illuminating and convincing, though on different levels: from the University of Kansas with its top-down, formal structure; to the University of Washington, Bothell, where regular teaching meetings between the two units were instituted to facilitate collaboration; to Saint Joseph College, where the two units mutually conducted workshops, held regular meetings, and referred students to each other, thus integrating collaboration into regular work procedures for both units; to Southwest Missouri State University (recently renamed Missouri State University), which explored collaboration models from different perspectives. The authors of these chapters shared their passion, success, and the lessons learned through their firsthand experience.

How can we make collaboration between the two campus units sustainable? Chapter Six is an excellent case study that describes the evolving relationship between the two campus units for the past sixteen years. A formal structure, a committee consisting of directors from both units and shared strategies in marketing their respective services helped support ongoing collaboration in this case study. In subsequent chapters, the authors provide additional tips and examples of collaborations involving recognition of each other's unique experience, shared commitment, and mutual benefits, and most important, the unique needs and expectations of the new generation of students for convenient and instant campus service. Other strategies include sharing space and referring students to each other. Librarians, educators, and writing

professionals will find these chapters informative and useful.

The editors also include two chapters that provide commentaries on the issues discussed in the book. Chapter Two is a call for an understanding of the pedagogical practices and processes involved with writing and research, as a prerequisite to the creation of a holistic learning environment for students in which tutors and reference librarians are trained in a hybrid model sharing each other's instruction. Readers will find the commentaries insightful and valuable. This book serves as a practical guide to those who plan for collaboration between libraries and writing centers on campuses around the country.—*Sha Li Zhang, University of North Carolina at Greensboro.*

Empowering Marginal Communities with Information Networking. Ed. Rahman Hakikur. Hershey, Pa.: Idea Group, 2006. 363p. $74.95 (paper); $89.95 (cloth) (ISBN 1591406994; 15591407001). LC 2005-20907.

The objective of this book is to bring together research on policies and strategies for information communication technologies (ICT) and for the improvement of information access and education for marginalized groups. Special emphasis is placed on the development of sustainable models for information management in underprivileged communities. In many countries, access to new knowledge among the poor is effected by limited scientific and technological capacity. Efforts to bridge the digital divide in this context face social, technical, and educational challenges. This book provides insights into the accumulated knowledge learned from information and communication policy implementations at the national and local level; empirical results are presented within the broader theoretical and practical contexts related to the empowerment of marginal communities.

During the past decade, sociologist Manuel Castells proposed the idea that network logic, organized around ad-

vancements in information technology, has become the guiding principle of the post-Industrial Age. He described information capitalism and the growing global class division between the info-rich and the info-poor. In their efforts to decrease the distance between these two groups, researchers have discovered that the simple introduction of telecommunication programs in third-world countries was not enough to guarantee access. In some cases, ICT actually served to maintain socioeconomic inequalities. This volume presents the most recent steps taken by international agencies, NGOs, and universities toward elimination of the world's information class struggles through the employment of culturally sensitive strategies.

Dr. Hakikur Rahman, a researcher with the Sustainable Development Networking Programme (SDNP) in Bangladesh, edited the volume's thirteen articles and organized the book into four thematic sections: "Education and Learning," "Science and Research," "Social and Human Science," and "Information Networking and Knowledge Management." His own article on the Reflect ICT approach serves as chapter two and reports on the experience of the SNDP in using ICT to empower marginal communities through collaborative learning. Reflect ICT is a participatory approach designed to enable people in economically marginal communities to move from passive reception to becoming effective advocates for the enrichment of their own lives. Rahman writes with authority on matters of computer education, especially distance education, as he was previously director of the Computer Division of the Bangladesh Open University.

Enabling social groups to make informed decisions is empowerment. The key to the sustainable development of empowerment, made evident in many of these case studies, is embedding information technologies into existing and traditional social structures. This sensitivity to sociopolitical context, however, does not guarantee success in connecting ICT and poverty reduction. It is also important that organizations maintain the flexibility to learn and to quickly adjust to the effects of ICT usage.

The book acts as a resource kit for policy formulation in the hope of creating a more evenly distributed knowledge society. Access to ICT is not merely a question of physical infrastructure, but a process of human development. The book may be of use to librarians, museum officials, and information studies faculty. For researchers studying the impact of ICTs in marginal communities, it offers an essential collection of guidelines, best practices, and case studies developed in the past ten years. It is also well suited as a reference source on policy and human resource development for improvement of the skills of local community members by increasing their access to information.—*Thomas Lannon, New York Public Library.*

Printing Places: Locations of Book Production & Distribution Since 1500*.* Eds. John Hinks and Catherine Armstrong. New Castle, Del.; London: Oak Knoll; The British Museum (Print Networks), 2005, 208p. $45 (ISBN 1584561652; 0712349065). LC 2006-271247.

This volume is the latest installment in the *Print Networks* series devoted to publishing the proceedings of the annual Conference on the History of the British Book Trade. Comprising fourteen papers from the 2002 conference held at Exeter, it takes as its Leitmotif the significance of location as a factor in the history of British printing, publishing, and book-selling. The presence of a single unifying theme does not, however, imply uniformity in outlook. Rather, the authors, whose ranks include academics, librarians, and a former bookseller, use a broad array of methodological approaches in treating their respective subjects. The theme of location correspondingly takes on variable significance in different articles: in some, it lies at the very heart of the author's investigation, whereas, in others, it functions as