

SOURCES

level.—*Rob Snyder, Reference and Instruction Librarian, Bowling Green State University, Bowling Green, Ohio*

Encyclopedia of American Immigration. Ed. by Carl L. Bankston III. Pasadena, Calif.: Salem, 2010. 3 vols. alkaline \$395 (ISBN 978-1-58765-599-9). Online access included with purchase of print.

This collection is aimed at high school and undergraduate students seeking context on issues relating to immigration, both historical and contemporary. The stated goal in the Introduction is “to answer all the questions about immigration in American history that students are likely to ask” (ix). Each essay begins with a brief definition, a date, when appropriate, and a statement of significance before the topic is discussed in greater detail. This format is helpful for students who want to quickly determine the “what, when, and why” before deciding whether to read further.

The 525 entries are concise (ranging from 300 to 3000 words), easily comprehensible, and largely jargon-free. About one-third provide overviews of broad subjects such as Art, Labor, or Television. These topical essays highlight immigrants’ experiences and contributions within these fields. There is also treatment of specific national groups (Cambodians, Italians, Haitians, etc.), histories of U.S. States, and discussions of significant laws, treaties, and court cases. In choice of content the volumes under review are hardly groundbreaking, many of the same topics appear in the publication *Immigration in U.S. History* (Salem Press, 2006) also edited by Dr. Bankston. The present work is both more up-to-date, and, on the whole, better written. The writing style reflects the goal of anticipating and answering questions. The authors have done an admirable job distilling complex topics so as to make them readily understandable. Every essay concludes with a selective bibliography for students who wish to explore the topic further. Useful appendixes include an annotated list of U.S. Supreme Court rulings, a chronology of federal laws on immigration (up to 2009), and descriptions of federal government agencies concerned with immigration.

Salem Press is offering purchasers of the print set free access to the online version through 12/31/2011. Libraries that purchase the print and wish to use the online can do so via IP authentication, a referring URL, or username/password access. Access outside the library can be granted with a Remote Access password. After 2011, there is a \$100 annual hosting fee which is waived for libraries that purchase a new title in the Salem History collection. Additional details about Salem Online at: http://salempress.com/Store/pages/salem_online.htm

The online version includes all the content of the print, with the obvious advantage of full-text searching. The topical categories from the print index are reproduced allowing users to scan for essays grouped under broad headings (Court Cases, Health, Economics, or Politics, for example). The helpful appendixes and indexes are included and the cross-references are conveniently hyperlinked.

While no single work can possibly answer all questions

about immigration, the editors have succeeded in compiling a collection that meets student needs. The inclusion of online access increases the appeal to students who may be reluctant to consult print reference works.—*Eric Novotny, Humanities Librarian, The Pennsylvania State University, University Park*

Encyclopedia of Asian American Folklore and Folklife. Ed. by Jonathan H. X. Lee and Kathleen Nadeau. Santa Barbara, Calif.: ABC-CLIO, 2011. 3 vols. acid free \$265 (ISBN 978-0-313-35066-5). E-book available (978-0-313-35067-2), call for pricing.

The *Encyclopedia of Asian American Folklore and Folklife* is a three-volume set that covers twenty-three Asian American cultural groups. Lee and Nadeau explain in the preface that they wanted “to be as exhaustive as possible in terms of covering all the different Asian American cultural communities, especially those traditionally underrepresented in the literature, such as new immigrant communities, adoptees, and interracial and mixed heritage Asian Americans” (xxix). Some of these underrepresented groups include the Afghan Americans, Nepali Americans, Okinawan Americans, Pakistani Americans, and Tibetan Americans. Readers will find the lengthiest entries involving more recognized cultures like the Chinese Americans, Filipino Americans, Japanese Americans, and Vietnamese Americans.

The encyclopedia is arranged alphabetically by Asian American group, and each culture is introduced with an extensive historical essay followed by shorter essays on a variety of topics like “Clothes and Jewelry,” “Dying and Death Rituals,” Folk Music,” “Heroes and Heroines,” “Literature and Folklore,” “Religion,” and “Superstition and Taboo.” The editors state, “Asian American folklore and folklife consists of more than Asian mythologies narrated in Asian American families and communities . . . Asian American folklore and folklife is an *Asian American way of life*” (xxxvi).

There are more than 600 entries that have all been signed and written by 179 international contributors and the institutional affiliations of these experts can be found in volume 3. Each volume contains a comprehensive index, and many of the essays conclude with a further reading list and “See also” cross-references that direct the reader to related topics. Volume 3 also includes a five-page bibliography listing many essential Asian American folklore and folklife texts along with an appendix that contains a selection of eleven folktales from some of the Asian American cultural groups like the Filipino Americans and their legend of the pineapple. Black-and-white illustrations and photographs accompany several entries.

Overall, the *Encyclopedia of Asian American Folklore and Folklife* is geared toward a general audience and is very user-friendly. The introduction is most informative because the editors define folklore and folklife and clarify how these definitions and studies have developed through time. This is very helpful for someone who is unfamiliar with the discourse on this topic. Following this introduction is an eighty-nine-page section on “Pan Asian Americans,” which contains scholarly

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