The addition of Appendix B, 'Chapter reflections and review', on page 233 is very useful. The inspiring points are there in bite size pieces to refer back to at any point. This draws the reader back to revisit parts of the publication that become more pertinent as they progress through the creative and development process of their own role-based e-learning projects.

It is our opinion that Wills et al. have accomplished that which they set out to do. Wills et al. have produced a text that meets both the needs and the expectations of academics seeking to understand and engage with the exciting arena of role-based e-learning, using a practical, no nonsense approach. The text is accessible and the tables and diagrams are well placed and informative throughout.

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In the first of her 2002 Reith lectures, *A question of trust*, Onora O'Neill said:

> It isn't only rulers and governments who prize and need trust. Each of us and every profession and every institution needs trust. We need it because we have to be able to rely on others acting as they say that they will, and because we need others to accept that we will act as we say we will. The sociologist Niklas Luhman was right that 'A complete absence of trust would prevent [one] even getting up in the morning'. (O'Neill 2002, Lecture 1: *Spreading suspicion*, 3–4)

As I read *Trust in education: Truths and values*, the fundamental importance of trust in every aspect of education was demonstrated from a range of theoretical and practical perspectives. The tone, structure and content of the chapters are extremely varied, but their common denominator is that each writer is engaging in thought-provoking and challenging ways with the themes of discourse, power and resistance which form the title of the series of which this book is volume eight. It is divided into two parts. In the four chapters of part 1, the epistemological reasons for the perceived current loss of trust in contemporary culture and education are examined. In the four chapters of part 2, the difficult and sometimes seemingly intractable problems of providing a dependable and trustworthy education fit for contemporary needs are addressed.

One of the book's strengths is the diversity of authorial voices to be heard within its pages: not only will these voices appeal to different audiences, but they also elicit different forms of reading. The editors' forewarning, through Walt Whitman's words, that 'the process of reading is not a half-sleep, but... a gymnast's struggle' (ix) provided me with a helpful

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Trust in education: truths and values, edited by Jerome Satterthwaite, Heather Piper, Pat Sikes and Simon Webster, Stoke-on-Trent, Trentham Books, 2011, £20.99, 170 pp., ISBN 978-1-85856-488-3

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navigation aid as I negotiated the intricate convolutions in the demanding set of ideas and values about trust in education presented by Ruth L. Smith from a post-structuralist perspective.

Perhaps because of my own failings as a reader I found the whirlwind tour de force of scientific, philosophical, political and literary ideas packed into chapter 1, 'Truths and values: Education in a cynical and sceptical society', a little disjointed and difficult to follow in terms of an overall argument. Some of the links appeared rather strained, and some of the quotations marshalled in support of the writer's point of view made for a few perhaps over-easy wins. But there was no doubting the energy and conviction of the author, Jerome Satterthwaite. His spirited and summary dismissal of the work of Baudelaire, Nietzsche and Proust (one of my own writing heroes) impelled me to put the book down and go to my own bookshelves to take down their work and refute some of his challenges.

Satterthwaite's ability to draw the reader in and engage him/her whether as a result of provocation or inspiration is a trait all the contributors share, and constitutes another strength of the book: it is extremely difficult to read it in a detached or disengaged way. In 'Trust the education system… to be racist', David Gillborn gives a thought-provoking and unsettling analysis of the operation of racism in education, focussing specifically on recent (2007) media presentation of the low attainment of white working class males as being somehow the fault of ethnic minorities. Gillborn dismantles the statistics to reveal an alternative and more complex interpretation. In their introduction the editors express the hope that this book will promote debate about the loss of trust in education, and the truths and values needed to begin the process of recovering confidence in contemporary education. There is no doubt that Gillborn's challenging chapter will fulfil this hope.

Sieglinde Weyringer's stimulating and informative chapter on 'Becoming a European citizen: Education to overcome mistrust' succeeds in skilfully weaving theory and practice together in her account of an imaginative and exciting international youth project, the Platon Youth Forum, and the concepts it is founded on. This chapter left me with a feeling of considerable hope about what it is possible to achieve in terms of encouraging stable self–concepts in young people through open debate, discussion and careful listening, and establishing trust in individuals and institutions. As I was thinking about student voice, I decided to turn next to Howard Gibson's and Jo Backus' consideration of issues of trust in relation to pupil voice, 'Trust and rationality: Epistemic tensions in managerialism and pupil voice in schools'. They uncover with clarity and insight the damage that occurs to trust when inconvenient pupil voices are silenced in climates that apparently encourage open communication and support listening to pupils with respect, but in reality do the opposite. The authors' exposition of one of the key terms of new public management, 'effective', particularly from the perspective of philosophical literature, is absorbing.

In her powerful chapter 'Becoming a European Union citizen – getting to the end of the highway to heaven', Kamila Kaminska writes with strong feeling and immediacy, giving vivid insights into life in Poland under Communism. Kaminska uncovers the risk for western European thinkers of reaching comfortable and facile conclusions about Eastern Europeans' responses to capitalism through referring to two films, *300 miles to heaven* and *Czech dream*. In the section 'Paradox, palimpsest and absurdity as resistant educational strategies', her development of the metaphor of the palimpsest to express insights about Polish traditions of resistance is particularly illuminating, and enabled me to see events with fresh eyes and question some of my previous assumptions.

Jill Jameson's arresting title, 'Dance like a butterfly, sting like a bee: Moments of trust, power and heutagogic leadership in post-compulsory education' uses the popular misquotation of Mohammed Ali's description of his boxing technique to introduce her study of break-

through small moments that provide authentic flashes of insight about leadership for leaders. Among the revealing extracts from interview responses the vignette of the principal who was gradually turning around a failing sixth form college standing on a table asking for the return of the college's one and only colour printer that had been stolen by a student, running the gauntlet of hostile staff muttering 'Bloody fool', and reaching his office thinking 'Oh bloody fool, why did I do that?' was a striking example of a leader risking public humiliation to keep to his commitment of trusting his pupils (the printer was returned).

In 'On the edge of chaos: Inner city schools and the unequal burden of uncertainty', Ewa Sidorenko probes in a telling way the phenomenon of disorder in UK schools, examining this disorder as symptomatic of systemic problems within education. She posits a series of searching questions, and draws on different theoretical bases to formulate possible responses. She argues that disorder is incoherent and therefore difficult to articulate and traces the erosion of trust resulting from attempts to silence those who would voice unwelcome interpretations of this disorder. Stark and violent details of daily life in inner city schools on the edge of chaos punctuate the chapter with images that shock and disturb. Her analysis of the power of peer group pressure is especially thought-provoking.

Reading this book has prompted me to investigate the previous volumes in the *Discourse, power, resistance* series, arising from the international DPR conferences. In her series introduction, Elizabeth Atkinson reiterates the series' commitment to including the voices not only of well-known researchers but also to 'letting subaltern voices be heard'. Many of the voices in this book were new to me, and gave me fresh insights. Atkinson suggests that the series does not promote single, easy solutions, but offers 'a kaleidoscope of perspectives on things as they are; and a host of new imaginaries for things as they might be' (vii). I found the kaleidoscope of perspectives presented in this particular volume rewarding and challenging to read.

Reference

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Reimagining Japanese education: borders, transfers, circulations, and the comparative, edited by David Blake Willis and Jeremy Rappleye, Oxford, Symposium Books, 2011, £24.00, 288 pp., ISBN 978-1-873927-51-9

If the reader expects this book to be a simple update on recent educational changes in Japan, s/he will face a great challenge understanding the conceptual framework provided. If the reader thinks this book is on Japan and Japan only, s/he will be perplexed by a range of concepts such as 'circulations' and 'permeability'. These observations are not to discourage readers, but to inform them that this book is nothing like other books on Japan. It is an innovative project, which serves multiple purposes that are interwoven with one another.