

Nordstrom; influential librarians such as Anne Carroll Moore; publishers such as Frederic Melcher; and critics and reviewers and historians such as Brian Alderson. There are entries on associations, such as the International Reading Association and Society of Children's Book Writers and Illustrators. The scope is wide, with helpful entries on different genres, magazines, series books, and items that might once have been considered low or popular culture. There are entries on trends and issues, and the editors are to be congratulated for entries on timely topics such as the one on "Gay and Lesbian Literature for Children" by Michael Cart, which stands beside articles such as the one on the history of nursery rhymes. Are there omissions? Sure—what work doesn't leave out somebody's favorite? Nonetheless, the broad coverage, the ease of use, the readability and accessibility of the text make this a good choice.

The editor admits that although the work tries to be international in scope, there is a slight emphasis on Anglo American topics because the audience for this work is English-speaking. That does not mean that the entries slight robust children's literature in any time period or country. The work had two editorial boards, with nine senior associate editors who are recognized international scholars, as well as twenty-two advisors representing different countries, research agendas, and specialties. There are 3,200 signed entries of various lengths arranged in a single alphabetical arrangement. I was impressed with the overall high quality of the well-thought-out approach, scope of the work, and the entries. The text is illustrated with more than four hundred black-and-white images of frontispieces and illustrations from books as well as photographs of some authors. Unfortunately, some illustrations are grainy or blurry due to the nature of the original printed work. For example, the frontispiece for *Little Pretty Pocketbook*, originally published in 1787, is faint due to the nature of the original.

The first volume contains the list of entries for the work. Short selective bibliographies are contained at the end of major articles. All entries follow a standard format: the topic of the entry in bold letters, including birth and death dates where known, and the main body of the entry with cross references. The fourth volume contains a selected bibliography of works on children's literature; an international list of awards for children's literature; an alphabetical list with contact information for collections of children's literature; a topical outline of the entries; a directory of contributors with their affiliation and list of entries; and the index, which is very thorough and helpful.

By comparison, Hunt's *International Companion Encyclopedia of Children's Literature* (Routledge, 2004) has a different scope and approach. It contains fewer but much longer entries on seminal topics in children's literature and is not really designed for ready reference work. Cullinan and Person's *The Continuum Encyclopedia of Children's Literature* (Continuum International, 2005) provides good, short coverage of the kind you might expect in a dictionary but does not have the depth and breath of this work. Similarly, *The Oxford Companion*

to Children's Literature by Humphrey Carpenter and Mari Prichard (Oxford Univ. Pr., 1999) contains quick biographical information and some additional information on genres but does not have the in-depth coverage of this work.

The Oxford Encyclopedia of Children's Literature is going to become the standard reference work and as such is a welcome addition to the field. It will be most useful in public and academic libraries but it could also find a home on the reference shelves of high school libraries with classes in the area. I found myself just wanting to sit, browse, and read the articles, and I learned something new from nearly every one of them. I was delighted by the international coverage. I recommend it highly.—Dona J. Helmer, Librarian, Anchorage School District, Alaska

Race, Ethnicity, and Education. Ed. by E. Wayne Ross and Valerie Ooka Pang. Westport, Conn.: Praeger, 2006. 4 vols. alkaline \$350 (ISBN 0-275-98596-2).

Corporate and government officials often cite workforce readiness as the most desired outcome of public schooling. In response, editors Wayne Ross and Valerie Pang insist that education be "founded on the ethic of care and action for social justice" (ix). Ross and Pang believe that students must be empowered "to think, analyze, build communities of learners, and develop citizenship skills." (xi). They ask, "Can our students work together? Can they analyze social problems? Do they speak up and take leadership in the creation of action plans to address issues such as oppression?" (xi). In bringing forth *Race, Ethnicity, and Education (REE)*, Ross and Pang aim to inform us about this important framework.

With the increasing diversity of America's schoolchildren in mind, Ross and Pang focus on four key topics: multicultural practices, language and literacy, racial identity, and racism and antiracism in education. Each volume addresses one of these concerns and includes its own introduction, contributor biographies, and index. Therefore, individual books could stand alone and would be usable for readers who need only one volume. Yet this arrangement complicates searching for ideas or groups, such as critical pedagogy or African Americans, which could be addressed in each volume. Having an additional table of contents, glossary, bibliography, and index for the entire work would have been icing on the cake.

As a whole, the four-volume set contains more than fifty essays, written by nearly one hundred contributors. At first, I was disappointed that several heavy-hitters were missing from the table of contents. For instance, one will not find chapters by James A. Banks, Jim Cummins, Deborah Meier, Joe Kincheloe, Jonathan Kozol, or Sonia Nieto. Fortunately, their influence is apparent if one looks in the endnotes or indexes. The vast majority of the authors here are academics or doctoral students, though some are classroom teachers or nonprofit executives. Only seven of the contributions have been previously published, and most of the essays reference recent scholarship or events. So, *REE* presents a great deal of new information.

SOURCES

Many existing reference works and monographs treat English language teaching, educational equality, culturally responsive teaching, and children's social and cultural development in isolation or emphasize some dimensions while shortchanging others. For instance, Eli Hinkel's worthy *Handbook of Research in Second Language Teaching and Learning* (LEA, 2005) provides many details on listening, speaking, reading, and assessment in a second language. But thorny issues of cultural identity and language policy are somewhat slighted, appearing in the last 150 pages of the 1,150-page tome. Similarly, Kincheloe's timely *Praeger Handbook of Urban Education* (Praeger, 2006) is very strong in terms of antiracism but doesn't delve deeply into language issues.

Sets like Ross and Pang's, which demonstrate the connections between these topics and treat them on an equal footing, are rare and valuable. James and Cherry Banks's *Handbook of Research on Multicultural Education* (2d ed., Jossey-Bass, 2004), approaches *REE*'s breadth of coverage, but seems to orient readers to trends in research rather than supporting arguments for change. *Urban Education* (2007), *English Language Teaching* (2007), *Educational Policy* (2005), and other volumes in Springer's International Handbooks of Education series (1996–) might cover similar ground, but many libraries will not be able to meet the price, which averages \$475 per volume. Hence, *REE* has greater potential to reach and influence practicing teachers, concerned parents, and community decision-makers, as well as researchers.

It is important to note that Ross and Pang have struck other balances as well, making their work useful for various readerships. For instance, their handbook contains essays discussing broad concepts or theories, as well as case studies that provide concrete and memorable examples. There are contributions that address the concerns of practicing teachers and administrators, as well as essays directed toward faculty in teacher education programs. One also finds information about different ethnic groups, including African Americans, Hmong, and Mexicans.

Partially because of NCATE accreditation Standard 4, which focuses on diversity issues, many undergraduate teacher education programs require students to take at least one course on social and cultural factors in education. *REE* is absolutely essential for college-level education collections. It will also be informative for communities that are grappling with social issues in education. As soon as my copy was cataloged, several professors and numerous students visited the reference department to thumb through it. I bet that your copy would be heavily used too.—Bernadette A. Lear, *Behavioral Sciences and Education Librarian, Penn State Harrisburg Library, Middletown*

Revolutionary War Almanac. By John C. Fredriksen. *Almanacs of American Wars*. New York: Facts On File, 2006. 768p. alkaline \$85 (ISBN 0-8160-4997-7).

In recent years there has been a renewed interest in the American Revolutionary War, resulting in the publication of

many new or revised books, encyclopedias, and dictionaries. Even with the wealth of new material, this almanac is a welcome addition. The goal of this work is "to highlight the military facets surrounding this conflict, with extensive coverage granted to the leading players involved and several of the more significant battles" (iv). This goal drives the arrangement of the work as a whole.

Divided into two main sections, a chronology and a historical dictionary, the almanac strives to cover the whole period of the revolution. The chronology is exceptional in starting with the year 1763, thirteen years prior to the signing of the Declaration of Independence. Within each year are listed specific days on which significant events occurred. Under each day, events are labeled by their location, such as North, South, West, Caribbean, or naval, and by their nature, involving either diplomacy or politics. The first entry is for February 10, 1763, the date of the signing of the Treaty of Paris, which signaled the end of the Seven Years' War (known as the French and Indian War in the United States). After events in the early months of 1775 showed that the colonies were headed toward open rebellion, the chronology lists almost daily events. The last entry is for December 23, 1783, the day on which General George Washington resigned as commander-in-chief of the Continental Army.

The second main section is the historical dictionary of 368 entries, primarily on people, though it also includes some places, events, and battles. Most entries are less than a page, although significant personages such as George Washington receive slightly longer coverage. Each entry follows a uniform style and each includes a bibliography and relevant cross references to other articles. Some entries have black-and-white illustrations. For biographies, the entries provide basic information, such as birth and death dates, background, and education while focusing primarily on the individual's wartime activities. Although most entries cannot compare to the depth provided in sources such as *American National Biography* (Oxford Univ. Pr., 1999) or *Encyclopedia of the New American Nation* (Scribner, 2006), students will find them very useful for basic information.

The almanac also includes a section of maps of major battles as well as a good, although not complete, index. The bibliography focuses on publications from 2000 to 2005, providing sources for current information.

Although there are many reference sources on the Revolutionary War, this one is a worthy purchase because it provides a wealth of information for students based on the latest scholarship. Thus, it is a recommended purchase for most larger public libraries and all academic libraries.—Gregory A. Crawford, *Director, Penn State Harrisburg Library, Middletown*

Women and War: A Historical Encyclopedia from Antiquity to the Present. Ed. by Bernard A. Cook. Santa Barbara, Calif.: ABC-CLIO, 2006. 2 vols. acid free \$185 (ISBN 1-85109-770-8).

Women and War: A Historical Encyclopedia from Antiquity to the Present (hereafter, *Women and War*) seeks to provide the interested reader with the breadth of women's war experiences,