



Gibbs, Robert M., Swaim, Paul L., and Teixeira, Ruy, editors. (1998). *Rural Education and Training in the New Economy: the Myth of the Rural Skills Gap*. Ames,IA: Iowa State University Press.

The literature about rural education often focuses on economics, literacy and job skills. Researchers want to know how to bring the often poor or isolated rural schools and training centers into the mainstream, given their limited resources. Do rural residents have the skills they will need to support themselves and their families throughout their working lives? Gibbs' book has a contribution to make. Using several governmental sources of statistical information, Gibbs and his colleagues are able to piece together an impressive mosaic of education and training in rural America. They look at formal schools, and informal training, including on-the-job training. They show that while rural students are catching up to their urban counterparts, many older persons in rural communities continue to have limited skills. The book also looks at migration patterns between rural and urban areas. Many of the databases analysed for these studies are fairly old, but the sheer volume of the analysis leads to a complementarity of findings. The picture of rural education and employment that emerges is a clearer and more confident one.

Pages: **182** Price: **\$54.95** ISBN: **0-8138-23333-1**

Reviewed by Kate Corby, Michigan State University

Harris, Karen R., Graham, Steve, and Deshler, Donald, editors. (1998). *Teaching Every Child Every Day: Learning in Diverse Schools and Classrooms*. Cambridge, MA : Brookline Books.

This edited volume attempts to speak to the teacher as juggler. How do teachers utilize the best new teaching methods, maintain current practices that work well, and reach students of increasing diversity, both culturally and developmentally? The essays here address that seemingly impossible task, focusing mainly on elementary level instruction.

Moving from the general to the specific the essays look at exemplary organizations, a whole school, a literacy program and then individual components: reading, writing and arithmetic. There is also a chapter on working with English language learners. The essays are well written and up to date with a depth of detail aimed at making the program being described understandable to the reader. The emphasis is not on laying out a formula for exact replication. These are not bold new theories, most concepts here will be familiar. The strength of the book lies in its focus on putting it all together, seeing how the individual components work to support and complement each other.

Pages: **258** Price: **\$19.95** ISBN: **1-57129-040-0**

Reviewed by Kate Corby, Michigan State University

Haynes, Cynthia and Holmevik, Jan Rune, editors. (1998). *High Wired: On the Design, Use, and Theory of Educational MOOs*. Ann Arbor, MI : University of Michigan Press.

This is a beginner/intermediate level primer for MOO access and navigation, combined with an explanation of why and how MOOs have become important in higher education. Those in higher education who have only a vague idea what a MOO is, and are not sure they should care, will find several chapters of this book worthwhile reading. The authors, while being careful to explain their topic in language the uninitiated can understand, are also adept advocates for the educational benefits of a MOO.

Technically an edited volume, this work holds together like a book. Each chapter author has a definite topic to cover and each one that I sampled, does so quite well. There are variations in level of specificity, but they are related to the subject matter and are not indicative of uneven editing. This book would be a good choice for anyone who has been meaning to explore the world of MOO.

Pages: 342 Price: \$44.50 ISBN: 0-472-09665-6

Reviewed by Kate Corby, Michigan State University

Hubbard, Rugh Shagoury, Barbieri, Maureen, and Power, Brenda Miller, editors. (1998). *"We Want to Be Known," Learning from Adolescent Girls*. York, ME : Stenhouse.

Don't look here for a low key, balanced review, I love this book. I grant that as the mother of 14 year old twin girls, I have ample reason to find the topic important and interesting, but it is also true that this work is exceptionally well done.

The chapters, written by practicing teachers, are voyages of discovery, some of which are very revealing. The depth of analysis and the broad level on which the authors speak, go beyond reflection to offer some heady insights that many teachers struggling to connect with adolescents will find comforting and enlightening. Multicultural and lifestyle issues are included, this is not a WASP mea culpa. When taken as a whole the chapters provide a framework within which readers can safely analyze their own values and actions. While most recount efforts to connect with girls that were at least somewhat successful, they do so in a mode that is empowering rather than prescriptive. There are two insightful chapters by men, poems and stories by students, and lists of resources at the end.

Pages: 190 Price: \$18.50 ISBN: 1-57110-079-2

Reviewed by Kate Corby, Michigan State University



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