
Dr. Janice M. Morse has been tenacious in providing readers with quality reading material in qualitative research. It seems like a mission. Completing a Qualitative Project: Details and Dialogue is a welcome addition to her two other volumes, Qualitative Nursing Research: A Contemporary Dialogue (1991) and Critical Issues in Qualitative Research Methods (1994), which are already classics in the field. In these books, Morse brings together a master class of scholars to discuss various aspects of qualitative research. These three volumes (even if independent books) are in aggregate similar to a handbook of qualitative research, a storehouse of knowledge, brimming with good, sound, practical advice from mature scholars, modern sages of nursing, who are sharing their experiences of the practical aspects of doing qualitative research.

You expect much of a modern sage. You expect cutting edge knowledge and innovative thinking, bold and bright ideas and academic skills in bringing them forth. To a great extent, a book such as this depends on the authors, and they are well chosen. The chapters’ quality varies, but for the most part, I was impressed. Helpful and friendly are not necessarily the characteristics used to describe the atmosphere in most of academia; however, it is the hallmark of this book. Surprisingly, reading the book often resembles talking to an experienced friend.

The implicit goal of this book is strong qualitative research of high quality brought to completion. However, in the book, some philosophical questions are raised as to when a qualitative project is completed: Is it when a level of understanding is raised in the readers of the research report? Is it when interventions have been derived? Or is it when improvements in practice have been identified at the level of the person’s experience of that care? In the book, the qualitative researcher is challenged to ponder these questions as well as to be introduced to innovative ideas about how a qualitative project can be brought to have maximum effect.

One of the highlights of Morse’s books is the dialogue sections between chapters. In them, we witness a lively yet professional debate of a high standard. You can sense a wonderful atmosphere in this forum of scholars and their fun in exchanging ideas. I must admit that I enjoyed the dialogue sections in the first book so much that in the second one I started with reading them all. In this third one, I savored them like a piece of chocolate at the end of each chapter. Such groups as Morse brings together, as well as the atmosphere developed, is an excellent forum—a springboard for new ideas, accentuating the importance of dialogue between scholars adhering to different qualitative methodologies.

Reading a good book can be like taking a good course or entering a school. This book is such a school—a school of thought in qualitative research. It offers a wealth of information, and there are many ideas dealt with that are not limited to qualitative research; therefore, the book should be of interest to all researchers, scholars, graduate students, and enlightened practitioners. Many of the 22 authors are excellent...
storytellers, and their sincere desire to give of their knowledge, to contribute to worthwhile knowledge, is one of the hallmarks of this scholarly and valuable book. It can be read from cover to cover as I did (with much pleasure) or consulted with regard to certain topics. As an editor, Morse is not recording the development of qualitative research—she is making it, shaping it, and setting the standards.

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