

whether as active participants, passive victims, or war protesters. One hundred twenty international scholars contribute articles that trace these experiences from the beginning of recorded history to the present.

Many, if not most, of these articles are biographical, treating the war experience of an individual woman from “Adams, Jane (1860–1935)” to “Kurmanjan-Datkha (ca. 1811–1907)” in volume 1 and from “Lady Haw Haw’ (Margaret Cairns Joyce) (1911–1972)” to “Zenobia, Queen of Palmyra (d.274)” in volume 2. Each article is signed by its author and includes cross references to related biographies or to one of the topical entries, concluding with a short listing of references for additional reading. A black-and-white photograph of the subject occasionally illustrates a biography.

Topical articles such as “Finland, Women in the Winter War” and “Rwanda: Women and the Genocide” treat women’s collective experiences from active military service in national armies to guerrilla warfare, national liberation movements, peace activism, war relief work on the home front, rape, and the spread of AIDS. These topical articles also include the occasional black-and-white illustration as well as cross references to related topical entries or to related biographies. Each topical article is signed and provides suggestions for further reading.

A “Topic Finder” (“Atrocities,” “Combatants/Military Personnel,” “Service Organizations”) at the front of each volume assists the reader in reviewing topical articles and related biographies by broad categories, while an extensive subject index in volume 2 (“African Americans, Korean War,” “Operation Desert Storm,” “Pankhurst, Emmeline”) leads the reader to specific pages. Volume 2 also includes a listing of all acronyms used in the encyclopedia (“NSWF—New Sudan Woman’s Federation,” “PDF—Panamanian Defense Forces,” “SIP—Sisterhood of International Peace”).

Women and War supplements but does not replace Reina Pennington and Robert Higham’s two-volume *Amazons to Fighter Pilots: A Biographical Dictionary of Military Women* (Greenwood, 2003), which was previously reviewed in *Reference & User Services Quarterly* by this reviewer. Although the two works include many of the same women (Laura Secord, Louise Michel, and Rhonda Cornum, for example), there are differences in emphasis and detail between these overlapping articles. These differences would merit the inclusion of both works in the general reference collection even if they were the only differences between the two publications, but there are other reasons as well. Because *Amazons to Fighter Pilots* places its emphasis on women who engaged in actual combat, it includes many more women selected across time and cultures who fit this category, both in individual and collective biographies, than does *Women and War*. However, it lacks the articles relating to women’s experiences of war outside of actual combat that are the great strength of *Women and War*, giving it a broader perspective on the totality of war’s reach. In short, the two works complement each other.

Women and War also complements an earlier work published by ABC-Clio, Victoria Sherrow’s *Women and the Military: An Encyclopedia* (1996), which focuses on women in the United States and is now ten years old . . . which brings up a minor quibble about *Women and War*. This reviewer finds it disappointing in an encyclopedia published in 2006 that no mention is made of Pvt. Jessica Lynch or Spc. Shoshana Johnson, or indeed of women’s participation in the present war in Iraq beyond the brief nod to the regrettable actions of Pvt. Lynndie England at Abu Ghraib Prison in the editor’s introduction (xxxvi).

Women and War is suitable for both the general reader and the specialist. The encyclopedia is recommended for addition to the reference collections in public libraries, high school libraries, and academic libraries, especially those with strong women’s studies and military history collections. *Women and War* is also available online as an e-book (ABC-Clio, 2006).—Sally Moffitt, *Reference Librarian and Bibliographer, History, Political Science, African American Studies, Asian Studies, Judaic Studies, Latin American Studies, and Women’s Studies, University of Cincinnati, Ohio*

Professional Materials

Karen Antell

Editor

Accessing the Classics: Great Reads for Adults, Teens, and English Language Learners. By La Vergne Rosow. Westport, Conn.: Libraries Unlimited, 2006. 301p. \$40 (ISBN 1- 56308-891-6).

How do you teach the classics? What books are considered classics? La Vergne Rosow’s *Accessing the Classics: Great Reads for Adults, Teens and English Language Learners* answers both of these questions. This book supports those who work with readers of any skill level to improve reading comprehension and related skills while providing access to classic literature. Rosow’s introduction not only discusses the choice of books considered classics but also provides information for teachers on identifying types of readers and suggestions on working with students and materials. Rosow recommends introducing classic literature first with a more accessible format, such as Reader’s Theater or a picture book, before proceeding to more challenging works.

The author has provided a brief chronological and historical overview of classic literature. Each chapter, from “Myth and Legends of Ancient Civilizations” to “Modernism,” gives brief introductions to each topic and is broken down into categories or authors, providing descriptive annotations that include concise plot summaries, information on how to use the book, readability, support materials, and related reads. Icons are used as ratings to signify the level of reading difficulty.

SOURCES

Rosow includes a variety of titles for each topic and author, including accurate retellings and picture books that help the student with comprehension and related skills. Comprehensive indexes include author, title, and subject access.

A well-organized book that presents a structured and useful plan to presenting classic literature, *Accessing the Classics: Great Reads for Adults, Teens and English Language Learners* will be helpful to anyone who teaches literature. Literacy coordinators can use this as a guide for their literacy volunteers when they need a new approach or new material. Intended for a broad range of literacy workers, reading specialists, homeschooling parents, and teachers, this book is suitable for any group in any setting that has an ongoing literacy program.—*Jenny Foster Stenis, Coordinator, Children's Services, Pioneer Library System, Norman, Oklahoma*

American Reference Books Annual. Volume 37. Edited by Shannon Graff Hysell. Westport, Conn.: Libraries Unlimited, 2006. 820p. \$125 (1-59158-379-9).

American Reference Books Annual (ARBA) is intended as a tool to assist librarians in the selection of reference materials. It has a stated aim of comprehensiveness in its coverage of substantial English-language materials. *ARBA* began publication in 1970, and has since become a standard reviewing service. It is often taught as a basic source in library science courses on reference services and sources, and it can be found in the collections of many types of libraries.

The 2006 edition of *ARBA* contains signed reviews of more than 1,500 books, CD-ROMs, and Internet sites. It comprises thirty-seven chapters, grouped into four major parts. The first part, focusing on general reference works, consists of a single chapter subdivided by form. Each subsequent part covers a broad disciplinary category and is subdivided into chapters on individual disciplines or topics. Following the scheme of previous editions, the arrangement is clear and logical, as is the format of the entries themselves. The format will be familiar to anyone who has used *ARBA* or any of the Libraries Unlimited reference guides, making its use intuitive for many librarians. Its lengthy table of contents gives a handy and relatively detailed picture of topics covered. The author/title and subject indexes are indispensable and provide excellent access to the entries.

ARBA clearly approaches its goal of comprehensiveness. Indeed, it is the only regularly published comprehensive reviewing service expressly for reference materials. There are numerous library and information science (LIS) reviewing sources, which vary in format and quality. Too often, their reviews are mainly descriptive, listing source contents and features, while neglecting potentially important critical evaluation. In contrast, *ARBA* reviews typically provide specific and targeted assessment and recommendations, and generally are more detailed. They often compare similar sources and delineate their respective uses and strengths. Many entries cite other published reviews of the work. Like reviews in several other LIS sources, those in *ARBA* tend to be overwhelmingly

favorable in their explicit or implied recommendations for purchase. In this edition, for example, there are entire chapters with only positive recommendations. Nevertheless, the specificity and critical dimension commonly found in *ARBA* distinguish it from most other review sources and significantly increase its practical value.

Collection development librarians frequently seek objective information about materials. Some use a variety of information and review sources in their selection decisions, and are especially attentive to reviews in LIS journals. The relative value of reviewing services for any library will be determined by established practice and the judgment of individual librarians. For academic libraries, *Choice* (ACRL) is a popular and reasonable option. It is broader in scope than *ARBA*, and can be timelier. It is valuable for general collection development. *Choice* includes reference publications in its coverage, but is much more selective, and thereby less comprehensive than *ARBA* for reference materials. Its reviews also tend to be shorter and have less critical content. Regardless of the type of library, if one substantially utilizes reviews, *ARBA* can be useful in selection, particularly when comprehensiveness is important. The Web version, *ARBAonline*, is also a viable alternative. It has regular updates and cumulative coverage, and makes searching and browsing more convenient and efficient than the print version. Though more expensive, *ARBAonline* may in fact be a better choice.—*Anthony Stamatoplos, Associate Librarian, University Library, Indiana University-Purdue University Indianapolis*

¡Bienvenidos! ¡Welcome! A Handy Resource Guide for Marketing Your Library to Latinos. By Susannah Mississippi Byrd. Forward by Carol Brey-Casiano. Chicago: ALA, in collaboration with Cinco Puntos Pr., El Paso, Texas, 2005. 110p. \$20 (ISBN 0-8389-0902-7).

When the rise in the Latino population was reported in the current census, many libraries began investigating ways to serve a multicultural population in their service area. In this book, author Susannah Mississippi Byrd does an admirable job of explaining how to implement library programming to serve the Latino community.

The book is clearly divided into a logical sequence, which includes basic information and steps for gathering demographics and the needs of the community to be served. This first step serves as a needs assessment, which is crucial in applying for grants and talking to community leaders about the need for extra funding. Byrd also refers the reader to Reforma, the National Association to Promote Library Services to Latinos and the Spanish-Speaking. This organization works to promote the inclusion of more Spanish-language and Latino-oriented materials in library collections and to encourage the recruitment of more bilingual and bicultural library professionals and support staff.

Next, Byrd gives practical information about selecting books for a culture and language unfamiliar to the selectors. American publishers like to republish materials translated into Spanish, and this can be problematic. The content, pace, textile feeling, and even the quality of publishing is different