

SOURCES

“Social Issues,” “Tests, Experiments, and Classifications,” and “Treatment.”

The section on classic books and movies seems to be a weakness. Each entry includes a brief synopsis of the work, and some entries include a section titled “Psychological Influence” that is often not related to psychology at all. For example, the “Psychological Influence” entry for *Ferris Bueller’s Day Off* includes information that the movie was successful, a classic teen movie, grossed over \$70 million, and has an 84 percent rating on Rotten Tomatoes, which is interesting but not related to mental health or psychological influence. At the bottom of the entry we get closer with a mention of “see also: Depression in youth;” however, there is no mention of depression in the synopsis of the film other than a brief mention that Ferris is “unhappy.” In an entry for the film *Risky Business*, only a synopsis of the movie is included, with no mention of how this film relates to mental health and why it was chosen to be included in this encyclopedia.

The Recommended Resources section at the end of volume 3 provides readers with information on additional resources for a more complete understanding of the topics discussed in the encyclopedia.

Similar works include the *Encyclopedia of Mental Health*, 2nd ed. (Academic Press 2015) edited by Howard S. Friedman. However, Friedman’s work is much longer at two thousand pages and more expensive at nearly \$1,300 for the Kindle version and more than \$1,300 for the hardcover version on Amazon. In addition, the *Gale Encyclopedia of Mental Health*, 3rd ed., edited by Kristin Key (Gale 2012), includes five hundred topics. Recommended for academic libraries and public libraries.—*Rachael Elrod, Head, Education Library, University of Florida, Gainesville, Florida*

Modern China. By Xiaobing Li. Understanding Modern Nations. Santa Barbara, CA: ABC-CLIO, 2015. 421 p. Acid free \$89.00 (ISBN: 978-1-61069-625-8). E-book available (978-1-61069-626-5), call for pricing.

Are you still adding country studies to your print reference collection? If so, you might be interested in the Understanding Modern Nations series published by ABC-CLIO. Along with *Modern China*, ABC-CLIO released *Modern Spain* during 2015. Forthcoming titles will cover Brazil, Mexico, India, Japan, and South Africa. Why these particular countries? It appears that the publisher is pitching titles that they believe will be responsive to the needs of high school seniors and college undergraduates. If you have to write a paper on China, where do you begin your research? Print sources such as *Modern China* can be extremely helpful as a way to scope out your topic, picking up key words which can then make database searching more fruitful.

It is a well-organized subject encyclopedia with thorough coverage of the social sciences and humanities. There is also limited coverage of sports and popular culture. In terms of content and tone, it is comparable to the *CQ Researcher* or *World Book*. Most entries are about two pages in length, with

a list of suggested reading at the end of each entry. The appendices are typical of what you would expect to find in any country study, except that the one called “a day in the life” is kind of unique. Here, you get fictionalized mini-biographies of Chinese people, including factory workers, students, and housewives.

Although high school students will probably be the biggest users of *Modern China*, they are by no means the only people who could benefit from it. Think of your local business community: what about trade delegations planning to visit China? Do you carry Chinese language instruction materials? If so, these patrons might wish to read up on the culture. Do you purchase foreign-language books or English translations of Chinese authors? You can find some information here that would aid in collection development.

Like all country studies in print, this book has a limited shelf life. How long can anything with the word “modern” in the title be considered as such? Nevertheless, it is a great starting point for most reference inquiries on China and is recommended for high school and public libraries.—*Dana M. Lucisano, Reference Librarian, Silas Bronson Library, Waterbury, Connecticut*

Native American Almanac: More than 50,000 Years of the Cultures and Histories of Indigenous Peoples. By Yvonne Wakim Dennis, Arlene Hirschfelder, and Shannon R. Flynn. Canton, MI: Visible Ink Pr., 2016. 656 p. \$24.95 (ISBN: 978-1-57859-507-5). E-book available (978-1-57859-608-9), call for pricing.

The authors emphasize early what *Native American Almanac* is not: an almanac, an encyclopedia, nor a scholarly work, among other things. It is described as a well-researched “historical overview of Native communities in what is now the United States” (ix). Despite the title, it is heavily focused on the post-contact period. The main arrangement is by geographical region, with an overview chapter and one discussing urban settings. Each chapter is introduced by a regional history, followed by discussion of tribes, their histories, and other information. Brief biographies follow, from one paragraph to a page in length. Appendixes are focused on indigenous people of North America outside of the United States, and special topics, mainly lists. The biographies vary in content but many are intriguing, inspiring, or tragic. They range from widely known individuals, such as Jim Thorpe, to “local heroes” (x) from the 1600s to the present.

Unfortunately, any researcher seeking more information is largely on his or her own. Further reading is provided, but no direct citations. I see this as a shortcoming. Especially when challenging commonly held beliefs, such as the sale of Manhattan to the Dutch (4), supporting one’s case through documentation aids credibility. The lack of direct citations makes it challenging to evaluate the assertions and to pursue the topic further.

The choice in the *Almanac* of terms like “Doctrine of Discovery (Destruction)” (2) caused me some confusion

regarding what was standard language. When I encountered “Indian Intercourse Act of 1790” and “Indian Nonintercourse Act of 1790” on page 13, I wasn’t sure whether there were two acts, a typographical error, or a message was intended.

Roxanne Dunbar-Ortiz’s *An Indigenous People’s History of the United States* (Beacon 2014) is not written as a reference work, but comparison to the *Native American Almanac* is instructive. Dunbar-Ortiz does not shy away from laden language such as “genocide;” however, she meticulously cites her sources. That and her detailed arguments make it easy to evaluate her interpretations and reasoning in a way not feasible with the *Almanac*. Names are indexed under the familiar and the indigenous terms, either parenthetically or using cross references, while the *Almanac* indexes under current nomenclature only, sometimes including the indigenous name parenthetically.

The Oxford Handbook of American Indian History edited by Fredrick E. Hoxie (Oxford 2016) at \$150 is substantially more expensive for a similar sized work. I only examined the digital edition, but more durability would be anticipated in hardcover than the paperbound *Almanac*. Hoxie’s volume overtly focuses on the period since European contact. Three sections address “Major Chapters in the . . . Past,” “Regional and Tribal Histories,” and “Big Themes.” Although there is a stated intention of correcting erroneous information and misconceptions, it has a less confrontational tone than the *Almanac*. Citation is thorough and direct, with reference lists in each chapter. Indexing is extensive, but only mainstream names are used. Hoxie and the *Almanac* make no distinction in the index between a major and minor reference, unlike Dunbar-Ortiz. The *Handbook*’s focus is the historical narrative, so biographical information is less prominent. Although in segments, the chapters are substantial and less readily accessed in bite-sized pieces than the *Almanac*. For an audience interested in depth and a scholarly approach, this would likely be the more helpful work.

With the emphasis on brevity and readability, this volume would be most useful in lower level undergraduate and high school settings. Lack of careful editing, weakness in indexing, and the absence of direct citations detract from its benefit to novice researchers.—*Lisa Euster, Reference Librarian, Seattle, Washington*

Youth Cultures in America. Edited by Simon J. Bronner and Cindy Dell Clark. Santa Barbara, CA: Greenwood, 2016. 2 vols. Acid free \$189.00 (ISBN: 978-1-4408-3391-5). E-book available (978-1-4408-3392-2), call for pricing.

Editors Bronner and Clark collected more than 160 entries in order to compile *Youth Cultures in America*. The entries in this two-volume set are organized alphabetically and typically range in length from two to six pages. Due to the

alphabetical rather than conceptual arrangement, the front matter of each volume includes a “Topic Finder” to assist in navigating the set. In the “Introduction,” the editors provide details for the broad selection of entries that range in scope from very general (“animals”) to extremely specific (“furry fandom”). The editors explain that they “have presented an array of contemporary groups, expressive forms, locations, and social movements and issues that cast youth cultures into relief” (xvii), including entries related to: body and health, music and dance, sports and games, generational classifications, social movements, and problems of youth. Although the majority of entries are concerned with the shared interests of youth, the length of individual entries are not necessarily consistent with their significance to youth culture. For example, Bronner’s interest and research about folklore is evident from the nearly ten-page entry about the topic, while the entry on “Body Image” spans only two pages. Additional features in volume 2 include the following sections: “Selected Bibliography and Websites,” “Contributors” with each author’s academic affiliation listed, and an “Index.”

In specific entries, there appears to be a disconnect between the photo illustration and the content of the entry, as well as a disconnect between some of the content and the “see also” references. For example, in the entry for “vegetarians and vegans” there is not a cross-reference to “straight edge and hardcore” or “punk and anarcho-punk,” even though this is a known association. What makes this particularly curious is the fact that the image associated with the entry for “vegetarians and vegans” is a photo of a young man’s tattooed legs: one leg has the word “vegan” tattooed on it and the other has “xxx” for straight edge. Another inconsistency is evident in the entry about “animals,” in which the author does not mention young adults acting as animal rights advocates, but the photograph featured with the entry is a teen actor who founded Kids Against Animal Cruelty. These inconsistencies are problematic, as well as the unfortunate cover art, which seems to depict youth in stereotypical roles; for example, the main image is of a young man with spiky dark hair and a menacing look on his face, in what appears to be an industrial interior.

In comparison to Steinberg, Parmar, and Richard’s *Contemporary Youth Culture: An International Encyclopedia* (Greenwood 2006), this encyclopedia set falls short. Although *Contemporary Youth Culture* has an international focus and is ten years old, the conceptual layout, interdisciplinary nature of the entries, and inclusion of poetry from high school students continues to make it a highly valuable resource for students and scholars interested in studying youth culture.

Youth Cultures in America is recommended as an optional addition to academic library collections.—*Lisa Presley, Reference and Instruction Librarian, Bowling Green State University, Bowling Green, Ohio*