

essays on topics like “Asian American Ethnomusicology and Folklore” and “Asian American Queer Studies and Folklore.”

Simon J. Bronner's *Encyclopedia of American Folklife* (M.E. Sharpe, 2006) addresses some Asian American communities like the Chinese, Hmong, Japanese, and Korean, but does not encompass as many or in as much detail as the *Encyclopedia of Asian American Folklore and Folklife*. This encyclopedia is an outstanding contribution to the emerging field of Asian American Studies. Because it is interdisciplinary, a multitude of high school and college-aged students would benefit from using this source. Highly recommended for all libraries.—Megan Coder, Senior Assistant Librarian, State University of New York, New Paltz

Encyclopedia of Curriculum Studies. Ed. by Craig Kridel. Los Angeles, Calif.: Sage Reference, 2010. 2 vols. \$350 (ISBN 978-1-4129-5883-7).

The study of curriculum began in the early twentieth century and is therefore a relative newcomer in the discipline of Education. This 2-volume encyclopedia published by Sage Reference focuses on work in North America and is the first of its kind. Its emphasis is on current and future trends in the field rather than historical aspects. One other encyclopedia, *The International Encyclopedia of Curriculum*, edited by Arieh Lewy (Oxford, 1991), covered a wider area and is now in need of updating.

In his introduction, Professor Kridel explains how the orientation of the publication changed from its first inception. When the original editor, William H. Schubert, became unable to continue, Professor Kridel assumed editorship. He saw the encyclopedia as a work of service scholarship which would serve primarily as an introduction to general education in a field that continues to expand and change. “Rather than attempting to reconceive and redefine curriculum studies, I viewed the publication as a form of service to help the reader understand the field and those core terms and concepts that comprise its essential features” (xxx). The introduction is also instructive in separating *curriculum studies* from “the field of curriculum”—a separation which is not immediately intuitive.

Volume 1 begins with a listing of the 500 entries chosen by Professor Kridel with input from the editorial board and other colleagues. Next is a Reader's Guide which divides and lists the entries into ten general topic categories. A page of information about the editor is followed by a listing of the contributors and their associated institutions. The editor's introduction gives information about the concepts, definitions, and ideas that make up the volumes. The encyclopedia entries are concise and readable. Each one is signed by the author and followed by a list of further readings and sometimes “see also” topics. An extensive index is at the end of the second volume.

This encyclopedia contains many unusual aspects. Biographical entries are kept to a minimum, but there are group biographies in the form of historical accounts of universities whose faculty have greatly influenced the field. Influential journals and books are treated as subject entries. Two topics,

Nature of Curriculum Studies and Future of Curriculum Studies, are comprised of five essays each to present varied opinions and approaches to what are inevitably basic discussion topics. At the end of volume two is a seventeen page Appendix which deals with one of the first and most influential publications in the field of curriculum studies, the *26th Yearbook of the National Society for the Study of Education*, a two-volume set published in 1927. From that yearbook came eighteen guiding questions which are addressed from a contemporary perspective by two curriculum scholars, Timothy Leonard and Peter M. Hilton.

The credibility of *The Encyclopedia of Curriculum Studies* is enhanced by its editor as well as over 200 contributors drawn from the leading scholars in the field of Education. Most are from the United States and Canada with a few from Europe. Editor Kridel, the E. S. Gambrell Professor of Educational Studies at the University of South Carolina, is also that institution's curator of its Museum of Education. Professor Kridel has written numerous books and articles, served on editorial boards, boards of directors, was founding editor of the journal *Teaching Education*, and is credited with other accomplishments too numerous to list in this review. I also applaud his choice of a reference librarian, Mary R. Bull, to serve as managing editor.

This publication is a highly recommended addition for academic libraries in institutions where programs in Education are offered.—Dr. Nancy F. Carter, Librarian Emeritus, University Libraries, University of Colorado, Boulder

Encyclopedia of Human Body Systems. Ed. by Julie McDowell. Santa Barbara, Calif.: Greenwood, 2011. 2 vols. acid free \$125 (ISBN 978-0-313-39175-0). E-book available (978-0-313-39176-7), call for pricing

In a market already filled with anatomy and physiology texts, McDowell's *Encyclopedia of Body Systems* adds little. McDowell's encyclopedia focuses on the various organ systems in the human body and provides basic, comprehensive information on how the specific organ systems function. The text is well written, but it is arranged more like a textbook rather than an encyclopedia. The content is organized into chapters rather than individual, independent entries. Each chapter begins with a list of interesting medical facts followed by lists of key terms and concepts addressed in the chapter. The remainder of the chapter provides information on a specific organ system and concludes with a summary. This content is broken down into various headings and subheadings. Though the content is easy to follow and reads smoothly, a chapter based arrangement is inefficient for an encyclopedia. Each section in a chapter is written in relation to the other sections within that same chapter. For example, in the “Endocrine System” chapter there are two sections regarding feedback mechanism. The reader cannot only read “Negative Feedback” or “Positive Feedback” to learn more about mechanisms of feedback: he or she has to read the preceding sections as well.

Features typically found in an encyclopedia are lacking in