

## Assignment 1 – Assessment of Five Published Book Reviews

### ***Book:***

Kotlowitz, A. (1992). There are no children here: the story of two boys growing up in the other America. New York, Anchor Books.

What follows is a brief discussion about five book reviews and a comparison table.

### ***Brief Discussion:***

When evaluating book reviews it is important to note the following: the context and purpose of the book review, the audience for each review, the background and biases of the reviewer, the success of the reviewer in conveying content and analysis of the book, the success of the reviewer in conveying strengths and weaknesses of the book, and the overall style and flow of the article. In addition, many book reviewers offer strong analysis but are lacking creativity and/or the ability to make the book meaningful to the audience. Without a good hook, many readers will simply overlook a book review. It is important to tell readers upfront why the book is worth reading.

It is difficult to write clear, concise, and interesting prose. Frequently, references to specific chapters and text, and comparisons to other books are neglected or even negated, in an effort to meet stringent guidelines of 750-1000 words found in most book review guidelines. Even the best reviewers tend to limit their use of transitions in an effort to minimize the words of their reviews. Often when editing text to get down to the word limits required of editors, valuable insight and connectivity are lost. In spite of word limits, good journal editors can turn a mediocre review into a great review.

According to Christopher Lehmann-Haupt, book reviews are not appreciated the same way that they once were (McNair, 2002, p. 2), and the overall effect seems to be a reduction in the quality of reviews. Many book reviews are written as descriptions without critical evaluation of the methods, content, writing style, and intentions of the author.

I have rated the reviews in the following chart based on set criteria and from my own biased perspective as a reader who seeks something new in a book review. When I read a review I expect to learn more about the book and how it might benefit me as a researcher, practitioner, community member, and individual. If I seem unduly harsh, I apologize. My critique is limited by the variables I have selected but I feel that these are all important qualities for a good book review to contain.

*Five Book Reviews in Comparison*

1	<b>Title of Review</b>	There Are No Children Here: The Story of Two Boys Growing Up in the Other America	The Sociology of Childhood in an Uncertain Age	BOOKS OF THE TIMES; Young, Black and Trapped in Chicago	There Are No Children Here: The Story of Two Boys Growing Up in the Other America.	Heartbreak in the windy city.
2	<b>Author</b>	<b>Bartlett</b> , Sheridan	<b>Cahill</b> , Spencer E.	<b>Lehmann-Haupt</b> , Christopher	<b>Meyer</b> , Marion E.	<b>Zisser</b> , Michael H.
3	<b>Author's Background</b>	<i>At the time of this review, the following bio was written:</i> Sheridan Bartlett is a senior research associate in the Human Settlements Program at the International Institute of Environment and Development (IIED) in London, England. She is currently involved there in issues pertaining to urban children, and is the managing editor of IIED's journal, Environments and Urbanization. Dr. Bartlett is also a research associate at the Children's Environments Research Group in New York, and works as a consultant to Save the Children's International Alliance, conducting research and developing programs for young children in Nepal and Bangladesh. Recent publications include a UNICEF Innocenti Digest on urban children with David Satterthwaite, a review of children's rights and the physical environment for Save the Children, Sweden, and articles in various journals on topics related to children's environmental health.	Associate Professor in the Department of Sociology at Skidmore College when this review was written. B.A., M.A., and Ph.D. in sociology.	For 32 years, Christopher Lehmann-Haupt was a daily book reviewer for <i>The New York Times</i> , and he is now chief obituary writer for the paper.	N/A	<i>At the time of this review, the following bio was written:</i> Zisser is executive director of University Settlement House, a neighborhood-based comprehensive social services agency in New York City's Lower East Side. He received his doctorate in planning from the University of Pennsylvania and served for eight years as chairman of Pratt Institute's graduate program in city and regional planning (p. 253).
4	<b>Publication Information</b>	Children, Youth and Environments (CYE) Online Journal	Contemporary Sociology (CS) Journal published by the American Sociological Association	New York Times	Journal of Comparative Family Studies	Journal of the American Planning Association (JAPA)
5	<b>Date of Publication</b>	1992 & Spring 2003	September, 1992	April 15, 1991	Summer 1993	Spring 1992
6	<b>Audience</b>	CYE has a global audience and seeks to connect the worlds of research, policy and practice. Although CYE's scope is not restricted to a particular disciplinary or professional paradigm, its organizing focus is the physical environment. We take a special interest in papers that focus on children and youth in environments of disadvantage and those with special needs as well as	CS publishes reviews and critical discussions of recent works in sociology and in related disciplines which merit the attention of sociologists. Since not all sociological publications can be reviewed, a selection is made to reflect important trends and issues in the field.	<i>Quote from Lehmann-Haupt in interview with David Mcnair:</i> As for audience, I always found it hard to imagine the ten or twenty thousand readers who look at a <i>Times</i> daily book review (it seemed like trying to tailor a speech to a huge football stadium full of people) so I tended to go to the other extreme and write for just myself. The better I got at clarifying my feelings to	The Journal of Comparative Family Studies provides a unique cross-cultural perspective on the study of the family. It promotes the interaction between different cultures and life styles. It provides the latest trends and research. Established since 1970, it contains valuable material for the sociologist, anthropologist, family counselor, and social psychologist. The journal is a most	JAPA serves the practitioners of local, regional, and state planning in government agencies, nonprofit organizations, and consulting firms. It also serves government and nonprofit specialists in areas such as housing policy, transportation policy, community development, and environmental protection. A third audience is scholars and teachers in planning and related fields in the natural and social sciences.

		in papers that recognize the capacity of children and young people for meaningful participation in the processes that shape their lives.		myself and amusing myself in the process, the more responses I got from a wider and wider audience (Section C, p. 15).	important source for promoting a better understanding of interethnic family interaction that is essential for all multicultural societies.	
7	<b>Format</b>	<p><i>Basic Outline= Standard Book Review</i></p> <ol style="list-style-type: none"> <li>1) Intro</li> <li>2) Lead Line or the Hook</li> <li>3) Basic Storyline of the book with descriptive and engaging details</li> <li>4) Praises &amp; Conclusion are combined                             <ol style="list-style-type: none"> <li>a) Ends on positive note but does not tell how the book can benefit reader or be used in application</li> </ol> </li> </ol> <p># of words = 810                      # of paragraphs = 6                      Average # sentences per paragraph = 7</p>	<p><i>Basic Outline = Comparison Contrast Format (9 books in review)</i></p> <ol style="list-style-type: none"> <li>1) Intro</li> <li>2) Lead Line or the Hook</li> <li>3) Discussion of books occurs in an order that helps frame his argument                             <ol style="list-style-type: none"> <li>a) Each book is called out in at least one individual paragraph</li> <li>b) Transitions with concluding thoughts &amp; opening sentences from paragraph to paragraph</li> <li>c) highlights positive and negative things in no particular pattern</li> <li>d) makes references to previous comments or arguments throughout body</li> </ol> </li> <li>4) Conclusion                             <ol style="list-style-type: none"> <li>a) Ends on a call to respect and to actively listen to youth</li> </ol> </li> </ol> <p># of words = roughly 2,300  <i>Note: pdf format not compatible with word</i>                      # of paragraphs = 17                      Average # sentences per paragraph = 7</p>	<p><i>Basic Outline= Standard Book Review</i></p> <ol style="list-style-type: none"> <li>5) Intro</li> <li>6) Lead Line or the Hook</li> <li>7) Discussion of methods used in book</li> <li>8) Basic Storyline of the book with descriptive and engaging details</li> <li>9) Criticisms/Weaknesses</li> <li>10) Praises/Strengths                             <ol style="list-style-type: none"> <li>a) Ends on positive note but does not tell how the book can benefit reader or be used in application</li> </ol> </li> <li>11) Conclusion</li> </ol> <p># of words = 877                      # of paragraphs = 13                      Average # sentences per paragraph = 3</p>	<p><i>Basic Outline= Standard Book Review</i></p> <ol style="list-style-type: none"> <li>1) Intro</li> <li>2) Reason for book</li> <li>3) Very brief discussion of methods used in book</li> <li>4) Basic Storyline of the book with descriptive and engaging details</li> <li>5) Criticisms/Weaknesses</li> <li>6) Praises/Strengths</li> <li>7) Conclusion                             <ol style="list-style-type: none"> <li>a) Ends on positive note</li> <li>b) Declares "outrage about the fate of the poor"</li> </ol> </li> </ol> <p># of words = 952                      # of paragraphs = 13                      Average # sentences per paragraph = 3</p>	<p><i>Basic Outline = Comparison Contrast Format</i></p> <ol style="list-style-type: none"> <li>5) Intro</li> <li>6) Lead Line or the Hook</li> <li>7) Discussion of book by Lemann                             <ol style="list-style-type: none"> <li>a) Praises/Strengths</li> <li>b) Criticisms/Weaknesses</li> <li>c) Basic Storyline of the book with descriptive and engaging details</li> <li>d) Methods</li> <li>e) Politics, uses of book, and policy implications</li> </ol> </li> <li>8) Discussion of book by Kotlowitz                             <ol style="list-style-type: none"> <li>a) Criticisms/Weaknesses</li> <li>b) Praises/Strengths</li> <li>c) Recommended Improvements</li> <li>d) Relates to previous book</li> </ol> </li> <li>9) Conclusion                             <ol style="list-style-type: none"> <li>a) Ends on a call to understand people and policies to improve world for children</li> </ol> </li> </ol> <p># of words = 1,265                      # of paragraphs = 9                      Average # sentences per paragraph = 5</p>
8	<b>Lead Line or the Hook or Thesis statement</b>	<p><i>Quotes:</i>                      Late last fall the <i>Boston Globe</i> reported on the homicide trial of seventeen year old Felicia Morgan in Milwaukee... James Garbarino, a noted expert on the effects of violence on children, testified that life for children in America's urban areas is as brutal, insecure, and traumatic as it is for those in war zones. The judge, however, would not allow the jury to hear his testimony... But Morgan's attorney raised a critical</p>	<p><i>Quote:</i>                      Perhaps the sociology of children and childhood is finally coming of age. It is about time (p.669).                       Students of social life were inexcusably tardy in turning their attention to the young (p. 669).                       In order to save ourselves from that monster [frightening adult-child], we had to save our children</p>	<p><i>Quote:</i>                      When he suggested to their mother, LaJoe, the idea of writing a book that would eventually be subtitled "The Story of Two Boys Growing Up in the Other America," LaJoe responded: "But you know, there are no children here."                       They've seen too much to be children." (Section C, p. 15)</p>	Weak if not completely missing.	<p><i>Quote:</i>                      Something was missing in the extensive required readings, the rigorous discussions about policies and models and theories, among erudite panels at academic conferences...Case studies always struck me as the least interesting, in some ways the least informative aspect of planning literature; I didn't want details mucking up what I knew were the right ideas. In retrospect, I think I would have done better readings novels than planning texts, because what I needed to</p>

		<p>issue, and one that needs to be raised again and again, until we as a society are willing to look unflinchingly at the lives of children reared in the violence of our cities, and to consider where responsibility lies (p. 1).</p> <p>Nowhere are these lives more effectively chronicled than in Alex Kotlowitz' fine book, <i>There Are No Children Here</i>. Kotlowitz describes in graphic detail the extent to which children do indeed live in war zones in this country (p. 1).</p>	<p>from such madness [Frankensteinian social experiments] (p. 669).</p>			<p>know and knew so poorly were the human dynamics of the communities I was so intent on fixing or designing (p. 252).</p> <p>Nicholas Lemann and Alex Kotlowitz have provided us with stories that are much more than case studies. They have brought to life the human side of our business, perhaps as only journalists enmeshed as much in personalities and experiences as in facts could have done (p. 252).</p>
9	<b>Analysis of Context</b>	<p>Bartlett does a good job describing the contents of the book as a story but does not critically analyze the book or content.</p> <p>The only analysis by Bartlett in the entire article is "The wonder is that these children hold on to any kind of hope (p. 1)." And even this is questionable as a true analysis.</p>	<p>Cahill describes the content in three sentences and focuses on physical and social environments described by Kotlowitz rather than on the relationships and direct quotes in the book.</p>	<p><i>Quotes:</i>          Nothing that Mr. Kotlowitz describes has not previously been reported by psychologists, sociologists, criminologists, urbanologists and the other experts on contemporary society (Section C, p. 15).</p> <p>At the end, he seems to have a chance to fulfill LaJoe's dream of having one of her eight children escape the projects. But the deeper message of the book remains that it is dangerous to harbor such hope(Section C, p. 15).</p>	<p><i>Quote:</i>          His research is backed up with reports and other relevant documents as well as with numerous interviews with other inhabitants of the housing project and with officials of different agencies. These constitute the basis and the glue which support and tie together the related episodes (p. 259).</p>	<p><i>Quote:</i>          Lafayette and Pharoah Rivers, children of LaJoe and Paul, are the central characters, and in this story we may well call them heroes. Family, friends, neighborhoods, schools, police stations, court houses, and the projects of the Chicago Housing Authority make up the tapestry of these brothers' lives, but the overwhelming, incessant message is fear. Gunshots are heard on almost every page; children are killed in every season. Simply growing up, alive, becomes the nightmarish dream for Lafayette and Pharoah, not exactly the liberal image of productive childhoods envisioned by the Great Society (p. 253).</p>
10	<b>Analysis of Methods</b>	<p>None</p>	<p>Not really</p>	<p><i>Quotes:</i>          As he explains in a concluding "Note on Reporting Methods," he spent time "just hanging out" with Lafayette, Pharoah and their friends and family. He witnessed many events in their lives and learned secondhand of many others (Section C, p. 15).</p> <p>But Mr. Kotlowitz lends flesh to the facts...(Section C, p. 15)</p>	<p><i>Quotes:</i>          Kotlowitz describes his observations and the experiences of the children mostly in his own words. Only an occasional quotation from the main characters relates their thoughts as expressed by themselves (p. 259).</p> <p>His research is backed up with reports and other relevant documents as well as with numerous interviews with other inhabitants of the housing project and with officials of different agencies (p. 259).</p> <p>In telling us the life story of these two boys, Alex Kotlowitz confines himself, as much as possible, to factual, investigative reporting. He presents us with a mixture</p>	<p><i>Quotes:</i>          The book could have been improved by some explanatory digressions, as it is obvious that Kotlowitz is following the family around and must, to some extent, be influencing events and the families' reactions to events he is observing. The occasional references to housing policies or the plight of children in poor communities do not serve as a substantial counterbalance to the personal dramas that unfold (p. 253).</p>

					of documents, description of events and quotations by the main characters themselves (p. 260).	
11	<b>Reference to Specific Chapters or Text</b>	<i>Quote:</i> Kotlowitz describes two years in the lives of the boys, and it is a wrenching report by any standard. He tells of his first meeting with Lafayette, when the boy was barely ten years old. They were discussing his plans for the future. 'If I grow up,' the boy says, 'I'd like to be a bus driver.' 'If,' Kotlowitz points out, 'not when. At the age of ten, Lafayette wasn't sure he'd make it to adulthood (p. 1).'	Cahill discusses the book in one brief paragraph and provides a few images in an effort to highlight his point that when communities deteriorate, even the best plans of action from above are not enough.	Lehmann-Haupt includes several quotes and some anecdotal information but provides very little specific reference information. There is only one chapter reference and no page numbers (Section C, p. 15).	Meyer includes a few quotes and background information but provides very little specific reference information, such as chapters or page numbers.  <i>Quotes:</i> Kotlowitz provides an index, a selective bibliography and: "A Note On Reporting Methods." (p. 261)  Their hopes are modest: "If I grow up, says Lafayette, I want to be a bus driver" (p. 260).	Zisser includes two quotes and some additional imagery but provides no specific reference information, such as chapters or page numbers.
12	<b>Perceived Strengths</b>	<i>Quote:</i> Alex Kotlowitz' journalism is both compassionate and respectful (p. 2).	<i>Quote:</i> He possesses that gift for drawing connections between biography and history that C. Wright Mills dubbed the "sociological imagination (p. 671)."	<i>Quotes:</i> Yet "There Are No Children Here" remains a compassionate and moving record. In his recently published history, "The Promised Land," Nicholas Lemann affectingly traces what he calls in the subtitle of his book "The Great Black Migration and How It Changed America." That book's one minor shortcoming is that it treats the migrants who ended up in Chicago's public housing projects more as types than as individuals (Section C, p. 15).  Mr. Kotlowitz's book stands well on its own, suggesting in its mood and texture the history that Mr. Lemann recounts with such command and sweep. But "There Are No Children Here" also serves as a useful complement to "The Promised Land." It is as if Mr. Kotlowitz had put a microscope over the one dead spot in Mr. Lemann's history and breathed into what he saw there abundant and tragic life (Section C, p. 15).	<i>Quotes:</i> "There Are No Children Here" is nevertheless investigative journalism at its best (p. 261).  "There Are No Children Here" is poignant non fiction (p. 261).	<i>Quotes:</i> LaJoe recalls the words of her eldest son, destined to spend time in a downstate institution: "He was just tired of being." (p. 253)  ... but There Are No Children Here is challenging and enriching in a manner unfamiliar to readers steeped in nonfiction texts (p. 253).
13	<b>Perceived Weaknesses</b>	None	<i>Quotes:</i> I sometimes suspected that Kotlowitz had put words into the mouths and thoughts in the heads of his characters, but it did not matter (p. 671)."	<i>Quotes:</i> Mr. Kotlowitz's book is not entirely free of flaws. Bound by a drab reality, its scenes are sometimes choppy and incompletely fulfilled. Pharaoh's infectious delight in discovering his first rainbow does not quite overcome the	<i>Quote:</i> But, unlike Lewis, who transcribed and edited the story of his heroes, as articulated by themselves, Kotlowitz describes his observations and the experiences of the children mostly in his own words. Only an occasional quotation	<i>Quotes:</i> Kotlowitz does not provide the social context or intellectual history or even the editorializing that defines Lemann's work, but There Are No Children Here is challenging and enriching in a manner unfamiliar to readers steeped in nonfiction text (p. 253)s.

				<p>triteness of describing his trying to find the gold and leprechauns at its end (Section C, p. 15).</p> <p>More damaging is that the reader cannot stop wondering about the author's presence in many scenes and what affect it might have had on the behavior of those observed. It would have helped somewhat if Mr. Kotlowitz had described at the outset instead of at the end his technique of depending for his material half on interviews and half on direct participation. It would have helped to know exactly when he was observing firsthand (Section C, p. 15).</p>	<p>from the main characters relates their thoughts as expressed by themselves (p. 259).</p> <p>That he ends the latter ["A Note On Reporting Methods" ] with a detailed description of his past and future financial support to the two children is a mistake. It has nothing to do with methodology and it makes one question the purpose of such a statement (p. 261).</p>	
14	<b>Comparison with Other Works</b>	None	<p>Review and some comparisons of the following additional books:</p> <ol style="list-style-type: none"> <li><b>Best, J.</b> (1990). <u>Threatened children: rhetoric and concern about child-victims</u>. Chicago, University of Chicago Press.</li> <li><b>Dargan, A. and S. J. Zeitlin</b> (1990). <u>City play</u>. New Brunswick, Rutgers University Press.</li> <li><b>Hewlett, S. A.</b> (1991). <u>When the bough breaks: the cost of neglecting our children</u>. [New York, N.Y.], Basic Books.</li> <li><b>Pillemer, K. A. and K. McCartney</b> (1991). <u>Parent-child relations throughout life</u>. Hillsdale, N.J., L. Erlbaum Associates, Publishers.</li> <li><b>Richer, S.</b> (1990). <u>Boys and girls apart: children's play in Canada and Poland</u>. Ottawa, Canada Don Mills, Ont., Canada, Carleton University Press; Distributed by Oxford University Press Canada.</li> <li><b>Schorr, L. B., D. Both, et al.</b> (1991). <u>Effective services for young children: report of a workshop</u>. Washington, D.C., National Academy Press.</li> <li><b>Waksler, F. C.</b> (1991).</li> </ol>	<p><i>Quote:</i>                  Mr. Kotlowitz's book stands well on its own, suggesting in its mood and texture the history that Mr. Lemann recounts with such command and sweep. But "There Are No Children Here" also serves as a useful complement to "The Promised Land (Section C, p. 15)."</p>	<p><i>Quote:</i>                  One is soon reminded of the landmark setting work of Oscar Lewis: "The Children of Sanchez". But, unlike Lewis, who transcribed and edited the story of his heroes, as articulated by themselves, Kotlowitz describes his observations and the experiences of the children mostly in his own words. Only an occasional quotation from the main characters relates their thoughts as expressed by themselves (p. 259).</p> <p>However, at times this method loses for us the intimate involvement with the heroes which we could experience with "The Children of Sanchez" who, unremittingly, drew us right into their lives (p. 261).</p>	<p><i>Review of two books:</i></p> <ol style="list-style-type: none"> <li>"The Promised Land: The Great Black Migration and How It Changed America," by Nicholas Lemann.</li> <li>"There Are No Children Here: The Story of Two Children Growing Up in the Other America," by Alex Kotlowitz.</li> </ol> <p><i>Quotes:</i>                  The Promised Land fits somewhere between Tally's Corner and The Truly Disadvantaged in narrative impact and intent (p. 252).</p> <p>Kotlowitz does not provide the social context or intellectual history or even the editorializing that defines Lemann's work... (p. 253)</p> <p>Having read Lemann's book first, I had already received the message, which implies that the power of these two books derives from experiencing them together (p. 253).</p>

			<p><u>Studying the social worlds of children: sociological readings.</u> London; New York, Falmer Press.</p> <p>8. <b>Weis, L.</b> (1991). <u>Critical perspectives on early childhood education.</u> Albany, N.Y., State University of New York Press.</p>			
15	<b>Implications for Research, Policy, Practice, or Theory</b>	<p>Relatively weak in this regard in initial review however the follow up review and author's response plus comments add greatly to the implications for policy, practice, and theory.</p> <p><i>Quote:</i>          But Morgan's attorney raised a critical issue, and one that needs to be raised again and again, until we as a society are willing to look unflinchingly at the lives of children reared in the violence of our cities, and to consider where responsibility lies (p. 1).</p>	<p>Yes</p> <p><i>Quotes:</i>          Perhaps the sociology of children and childhood is finally coming of age. It is about time (p.669).</p> <p>Students of social life could learn much from the young about our scholarly concerns...Children may be the future, but we must take them as they are. We must respectfully watch and speak to them at least as much as we speak and write about them. They might just tell us from what they want to be saved and how we might save ourselves(p. 672).</p>	No	<p>No, but it did make an impression on Meyer personally.</p> <p><i>Quote:</i>          It raised my outrage about the fate of the poor to new heights (p. 261).</p>	<p><i>Quote:</i>          The Haynes family, Lafayette and Pharoah, the many other characters brought into our lives through reading these two fascinating stories, remind us that we must understand people and policies if we are to fight for a better world for our children (p. 253).</p>
16	<b>Positive, Negative, Balanced Perspective</b>	<p>Bartlett wrote more of a descriptive book review without providing a strong analytical critique. It is a very objective review until the conclusion where Bartlett says, "Alex Kotlowitz' journalism is both compassionate and respectful. He is to be commended for bringing these children's lives into such sharp focus. This book is true advocacy research (p. 2)."</p>	<p>Cahill clearly states his biases in the beginning of the review and critiques all of the books through this lens in a fair and articulate manner. He discusses specific strengths and weaknesses in each book but focuses on those details which best frame his arguments.</p>	<p>Balanced with a lean to the positive. Appears unbiased and relatively objective.</p>	<p>Quotes:          However, at times this method loses for us the intimate involvement with the heroes which we could experience with "The Children of Sanchez" who, unremittingly, drew us right into their lives (p. 261).</p>	<p>Preference for Lemann's book but an appreciation of the descriptions and details found in Kotlowitz. Recommends reading the books together.</p> <p>Balanced perspective with a lean to the positive.</p> <p>Zisser begins with a slightly biased perspective admitting that in general, he does not like case studies and narratives, but through the reading of these books Zisser appears to have gained a new respect. Perhaps it is the fact that these two books present their case studies more as stories and less as research.</p> <p><i>Quote in reference to book by Kotlowitz:</i>          The descriptions of daily events are dry but effective (p. 253).</p>
17	<b>Creativity and Interesting</b>	<p>Strong introduction but weak conclusion and weak analysis. The</p>	<p>Cahill is a very skilled writer who frames his argument for learning</p>	<p>Good flow with very graphic images and supporting text. Not very creative or</p>	<p>Poor intro and conclusion. Weak transitions. Not very creative or</p>	<p>Some long sentences that are difficult to follow but a good mix of sentence types.</p>

	<b>Writing Style</b>	book review is more of a description than a critical review. The review is clear and concise and has a good flow but lacks transitions and	about the sociology of children from children in a critical review of 9 books. His use of transitions is exceptional as are his selected quotes and references in making his point.  His writing style and vocabulary are not geared towards the uneducated.	persuasive. Good use of transitions and selected quotes.	persuasive.	Transitions are weak if not completely absent. Vocabulary is higher than that expected for mass public, using words like: "explanatory digressions", "substantial counterbalance", "erudite panels", "journalists enmeshed"
18	<b>Use of Active Voice</b>	yes	yes	yes	yes	yes
19	<b>Use of Jargon and Technical Terms</b>	no	Lots of technical terms and some jargon but appropriate for his selected audience	no	"poignant non fiction"	Minimal but there is some planning jargon. See above for key vocabulary. <i>Sample:</i> "synthesis of disparate ideas"
20	<b>Additional References Used</b>	<p>Provided in Retrospect Author Update:</p> <ol style="list-style-type: none"> <li><b>Taylor, A.F., Frances Kuo, and William Sullivan</b> (2002). "Views of Nature and Self-Discipline: Evidence from Inner-City Children". <i>Journal of Environmental Psychology</i> 22(1-2): 49-63.</li> <li><b>Taylor, A.F., A. Wiley, Frances Kuo, and William Sullivan</b> (1998). "Growing up in the Inner City: Green Places as Places to Grow." <i>Environment and Behavior</i> 30(1): 3-27.</li> </ol> <p>From Comments:</p> <ol style="list-style-type: none"> <li><b>Garbarino, James.</b> (2003). "Lessons Learned about Resilience." <i>Children, Youth and Environments</i> 13(1), Spring 2003. Retrieved March 9, 2006 from <a href="http://cye.colorado.edu">http://cye.colorado.edu</a></li> </ol>	<p><i>References:</i></p> <ol style="list-style-type: none"> <li><b>Ariès, P.</b> (1962). <u><i>Centuries of childhood: a social history of family life.</i></u> New York, Vintage Books.</li> <li><b>Postman, N.</b> (1982). <u><i>The disappearance of childhood.</i></u> New York, Delacorte Press.</li> <li><b>Winn, M.</b> (1983). <u><i>Children without childhood.</i></u> New York, Pantheon Books.</li> <li><b>Zelizer, V. A. R.</b> (1985). <u><i>Pricing the priceless child: the changing social value of children.</i></u> New York, Basic Books.</li> </ol>	<b>Lemann, N.</b> (1992). <u><i>The promised land: the great Black migration and how it changed America.</i></u> New York, Vintage Books.	<b>Lewis, O.</b> (1961). <u><i>The children of Sánchez, autobiography of a Mexican family.</i></u> New York, Random House.	<b>Lemann, N.</b> (1992). <u><i>The promised land: the great Black migration and how it changed America.</i></u> New York, Vintage Books.
21	<b>Overall Ranking of Reviews</b> <i>scale of 1-5 where 1 is the worst and 5 is the best</i>	2	4.5	3	2.5	4

**References:**

**Book Reviews**

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