organizations) and their contents will be ever-increasing in number. By the turn of the century (assuming the publisher keeps providing annual updates - which it must do if it expects to generate sales) the already-large percentage of pages devoted to appendices will increase to a very high percentage. Some of that material perhaps could be made available on the Internet itself, perhaps on WWW pages, instead of in appendices to the book. The book could simply briefly describe the contents of those web pages, and provide theURL's to them. That would also make it easier to keep the information up-to-date. Then there's the matter of the trees saved...

All in all, this is a reference well worth having. The 'Net neophyte will find the explanation and examples easy to follow and understand, while the more experienced 'Net-nut will find value in the more detailed information in the appendices.

REVIEWER

Earl Misanchuk is Professor of Extension at the University of Saskatchewan, where he works primarily on the instructional design of distance education courses and on computer-based instructional and informational materials. He has published books and articles on the use of print materials for instruction and on interactive multimedia instruction. His most recent research efforts are in the area of computer screen design.

Computer Mediated Communication and the Online Classroom, edited by Zane L. Berge and Mauri P. Collins. Cresskill, New Jersey: Hampton Press, Inc. 1995. Volume 1 (ISBN: 1-881303-13-6, 230 pages), Volume II (ISBN: 1-881303=11-X, 209 pages) and Volume III (ISBN: 1-881303-13-6, 257 pages).

Reviewed by Cathy L. Bruce-Hayter

Computer Mediated Communication and the Online Classroom is a three-volume series which provides a wealth of information on the topic as well as directs the reader to numerous other sources for continued study. Each volume, comprised of 12, 11 and 14 chapters respectively offers a comprehensive look at its major issues inclusive of practical examples and strategies for implementation. Each chapter provides a list of references and each volume ends with a glossary. Of particular note is the fact that the authors and editors of this series completed these volumes, up to the hard copy, through electronic mail.

Volume I, entitled *Computer Mediated Communication and the Online Classroom: Overview and Perspectives,* presents a broad overview of the

themes related to computer mediated communication (CMC). Volume I defines CMC and explains how it can be used effectively in teaching and learning. The teacher as facilitator is stressed as well as the changing role of the student to a more active participant in learning. The value of CMC as an equalizer in education is recognized for the physically disabled, educationally disabled and those who are deaf or hearing impaired. CMC helps bring together students from remote areas and peoples of different cultural backgrounds contributing to their harmony and sense of belonging. Volume I provides a quick education on the topic and offers practical guidance on the appropriate use of CMC in the classroom.

Volume II, entitled *Computer Mediated Communication and the Online Classroom: Higher Education,* examines the various methods of CMC use and certain of its benefits and limitations. The volume commences with a basic instructional design model which outlines the necessary steps for successful implementation of education and training programmes from the determination of course goals to the determination of evaluation criteria and the many steps in between. Much of the volume is devoted to examples of the integration of CMC in university courses including writing, literature, psychology, political science, new teacher induction and medical education. Lessons learned and recommendations for similar CMC implementation are offered.

Volume III, entitled *Computer Mediated Communication and the On-line Classroom: Distance Learning* describes the effective implementation of CMC in a Distance Education environment. As in volumes I and II, the importance of sound instructional design is accentuated. Using CMC to improve and extend lifelong learning is emphasized. Although adult development is the chief concern of the book, examples are also provided on the use of CMC in home schooling and K-12 classrooms. Additionally, this volume provides a wealth of online techniques from moderating discussions to stimulating learning with electronic guest lecturers. The volume concludes with a chapter entitled "Online Resources for Distance Education". Here, you can find out about the myriad of online resources and how to use these resources such as discussion lists (addresses given) and e-mail, internet protocols, file transfers, electronic journals, and searching strategies and tools.

As a Masters of Education candidate who is currently studying the use of CMC, e-mail in particular, in graduate distance education, I have found this series to be invaluable. *Computer Mediated Communication and the Online Classroom* is a comprehensive reference and practical guide to the successful implementation of CMC in education and training. For the newcomer to CMC, it offers a quick refresher. I recommend this series to students and practitioners alike as a handy reference in their practical library.

REVIEWER

Cathy L. Bruce-Hayter is a Training Development Officer in the Canadian
    Forces (CF). Prior to commencing her Masters of Education degree at
    Memorial University, St. John's, Newfoundland (her home province) in
    1994, Lieutenant Commander Bruce-Hayter was the Chief Instructor of
    the CF Training Development Centre at CFB Borden, Ontario. She is
    currently working on her thesis in the area of CMC in Distance Education
    and will return to active duty in the summer of 1996.

Kids, Computers & You, by Frank Edwards and Thomas H. Carpenter.
Kingston, ON. Bungalo Books, 1995. ISBN 0-921285-38-8, 180 pages, $12.95
(CDN).

Reviewed by Gary Karlsen

    To review a book with a cartoon on the cover, more cartoons embedded
in journalistic prose, and a title and subtitle that are meant to catch the eye of
the not-so-serious reader: would such a publication be worthy of review in a
scholarly educational technology journal? The answer is in the affirmative.
The authors have done their research, and most importantly, they have
addressed a host of problems that plague educational technology researchers
and teachers. This book will be a useful resource for educators whose job is to
promote understandings and applications of media and technology to those
who have little or no computer knowledge. The book's subtitle, *What Parents
Can Do Now to Prepare Their Children for the Future,* is rather misleading,
for while the authors claim to be writing for parents whose children are in the
school system, their audience is much larger - it also includes teachers,
educational administrators and school trustees, and teacher college faculty.
    In their *brief Introduction* the authors raise many questions about
computer use in schools and about the importance of computer literacy. The
Preface expands on these questions and establishes a dual theme that runs
throughout the book. The authors challenge society's blind faith in the positive
role of computers, and they debunk a sort of myth that our education system
has everything in hand with respect to computer education:

> Surprising, few schools in Canada seem to have a workable computer
> policy in place. Effective computer use in a classroom is more likely
> to be the result of an enterprising teacher than a master plan.

    This book is divided into five chapters and a conclusion. Beginning with
Kids in the Classroom, Edwards and Carpenter provide an historical view of