

BOOK REVIEWS

ABOUT THE REVIEWS IN TEACHING HISTORY

Reviews will be a regular feature of Teaching History. We trust that the reviews, like other material in the journal, will fill a need not now met by other professional journals. In keeping with the general purpose of Teaching History, the reviews will focus on the books and other material of interest especially in teaching. Hence, we will cover traditional history textbooks, surveys, interpretive accounts, and such monographs as appear to have broad application in undergraduate and secondary school classes' books on teaching methodology, technique and materials; books on the philosophy and practice of history and of teaching; and any other material of value to classroom teaching, including non-print media. The reviews will be concerned with the pedagogical more than the scholarly merits of the materials. Teachers will be informed on how the volumes in question will aid them as teachers.

We hope to be fair and impartial to all fields and topic areas. However, an inevitable imbalance will be apparent to all. There is little being published on the theoretical and philosophical problems of history pedagogy. On the other hand, there is a superfluity of volumes of interest to teachers in American history surveys. The weight of reviews on American history texts, therefore, reflects the nature of the publishing field, not the personal predilections of the book review editor.

Teaching History intends to make the review section as fresh and innovative as possible while meeting its primary mission. From time to time the section will feature review essays comparing new texts with old favorites, or essays reviewing major scholarly articles on one topic, as well as the standard short review. Brief notes on material of interest but not worth a full review will be included whenever warranted.

Teaching History is on the mailing list of nearly 200 publishers. Nevertheless, new material often comes from little-known sources, especially in the chaotic field of non-print media. If you are aware of material worthy of reviewing, a note to the book review editor would be appreciated.

REB

Donald V. Gawronski. History: Meaning and Method. Third Edition. Glenview, Ill.: Scott, Foresman and Company, 1975. Pp. ix, 132. \$2.95.

The introductory guide for beginning history students is a type of book which has seen much publication in recent years. Some popular examples are Cantor and Schneider's How to Study History (Crowell, 1968), and Robert V. Daniels' Studying History: How and Why (Prentice-Hall, 1972). History: Meaning and Method, by Donald V. Gawronski of Florissant Valley Community College, falls clearly within the class of short introductory books indicated above. The author's purpose, as stated in the Preface, is to provide a supplemental guide for undergraduates as they encounter their first survey courses in college-level history. The book scans a wide range of historical activities, beginning with a chapter on definition; this section arrives at a compact, pointed and helpful statement of what history is. The successive chapters then take up problems (causes, time, objectivity, values), philosophies, research and writing, and American and European historiography. The seventh chapter discusses the new trends of Women's History and Black History; the appendices include a bibliography and chronological tables.

Gawronski has produced a very effective guide. The reader is given an excellent overview of the past growth and present variety of historical studies. The bibliography is concise but thorough, the research-writing chapter is instructive, and principal philosophies are well summarized. The

chronological tables are an important aid which is not always found in books of this genre. Considering the readership, the author has been wise to discuss the main points of cause and effect without going into the complex field of historical generalization. The writing is direct, open, and informative throughout the book.

Certain minor defects are noticeable. Renaissance historiography should take note of the Florentines Bruni and Guicciardini, and discussion of Spain ought to mention Madariaga. Quantification and computerized history might best have been placed in the seventh chapter on "new trends," instead of its less noticeable location at the end of "American Historiography."

The above points are unlikely to disturb the freshman historian or his teacher. Gawronski has created a very useful book, which achieves his stated aims. It should be of interest, not only to teachers of the usual surveys, but also to those who (like the present reviewer) are developing introduction-to-history courses.

Westmar College.

A. Q. Larson

Theodore Rosengarten. All God's Dangers: The Life of Nate Shaw. New York: Avon, 1974. Pp. xxv, 583. \$2.25. June Jordan. Dry Victories. New York: Avon, 1972. Pp. 115. \$1.25.

In spite of all the talk about history from "the bottom up," there is still little we can give students that speaks directly about the lives of every day people, be they black, white, native American or Latin. Most history courses, when dealing with the masses, have relied on sociological treatises, popular literature, or have simply ignored them. What has been needed are books that let us into the lives of these people such that we can feel and view society. We now have two books that are an excellent start in the right direction. The strongest of the two, Rosengarten's All God's Dangers, should become a classic, while Jordan's Dry Victories offers a fresh and innovative look at the tragically cyclical nature of Afro-American History.

All God's Dangers burst on the scene some two years ago, receiving high praise and distinguished awards, including the National Book Award. They were well deserved. A thorough review of the book cannot be attempted here, but it must be said that the most successful feat of this oral autobiography of 85 year-old Alabama sharecropper Nate Shaw is its intensity and depth. Rosengarten has done the best thing possible: he has allowed Nate Shaw to speak for himself uninterrupted except for a few brief explanations of some Afro-American colloquialisms. There is much value in hearing Nate Shaw speak about the land, the relationships between blacks and whites, and, in a larger sense, the relations between man and his society.

Shaw's autobiography reflects his struggles within himself and with his society. He was not an accomodating Negro or an Uncle Tom. He was a Black man, a human being who was fully aware of the kind as well as the cruel realities around him. He was quiet but determined; he struggled but never burned out; he laughed and cried, endured pain and sorrow. Although he was no great figure in history and while he was, by American values, a poor man, his sensibilities and attitudes reflected the lives of many who live, work, and die in this society.

Most autobiographies, black and white, are of an intellectual nature and thus rarely give the hard realities of the author's life. All autobiographies have a message but often that message overwhelms the writer's life. The autobiography of Nate Shaw does not let that happen. It is perhaps the one classic autobiography we have portraying history from "the bottom up." It should

be required reading in any Afro-American course that seeks to know the "feel" of black life in American society.

While Rosengarten's All God's Dangers is an intensive look at history as viewed by a member of the mass, June Jordan's Dry Victories provides an innovative look at two seemingly parallel time periods in American History. Jordan is a Black poet with a deep sense of history. She has deftly orchestrated historical photos with a lively dialogue between two young blacks, one from the South, the other from the urban North. The theme is the parallel between the Reconstruction and the Civil Rights era. What saves the book from being a warmed-over polemic are the photos. They should be called photopoems. They provide a panoramic view of the people--from Presidents to slaves, soldiers to civilians, workers, rich folk, men, women, and children--during Reconstruction and the Civil Rights period of the 1960s. The pictures are powerful and evoke more feelings than the text.

Jordan provides a short bibliography which, surprisingly, provides no readings on the Civil Rights era. I would suggest Robert Brisbane's Black Activism. It is probably the best historical work on the period.

Dry Victories makes a good forward to the superlative autobiography of Nate Shaw. It might be too elementary for many college students, but would be excellent in secondary schools.

In her afterword Jordan states that upon finishing her work one should be angry--angry enough to seek out more information, and, hopefully, the truth. If we read All God's Dangers we may still be angry but we will come away with much hope and a little of the truth. From there we can move on.

State University of New York, Binghamton

Charles Haley

Thomas D. Clark, ed. The Great American Frontier: A Story of Western Pioneering. (The American Heritage Series.) Indianapolis: Bobbs-Merrill Company, 1975. Pp. xl, 334. \$5.95.

This anthology of primary materials includes seventy-two items arranged to provide students with supplementary readings on eleven topics of Western history. Clark provides a general introduction summarizing the pioneering experience and pointing out what to look for in the study of the frontier. He introduces each major section and each selection, providing background, identification of sources, and evaluations. These aids are joined by a bibliography and index.

Western exploration receives first attention, and the coverage is exclusively Anglo. Neglect of the Spanish Southwest is obvious here and throughout the volume. A variety of selections illustrate "the act of pioneering," emphasizing the conquest of virgin territory, getting a start in the wilderness, and frontier characteristics. Life on the log cabin frontier is shown through informative and sometimes humorous pieces on the rifle, axe, marriage customs, revival meetings, circuit-riding lawyers, Yankee peddlers, and runaway slaves.

Land was truly the obsession of westward-pushing pioneers, and land laws were the rules (sometimes violated) under which settlement occurred. The Indian frontier was a story of trade, diplomacy, and war in which both sides committed atrocities. What happened to Indians after removals and warfare receives only brief attention, and Indian contributions to pioneer success are neglected. Western rivers gave rise to a special lore while carrying commerce on a variety of craft.

Curiously, cattlemen are treated before fur traders. Reports on

aridity are included with the cowboy material, and the mountain men receive little space and some errors in introductions. "Crossing the Continent" includes accounts of more explorers plus some travelers. The section on mining tells much about those who rushed for gold but nothing about the actual work of mining. A final section on the impact of the frontier stresses rapid growth. There are no separate sections on government, law and order, logging frontier, soldiers' frontier, sod-house frontier, or urban frontier.

Teachers at both secondary and college levels could make use of this material. Many of the official reports and government documents may not stimulate much interest or discussion, but the personal accounts of the everyday life of pioneers will do both. Geographical features and influences are stressed and focus attention on environmental issues. However, this reviewer finds the omission of several important topics to be a serious weakness and prefers and recommends the better balanced treatment found in Robert Richmond and Robert Mardock's anthology, A Nation Moving West (University of Nebraska Press, 1967).

Fort Hays Kansas State College

Leo E. Oliva

Ross Evans Paulson. Women's Suffrage and Prohibition: A Comparative Study of Equality and Social Control. Glenview, Illinois and Brighton, England: Scott, Foresman, 1973. Pp. 212. \$3.95.

Paulson argues that the "woman question" and the "temperance question" were "aspects of the debates on the meaning of equality and the nature of democracy in nineteenth and twentieth century America." His method is that of comparative history, which he says "offers the student and the historian the opportunity to gain fresh insights into old material, to formulate new research questions and categories, and to achieve a more subtle and discriminating understanding of historical experience." Paulson is faithful to his stated purpose and ranges widely in his discussions of women's rights movements, temperance movements and their relationships to questions of equality and social control. He also provides impressive evidence of considerable digging into the published materials on these topics. He writes about the United States, England, France, Norway, Sweden, other parts of Scandinavia, and Finland, and one is compelled to marvel at the range of his comparisons. Here and there one finds some interesting insights: the differences between American and Australian frontiers, for example, or the different motivations for temperance crusades in different countries.

Judged as a potential text, however, Women's Suffrage and Prohibition is disappointing. It is too much like a monograph; Paulson's careful style probably would not appeal to students, and much of his argument appears in long, sometimes opaque discussions in the footnotes. The discussion of both temperance and the women's rights movements can be followed in other books--Eleanor Flexner's Century of Struggle, for example. The book would appeal to advanced students in either social history or women's history courses, and it is worth an investigation by anyone teaching in those fields.

Kansas State University

Joseph M. Hawes

Wilbur S. Shepperson et al., eds. Questions from the Past. (Nevada Studies in History and Political Science, number 11.) Reno: University of Nevada Press, 1973. Pp. xii, 216. \$3.50.

Collections of writings intended to become readings for student of western civilization are found everywhere. This one is a small collection divided into nineteen discrete topical sections of similar length and difficulty, spaced fairly evenly on the normal western civilization chronology. In attractively written statement introduces the theme of each section, explaining the excerpts and posing "questions of the past." Excerpts include

original documents, secondary history, and evocative comments. They vary in intellectual weight from profound to silly. The book is legibly printed, easily read, and modestly illustrated.

The questions are "open-ended," inviting search for answers to personal, moral, or social questions connected with one's own life as well as the distant dead. Some questions deal with recurring problems of human experience; others concern issues which presently receive wide public attention.

The topics include juxtaposed accounts of the great flood in the Gilgamesh epic and the book of Genesis, education for Spartan citizenship, views on women by Aristotle and Christian philosophers, celibacy in the medieval church, the not-so-private lives of Abelard and Heloise, late medieval knighthood, persecution of Jews in the middle ages, family documents from fourteenth-century Italy, seventeenth century witchcraft and anti-witchcraft, life aboard Louis XIV's prison galleys, crime and punishment in eighteenth-century England, the enjoyment of life in Italy, the survivability of the Basque people, a certain countess in the court of Napoleon III, emigration from Scandinavia, the ways of Gypsies, a twentieth century social critic, an inside view of Nazi Germany, Bertrand Russell on the Cuban missile crisis, and a Soviet description of American history.

Within the genre of pedagogical motivators, I rate this as a very good book for high school and college courses, although bright students should have more to read and weak students will need help with some selections. Almost everyone will find the book interesting. It could best be used as a textbook supplement in a one-term western civilization course. Instructors should read it closely and take care to relate its social history aspect to the public affairs orientation of most narrative texts. Incidentally, since few university presses regularly handle large orders of textbooks, prospective users should contact the University of Nevada Press to see if it provides examination copies, handles bookstore orders promptly, accepts returns, and performs other services one expects from textbook publishers.

Georgia State University

Gerald H. Davis

Forrest G. Wood. The Era of Reconstruction, 1863-1877. New York: Thomas Y. Crowell Company, 1975. Pp. 113. \$3.50. Robert L. Beisner. From the Old Diplomacy to the New, 1865-1900. New York: Thomas Y. Crowell Company, 1975. Pp. 162. \$3.50. Melvyn Dubofsky. Industrialism and the American Worker, 1865-1920. New York: Thomas Y. Crowell Company, 1975. Pp. 150. \$3.50.

These volumes are from the Crowell American History Series, edited by John Hope Franklin and Abraham S. Eisenstadt. Written by younger scholars, the series aims primarily at conveying a summary of recent scholarship on each subject. The editors and publisher hope these mainly interpretive books can be used in beginning survey or in advanced period courses in U. S. history. Although the intent of the authors of each of these books is much the same, they differ considerably in approach and execution.

Wood challenges many of the mainstream interpretations of the Reconstruction era. His is the most interpretive of the three books, although he still tries to provide a factual framework for his analysis. Wood appears less concerned than either Beisner or Dubofsky with presenting a balanced view. He organizes well, however, and reveals his familiarity with the work that has been done on Reconstruction in the last two decades. The volume would be far more useful for upper division undergraduate courses than for the beginning survey student; it might be used in the beginning course if the instructor is willing to spend considerable time summarizing the older mainstream interpretations of Reconstruction in order to provide the student with a better balanced view of the era.

Both beginning students and advanced undergraduates will love Beisner's book because of its clarity of organization and writing and because he presents enough factual information to allow even beginners to know what he is discussing. His presentation is easy to follow and remember. Beisner is the only one of the three authors who attempts to do more than just summarize recent scholarly views of his subject; he does that but he also advances his own way of looking at the period, contending that a revolution occurred in diplomacy in the 1890's, and attempting to substantiate it. Beisner is much more balanced in his presentation than Wood, and of all three books his may be the most useful, either for beginners or advanced students.

Dubofsky first chronicles the chaotic views and responses of labor to the problems posed by the industrial revolution in the last one-third of the 19th century. His is not a novel or unusual approach in any way. His survey of the working man and his problems in the progressive era and during World War I is more lucidly and effectively done than is his coverage of the earlier period. Beginning students will find it difficult to recall much of the information in this book. For advanced undergraduates it would provide a good introduction to the history of the worker in that period. Dubofsky, like Wood and Beisner, is impressive in his mastery of scholarship on his subject in the last fifteen years. All three of the writers include references to many monographs in the text of their works. Although smoothly enough done, this seems more distracting than useful. All three provide fine bibliographical essays that would provide enough guidance for further reading and give credit for the insights and interpretations of others that they are summarizing.

In conclusion, these volumes, like so many more of their type, are useful for teaching, if used carefully, but the greatest use may be by graduate students preparing for comprehensive examinations, and by teaching scholars who want a relatively easy way to bring themselves up to date on the newest interpretations in areas of history in which they do not work intensively.

North Texas State University

E. Dale Odom

NOTES ON OTHER MATERIALS OF INTEREST

The National Information Center for Educational Media publishes a series of indices of value to teachers interested in utilizing the various forms of non-print media in their classrooms. The volumes provide a convenient subject guide, an alphabetical listing which includes titles of the items, technical data (e.g., 8mm or Super 8mm, optical or mechanical sound, monaural or stereo, etc.), a brief description of contents, applicable age or grade level, producer and distributor, and year of release. The data files are updated constantly through cooperation with the Library of Congress, and new editions are generated periodically. NICEM currently publishes thirteen different titles, including indices to 16mm educational films, 35mm filmstrips, overhead transparencies, 8mm motion cartridges, educational audio and video tapes, Black studies, ecology, psychology, health and safety education, vocational and technical education, and producers and distributors. The first three are now published in multiple volumes. These hefty paperbound volumes are valuable bibliographical guides for libraries, teacher resource centers, and larger departments. No prices were included with our samples. For information write NICEM, University of Southern California, University Park, Los Angeles, California 90007.

The use of scholarly articles in larger survey classes has long been facilitated through the venerable Bobbs-Merrill reprint series. The American Institute for Marxist Studies offers a similar service with inexpensively reproduced historical articles approached from a Marxist perspective.

Included among the nearly two-dozen original essays are Paul Nyden, "Black Coal Miners in the United States," and Daniel Rosenberg, "Mary Brown: From Harper's Ferry to California." For prices and catalogue, write AIMS, Inc., 20 E. 30th Street, New York, NY 10016.

Rock Music and Malaise in America, 1966-72 is a 28 minute color videotape useful in Recent American History classes. This non-profit, non-commercial endeavor utilizes slides, film clips, representative music, plus commentary and analysis. Tapes will be made up to match individual receiving capacities--reels, cassettes, etc. A fee for this work will be assessed on orders. Contact Mr. Rick Reighard, Head, Instructional Television, Television Center, University of Akron, Akron, Ohio 44325.

REB

PROFESSIONAL NOTES

IMPROVING COLLEGE AND UNIVERSITY TEACHING
A QUARTERLY JOURNAL

Innovative classroom techniques is one of the many phases of college teaching that are discussed in the pages of IMPROVING COLLEGE AND UNIVERSITY TEACHING, a quarterly journal published by the Oregon State University Press since 1953. Written by college and university teachers for college and university teachers, the articles report the ideas, inspirations, and investigations of men and women in the classroom. A typical issue contains 24 articles and other features. Subscription rates are \$9 a year, \$15 for two years, \$20 for three years.

A supplemental volume with all new material, IMPROVING COLLEGE AND UNIVERSITY TEACHING YEARBOOK 1975 has just been published. It contains 53 articles not previously published and bound in cloth sells at \$8.

Inquiries or subscriptions may be addressed to Improving College and University Teaching, 101 Waldo Hall, Oregon State University, Corvallis, Oregon 97331.

ASSOCIATION FOR ASIAN STUDIES:
SPECIAL MEMBERSHIP FEE FOR ELEMENTARY AND
SECONDARY TEACHERS OF ASIAN STUDIES

During the past school year, the Board of Directors of the Association for Asian Studies approved a recommendation from the AAS Committee on Elementary and Secondary Education for a reduced membership fee when requested by elementary and secondary teachers who desire to join the AAS.

The special fee is \$15.00 for the first year rather than the usual \$20.00. The special fee entitles a teacher to full membership rights; all publications of the AAS, including the JOURNAL OF ASIAN STUDIES, the BIBLIOGRAPHY OF ASIAN STUDIES, the ASIAN STUDIES PROFESSIONAL REVIEW, the ASIAN STUDIES NEWSLETTER, and the DOCTORAL DISSERTATIONS ON ASIA: and special services of the AAS. Teachers who join during the 1975-1976 school year will also receive a free copy of FOCUS, the newsletter of the AAS Service Center for Teachers of Asian Studies; subscribers to FOCUS will receive a free Service Center PAPER.

Requests for this special membership fee must be made on school stationery. Applications should be sent to: Membership Secretary, Association for Asian Studies, 1 Lane Hall, University of Michigan, Ann Arbor, Michigan 48104.

TEACHING HISTORY
A JOURNAL OF METHODS

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Manuscripts of articles submitted for publication should be accompanied by self-addressed envelopes with return postage. Manuscripts should be typed double space with footnotes on separate sheets.

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Cover Design: Donald R. Johnson