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Review of: Spanish Periodicals and Newspapers: Women's Magazine Digital Collection/Revistas y Periódicos Españoles: Colección Digital de Revistas Femeninas

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Sólo me falta concluir reiterando mi calurosa recomendación de que este libro—de lectura tan provechosa como amena—no falte de la biblioteca de ningún amante del español en este país.

Domnita Dumitrescu

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Thomas J. Dodd Research Center. *Spanish Periodicals and Newspapers: Women's Magazine Digital Collection/Revistas y Periódicos Españoles: Colección Digital de Revistas Femeninas.* U of Connecticut. Web. 25 May 2010.

In the 1970s, the Thomas J. Dodd Research Center at the University of Connecticut acquired the vast collection of Spanish periodicals accumulated by the bibliophile, Juan Pérez de Guzmán y Boza (1852–1934), Duque de T'Serclaes in the Spanish province of Badajoz. The periodicals and newspapers, mainly from southern Spain, date from the eighteenth to the early twentieth century, with a majority of the materials from the nineteenth century. The collection as a whole covers a wide variety of topics including politics, literature, science, business, art, and music; as such, it aptly reflects the complex history of Spain of this period.

Of interest in the present review is that portion of the Duke's collection comprised of a selection of women's magazines "written by men to appeal to an elite female audience," as stated on the website's home page. An ongoing e-mail communication with Marisol Ramos, Library Liaison to Latin American and Caribbean Studies, Spanish Studies, and Curator of the Latin American and Caribbean Collections at University of Connecticut Libraries and the person charged with maintenance of the present archive, explains that this particular subset of the entire collection came about through a desire to support the research of various scholars with a particular interest in periodical literature directed to a female audience, but who were unable to access this material directly in Spain.

As it stands, the collection, replete as it is with short stories, poetry, conduct advice, fashion, sheet music, needlework patterns, and advertising all directed to the female reader of these publications, opens a fascinating window into the lives of nineteenth- and early twentieth-century Spanish womanhood. A sampling of the digitized titles, with capitalization that follows the style of the website and that of the original nineteenth century publications, includes: *El Álbum de las Bellas: periódico de ciencias, literatura, artes y modas, dedicado al bello sexo, por una sociedad de jóvenes sin nombre literario* (Sevilla: 1849); *La Amenidad: periódico semanal de literatura, modas y teatros* (Málaga: 1844–45); *La Antorcha: semanario enciclopédico de ciencias, bello sesco, artes, industria y literatura* (Barcelona: 1848–49); *El Correo de las Damas, Periódico de Modas, Bellas Artes, Amena Literatura, Música, Teatros, etc.* (Madrid: 1833–34); *Correo de las Damas, o, Poliantea Instructiva, Curiosa y Agradable de Literatura, Ciencias y Artes.* (Cádiz: 1804?–07); *El Espósito: revista semanal de literatura, ciencias, artes, modas y teatros* (Cádiz: 1846–47); *El Espósito: periódico de literatura, teatros y modas, á beneficio de la casa de maternidad de esta ciudad* (Córdoba: 1845); *Gaceta de las Mugerres* (Madrid: 1845); *La Luna: periódico para el bello sexo* (Madrid: 1848); *La Margarita: Álbum de las señoras católicas-monárquicas* (Madrid: 1871); *La Mujer Ilustrada* (Madrid: 1905–06); *La Ilustración: álbum de las damas* (Madrid: 1845–46); *La Suerte: periódico semanal de ciencias, artes, literatura, modas y revista de teatros* (Sevilla: 1855–57); *Silvina: semanario de literatura, música, teatro y modas, dedicado al bello sexo* (Valencia: 1857); and *El Tocador: gacetín del bello sexo, periódico semanal de educación, literatura, anuncios, teatros y modas* (Madrid: 1844–45). Furthermore, the collection contains the New World offering, *Las Hijas de Eva* (San Juan, PR: 1880), of interest by virtue of being the first and only women's magazine in Puerto Rico during the Spanish colonial period; its structure and content are similar to publications produced in Spain during the same era.

Each entry in the archive includes publication information and a description of the periodical, including the particular volumes held in the collection. An image of the original periodical is

provided and the user has a variety of access options, which are just a click away. Some of these include: reading the original work as scanned directly online, reading or downloading a PDF file or a PDF text only file, reading the file as a DJVU document, reading text only, or several alternatives still in beta testing (EPUB, Kindle, Daisy). The option to read online is facilitated by either a manual or automated page turner, the ability to zoom in and out on a page, and a variety of page views (single, double, thumbnail). This option also includes a print function.

The Duke of T'Serclaes was unique in his dedication to the collection of periodicals at a time when periodicals were not deemed worthy of preservation; and, according to Marisol Ramos, "We at the University of Connecticut Libraries and the Thomas J. Dodd Research Center's Archives & Special Collections are committed to creating digital collections that reflect the diversity of ideas that are housed in our archives. We hope our efforts inspire other archives to share their collections online to continue adding to the cultural heritage of the world" (e-mail to author, 25 May 2010). Clearly, scholars of nineteenth-century Peninsular women's issues owe both the Duke and the Dodd Research Center librarians a debt of gratitude for this fine source.

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Wurr, Adrian J., and Josef Hellebrandt, eds. *Learning the Language of Global Citizenship: Service-Learning in Applied Linguistics*. Boston: Anker, 2007. Pp. 441. ISBN 978-933371-06-1.

Over the past two decades, service-learning has become an established part of Higher Education courses from various disciplines in domestic and international settings. Wurr and Hellebrandt's comprehensive volume includes sixteen chapters in which contributing authors provide information about service-learning in a global setting.

The editors' introduction enables the reader to connect the need for service-learning programs (to lessen "the achievement gap" [xx] among linguistically and culturally diverse students and their native English-speaking classmates) and the resources that are readily available (students' value of community service). Section 1 lays the groundwork for service-learning, providing examples of what can be accomplished and expected. In chapter 1, "What's the Service in Service-Learning? Historicizing as a Means of Understanding," Taylor provides a definition of service-learning that will apply in subsequent chapters. Pak and Stewart describe various projects at their home universities where Spanish-language students work with Hispanics in their own communities in chapters 2 and 4, titled respectively "The Service-Learning Classroom and Motivational Strategies for Learning Spanish: Discoveries from Two Interdisciplinary Community-Centered Seminars" and "Crossing Borders / Forging Identities: Echoes of Symbiosis between Classroom and Community." Chapter 3, "Conceptualizing Service-Learning as Second Language Acquisition Space: Directions for Research," highlights service-learning as a socio-cultural approach to language learning. While Overfield, who authors the chapter, describes the benefit to students for hands-on experience, she warns of the difficulty to accurately measure students' outcome and progress.

Section 2 includes examples of service-learning in the United States. Spack invites the reader to consider the political and cultural effects of English in the United States on nonnative speakers in chapter 5, "Teaching the Lived Experience of Language Learning." In chapter 6, "TESOL in Context: Student Perspectives on Service-Learning," Kapper, Clapp, and Lefferts describe a project where students in a university TESOL program are effectively able to connect classroom theories to the practice of teaching ESL. Grabois gives teachers a helpful model of how to include service-learning in a Spanish curriculum by detailing an established program at Purdue University in chapter 7, "Service-Learning throughout the Spanish Curriculum: An Inclusive and Expansive Theory-Driven Model." In chapter 8, "From Theory to Realistic Praxis: Service-Learning as a Teaching Method to Enhance Speech-Language Pathology Services with Minority Populations," Centeno explains how service-learning allows Speech Language