

## 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*

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***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*

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***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