

SOURCES

“Thematic List of Entries” provides access to entries based on profession and gender. *Key Figures* also includes an “Entries by Region” index and four black-and-white maps.

Many libraries may already own Joseph R. Strayer’s (ed.) *Dictionary of the Middle Ages* (Scribner, 1982–1989), which does provide entries for many of the individuals included in *Key Figures*. However, the latter source has made an admirable attempt to include entries on people for whom there is little biographical information, but who contributed significantly to medieval culture. As a result, *Key Figures* includes entries on many women not included in Scribner’s *Dictionary*—for example, the eleventh-century poets Qasmūna Bint Ismā’īl, “the first known Jewish woman writer on the Iberian Peninsula” (549), and Wallādah Bint Al-Mustafki, famous for her panegyric, satirical, and love poems. In addition, *Key Figures* sometimes provides lengthier, more in-depth articles on better known female historical figures—for example, the English mystic writer Julian of Norwich and the Carolingian Renaissance poet Marie de France.

Key Figures provides a single-volume, handy source for students, general readers, and scholars and is highly recommended for public and academic libraries, especially those who do not own all volumes of the Routledge Encyclopedias of the Middle Ages series or Scribner’s *Dictionary of the Middle Ages*.—Eileen Oliver, Assistant Professor, San Antonio College Library, Texas

Medicine, Health, and Bioethics: Essential Primary Sources. Ed. by K. Lee Lener and Brenda Wilmoth Lerner. Social Issues Primary Sources Collection. Farmington Hills, Mich.: Thomson Gale, 2006. 513p. alkaline \$110 (ISBN 1-4144-0623-1).

Part of the Social Issues Primary Sources Collection series, this valuable and well-organized reference provides ready access to primary documents and first-hand accounts focusing on important milestones, ethical issues, and controversies in medicine and health from the nineteenth, twentieth, and current centuries. Using these materials, the editors show the progression of science and advances in medicine and their corresponding impact on society from the industrial age to modern times.

The 161 entries in this compilation include a variety of primary resources, such as report extracts, book excerpts, journal, magazine, and newspaper articles, legal decisions, speeches, photographs, press releases, artworks, and e-mail messages. Each entry is about a different primary resource. Even though the coverage is multifaceted, this well-designed book is easy-to-use because the entries follow a consistent and uniform format.

Each entry identifies the type, byline, date, and source of the primary source, along with brief biographical information about the author or photographer, and important contextual and background information. The primary source itself is wholly or partly reproduced, together with a conclusion that further explains the significance of the source in the history of medicine. There is a “Further Resources” section, many of

which are Web sites accessed as recently as 2005 and 2006. All entries make effective use of shading, bold type, and headings.

The work is organized into eight broad topics: “Biomedical Science,” “Clinical Medicine,” “War and Medicine,” “Industry and Medicine,” “Public Health,” “Wellness and Health,” “Alternative Medicine,” and “Bioethics.” The primary sources contained in each section progress in sequence from the 1800s to more current dates, including entries focusing on events from 2004 and 2005. In addition to a formal introduction examining the relationship between social issues and medical science, the work offers a guide to using an entry and an explanation of the proper use and purpose of primary resources. Additional features are a chronology of important events in medical history, a list of the advisors and contributors along with their academic credentials and affiliations, and a multi-page list of acknowledgements. The work ends with an extensive listing of “Sources Consulted” and an index.

Interesting and eye-opening current entries include a journal article about telemedicine using wireless communication systems, a newspaper article outlining long-term disaster response to the 2004 Indian Ocean tsunami, and an e-mail describing the Tulane Hospital evacuation during Hurricane Katrina. An impressive older source is a 1981 journal article excerpt about a mysterious disease now called AIDS, which is accompanied by another primary source, a photograph of a weakened Ugandan HIV patient.

The editors clearly state that the work is not comprehensive, but it was disappointing that not a single blog or wiki was used as an example of a primary source. It is well documented that blogs and wikis often provide real-time, first-hand accounts, especially during natural disasters, when other communication methods are unavailable.

The editors’ goal with this work was to generate interest and bolster further investigation into the subjects. This well-written work fulfills this goal and is a good choice for biomedical and medical history academic reference collections.—Caroline Geck, Librarian, Kean University, Union, New Jersey

The Oxford Encyclopedia of Children’s Literature. Ed. by Jack Zipes. New York: Oxford Univ. Pr., 2006. 4 vols. acid free \$495 (ISBN 0-19-514656-5).

Jack Zipes, editor for this impressive work, notes in his introduction that “children’s literature has come of age” (xxix). This encyclopedia tries to include information on the most significant and sometimes even the not-so-significant works that have played a role in the history of children’s literature around the world. (Some entries stray into the arcane, such as the short entry on George Armstrong Custer because of his influence on the dime novel.) There are articles on history and the state of children’s literature in such countries as Australia, Austria, Brazil, Germany, Korea, and Russia. There are hundreds of articles on authors and illustrators from the fifteenth century to the twenty-first; editors such as Ursula

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.