

SOURCES

student studying Harper Lee. While *Understanding To Kill a Mockingbird* provides numerous primary documents to help a student understand the historical context, *Reading Harper Lee* provides a more concise analysis of themes, which potentially makes it more accessible to a student new to literary criticism.

The first three chapters examine Harper Lee's life, the historical context, and the literary structure and themes of both texts. The rest of the chapters examine key themes, including race relations, gender analysis, the impact of social class, the role of The South, Atticus Finch, and censorship. Each chapter has section headings written in bold that will help a student hone in on relevant aspects of the themes. Students should be able to use these sections to both further their understanding of what they are reading and to find inspiration for potential paper topics. The book also includes further readings at the end of each chapter, an in-depth chronology, notes on sources used, and an index.

Claudia Durst Johnson, the author of this resource, is a professor emeritus of English Literature at the University of Alabama and noted scholar of Harper Lee. Johnson's research eventually led to her having a personal relationship with Harper Lee. While *Reading Harper Lee* is written to be very approachable for a student, Johnson's knowledge of the author and the texts is evidenced throughout the work. For example, when examining the publishing history of *Go Set a Watchman*, she gives a good example of the impact of the "light editing" that was done: "unfortunately the 'light edit' did not catch a critical mistake in the key passage on page 265 where the word 'conscious' is used instead of 'conscience.' Even the part of the speech is faulty" (16). This example would hopefully make a student want to examine for herself what was published and why a mistake like that might be meaningful.

This reading guide is appropriate for public, high school, and college libraries. Though the primary audience for this text will be high school students and undergraduates, the inclusion of *Go Set a Watchman* will increase the appeal for any literary scholar or student interested in American literature. Since the work around examining the impact of *Go Set a Watchman* is still in the nascent stage, the effort here to begin to explain its publishing history and to explore how it works with and against *To Kill a Mockingbird* will be valuable, especially if used with the further readings and notes on sources. It makes one interested to see how future literary scholars will approach these two texts.—Arianne A. Hartsell-Gundy, *Librarian for Literature and Theater Studies, Duke University, Durham, North Carolina*

The Biology of Beauty: The Science behind Human Attractiveness. By Rachele M. Smith. Santa Barbara, CA: Greenwood, 2018. 264 p. Acid-free \$61 (ISBN 978-1-4408-6). E-book Available (978-1-4408-4989-3), call for pricing.

Rachele M. Smith, an associate professor of psychology and the chair of social sciences at Husson University, is

the author of this one-volume work. The subject of beauty is complex and has been heavily researched among many academic disciplines like anthropology, biology, evolutionary studies, psychology, and sociology. This research "has added to a foundation of understanding what it means to be attractive and the biological underpinnings of beauty" (vii).

Part one, "Understanding Beauty," consists of seven chapters beginning with chapter one, "Defining Beauty." Smith provides an overview of the empirical research that has demonstrated "that there are universal characteristics that are perceived as beautiful" (29). Some of these characteristics include face symmetry, sexual dimorphism, age, and body mass index. At the end of each chapter is a conclusion which summarizes the main points of the chapter. There are no in-text citations, but an extensive "References and Further Reading" list is provided at the end of the book.

Chapter two, "The Benefits of Beauty," explores the physical, social, and psychological benefits of being beautiful. Chapter three, "Buying Beauty," is about cosmetics, surgeries, and other efforts made to uphold and increase attractiveness through the maintenance of hair, nails, hands, teeth, and body. Chapter four, "Changes in Beauty Trends over Time," addresses how the beauty ideals for both women and men shift throughout time and that during the twentieth century many of these changes can be correlated with fashion and hairstyle trends.

Chapter five, "Evolution's Impact on Modern Attraction: The Interaction of Genes and Environment," introduces evolution and the role it plays with attraction and relationships through natural selection, sexual selection, and the role of parental investment. Chapter six, "The Impact of Attractiveness on Behavior and Relationship Satisfaction," explains how the level of attractiveness can affect the quality, longevity, and satisfaction of relationships. Chapter seven, "Psychological Effects of the Preoccupation with Beauty," delves into the negative consequences that often occur with the pursuit of the unattainable beauty ideal, some of which include low self-esteem, depression, poor body image, and eating disorders. Smith also addresses the influencing role the media plays on beauty and behavior.

Part two, "Beauty from Head to Toe," examines fifteen physical characteristics that contribute to attractiveness. Some of these body parts are the "Head, Facial, and Body Hair," "Skin," "Eyes," "Nose," "Lips," "Hands," "Breasts and Buttocks," "Inguinal Crease," and "Feet." Part two also contains ten different sidebars of information about other cultural beauty practices and trends, some of which include "Skin Bleaching in Tanzania," "Elongated Skulls in the Congo," "Double eyelid surgery in China," and "Large Bodies in Mauritania." Many of these examples are illustrated with black and white images.

A related title, *Beauty around the World: A Cultural Encyclopedia* by Erin Kenny and Elizabeth Gackstetter Nichols (ABC-CLIO, 2017), also provides an interdisciplinary approach into beauty and beauty standards with a global focus. It is organized like a traditional encyclopedia with 166

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.