

Frostburg State University, selected ninety-three cases that he refers to as “trials of the century” because of their societal or legal impact. Most of these trials are widely recognized and ingrained in popular culture, like the Scopes “Monkey” trial, the Chicago Seven trial, and the O.J. Simpson trials. Johnson also includes a few lesser-known but interesting cases involving American Indians (the Dakota Conflict trials), Mormons (the Mountain Meadows Massacre trials), and Wild West gunfighters (the O.K. Corral trial). Omitted from this encyclopedia are some major cases decided by the U.S. Supreme Court, such as *Miranda v. Arizona* (rights of criminal suspects) and *Roe v. Wade* (abortion rights), which are well covered in other trial compilations.

The set’s content is arranged chronologically, beginning with the Anne Hutchinson trials (1637–1638) and concluding with the O.J. Simpson Las Vegas trial (2008). This arrangement suits the material and facilitates historical comparisons. Each entry focuses on the major players (parties, counsel, judges, and media) and reviews events happening before, during, and after each trial. The entries conclude with a brief analysis of the trial’s significance and provide references to supplemental readings. Many entries feature excerpts from primary source material—trial testimony, judicial opinions, and congressional reports. A glossary of law-related terms and a bibliography of print and Internet sources add value to the set.

Trials of the Century is reasonably priced and covers high-profile trials from the past decade. This makes it an attractive purchase for high school and public libraries. Because it is written for a popular audience, *Trials of the Century* omits legal citations and occasionally suffers from the use of imprecise language (for example, see the glossary’s definitions of “immunity” (724) and “judicial review” (726)). If budgets permit, academic law and university libraries should consider acquiring two scholarly encyclopedias: John W. Johnson’s *Historic U.S. Court Cases: An Encyclopedia* (Routledge, 2001) and Frankie Y. Bailey and Steve Chermak’s *Famous American Crimes and Trials* (Praeger, 2004). The latter offers an in-depth, articulate discussion of some of the criminal cases found in *Trials of the Century*. Also, Edward W. Knappman’s two-volume *Great American Trials* (Gale Group, 2002) is well written and covers two hundred trials.

For libraries with patrons who are “trial junkies,” there are two more sources worth mentioning. Prominent lawyer and law professor Alan Dershowitz has written a highly entertaining book titled *America on Trial: Inside the Legal Battles That Transformed America* (Warner Books, 2004). Dershowitz’s book treats fewer cases with less detail than *Trials of the Century*, but it incorporates the author’s personal observations on the justice system and contemporary relevance of the cases examined. An exceptional free resource is a website developed and maintained by University of Missouri-Kansas City law professor Douglas O. Linder called Famous Trials, <http://www.umkc.edu/famoustrials> (accessed Jan. 28, 2011). The website features over sixty trials, including the recent Zacarias Moussaoui (September 11) trial. Linder writes

narrative commentary for many of the entries and supplies links to photos, maps, excerpts of testimony, and reference sources.—Jane Thompson, Assistant Director for Faculty Services, William A. Wise Law Library, University of Colorado Law School, Boulder, Colorado

World War II and the Postwar Years in America: A Historical and Cultural Encyclopedia. By William H. Young and Nancy K. Young. Santa Barbara, Calif.: ABC-CLIO, 2010. 2 vols. acid-free \$180 (ISBN 978-0-313-35652-0). E-book available (978-0-313-35653-7), call for pricing.

This two volume encyclopedia, coauthored by independent scholars William H. Young and Nancy K. Young, provides a comprehensive overview of everyday life in the 1940s by charting the popular culture of that decade. The slender time frame examined in the encyclopedia—1940 through 1949—allows the writers to provide extensive coverage of American popular culture during that ten-year span.

In the encyclopedia’s preface, the Youngs note that their work centers “on one aspect of [the 1940s]: the interplay between everyday life and popular culture” (xvii). Entries within the encyclopedia highlight a wide assortment of topics that reflect the authors’ intent. Topics covered range from serious political issues (such as the Cold War) to more light-hearted events and subjects. Several topics are explored at different levels of specificity. For example, the encyclopedia contains a brief entry on “Movies” that is supplemented by other entries that focus on specific genres, films, and actors.

Each volume begins with an alphabetical list of entries and a guide to related topics and concludes with an index. Each entry contains a “see also” list of other potentially relevant entries and a selected reading list of other sources. When an entry references another, that reference appears in bolded type. Volume 2 closes with a “Timeline for the 1940s” and selected resources. These features facilitate finding entries within the encyclopedia and will enable interested users to find additional resources on each topic.

The factors used by the authors to determine what was worthy of inclusion are not explicitly stated. While many of the people, places, and things that have merited entries are obvious choices, some of the omissions are curious. One wonders why the encyclopedia contains separate entries on both Humphrey Bogart and *Casablanca* but does not carry an entry on Ingrid Bergman.

Taken as a whole, *World War II and the Postwar Years in America* succeeds in its authors’ aims to provide an overview of everyday life in the United States. While much of the raw information contained in the encyclopedia can be found in other sources, it does bring a unique pop culture perspective to its coverage. Overlap does exist between this work and Eugenia Kaledin’s *Daily Life in the United States, 1940–1959: Shifting Worlds* (Greenwood Press, 2000), although the format and organization of the encyclopedia may allow users to find information more quickly. This work is recommended for academic libraries in need of resources relating to the 1940s

or to popular culture.—Sharon Reidt, *Technical Services Specialist, Rice-Aron Library, Marlboro College, Marlboro, Vermont*

Professional Materials

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Editor

Active Learning Techniques for Librarians: Practical Examples.

Andrew Walsh and Padma Inala. Chandos Information Professional Series. Oxford: Chandos, 2010. 146p. Paper \$75 (ISBN 978-1-84334-592-3).

Active learning engages participants in their own learning while giving instructors an alternative to lecturing. Acknowledging that librarians may not have formal training in instruction techniques but are expected to train users in how to find, evaluate, and use information, the authors of *Active Learning Techniques for Librarians* provide targeted activities to insert into library instruction sessions to increase student skills and participation.

The organization and design of this practical workbook is similar to Ryan L. Sittler and Doug Cook's *Library Instruction Cookbook* (ALA, 2009), with a few notable differences. Individual activities are not explicitly tied to specific information literacy goals and therefore may not fit with pedagogical plans or learning outcomes. Some British terminology may not be immediately clear to speakers of American English. However, the variety of activities and techniques shared make this title a valuable addition to an instruction librarian's shelf of tricks.

More than fifty activities covering a range of types and technologies are included in the book. The authors provide details such as required materials, suggested uses of the activity, and "how to" notes on managing each activity. Suggested variations include the use of interactive tools, such as whiteboards and clickers, as well as low-tech items like notecards and stickers. The authors point out potential pitfalls to consider, usually addressing classroom management concerns. Timing for each activity is not given, possibly because there are too many variables, including class size and enthusiasm level.

Lesson plans are the basis for the final section. Blank templates give a practical guide to structuring a plan for a session, including a reminder to try to change the type of activity every ten minutes or so. A set of ten sample plans show how several activities from the book can be combined into a cohesive library session ranging in duration from thirty to ninety minutes. The lesson plan section expands upon the individual techniques shown earlier in the book by including recommendations for target audience, class size, expected outcomes, timelines, and required handouts and equipment. The examples of how the activities can be linked to create a fully formed session add to the versatility of this collection and are a great strength of this title; this reviewer only wishes more premade mash-ups were included.

Although the activities are designed for academic librarians, many of the activities could be used as is or could be modified for school media specialists and public librarians. Intended for use in one-shot sessions, the activities appeal to both new and established librarians who provide instruction. Librarians new to active learning can get their feet wet trying out one of the activities at the beginning or end of a session or launch directly into a one-hour lesson plan. Recommended for all librarians who teach as part of their job.—Amy F. Fyn, *Reference and Instruction Librarian, Bowling Green State University, Bowling Green, Ohio*

Boomers and Beyond: Reconsidering the Role of Libraries. Ed. by Pauline Rothstein and Diantha Dow Schull. Chicago: ALA, 2010. 152p. Paper \$55 (ISBN 978-0-8389-1014-6).

With the first ten years of the new millennium now behind us, the wave of writing about the learning and behavior styles of the millennial generation might be coming to a close as academics turn their focus back to the rest of the population, and from this comes *Boomers and Beyond: Reconsidering the Role of Libraries*, compiled and edited by Pauline Rothstein and Diantha Dow Schull.

The first section spotlights "Older Adults: Essential Concepts and Recent Discoveries" and centers around the human development aspects of aging, including lifespan, spirituality, and work purpose after fifty. This section reads like a textbook, with statistics and figures from government agencies, Meals on Wheels, and the American Association of Retired Persons (AARP).

Part two of the work focuses on institutional opportunities for libraries. This section also covers many of the human development aspects of aging but does offer a few ideas for library programming for older adults. One example is an "Active Wisdom" conversation group, in which seniors participate in sharing life experiences. Other examples include film series and tool kits focused on retirement planning and opportunities. An entire chapter is devoted to promoting tolerance of varying lifestyles and ethnicities: the chapter "Reclaiming the 'Public' Library: Engaging Immigrants, Building Democracy" shares the message that that libraries should provide space for all to learn and grow.

The final section of the book presents librarian perspectives, with essays written from three points of view regarding service to the older generations of patrons. Tables and charts regarding online pursuits, web design considerations, website usability, and information needs pack this final section. A contributing author biographical section and a complete index round out this resource.

Although this book's topic is interesting and definitely one that has not been highlighted in recent years, *Boomers and Beyond* is underwhelming. Ideas for programming are not plentiful with the usual "how-to" and "here's what worked" kinds of information normally bountiful in librarian resources. Instead, *Boomers and Beyond* takes a far more academic but less useful approach. However, this book would be useful for