

SOURCES

The second section contains the real heart of this work, more than fifty primary source documents. This section contains everything from the Mayflower Compact to the words to “Over the River and Through the Wood” to a poem by contemporary children’s author Jack Prelutsky. The documents are organized by ten broad historical time periods, including First Thanksgiving, Revolutionary Period, and Modern Times, and there is also a section on Native American perspectives on Thanksgiving. All documents have source notes or citations.

The final section of this work contains recipes ranging from appetizers to leftovers. There are instructions on how to handle and cook a turkey, prepare a turducken (a turkey stuffed with a duck stuffed with a chicken), and make desserts and drinks. This section does not have any source notes or discussion of the history (or rationale) of the recipes which is a little frustrating when one is looking for an “authentic” recipe.

The work also contains a helpful chronology, a bibliography, lists of photo and illustration credits, and an index that is essential if you need to find out about dispersed topics such as cranberries, which are mentioned in several sections of the book. The book is illustrated in black and white with small, muddy photographs or reproductions of artwork that do not really enhance the text.

Junior Worldmark Encyclopedia of World Holidays (U*X*L, 2000) is also designed for the general reader and deals with celebrations of specific holidays such as Christmas and Thanksgiving, but it does not have the wealth of primary source documents and extensive recipes. *The Thanksgiving Book* work pulls together information from many sources and provides helpful, quick access to primary source materials on many related topics that are not covered thoroughly elsewhere. Recommended for middle school through community college libraries and public libraries that need reference material in this area.—*Dona J. Helmer, Librarian, Anchorage School District, Anchorage, Alaska*

Women in American Musical Theatre: Essays on Composers, Lyricists, Librettists, Arrangers, Choreographers, Designers, Directors, Producers and Performance Artists. Ed. by Bud Coleman and Judith A. Sebesta. Jefferson, N.C.: McFarland, 2008. 292p. alkaline \$45 paper (ISBN 978-0-7864-3382-7).

This book aims to fill the gap in the existing literature where women ought to be. *Women in American Musical Theatre* not only celebrates the often-overlooked women discussed here, but also promotes a more scholarly discourse around musical theater generally with rigorous and thorough essays. Yet it does not seem useful to this reviewer as a reference work.

Two excellent publications focusing on historically marginalized groups in musical theater are *The Queer Encyclopedia of Music, Dance & Musical Theater*, edited by Claude J. Summers (Cleis Press, 2004) and Bernard L. Peterson Jr.’s *A Century of Musicals in Black and White: An Encyclopedia of Musical Stage Works by, about, or Involving African Americans*

(Greenwood, 1993). Like standard reference works, they provide access through multiple indices, offer internal bibliographies pointing to further research, and arrange the short entries alphabetically so the researcher can easily dip in and find relevant information. The same cannot be said for the arrangement of *Women in American Musical Theatre*; scholars and enthusiasts will continue to wait for the feminist reference counterpart to the two works mentioned above. Moreover, coverage in *Women in American Musical Theatre* is limited to the twentieth century, and as the editors point out in their introduction, the information here should be considered a sampling of women’s contributions rather than an overview.

Given the resources we already have to work with, does a collection of essays belong on the reference shelf? *Women in American Musical Theatre* is a worthwhile purchase for public and academic libraries because of the popularity of musical theater and the unique coverage of the subject. However, this book is recommended for the circulating collection.—*Amy R. Hofer, Research Instruction Librarian, Golden Gate University, San Francisco, California*

Women in the American West. By Laura E. Woodworth-Ney. Cultures in the American West. Santa Barbara, Calif.: ABC-CLIO, 2008. 387p. alkaline \$65 (ISBN 978-1-59884-050-6).

Notable author of American West–related scholarship Laura Woodworth-Ney has written an equally noteworthy historical survey with *Women in the American West*, the newest addition to the Cultures in the American West series. Woodworth-Ney immediately and necessarily defines the scope of her work both geographically and topically. Her “American West” includes North American areas west of the Mississippi River (excluding Hawaii and Alaska), while her topical scope is broad, including women who lived in or affected this geographic area and political and social events/phenomena that affected women in this geographic area. Woodworth-Ney organizes the majority of the work chronologically, rooting her discussion in the more general history of America at a given time.

Chapter two is devoted entirely to Native American experiences (though the experiences of this population are also interweaved throughout the work). Chapter one’s historiographical discussion of methods and limitations of conducting historical research about women in the American West suggests this work’s appropriateness as a women’s history textbook. A strong proponent of the benefits of including primary sources in the historical research process, the reviewer was pleased to find a twelve-page discussion on locating such resources for the covered topic. It was with great surprise and disappointment to then discover that the remainder of the work contains few examples of primary resources other than black-and-white photos. While some primary resources are cited within the bibliographic essay, the fact that they are primary resources is not immediately apparent due to the ill-chosen bibliographic format.

Though each chapter concludes with a lengthy

bibliographic essay, the essay format, rather than an alphabetical or topical listing (primary resource, book, article, website, etc.) makes quick referencing problematic. The author does not claim this volume to be that of a reference work and the reviewer would agree. Although the index is extensive and allows for easy location of topics, keywords, and people, this is the only strong reference work component. If one is looking for a true reference work on the topic, a better choice is *Encyclopedia of Women in the American West* (Sage, 2003), edited by Gordon Morris Bakken and Brenda Farrington. Two works are suggested as complements to the reviewed work especially when considering women's history course materials: *So Much to be Done: Women Settlers on the Mining and Ranching Frontier* (2d ed., Univ. of Nebraska Pr., 1998), edited by Ruth B. Moynihan, Susan Armitage, and Christiane Fischer Dichamp, provides the primary resource component lacking in *Women in the American West*. *Women and Gender in the American West: Jensen-Miller Prize Essays from the Coalition for Western Women's History* (Univ. of New Mexico Pr., 2004) edited by Mary Ann Irwin and James F. Brooks, is a collection of essays highlighting at depth many of the aspects of women's history covered in the reviewed work.

The historical survey provided by *Women in the American West* fills a gap for scholarship of this nature on this topic. It is not a traditional reference work, but has many merits as a course textbook. The work is suggested for academic libraries of all levels, especially those supporting a women's or gender history/studies program.—*Kristi L. Palmer, Assistant Librarian, Liaison to the Departments of History, Women's Studies and American Studies, IUPUI University Library, Indianapolis, Indiana*

Professional Materials

Karen Antell

Editor

Gamers in the Library?! The Why, What, and How of Videogame Tournaments for All Ages. Eli Neiburger. Chicago: ALA, 2007. 178 p. \$42 (ISBN-13: 978-0-8389-0944-7).

Public librarians today are constantly looking for ways to increase their visibility and their viability in their communities, especially with teenagers and young adults. Eli Neiburger, the technology manager for the Ann Arbor (Michigan) District Library, has a solution that may seem unorthodox to some—hosting video game tournaments in the library. An unapologetic video game fan since playing his first Atari game at age five, Neiburger makes a pointed and passionate case for why libraries should open their doors to gamers and how gaming can enhance libraries' relevance as community institutions. He covers all the areas necessary to have a successful library gaming program: providing and setting up the proper hardware and software; planning and promoting library gaming events; and expanding a library's gaming audience. With tongue-in-cheek, slangy writing (which some

readers may find too casual a tone), Neiburger shatters conceptions of proper library programs and suggests, in good fun, that librarians lighten up and embrace something new and, to many librarians, different. He also provides a handy and useful chapter on gaming resources and links. The author astutely points out in the first chapter that young adults use the Internet primarily to send e-mail and to play games, according to the Pew Internet and American Life Project, so it makes sense to harness this Internet usage of video games and welcome a new generation of library users (who can also be introduced to books, magazines, and other standard library fare). Neiburger, with his irreverent book, may be a new apostle for library programming for those librarians willing to try something new. This book is highly recommended for those brave souls who choose to do so.—*Larry Cooperman, Librarian, Everglades University, Altamonte Springs, Florida*

The Handy 5. Ed. by Betsy Losey. Lanham, Md.: Scarecrow Press, 2007. 219 p. \$35 (ISBN 978-0-8108-5908-1).

Information skills are an important part of education at all levels. *The Handy 5* provides a model to help both librarians and classroom teachers incorporate information skills into curriculum areas beyond the four cores in a way that is accessible to K–12 students. Elements of the Big Six Problem-Solving Model (developed by educators Mike Eisenberg and Bob Berkowitz) were used to develop the five parts of the Handy 5. The book consists of three main parts. The first introduces the components of the model and covers how to introduce it to students at primary and secondary levels, how to use the model with an assignment, and how to use it as a tool for collaboration between teachers and media specialists. The second part of the book looks at current trends in education and the outcomes of testing the model in elementary, middle, and high schools. The third section of the book contains lesson plans using the model for various subjects and grade levels. These “real world” lessons come complete with follow-up comments about what worked and what did not. The accompanying CD-ROM includes bookmarks, posters, graphic organizers, and other materials introduced in the book to assist students with understanding and using the model.

With the emphasis on “No Child Left Behind” legislation, collaboration with teachers is becoming even more important to library media specialists. The Handy 5 model integrates the librarian and library skills as essential parts of the lesson. The step-by-step approach in the book is perfect for those who have little experience collaborating with teachers and for those who simply would like to try something new. Suggestions are given to help familiarize and reinforce the steps with the students, and the ancillary materials on the CD-ROM are helpful reminders of the model. The theoretical background and explanation of the research process give the model a solid platform for implementation within the entire school or school district. This book is ideal for a coordinator or librarian who is looking for a resource that includes