

of these books from so many countries must have been a challenge. Their notes and bibliography will be helpful to other scholars, while the accessible style of the texts will be user-friendly to students at both the secondary and the university levels.

The editors might have provided more than very brief introductions to the selections they have chosen. For example, when dealing with the Spanish American War, they use a passage from a Philippine textbook that states that the *Maine* had been “blown up by American spies.” Well-informed historians have found no evidence to support this extreme theory. The editors should alert their readers—which may well include naive students—when items they have selected are myths rather than legitimately varying interpretations of history.

All of the excerpts from the books are “text only.” We know that textbooks often include other materials, such as maps, pictures, chronologies, and primary source documents. One gets few hints of such material in this volume, even though the editors claim that they have “attempted to keep each text and its format as close to the original as possible.” Reproducing page after page of visuals and insertions would have been impossible, but an occasional reference to such material (or its absence) would have provided important context within which to understand the textual material.

*History Lessons* would be a very useful addition to the library of every history educator, and selected excerpts from it would provide refreshing supplementary reading for students from the eighth grade on up. Fortunately, it is now available in paperback.

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**Suzanne Le-May Sheffield.** *Women and Science: Social Impact and Interaction.* Science and Society Series. Santa Barbara, CA: ABC-Clio, 2004; New Brunswick, NJ: Rutgers University Press, 2006. Pp. 448. Paper, \$29.95; ISBN 0-8135-3737-1.

In *Women and Science: Social Impact and Interaction*, Suzanne Le-May Sheffield provides a unique look at women in science from medieval Europe to the present. This is clear from the beginning of the book, where rather than proceeding chronologically, Sheffield dives right into the career of Marie Curie as a biographical case study of the forces that hindered women in science and the strategies they used to overcome these barriers.

This kind of innovation is found throughout the book. The work takes not only a biographical perspective on women and science (who did what) but also weaves in a considerable amount of theoretical and philosophical material on changes in science. Thus, the section on medieval, Renaissance, and early modern science contains not only information on the woman scientists we know about but also about the shift in the idea of science and nature to one of male domination of both nature and women.

Throughout the book, Sheffield uncovers stories that are both familiar (Marie Curie and Rosalind Franklin) as well as a host of figures unfamiliar even to those with

a Ph.D. in the history of science. The book also aims to address the social history of women in science, with sections on science and medieval education.

Sheffield's book does not skimp on resources. Over 100 pages of the book are given over to primary documents about women in science, giving students a chance to compare the text to the original works of women in science. The book also gives a bibliographic essay after each chapter, as well as a glossary, chronology, and complete bibliography.

This book would fit well into a history of women in science course, a women's studies course, or a history of science class. It is a rich book that might fit many niches. It would be ideal as a resource for teachers and professors to enrich their curriculum in this area. It would also be a good resource for programs that aim at gender equity in the sciences. No one reading Sheffield's work could close the book unconvinced of the breadth and depth of women's contributions to science, technology, and medicine.

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**Richard Holmes and Martin Marix Evans (eds.). *Battlefield: Decisive Conflicts in History*. Oxford: Oxford University Press, 2006. Pp. 376. Cloth, \$30.00; ISBN 0-19-280653-X.**

Richard Holmes and Martin Evans are both good writers and scholars. Holmes's works such as *The Little Field Marshall* (1981), *Riding the Retreat: Mons to the Marne* (1995), *The Western Front: Ordinary Soldiers and the Defining Battles of World War I* (1999), and many others (he has published twenty) mark him as thoughtful and articulate as well as an able scholar. Evans's publications tend to be more popular in nature, but nonetheless he has made real contributions to military history. In the current volume, the two are updating and revising information about battles covered in *The Oxford Companion to Military History*, which Holmes edited. Battles that were not covered in the *Oxford Companion* have been added to the current volume, if, since the original publication, scholars have shown their significance to merit doing so. The contents of *Battlefield* have been organized in chapters that are in part chronological and in part regional. Hence the first chapter is "The Ancient World" and the last is "Africa." Battles are generally arranged chronologically within chapters. This arrangement works well. It allows readers to find battles of interest easily. It also allows the editor to provide introductions that provide background and context for the battles in the campaign. This is an improvement on *The Oxford Companion* that is more completely focused on battlefield events.

For teachers and students, *Battlefield* will be a valuable reference book. The convenience of being able easily and quickly to find an authoritative account of virtually any strategically significant battle at any time or place will be great. While the information might be available on the Internet, one would have to question the dependability of such electronic reference. The number of wrong turns and blind alleys