

SOURCES

day is a random sample of entries under headings such as Food Firsts, Discoveries & Inventions, Journals & Letters, and Food & War. Under each heading is then an entry with a date. For example, under May 29 one finds the entry Food & War, and under that heading is "1176: Milan." The information goes on to explain how a yeast cake made in the shape of a dove originated from the Battle of Legnano.

At the end of Volume 2 is an index for the recipes that appear in the almanac. The recipes are listed in alphabetical order, and instead of listing the page number for the recipe, one is only given the almanac date. This makes it more cumbersome to find the recipe than being able to go right to a page number. There is a very short bibliography with only a handful of books and websites given for further interest. There is an alphabetical topic index with page numbers, but the indexing is not particularly strong. For example the Nazareth Sugar Cookie was named the state cookie of Pennsylvania on September 5, 2001. There is no reference in the index to Pennsylvania, State Food, or Sugar Cookie. There is an index entry for cookie with some page numbers. More troubling is that there is no list of primary or secondary sources used for the almanac. There is source information given in entries, such as "from the diary of Samuel Pepys" or "from the journals of Lewis and Clark," but no citation information anywhere.

This almanac is suited for personal use or for the public library. It is full of interesting tidbits of information, but the book is not arranged in any way that would be helpful for research. It is almost impossible to search for any topic in particular with the way the volumes are arranged and the lack of good indexing. The fact that there are no references or citations to any sources used to create the almanac make it not suitable for any academic library.—*Stacey Marien, Acquisitions Librarian, American University, Washington, DC*

From the Brain to the Classroom: The Encyclopedia of Learning. Ed. by Sheryl Feinstein. Santa Barbara, CA: Greenwood, 2014. 589 pages. acid free \$100 (ISBN: 978-1-61069-539-8). E-book available (978-1-61069-540-4), call for pricing.

This title provides a wide-ranging survey of topics related to educational practice, neuroscience and cognition, psychology, and mental health topics. It consists of 104 signed entries written by highly qualified scholars in their respective fields. Each entry ranges in length from a page or less to five or more pages depending upon the topic. Entries include suggestions for further reading and cross-references to other relevant entries to provide readers with a more thorough treatment of the topic. It also includes an extensive and useful bibliography for locating more information. This book would be useful in academic and community college collections, particularly at institutions supporting education, health care, and psychology programs.

While I generally found *From the Brain to the Classroom* to be a worthwhile and useful resource, I recommend approaching its purchase with caution. In preparing this review,

I encountered *The Praeger Handbook of Learning and the Brain* (Praeger, 2006), also edited by Feinstein, in my own reference collection and began to draw comparisons between the two works. I found that this book is nearly identical to *From the Brain to the Classroom*. *From the Brain to the Classroom* included only six new entries, and all others are reprinted verbatim from *The Praeger Handbook of Learning and the Brain*. There also exists only minimal difference between the glossary terms included in the two books. The new entries include those concerned with technology, television, video games, brain anatomy, mirror neurons, and an entry on reading and miscue analysis. In the newer book, the "Further Reading" sections following each entry generally include more items, which I consider a benefit; however, on the whole, I cannot recommend this book for purchase by libraries who already own *The Praeger Handbook of Learning and the Brain*. Considering the funding limitations that concern most libraries today, the subtle differences between these two resources and the minimal amount of new content will not generally warrant the expenditure required to acquire both items. I do, however, recommend *From the Brain to the Classroom* for libraries who do not already own the Praeger set.—*Anita J. Slack, Reference & Instruction Librarian, Ursuline College, Pepper Pike, Ohio*

The Greatest Sitcoms of All Time. By Martin Gitlin. Lanham, MD: Scarecrow, 2014. 419 p. alkaline \$65 (ISBN: 978-0-8108-8724-4). E-book available (978-0-8108-8725-1), \$64.99.

This one-volume work is a compilation of the best television sitcoms, spanning from the 1950s until today. In the introduction, Gitlin states that identifying the best television sitcoms was not an easy task and explains the six criteria used to determine the quality of the sitcoms included in this work.

The first criterion taken into account was the impact of the sitcom. As television became more and more popular, sitcoms began exploring more issues that were not necessarily brought to the forefront of popular culture. The next criterion used was the longevity of a show. Gitlin stated that it was important to take into account the ability of cast members, writers, and producers to expand story lines and stay relevant when considering a spot on the list of the greatest sitcoms of all time. The third criterion was television ratings. This criterion usually goes hand in hand with a show's longevity. The fourth criterion was the amount of awards a sitcom had acquired. Although there have been some sitcoms that have been passed over for awards that have still been praised as great sitcoms, most sitcoms use the amount of awards they receive as an indication of the quality of the show. The last two criteria used were humor and legacy. The ability of a sitcom to continue to be respected long past its initial television run speaks volumes to the quality of the sitcom.

Each entry is listed numerically with number one being considered the best and ends with its seventieth entry. Within each entry, readers can find the credits, dates the sitcoms originally aired, broadcast history, number of seasons, number of

episodes, and ratings history. There's also an overview of each show along with famous quotes or occurrences and major awards. This book also includes appendices that include lists referring to popular male and female characters, the best spin off sitcoms, as well as a few other lists. Although each entry includes at least one photo, there are no color photos, which is a slight disappointment.

Overall, *The Greatest Sitcoms of All Time* is a fun read and would be helpful for students doing general projects on the history of television. It is for this reason that I would suggest this item for both the academic library's and the public library's reference collection. The entries are just long enough for you to decide whether or not you would like to know more about a sitcom, and most entries include a section for suggested readings for more information. This is an item that I could see being used for a class assignment or for pleasure reading as well.—*Jasmine L. Jefferson, First Year Experience Librarian, Kent State University, Kent, Ohio*

The New Faces of American Poverty: A Reference Guide to the Great Recession. Ed. by Lindsey K. Hanson and Timothy J. Essenburg. Santa Barbara, CA: ABC-CLIO, 2014. 2 vols. acid free \$189 (ISBN: 978-1-61069-1819). E-book available (978-1-61069-182-6), call for pricing.

John W. Gardner, the Secretary of Health, Education, and Welfare under President Lyndon Johnson, is said to have observed, "History never looks like history when you are living through it."¹ Certainly when the catastrophic economic downturn from 2007 to 2009 began, few observers could predict its lasting significance. *The New Faces of American Poverty* is one of the first books to examine the impact of the Great Recession on poverty in America from historical, cultural, social, governmental, and demographic perspectives.

This two-volume reference set is comprised of essays from more than twenty contributing writers addressing topics such as federal and state responses to the crisis; the demographics of poverty by age, gender, education, geographic area, and ethnic group; and underlying causes of poverty. Essays are organized in thematic sections, each section introduced by a guiding question. For example, section 4, "How Did the Great Recession Affect Low-Income Individuals and Families?" includes chapters on food insecurity and assistance, hiring practices, homelessness, and housing assistance programs. section 6, "How Long Will the Effects of the Great Recession Last?" examines topics such as double dip recession risk and structural economic changes. Each section begins with a brief overview summarizing the key points of the topic. Further, as the reader would expect in a comprehensive reference work, both the section introductions and the essays themselves feature useful lists of materials for further reading.

Of particular use to researchers are the extensive primary document appendices in volume 2. The first appendix provides a background understanding of the Great Recession itself viewed through the lens of presidential speeches, government agency reports, and key legislation such as the

Economic Stimulus Act, the Emergency Stabilization Act, and the Troubled Asset Relief Program. The second appendix focuses on the Great Recession's impact on poverty and includes a thorough array of relevant, well-documented statistics. Key statistical data charts and graphs are also scattered throughout the essays, providing an easy-to-use entry point for students.

As the events of the Great Recession continue to resonate worldwide, more articles and reference books will doubtless become available. *The New Faces of American Poverty* provides an excellent grounding for an overview of the topic and should be a heavily-used resource on high school, college, and university library shelves for years to come.—*Jennifer A. Bartlett, Head of Reference Services, University of Kentucky, Lexington, Kentucky*

Reference

1. John W. Gardner, *No Easy Victories* (New York: Harper and Row, 1968), 169.

Television Introductions: Narrated TV Program Openings Since 1949. By Vincent Terrace. Lanham, CD: Scarecrow, 2014. 391 pages. alkaline \$85 (ISBN: 978-0-8108-9249-1). E-book available (978-0-8108-9250-7), \$84.99.

Of all the reference resources that provide readers with information on television programs, *Television Introductions: Narrated TV Program Openings Since 1949* manages to stand out as a somewhat unique title. The book deals specifically with shows that opened with spoken introductions. As author Vincent Terrace states in the introduction, this "is not only the first (and only) book to detail the spoken openings of U.S. television series, but it is also the first to present the most extensive listing of theme song credits for American TV series from 1949 to 2013" (viii).

This single volume work is divided into several chapters, each of which covers a different genre or format: comedies, drama and adventure, westerns, science fiction, children's programs, soap operas, talk and variety shows, game shows, and court programs. News shows and reality programs are not covered. The entries within each chapter are arranged alphabetically and contain the name of the show, the network on which the show was broadcast, dates during which the show was originally broadcast, a brief overview of the premise for the show, the cast, theme title and credits, and a transcript of the narrated opening.

As would be expected from a volume such as this, readers will find entries on well-known classic shows such as *The Andy Griffith Show*, *Father Knows Best*, and the *Adventures of Ozzie and Harriet*. Readers will, however, also find entries on much more obscure, older programs such as the *Adventures of Hiram Holliday* and *Big Foot and Wildboy* as well as more recent programs such as *Everybody Loves Raymond* and *Arrested Development*. Appendix A contains theme song credits for shows not covered elsewhere in the book (due to the show's lack of a spoken opening). Appendix B contains an