

Students in high school and college and general readers will find enough information in each entry to satisfy their curiosity. The geographical arrangement of the second section is particularly helpful for users who want to develop an understanding of the folk heroes and heroines from a specific region. A pronunciation guide would have been helpful for unfamiliar names. Special features include several indexes: an alphabetical index which indicates the continent, an index of heroic types, and the general index. There are a few black and white illustrations, and a few highlighted information text boxes.

Although there are books which provide information on folktales and specific types of tales, there is really nothing in print at this price that has the access points of this work. Comparing this current edition to the previous *Encyclopedia of Folk Heroes* (ABC-CLIO 2001) it appears that some articles like the one on John Chapman have been reprinted, although the entry's further reading list has been updated. What is different is the arrangement and the attempt to include more heroines in this edition. The geographical arrangement of the second section is helpful. If you need a quick, ready reference answer for a specific hero, you might try [www.pantheon.org/areas/heroes/articles.html](http://www.pantheon.org/areas/heroes/articles.html) for *Encyclopedia Mythica*.—Dona J. Helmer, Librarian, Anchorage School District, College Gate Library

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***Folktales and Fairy Tales: Traditions and Texts from Around the World.*** Edited by Anne E. Duggan, Donald Haase, and Helen Callow. Santa Barbara, CA: Greenwood, 2016. 4 vols. Acid free \$415.00 (ISBN: 978-1-61069-253-3). Ebook available (978-1-61069-254-0), call for pricing.

Named a Choice "Outstanding Title" in 2008, *The Greenwood Encyclopedia of Folktales and Fairy Tales* has been expanded by the current editors (Anne E. Duggan, Donald Haase, and Helen Callow, Wayne State University) for this equally outstanding second edition. The present work includes approximately one hundred additional entries in volumes 1–3, but the real value of this new edition is a fourth anthology volume that brings together historical overviews and analyses of the folktale and fairy-tale genres from a global perspective.

The anthology complements the entries in the other volumes by providing full-text samplings of important short stories and excerpts of longer tales to give readers the necessary context for comprehending the tradition in which the story falls. For example, the selection of tales in the "Hags, Ogresses, and Fairies" section illuminates the depiction of powerful female characters and their often complex role in the fairy and folk tale tradition, whether for good or for evil. The influence of folk and fairy tales in popular culture is also well covered. The entries are alphabetically arranged with bolded headings covering genres, motifs, characters, national traditions, authors, and a range of other topics. All are written by an international team of subject specialists. An extensive bibliography in volume 4

provides an appropriate array of resources for both scholars and nonspecialist users pursuing further research in this area. The sparse selection of illustrations is somewhat disappointing, but in no way mars the overall richness of the collection. Its breadth, scope, and multicultural perspective make *Folktales and Fairy Tales: Traditions and Texts from Around the World* a leading contender for the definitive reference work in the discipline. Recommended for academic and public libraries.—Robin Imhof, Humanities Librarian, University of the Pacific, Stockton, California

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***The Gilded Age and Progressive Era: A Historical Exploration of Literature.*** By Wendy Martin and Cecelia Tichi. Historical Explorations of Literature. Santa Barbara, CA: Greenwood, 2016. Acid free \$61.00 (ISBN: 978-1-61069-9763-7).

One of the latest volumes in ABC-CLIO/Greenwood's "Historical Explorations of Literature" series, *The Gilded Age and Progressive Era* is a useful and interesting introduction to framing key literary works of this time period in their historical context. Each volume in the series presents a discussion of four or five representative works of a historical era, such as the Harlem Renaissance, the Chicano Movement, the Jazz Age, and the Civil War Era. Each era is accompanied by a historical overview, synopsis and historical context for each work, primary source document excerpts, and extensive bibliographies for further reading.

This series is similar in intent to the "Literature in Context" series from Cambridge University Press, but while the latter's volumes focus on placing an individual author within a social, intellectual, and historical framework, "Historical Explorations of Literature" chooses to concentrate on four or five representative works of the time period, demonstrating how each illustrates a key contemporary concern or trend. For example, Mark Twain's *A Connecticut Yankee in King Arthur's Court* illustrates the era's rise of industrial technology and social inequality. Charlotte Perkins Gilman's "The Yellow Wallpaper" is explored in the context of women's health and equality issues.

With its emphasis on the integration of literature and social studies curricular standards, *The Gilded Age and Progressive Era* is perhaps most useful to high school teachers and early undergraduate literature instructors. The way the material is presented through "historical explorations" of various topics lends itself well to the formation of lesson plans. Although the reader might wish for the inclusion of more visual material, such as contemporary paintings and photographs, the primary source excerpts offer a depth of context missing from other such handbooks. Librarians should also find this well-researched book, along with others in the series, a valuable source of ideas for collection development, displays, and information literacy projects.—Jennifer A. Bartlett, Head of Reference Services, University of Kentucky, Lexington, Kentucky

***How They Lived: An Annotated Tour of Daily Life through History in Primary Sources.*** By James Ciment. Santa Barbara, CA: Greenwood, 2016. 2 vols. Acid free \$205.00 (ISBN: 9788-1-61069-895-5). Ebook available (978-1-61069-896-2), call for pricing.

*How They Lived: An Annotated Tour of Daily Life through History in Primary Sources* is an excellent two-volume set to start upper elementary, middle-grade, and even early high school students on the path to discovering the excitement and value of primary sources. Ciment, an independent scholar, has crafted a tool that is fairly unique in the field: introducing younger researchers to primary sources from ancient times to the present day. *How They Lived* uses both objects and documents, which will grab the interest of younger students.

Entries are arranged chronologically, with the first entry a photo of Australian cave paintings from around 40000 BCE. Each entry opens with an image of the artifact and its provenance on the left, followed by interpretations on the next page. These begin with “What You Need to Know,” providing background information and a description, often including additional information on the maker or author and placing it in time and space. The second box is “A Closer Look,” which establishes a wider context, for instance describing how a mortar and pestle reflect the growth of agrarian societies and the development of agriculture, as well as human brain evolution. At the bottom of each pair of pages is a time line, indicating the time period of the subject under discussion.

The first volume covers sources from the ancient and medieval world, with the second volume beginning with 1500 CE. In addition to photographs, one-page documents lead readers to discover, among a host of other topics, how ancient Romans felt about being stood up for dinner (Pliny the Younger was not pleased), how estates were managed in England in 1280 CE, and how St. Petersburg, Russia, was constructed in 1703. The original sources are cited, allowing readers to locate the entire document. The index is extensive and very detailed. Egypt alone covers almost ten inches of column space and nearly an entire page is devoted to England.

Other titles on primary sources for the juvenile audience do exist, of course, but they lack the breadth and scope of this work. Most other works cover a specific time or topic, such as the Holocaust, the reign of Elizabeth I, or a region. *How They Lived* also notably devotes significant coverage to non-Western civilizations.

Teachers and librarians or media specialists could supplement *How They Lived* with websites from various museums and archives, such as the Library of Congress and the British Museum. The British Museum, for example, has a curriculum section which features “Teaching History with 100 objects” ([www.teachinghistory100.org](http://www.teachinghistory100.org)), which would work nicely with this title. This kind of pairing would enhance most lessons and assignments.

ABC-CLIO/Greenwood have other titles in the Daily Life through History series, such as Gregory Aldrete’s *Daily Life in*

*the Roman City* (Greenwood 2004), and Claudia Durst Johnson’s *Daily Life in Colonial New England* (Greenwood 2002), but these cover specific times or events and only a very few are aimed at younger researchers.

This title is highly recommended for public libraries, school media centers, and university collections, where it would make a good starting point for undergraduates and non-history majors, as well as collections focused on teacher training.—Carla Wilson Buss, *Curriculum Materials and Education Librarian, University of Georgia Libraries, Athens, Georgia*

***Imperialism and Expansionism in American History: A Social, Political, and Cultural Encyclopedia and Document Collection.*** Edited by Chris J. Mago and David Bernstein. Santa Barbara, CA: ABC-CLIO, 2016. 4 vols. Acid free \$415.00 (ISBN 978-1-61069-429-2). E-Book available (978-1-61069-430-8), call for pricing.

From the genesis of the concept of manifest destiny in the 1840s, through the attainment of statehood for Alaska and Hawaii in 1959, and up to the present day as the world’s lone superpower, the locomotive that is our nation has barreled down the twin rails of physical growth and world influence. Powerful, but not omnipotent, America has also learned some hard lessons in playing the role of global policeman. As the editors state in their preface, this work “was conceived partly in response to increased attention to the costs and consequences of American interventionist policies and the nation’s position as the world’s dominant military force” (xvii). This four-volume set also fills a gap in the reference literature regarding the territorial expansion of the United States, as virtually nothing else has heretofore been published on this specific topic.

Contents are broadly arranged chronologically, from the section entitled “Seven Years’ War to the Annexation of Hawai’i” beginning volume 1, up through “The Lone Superpower, 1990–2014,” which concludes volume 4. Within each section, representing discrete historical periods of expansion and influence, topics appear in standard alphabetical order. The reader will find biographical sketches of major actors (Ottawa Chief Pontiac, President Andrew Jackson); statements of principle (Monroe Doctrine); wars and rebellions (Spanish-American/Philippine-American Wars); concepts (Dollar Diplomacy, Good Neighbor Policy); legislation (McKinley Tariff Act of 1890); events (Iran-Contra Scandal [1985–1987]); and even discussions concerning aspects of so-called cultural imperialism, such as the influence that American music, movies, and mass media have on foreign populations. The entries are signed by their respective writers and conclude with “see also” cross-references and a short further reading list of pertinent sources. Additionally, each section opens with a three- to four-page narrative historical overview that helps to place the topics of the individual articles into their proper context. Wrapping up each section is a representative sampling of primary documents, such as letters, speeches, essays, andpne like, which, written in the