

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

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McDowell's text. There are no lists of further readings or see also references. All figures and illustrations are in black and white. Chapters that address such complex topics as "Cerebral Circulation and the Blood-Brain Barrier" would benefit from additional images to help readers better understand the content. There is a glossary, index, and select bibliography in addition to illustrations, figures, and tables when available. The only features of note are Side Bars which are found in each chapter: the Side Bars provide additional facts regarding the specific organ systems.

Another issue of note is the lack of authority of the editor and contributors to the text. Over half of the contributors including the editor do not hold advanced degrees in science or medicine and none of the contributors are clinicians. The lack of authority is also evident in the Select Bibliography: the majority of the references provided are websites. With an exception of three references published after 2001, the remaining references are either books written by the contributors or books that were published at least 10 years ago. There are no references to such premier texts as Netter's *Atlas of Human Anatomy* (Saunders/Elsevier, 2010, 5th ed) or Thibodeau and Patton's *Structure and Function of the Body* (Mosby, 2004, 13th ed).

The intended audience for the *Encyclopedia of Human Body Systems* is students; however, the specific student population is not identified. This encyclopedia is too basic for students in higher education and is not recommended for high school students due to the text's lack of authority. There are many similar works currently available that are more authoritative and appropriate for students. Ashwell's *Anatomica: The Complete Home Medical Reference* (Firefly, 2010, 2nd ed.) is comprehensive, written at a level appropriate for high school students, has many colorful images, and has a robust list of consultants and contributors (of the 23 individuals listed, all but four are either MDs, researchers, or university instructors). Burnie's *Concise Encyclopedia of the Human body* (Dorling Kindersley, 1995) and Walker's *Encyclopedia of the Human Body* (DK Publishing, 2002) are also comparable texts for high school students. Undergraduate and graduate students would find the works of Netters and Thibodeau of most use.

McDowell's work may be of interest to a public library that needs to supplement a basic science collection; however, it is not appropriate for school library collections or academic library collections.—*Maria C. Melssen, Head of Learning and Information Services, Florida International University, Miami*

Encyclopedia of Media and Propaganda in Wartime America. Ed. by Martin J. Manning and Clarence R. Wyatt. Santa Barbara, Calif.: ABC-Clío, 20011. 2 vols. acid free \$180 (ISBN 978-1-59884-227-2). E-book available (978-1-59884-228-9), call for pricing.

ABC-Clío's *Encyclopedia of Media and Propaganda in Wartime America* [EMPWA] offers a unique treatment of conflict-related events and people that "were noteworthy for the media and propaganda they generated" (xix). Editors Manning, a

librarian at the Bureau of Public Diplomacy, U.S. Department of State, and Wyatt, a Professor of History at Centre College, have blended military and social history with media studies, making this work useful for a broad range of students and other researchers.

EMPWA covers the period from the origins of the French and Indian Wars (approx. 1750), to the wars in Iraq and Afghanistan. Articles are concise and engaging, defining topics according to their key sociopolitical messages. For example, the entry on the Ghost Dance, a term applied to a pair of ceremonial dances originated by Paiute and Sioux Indians in the 19th century, not only charts its historical origins but describes how the dance functioned as both a ritual to invoke the return of buffalo and, later, a way of organizing and empowering Indians in opposition to white Colonialism.

Historical context gives shape to this two-volume work, which is grouped into chapters corresponding with specific periods ("American Civil War," "Cold War"). These are introduced by framing essays that summarize major historical events and related propaganda efforts. Entries are alphabetically arranged within chapters; this differs from ABC-Clío's *Propaganda and Mass Persuasion: A Historical Encyclopedia, 1500 to the Present* (2003), which eschews chapters in favor of a fully alphabetical approach. While EMPWA's organization may be less ideal for a quick look-up, it does contain sectional tables of contents and an index. Overall, these chronological chapters combined with the introductory essays add depth that will be especially useful to students of history.

Other features include a timeline of important events and extensive "See Also" notes for entries. References are provided for each article, in addition to a "Further Reading" bibliography for each chapter, adding to EMPWA's function as a gateway to propaganda research. All articles are signed, and each volume contains an "About the Editors and Contributors" section that specifies contributor affiliations. Images are included throughout.

These last two features also highlight potential weaknesses. While many contributors are professors, librarians and institutionally affiliated historians, some articles are authored by independent scholars. This criticism is not intended to denigrate the value or quality of independent scholarship, but some selectors and faculty might find this troublesome. Moreover, the images, which are generally high quality, are a little scarce. As an example, the article on the Confederate Battle Flag states that it "is often confused with the national flag of the Confederacy" (317). While the article itself presents a succinct account of the flag's symbolism during and after the Civil War, side-by-side images of the two flags would illuminate why the images are often confused. A visit to Wikipedia provided the missing images, but subsequent editions of EMPWA would benefit from added graphical content.

Overall, EMPWA seems to fill a gap in available reference tools, with its narrow focus on war propaganda and its role in the American story. Related titles include the aforementioned *Propaganda and Mass Persuasion* and Greenwood Press's *Historical Dictionary of American Propaganda* (2004).