

and independent scholars, this team has created a well written and engaging reference set aimed at senior high school and undergraduate college students, although most adults will profit in consulting this work. All articles are signed by the contributor, contain cross references, and conclude with a short list of materials for further reading.

While there is an overabundance of reference works in English detailing America's wars and the twentieth century, this is hardly the case regarding our nation's infancy. A thorough literature search reveals little else that directly compares to the title under discussion. The Scarecrow Press has an extensive line of compact single-volume compendia which outline the historical eras of various nations. Two of these titles, taken together, are roughly equivalent in scope and content. They are *The A to Z of the Early American Republic* (Richard Buel, Jr., Scarecrow Press, 2009), covering the years 1789 to 1829, and *Historical Dictionary of the Jacksonian Era and Manifest Destiny* (Terry Corps, Scarecrow Press, 2006), for the period 1829 to 1849. Certainly, these two small volumes have their merits, but the Sharpe set is to be preferred in that it represents the latest scholarship, not to mention a more comprehensive picture of the United States during these formative years. *The Early Republic* is therefore strongly recommended for purchase by all public and academic libraries.—*Michael F Bemis, Assistant Librarian, Washington Cty. Lib., Woodbury, Minnesota*

Encyclopedia of Educational Reform and Dissent. Ed. by Thomas C. Hunt, James C. Carper, Thomas J. Lasley, and C. Daniel Raisch. Los Angeles, Calif.: Sage, 2010. 2 vols. acid free \$350 (ISBN 978-1-4129-5664-2). E-book available (978-1-4129-5740-3), \$440.

Compensatory education, *Meyer v. Nebraska*, The Smith-Hughes Act of 1917, *Brown v. Board of Education of Topeka, Kansas*, The Old Deluder Satan Law—these are big ideas, radical ideas at the time of their inception, and marked important and, in some cases, stunning changes to the American educational system and to daily life. These concepts, along with a myriad of other plans and policies, are woven into the fabric of American education. The stated purpose of the *Encyclopedia of Educational Reform and Dissent* is to bring together the many “strands of reforms and reformers, dissent and dissenters, together in one place,” allowing researchers, policymakers, and others one source to turn to to learn more about these changes (xxvii).

A reader's guide conveniently groups entries by broad topics, such as “Accountability,” “Biographies,” “Curriculum and Instruction,” and “Diversity” among others. The lengthy, signed entries provide in-depth information, going beyond a few paragraphs, usually running to several pages. Entries have a “see also” section, as well as a brief bibliography of further readings. The editors provide a historical time-line of American education, running from 1635 and the founding of the Boston Latin School to 2008 and the nascence of the Obama administration. A detailed index runs to nearly one hundred pages.

The entries make for some interesting reading. The Old Deluder Satan Law of 1647 came about as a result of the

Massachusetts Colony's belief that schools should concentrate on “reading, writing and religious training, so as to minimize negative influences” brought in by increasing numbers of new immigrants (675). The State and church worked together to bring about this law to “ensure that Satan would not interfere with a child's opportunity to learn about the Bible and colonial common law” (675).

The encyclopedia compares favorably with another recent encyclopedia, the *Encyclopedia of American Education* by Harlow G. Unger (Facts on File, 2007). The entries in Unger's three-volume set are decidedly shorter, although they are more numerous and include entries on more garden-variety topics than does that of Hunt, Carper, Lasley, and Raisch. But Unger's *Encyclopedia of American Education* is serving a different purpose, and the two titles complement each other. Libraries owning Unger's encyclopedia would also benefit by purchasing the *Encyclopedia of Educational Reform and Dissent*.

The *Encyclopedia of Educational Reform and Dissent* provides an excellent resource for locating the people who opposed the status quo in American educational life and the policies they proposed, supported, and brought to life. The inclusion of so many legal battles highlights the struggles these changes frequently entailed and serves as a reminder that change does not come easily. This two-volume set is a welcome addition to college and university library collections and would also be at home in high school media centers and public libraries. Highly recommended.—*Carla Wilson Buss, Curriculum Materials and Education Librarian, University of Georgia, Athens*

Encyclopedia of Emotion. By Gretchen M. Reevy. Santa Barbara, Calif.: Greenwood, 2010. 2 vols. acid free \$165 (ISBN 978-0-313-34576-0). E-book available (978-0-313-34577-7), call for pricing.

Dictionary definitions of emotion are as expansive as are the conditions being defined. Often there is a reference to heightened, strong, and involuntary states of mind and body. The Oxford English Dictionary (OED 2nd ed.) indicates that the modern meaning of an “agitation or disturbance of mind, feeling, passion; any vehement or excited mental state” was first written about in English in 1660. The meaning the OED ascribes to the field of Psychology is “a mental feeling or affection (e.g. of pleasure or pain, desire or aversion, surprise, hope or fear, etc.), as distinguished from cognitive or volitional states of consciousness.” This meaning was first used in written texts in the early nineteenth century.

The author introduces the concept of emotions by commenting on their necessity to becoming and being human and to their complexity and variation. She summarizes early Greek and Roman theories of emotion and the variations of other philosophers over time. Modern theories began with Charles Darwin and were further developed by William James, Carl Lange, and others. By the mid-twentieth century, the role of cognition entered the discussion, thereby really diverging from the OED definition. More theories continued to be developed and researched with debates about cognition and emotion becoming what might be said, somewhat