

alphabetical entries that cover a wide range of beauty studies topics. Although there is some overlap of content involving the physical characteristics and a few cultural practices like foot binding and elongated necks, there is no real comparison between this encyclopedia and Smith's volume.

The Biology of Beauty: The Science behind Human Attractiveness is well written and comprehensible. Many fields of study would benefit from this text, and it is highly recommended for both academic and public libraries.—Megan Coder, Associate Librarian, State University of New York at New Paltz

The Routledge History Handbook of Medieval Revolt.

Edited by Justine Firnhaber-Baker with Dirk Schoenaers. London, UK: Routledge, 2017. 384 p. \$191.25 (ISBN 978-1-138-95222-5). E-book available (978-1-315-54242-3), call for pricing.

If one is looking for a quick and readable introduction to specific medieval revolts appropriate for secondary education or lower division undergraduates, it would be better to pass by this work and pick up one of the many single or multivolume encyclopedias of the middle ages, such as Matthew Bunson's *Encyclopedia of the Middle Ages* (Facts On File 1995). Firnhaber-Baker and Schoenaers' edited work will be too demanding for such a reader.

On the other hand, if one is looking for a variety of scholarly perspectives on medieval revolt, including ways revolt has been conceptualized, social and political contexts, and the language and performance of revolt, then this work is well worth its list price. Eighteen essays look at specific revolutionary movements and ways of approaching them, beginning with the early Roman empire and ending in the Reformation. The essays average approximately twenty pages each. The tone is erudite and the argumentation is scholarly. However, it is written for an educated layperson in the sense that it is not strictly technical and is relatively free of jargon. All essays provide extensive documentation for both primary and secondary sources used in the scholarship. Some examples of essay titles include "Great and Horrible Rumour: Shaping the English Revolt of 1381" by Andrew Prescott, "Rebellion and the Law in Fifteenth Century English Towns" by Eliza Hatrich, and "Developing Strategies of Protest in Late Medieval Sicily" by Fabrizio Titone. An excellent conclusion by John Watts draws the entire volume together, identifying primary themes and possible future directions in the field.

With the caveat that this work does not contain primary sources, one could imagine using it as a textbook for an upper-division or even a lower graduate-level history course. The variety of approaches and the scholarly writing style could provide excellent models for students in such a class. Otherwise, one could imagine seeking out this source for a particular essay as a secondary source, or even reading the volume cover-to-cover to gain a sense of the scholarly field. Any one of the essays could provide an excellent starting point for research through its thorough bibliography.

The convenient, hardbound volume contains a small number of interesting figures, maps, tables, and some gray-scale photographs. There is a rather short index that would be useful mostly for people and places, among a few other topics. Most likely, one will access this work through major headers in the essays themselves. The cover is attractive but not pretentious.

The Routledge History Handbook of Medieval Revolt belongs on the shelves of academic libraries that support a liberal arts curriculum and public libraries that serve a population where some patrons are highly educated. One might consider adding this work to a circulating collection rather than a reference collection. This is a quality edited work that is well worth its purchase price in such a context.—Steven R. Edscorn, Executive Director of Libraries, Northeastern State University, Tahlequah, Oklahoma

The Schoolroom: A Social History of Teaching and Learning.

By Dale Allen Gyure. History of Human Spaces. Santa Barbara, CA: Greenwood, 201. 215 p. Acid-free \$39 (ISBN 978-1-4408-5037-0). E-book Available (978-1-4408-5038-7), call for pricing.

Dale Allen Gyure's *The Schoolroom: A Social History of Teaching and Learning* takes an in-depth look at how the structure of schools has changed over the course of American history, starting from Colonial America to the twenty-first century. After its well laid out table of contents, there is a helpful timeline, chronicling major developments in United States education history starting in 1635 with the opening of Boston Latin Grammar School and going up to 2016 with the Sandy Hook Elementary School and the new era of school design (xv-xix). It also includes a helpful glossary that defines specific terms, such as different building plans, types of schools, and educational theories. Throughout the chapters, words found in the glossary are in bold.

Broken into four chapters, "The Schoolroom," "The Schoolhouse," "Objects," and "Ancillary Spaces," Gyure's work takes on a journey through time in each section, showing how American and world politics, learning and teaching theory, and social norms impacted the architecture and how architecture has affected the way we teach and learn. Some pictures can be found throughout the chapters but are used more heavily in "The Schoolhouse" chapter, showing the change over time from a monumental structure to a "post-war casual school" (113). When pictures are not available or used, Gyure pays attention to detail, listing square footage and shape, windows, walls or lack thereof, ground level, and access to the outdoors. There is usually a discussion on how these classrooms were set up and the general educational theory that went behind it. This book has particular nuances that have not been placed in one single writing before. It looks at the introduction of light, ventilation, heat, and hygiene, all of which contributed to the design, structure, and use of objects, but often are not discussed in congruence with educational theory and educational reform.

SOURCES

This should be a standard for collections focused on education and educational theories. It may appeal to educators, architects, designers, and those with an interest in understanding how the spaces and objects we use came to be. This title would work well as a resource for courses that focus on American educational history and reform.—Kelsey Forester, *Science Research & Instruction Librarian, University of Georgia, Athens, Georgia*

When Science and Politics Collide: The Public Interest at Risk. By Robert O. Schneider. Santa Barbara, CA: Praeger, 2018. 228 p. Acid-free \$60 (ISBN 978-1-4408-5937-3). E-book Available (978-1-4408-5938-0), call for pricing.

The importance and topicality of *When Science and Politics Collide: The Public Interest at Risk* can hardly be doubted. Author Robert O. Schneider, of the University of North Carolina Pembroke, has a respectable publication history on issues that demonstrate the collision of science and politics: fracking, oil disaster prevention, and emergency management, among others. He provides cogent discussions in areas where clarity and understanding are essential, such as the distinction between science and politics and how they interact in the development of policy.

Like many books lacking the characteristics of a reference work described in Bates's *Information Searching Theory and Practice* (Ketchikan Press, 2016, 325–327), this work could be used for reference. However, the structure and features of this work are not strong for that use. It is a better fit for Bates's "body of discourse" (322) with the entire book, rather than an entry, being the information "individual." As a result of this format, the scope is relatively narrow, but it has depth greater than much reference material. Indexing assists reference use where a discernible organizational ordering principle is absent, but it is not especially strong here. A full chapter is devoted to hydraulic fracturing, but terms like "natural gas" are completely absent from the index, for example. In addition, the entries under "hydraulic fracturing" differ from those under "fracking." Generous notes are provided, though they are located at the back of the book instead of the end of each chapter, which might facilitate reference use. The author cites a wide variety of types of sources, which could be perceived as a strength or weakness.

For an actual reference work in this area, Steel's *Science and Politics: An A-Z Guide to Issues and Controversies* (CQ Press, 2014) may be better suited to the task. Alphabetically arranged brief entries, each with a named author, bibliography, and further reading, cover a greater number and range of topics. From the publisher, *Science and Politics* is substantially more expensive than *When Science and Politics Collide*, but if alternate vendors are an option, the price may be comparable. The review Steel's work received in *Choice* (May 2015, 1481) was "optional," it should be noted, and it could benefit from an update.

The strengths above and a generally interesting and accessible style make *When Science and Politics Collide* worthy

of consideration for undergraduate general collections. Barrotta and Scarafile's *Science and Democracy: Controversies and Conflicts* (John Benjamins, 2018) and *When Ideology Trumps Science* by Wolters and Steel (Praeger, 2018) are examples of current publications of similar structure and subject as Schneider's that might be considered as alternatives.—Lisa Euster, *Librarian, Washington State Department of Ecology, Lacey, Washington*

We Eat What? A Cultural Encyclopedia of Unusual Foods in the United States. Edited by Jonathan Deutsch. Santa Barbara, CA: Greenwood, 2018. 339 p. Acid-fee. \$94.00 (ISBN 978-1-4408-4111-8). E-book Available (978-1-4408-4112-5), call for pricing.

Fried crickets. Boiled pig intestines. Sautéed bull testicles. And that's just the sampler plate. Bon appetite! All joking aside, these and other—ahem—interesting food items are discussed and illustrated within the pages of this well-written reference work. Approximately 114 alphabetically arranged entries, each signed by its writer, cover mostly regional specialties, from alligator meat served in Florida restaurants to Whoopie pie, a sweet treat made in bakeries throughout New England. The writing style is straightforward; at once entertaining and enlightening, articles variously provide background on the derivation of the names for individual items ("fastnacht" is German for "fast night," referring to a "slightly sweet fried dough, similar to a doughnut, that is prepared and eaten on Shrove Tuesday, particularly in the Pennsylvania German [also known as Pennsylvania Dutch] community" [118]), how a particular food item found its way to these shores, and a smattering of botanical/zooological background ("Huckleberry ice cream is a regional and seasonal specialty of the Western United States, mainly found in the Pacific northwest, Idaho, and Montana, where huckleberries are a native plant species" [176]).

In his preface, the editor states that the impetus for creating such a work was to provide a companion volume to his well-regarded prior title, *They Eat That? A Cultural Encyclopedia of Weird and Exotic Food from Around the World* (ABC-CLIO, 2012). Both volumes are designed to explore the dichotomy of foodstuffs: what some regard as wholesome and everyday comestibles, others consider to be revolting. Everything is relative, it would seem, including that which we ingest.

A number of features stand out. While not a cookbook, recipes for selected dishes are included. Sidebar articles provide cultural and historical context. All entries conclude with a further reading list, in addition to a more lengthy bibliography at the end of this work. Many articles are illustrated with crisp black-and-white photographs.

The editorial team consists of general editor Jonathan Deutsch, PhD, contributing editor Benjamin Fulton, and recipe editor Alexandra Zeitz. All three are affiliated with Drexel University, Philadelphia. Contributors all possess advanced degrees in various aspects of food science.