Dean of the College of Education at California State University Long Beach, has the temerity and integrity to share his experiences and insights about one school's multi-year effort to improve student achievement through substantive school change.

Set in an urban Southern California elementary school with a high percentage of Latino students in the early 1990s. (Names have been largely changed for confidentiality reasons.) The focus for change was reading improvement. A principal who was working on her dissertation in the area of school change had successfully led a school change process at an elementary school, and thought she could use the same approach at another site: Freeman Elementary. Such was not the case. Some teachers were skeptical, others were openly negative. The principal was overworked and frustrated. She had to rethink her approach, and analyze the culture and expectations of Freeman. Instead of working top down, the principal brought faculty together to develop a concrete shared set of specific goals for student achievement.

What developed were "settings for change," both for school improvement and for school community learning. People needed opportunities to share understanding and decide how to accomplish goals. Several elements operated at Freeman: discussion between university mentors and the principal, teacher workshops, faculty meetings, grade-level meetings, quarterly conferences, scoring sessions, and a leadership council. To develop coherence, agreed-upon indicators of success were developed and used, and linked with the other efforts. A disconnect existed between school and home, but homework centers provided a means to engage families in helping their children succeed. Student achievement increased significantly over time, but dropped when the main players left and funding was drained.

The formal school change model that was used includes: goals that are set and shared, indicators that measure success, assistance by capable others, and leadership that supports and pressures. This model "works through" teachers' attitudes and behaviors to impact student learning. The author is quick to say that the model must be contextualized in settings where people come together over an extended period of time and work on common goals. Moreover, the work itself must be "nuts and bolts" oriented: that is, concrete, specific, validated, and well-developed.

Some research on school change is discussed in this work, and separate chapters discuss school-university collaboration and communities with "cultures of poverty." Still, the main strength of the book lies in the author's detailed descriptions of the complex trials and tribulations of this school as a case study. Just as a model can feel abstract and distant, so too can writings about school change seem artificial. This book's treatment is very authentic and realistic. There are not happy endings; however, the insights about the processes help the reader identify critical elements needed for school change and improvement. The title actually does not do the book justice; it sounds as if it can provide a panacea for change. Nothing could be further from the truth. The truths in this book are flesh-and-blood, hard and real.

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Jago, Carol. (2004). *Classics in the Classroom; Designing Accessible Literature Lessons*. Portsmouth, NH: Heinemann. ISBN 0-325-00590-7. \$20.00

Carol Jago makes her stance clear from the very first page. Middle and high school students need to be taught classic literature. Her definition of classic literature is traditional, and several times she makes references to the classics as books that students are unable to read on their own, although her list includes a variety of titles, from Jack London's *Call of the Wild*, to Homer's *Odyssey*, to Zora Neale Hurston's *Their Eyes Were Watching God*. That these books must be taught rather than simply read is a central theme, and she uses examples from her own teaching to illustrate her points.

It is also clear that Jago is a teacher with high and rigorous standards. She decries activities such as designing book jackets, acting out scenes from books, or even watching films, noting that these activities use class time that could be otherwise spent in reading, writing, or active book discussion. She draws a distinction between Vygotsky's Zone of Proximal Development with her own Zone of Minimal Effort, in which she feels students spend far too much time.

This book is an important addition to education libraries. Half soapbox and half teaching strategies, Jago clearly is passionate about the teaching of classic literature. Her lesson design examples are usually accompanied by forms, charts, or tables, most of which she has explicitly granted permission to reproduce for classroom use. Pre-service and practicing English teachers will find lesson design assistance, as well as encouragement for preparing to teach classics to middle and high school students.

The "Accessible" in the title refers to Jago's contention that all students, even those not in honors classes, should read great literature, and some of her strategies are keyed to helping students with vocabulary for some works. For the most part, however, the rigor in her expectations is geared to the motivated student. Although Jago refers at several points to Vygotsky, she gives a minimal definition for Zone of Proximal Development and only briefly describes the application of that concept. Still, excerpts from this work may be used in pre-service English education classes, where other readings may give a fuller definition.

By far the strength of this book is to give courage to the faint-of-heart English teacher, dreading the inevitable season of Macbeth with its whining students and their uninspired papers. A summer read of this book will provide renewed energy and enjoyment as together students and teachers visit the hallowed halls of classic literature.

Kovalchick, Ann, and Dawson, Kara, Eds. 2004. *Education and Technology: An Encyclopedia*. Santa Barbara, CA: ABC-CLIO. ISBN 1-57607-351-3. \$185.00.

Education and Technology is a comprehensive two-volume encyclopedia designed to deliver clear and concise information on the impact of technology on teaching, research, and educational and communicative practices.

Education and Technology is arranged for ease of use. The comprehensive index assists in the location of information. A glossary is included to help users understand terminology that appears throughout this encyclopedia. The table of contents lists entries by volume and category. Editors Ann Kovalchick, Kara Dawson, and 140 other contributors provide over 200 entries divided into seven categories of information. Each entry is signed by the author and includes references. Many of the entries include tables, graphs, or screenshots to aid users in clearly understanding the information furnished. A number of entries are cross-referenced to related topics that may be included throughout the two-volume set, assisting users in connecting concepts and applications.

The first category, *foundations*, contains topics that provide a theoretical basis for educational technology. There are entries on constructivism, human-computer interaction, and instructional design. Contained within the entry for constructivism is a definition of constructivism, its importance in learning, contrasting views of constructivism, the history of constructivism, teaching methods, and principles of learning.

Implementation is comprised of terms that illustrate how educational technology may be employed to achieve the desired learning objectives in a variety of educational settings. This category includes computer-assisted instruction, computer-mediated communication, just-in-time training, and learning circles.

The next category, *issues*, includes policies, concerns, and challenges associated with the application of educational technology. Among the topics in this section are acceptable use policies, Internet safety, netiquette, and school reform. All sides of a controversial issue are presented in an impartial, factual manner. As an example, when describing acceptable use policies, a definition is provided. Key challenges of enforcement and accountability are discussed. The author then demonstrates how these policies may be rendered ineffective by their limitations, and concludes the entry with a summary and references.

The fourth category, *leaders*, includes biographical entries on seven prominent scholars whose work is considered essential to the development of educational technology and a model for further research. Included are Bloom, Bruner, Clark, Gagne, Papert, Schramm, and Vygotsky.

Within the category *professional associations* are several important organizations that have positively influenced the use of technology in education. Among the organizations profiled is the Association for the Advancement of Computing in Education, the Association for Educational Communications and Technology, and the International Society for Technology in Education. Entries may include the organization's web address, a list of publications with annotations and ISBN numbers, organizational conferences, society and chapter information, membership benefits, projects and partnerships, and additional resources.

The sixth category, *projects*, includes best practices of the use of technology in education. Among the projects in this section are the Apple Classrooms of Tomorrow Project, Florida Virtual School, Technology Across the Curriculum, and Web-based Inquiry Science Environment. Entries define each project, who benefits from the work, who provides services, and include a history of each project.

Research and theory is the final category. Bloom's Taxonomy, Computer-Supported Collaborative Learning, Distance Education, and Multiple Intelligences are just a sample of the important research projects

that have furthered scholarship in this discipline. Entries may provide a history of the research, the major theories studied, the pros and cons of the research project, as well as examples of implementation.

Education and Technology is written in a clear, concise style to provide impartial information about educational technology and its application in instructional design. It is available in print and electronic book formats. *Education and Technology* is a valuable addition to an undergraduate library's education collection. It may also be utilized as a reference source in high school and community college libraries. K-12 educators, college instructors, online facilitators, and educational administrators may wish to include this encyclopedia in a professional collection.

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Monolescu, D., Schifter, C., and Greenwood, L. (Eds.) (2004). *The Distance Education Evolution: Issues and Case Studies*. Hershey, PA: Information Science Publishing. ISBN 1-59140-121-6. \$74.95

According to *The Distance Education Evolution: Issues and Case Studies*, distance education has existed for over 100 years. Originally created as a way to reach students living in rural areas, its latest incarnation – online distance learning – takes advantage of the assets the Internet has to offer. While online DE serves as the focus of this volume, it should be noted that older delivery methods, such as instructional television, satellite downlinks, cable TV, and videoconferencing, are by no means outdated; all are still viable and widely used. In fact, chapter three, "Can a Viable DE Program Stay Behind the Technology 'Wave'?", argues that distance education programs do not necessarily have to stay on the cutting edge to provide a satisfactory learning experience for students.

That said, *The Distance Education Evolution* tackles a wide variety of subjects in its in-depth look at Temple University's development of its online learning program. The first seven chapters, grouped under the heading of "Distance Education Issues in Higher Education," address issues that most if not all institutions of higher learning would come up against in creating their own online DE programs, such as planning, faculty participation and compensation, accessibility to information, online teamwork, and evaluation. The second section, entitled "Case Studies in Distance Education," gives the reader glimpses into five online classrooms in subjects varying from music and media entrepreneurship to psychology and the humanities. Compiled by Temple University administrators and faculty, this comprehensive overview can provide insight to other institutions interested in starting their own online DE programs.

Librarians are no strangers to distance learning. According to the American Library Association, almost forty universities across the U.S. offer a DE component within their library and information science programs. In addition to being beneficiaries of such programs, librarians have also acted as supporters and contributors. Therefore, this volume can be a good resource for librarians interested in playing a more active role in their universities' online DE programs. Librarians can easily relate to chapter four, for example, which focuses on accessibility. In the traditional sense, a library is a physical space overseen by librarians who make sure that their resources are accessible to disabled users in accordance with the Americans with Disabilities Act. On the Web, a DE designer must do much the same by following national and international guidelines for validating website accessibility. The case studies in the second section of the book that deal with various classroom situations can help librarians – especially subject specific librarians – conceptualize the needs of their users in cyberspace. And finally, "Online Teaching, Copyrights, and the Need for Concerted Solutions" provides food for thought to librarians interested in online intellectual property issues.

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Porter, Kirby. (2003). *Setting Up a New Library and Information Service*. Oxford, England; Rollinsford, NH: Chandos Publishing. ISBN 1-84334-053-4. \$55.00

Setting Up a New Library and Information Service is intended for those people who have the responsibility of establishing a library or information service in their organization but have little or no prior knowledge of the skills that are the stock in trade of librarians. Porter provides up-to-date, easy-to-follow, practical tips and hints in this step-by-step approach to the problem.

The first step is to discover what information resources, such as books, reports, magazines, journals, newspapers, and legislation is already available in the organization. This information audit will help resolve past problems with the supply of information and delineate customer expectations for the new service. The next step is to gather, organize, and catalog the materials already available. Porter briefly discusses various ways to classify and catalog materials to improve access and retrieval. Subsequent chapters follow the logical sequence one would expect in developing an information service, i.e. how to acquire resources to fill gaps and improve the quality of the collection, how to design the new service to meet the information needs of library users, how to market the use of the new service to ensure improved value for money, and how to measure the performance of the service. In each chapter the author raises questions to address, defines terminology, suggests a course of action, and provides suggestions for further reading, mostly to British publications. Two appendices include references to predominantly British publications and copyright law. An index is included.

Throughout the discussion of the various topics Porter emphasizes the importance of meeting the needs of library users and delivering information in a cost-effective, efficient way so that sound business decisions are made. This title is concisely written and digestible, but anyone setting up a new library or information service will need more detailed information to understand MARC records, AACR2 guidelines, license agreements, and other more complicated aspects of librarianship.

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Reid, Peter. (2003). *The Digital Age and Local Studies*. Oxford: Chandos Publishing. ISBN 1-84334-051-8. \$55.00

"Local studies" is a primarily British term applied to collections of materials related to a specific geographic area, which are usually located in public libraries. Each of this book's eight chapters examines a broad theme: background to local studies and the Web, the myth of parochialism, enquiry services, remote users and local materials, e-genealogy, e-collaboration and cooperation, e-learning, and evaluation and appraisal.

Reid begins by examining the difference between more focused local history collections and local studies whose purpose is "to recognize the social, economic and cultural activities and achievements of the local community (1)." Local studies departments are reaching out to provide access to relevant electronic sources. Recent emphases on the roles of libraries in social inclusion and lifelong learning have focused on making materials accessible globally. Reid points out "that as our society becomes more mobile then our need to find out and understand our roots and origins becomes more pronounced (37)." Libraries must point to appropriate digital materials that appeal to a wide range of users including children. Reid discusses the merits of examples and touches on the need for libraries to create digital content; still, he indicates "the digital age mentioned in the title relates to the Internet more holistically...[and] is as much about the things that the local studies department can *get back* from the Internet as those things it can give to it." (50)

In addition to the increased accessibility furnished by the Internet, email has greatly impacted the work of the local studies department, facilitating "enquiries" from distant patrons and introducing new challenges

in conducting the reference interview. While the creation of online guides and instructions can provide relief from answering repeated mundane questions, staff must become comfortable with technological solutions and develop the ability to search the Internet quickly, easily and efficiently. Additionally including information about research methods for local investigations in an email response is a "value-added service." Libraries may create weblogs of local enquiries, avoiding the too extensive genealogical ones. Hosting *and monitoring* bulletin boards or discussion boards allows users to interact with each other, and help librarians glean useful information.

In chapter four, Reid discusses practical considerations to choosing content to make available electronically. Offering examples of current good practices Reid notes that digitization can unite materials held in varying locations and also make centrally held collections available at remote locations. A website should represent the best of a collection and not confuse quantity with quality, nor should any one or two areas dominate. Reid concludes the chapter with a 21-page "A to Z of content creation."

Next Reid addresses the explosion of "e-genealogy" and discusses the desirability of local history gateways to assist remote users. He emphasizes the need to provide a mix of national and local sources offering the State Library of Queensland as a "best practice" and Seattle Public Library as a U.S. example. Family-history discussion threads are mentioned as a useful tool for e-genealogists.

Web-based collaboration and cooperation between library staff and others is the topic of chapter six. Reid suggests that a thorough analysis of the local collection is an important first step. The staff can identify gaps and search the Internet for complementary collections. Many academic libraries possess special collections and archive collections of wide interest. One promising area of e-collaboration is the mounting of 'virtual exhibitions' featuring items from various locations that never have to leave home. Such exhibitions should be well advertised and made available indefinitely. Local studies librarians may wish to identify and cooperate with individuals working on behalf of their community to gather and disseminate local family and community history.

Reid approaches the topic of 'e-learning' in chapter seven, noting that information and communication technology has altered teaching and learning at all levels. In the United Kingdom, the technology explosion was accompanied by an increased interest in local studies because these topics are seen as accessible and relevant to students who are developing an understanding of a major issue. Reid touches on the creation of Virtual Learning Environments and the increase in distance learning as an impetus for making content available remotely. He provides points to consider in developing tutorials for local studies research (the first of which is to avoid the word 'tutorial' and substitute something more user-friendly such as "how to get started").

Evaluation and appraisal are the focus of the final chapter. Reid points out that traditional criteria should be applied to 'global' sources but purely 'local' sources must be judged differently. Like information found on the Internet, print sources found in local studies collections may not have been subjected to editorial quality standards or a refereeing process. Nevertheless, Reid concludes by providing a discussion of indicators to factor into an assessment of value and positioning of local Internet sources: localness, originality, contribution, authority, level, integrity, timescale, interaction, effectiveness, and support.

Chapter subheadings listed in the contents make it easy to locate a topic of interest. The index includes organizations and major services mentioned. A list of illustrations (screen-shots) and a list of abbreviations are part of the front matter. A four-page bibliography supplements chapter end notes.

While the book is aimed at public librarians, educators will focus on the example websites of particular interest to children and the chapter on e-learning.

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Reynolds, Marilyn. (2004). *I Won't Read and You Can't Make Me*. Portsmouth, NH: Heinemann, 2004. ISBN 0-325-00605-9 \$17.00

Middle and high school teachers regularly have to deal with reluctant readers, those students who choose not to read. How does one reach them and turn them around in terms of reading? Marilyn Reynold, who has taught reading to at-risk high school students for more than thirty years, has some answers.

It should be noted that Reynolds has also written several well-received books *about* at-risk teens, so it should come to no surprise that she knows how to touch these students. Indeed, she uses her own experiences as a way to explain how she connects with young people through teaching and through writing.

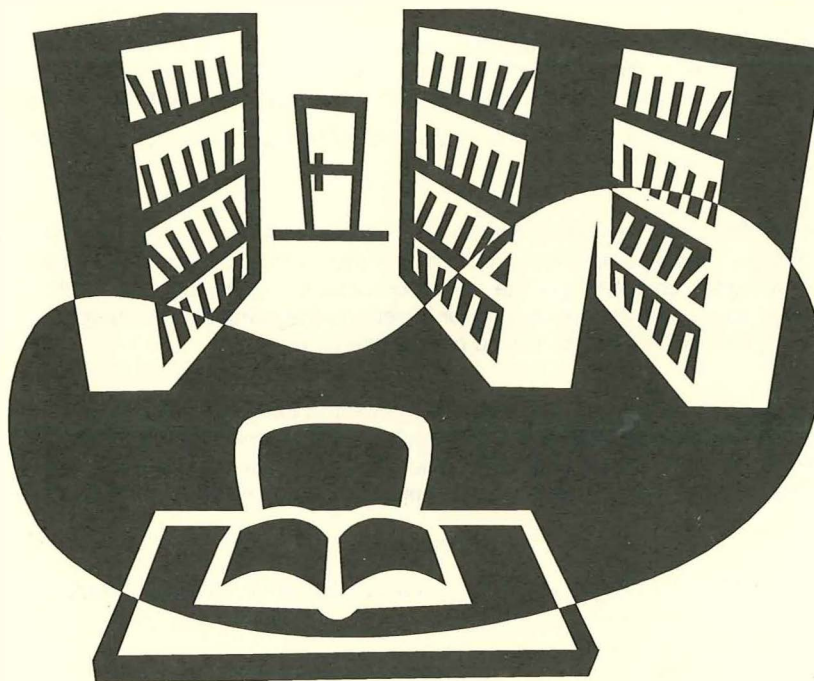
Reynolds' gift seems to be that one-to-one connection. She tells several stories about students who discover the joy – and importance – of reading through a caring teacher's telling assessment of a student's interests and needs. Reynolds also shares the benefits of peer reading support.

Reynolds begins her book by providing an overview of the situation and the issues of students and teachers. Next, she details the challenges of reluctant readers. The third chapter notes that books can serve as a safe haven in a hostile or uncaring world. Reynolds also addresses the tough issues of "bad words," bibliotherapy, and "lost causes." She provides guidelines for successful sustained silent reading programs and berates the "weapons of mass instruction." She concludes the volume by providing several useful forms to help students document and share their reading experiences.

Reynolds writes from a very personal point of view. As such, she will either endear or disturb potential readers. However, she has a good point in that individual attention and response can impact students in a very profound way.

Therefore, this book will be useful for pre-service teachers who wonder how they can impact student learning, particularly on the personal level.

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INSTRUCTIONS FOR CONTRIBUTORS

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