

## SOURCES

Many existing reference works and monographs treat English language teaching, educational equality, culturally responsive teaching, and children's social and cultural development in isolation or emphasize some dimensions while shortchanging others. For instance, Eli Hinkel's worthy *Handbook of Research in Second Language Teaching and Learning* (LEA, 2005) provides many details on listening, speaking, reading, and assessment in a second language. But thorny issues of cultural identity and language policy are somewhat slighted, appearing in the last 150 pages of the 1,150-page tome. Similarly, Kincheloe's timely *Praeger Handbook of Urban Education* (Praeger, 2006) is very strong in terms of antiracism but doesn't delve deeply into language issues.

Sets like Ross and Pang's, which demonstrate the connections between these topics and treat them on an equal footing, are rare and valuable. James and Cherry Banks's *Handbook of Research on Multicultural Education* (2d ed., Jossey-Bass, 2004), approaches REE's breadth of coverage, but seems to orient readers to trends in research rather than supporting arguments for change. *Urban Education* (2007), *English Language Teaching* (2007), *Educational Policy* (2005), and other volumes in Springer's International Handbooks of Education series (1996–) might cover similar ground, but many libraries will not be able to meet the price, which averages \$475 per volume. Hence, REE has greater potential to reach and influence practicing teachers, concerned parents, and community decision-makers, as well as researchers.

It is important to note that Ross and Pang have struck other balances as well, making their work useful for various readerships. For instance, their handbook contains essays discussing broad concepts or theories, as well as case studies that provide concrete and memorable examples. There are contributions that address the concerns of practicing teachers and administrators, as well as essays directed toward faculty in teacher education programs. One also finds information about different ethnic groups, including African Americans, Hmong, and Mexicans.

Partially because of NCATE accreditation Standard 4, which focuses on diversity issues, many undergraduate teacher education programs require students to take at least one course on social and cultural factors in education. REE is absolutely essential for college-level education collections. It will also be informative for communities that are grappling with social issues in education. As soon as my copy was cataloged, several professors and numerous students visited the reference department to thumb through it. I bet that your copy would be heavily used too.—Bernadette A. Lear, *Behavioral Sciences and Education Librarian, Penn State Harrisburg Library, Middletown*

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**Revolutionary War Almanac.** By John C. Fredriksen. *Almanacs of American Wars*. New York: Facts On File, 2006. 768p. alkaline \$85 (ISBN 0-8160-4997-7).

In recent years there has been a renewed interest in the American Revolutionary War, resulting in the publication of

many new or revised books, encyclopedias, and dictionaries. Even with the wealth of new material, this almanac is a welcome addition. The goal of this work is "to highlight the military facets surrounding this conflict, with extensive coverage granted to the leading players involved and several of the more significant battles" (iv). This goal drives the arrangement of the work as a whole.

Divided into two main sections, a chronology and a historical dictionary, the almanac strives to cover the whole period of the revolution. The chronology is exceptional in starting with the year 1763, thirteen years prior to the signing of the Declaration of Independence. Within each year are listed specific days on which significant events occurred. Under each day, events are labeled by their location, such as North, South, West, Caribbean, or naval, and by their nature, involving either diplomacy or politics. The first entry is for February 10, 1763, the date of the signing of the Treaty of Paris, which signaled the end of the Seven Years' War (known as the French and Indian War in the United States). After events in the early months of 1775 showed that the colonies were headed toward open rebellion, the chronology lists almost daily events. The last entry is for December 23, 1783, the day on which General George Washington resigned as commander-in-chief of the Continental Army.

The second main section is the historical dictionary of 368 entries, primarily on people, though it also includes some places, events, and battles. Most entries are less than a page, although significant personages such as George Washington receive slightly longer coverage. Each entry follows a uniform style and each includes a bibliography and relevant cross references to other articles. Some entries have black-and-white illustrations. For biographies, the entries provide basic information, such as birth and death dates, background, and education while focusing primarily on the individual's wartime activities. Although most entries cannot compare to the depth provided in sources such as *American National Biography* (Oxford Univ. Pr., 1999) or *Encyclopedia of the New American Nation* (Scribner, 2006), students will find them very useful for basic information.

The almanac also includes a section of maps of major battles as well as a good, although not complete, index. The bibliography focuses on publications from 2000 to 2005, providing sources for current information.

Although there are many reference sources on the Revolutionary War, this one is a worthy purchase because it provides a wealth of information for students based on the latest scholarship. Thus, it is a recommended purchase for most larger public libraries and all academic libraries.—Gregory A. Crawford, *Director, Penn State Harrisburg Library, Middletown*

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**Women and War: A Historical Encyclopedia from Antiquity to the Present.** Ed. by Bernard A. Cook. Santa Barbara, Calif.: ABC-CLIO, 2006. 2 vols. acid free \$185 (ISBN 1-85109-770-8).

*Women and War: A Historical Encyclopedia from Antiquity to the Present* (hereafter, *Women and War*) seeks to provide the interested reader with the breadth of women's war experiences,

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.