BOOK REVIEWS

David K. Dunaway and Willa K. Baum, eds. Oral History: An Interdisciplinary Anthology. Nashville: American Association for State and Local History, 1984. Pp. xxiii, 436. Paper, $17.95 ($16.15 to AASLH members); cloth $29.50 ($26.95 to AASLH members).

The appearance of this collection of readings marks the coming of age of oral history. With the passing of the pioneers, Allan Nevins and Louis Starr, later generations of oral historians have built on the shoulders of giants. Now the field has sufficiently matured and developed a solid body of literature so as to allow for a sound broad-ranging interdisciplinary anthology such as the reader under review.

Students of oral history and experienced practitioners will appreciate the depth and variety of topics covered in this reader. Its 37 reprinted articles and appendix of goals, guidelines, and evaluation criteria of the Oral History Association are divided into six sections.

The first section, "The Gateway to Oral History," contains four articles on the foundations--history and philosophy--of the method cum subdiscipline. L. Starr gives an overview of oral history or, more properly, the process of oral data collection. A. Nevins reveals how and why oral history began, as well as its uses. P. Thompson challenges practitioners to link history to social purpose. S. Hand's overview of practical considerations and basic controversies commands us to preserve oral documents of memory for future researchers.

A second section, "Reliability and Validity in Oral History," examines the problems of interpreting and designing oral history projects. Eleven articles, written by such luminaries as A. Hoffman, B. Tuchman, W. Cutler III, J. Vansina, S. Benison, C. Morrissey and others, relate the strengths and limitations of oral history from practical perspectives.

Applications of oral history to local, ethnic, family, and women's history form the third section. Prefaces to classics in the field, such as L. Montell, The Saga of Coe Ridge, and T. Rosengarten, All God's Dangers: The Life of Nate Shaw, tell of method applied to ethnic history. T. Hareven's "Search for Generational Memory" defines "memories which individuals have of their own families' history, as well as more general collective memories about the past." A. Haley describes his profound adventure in the nexus of black history, oral history, and genealogy, as he relates the search for Roots. The relationship between the disciplines of folklore, anthropology, and gerontology to oral history are explored through six articles in section four.

Oral history and the schools, the subject of section five, is presented in four articles. Teachers who have questions--How do I get started? What kind of equipment do I need? How do I conduct an interview? What have others done?--will find answers in this section. Oral history in the classroom is an excellent starting point. It is based on the idea that active students can create useful documents as they learn about their past. Its practical suggestions for starting and carrying on oral history projects are splendid helps. E. Wigginton's introduction to The Foxfire Book is especially pertinent for teachers who are looking for "a grassroots attempt to evolve innovative patterns of community oral history intended for community consumption."

The final section, "Oral History and Libraries," includes an outstanding article by W. Baum on the expanding role of the librarian. She

discusses the responsibilities of librarians in creating, curating, consuming, and counseling with respect to oral history. She and D. Dunaway have selected some of the best pieces of scholarship on oral history's beginnings, its applications, and directions the field has taken, and included them in this volume.

The collaboration of the American Association for State and Local History with the Oral History Association in publishing this collection has been fruitful. This volume of essays, at once giving an overview of the field, will prove beneficial to the neophyte as a foundation, and will also be read by the experienced scholar with profit.

The Pennsylvania State University at Harrisburg Jacob L. Susskind

Salo W. Baron. The Contemporary Relevance of History: A Study in Approaches and Methods. New York: Columbia University Press, 1986. Pp. viii, 158. Cloth, $30.00.

Stephen Vaughn, ed. The Vital Past: Writings on the Uses of History. Athens: The University of Georgia Press, 1985. Pp. 406. Paper, $12.95.

The recent spate of books that seek to affirm and justify the value of historical study indicates a protracted defensive-mindedness within the profession, in addition to suggesting a healthy survival of professional pride. Baron and Vaughn, with books aimed at the college and university history student and the professional historian, continue this trend. Both author and editor at least in part preach to the choir, and within their chosen boundaries both do it well.

As might be expected from a scholar who has spent a lifetime examining Jewish history, Salo Baron has almost constant recourse to his specialty in less than one hundred pages of text. In ten relatively brief chapters he distills his experience on such matters as historical objectivity, prediction, quantitative history, and psychohistory, and what he calls the "socioreligious approach." Baron's judgments are centered on European and Jewish historical traditions, with some accent on the Moslem world.

By contrast, Stephen Vaughn offers a collection of writings, mostly by professional historians, that is loaded heavily with the Anglo-American experience. Only Vaughn's introduction is original with this volume; all of the other contributions have appeared in print before. Of the 36 contributors (two selections are co-authored and one contributor, Lester D. Stephens, appears twice), 26 are American, six English, and two (a Canadian and a New Zealander) from the Commonwealth, leaving only the Austrian-born Gerda Lerner, who made her career in the United States, and the Frenchman Henri-Irenee Marrou. Most of the contributions were written in the last twenty years, although Vaughn includes golden oldies such as Frederick Jackson Turner (1891), George Macaulay Trevelyan (1914), and Carl Becker and his Everyman (1932).

Baron perceives history as having double meaning, both as a "factual world phenomenon" and as a discipline relevant to life in the present. He sees the contemporary period as embodying consolidation of recent innovative techniques and a "search for a new consensus." Most of his assertions regarding the craft are unsurprising but still worth remembering: that historians need to recognize their biases; that the uses of both psychohistory and quantitative history are limited but still relevant; and

that the choice of historical methods depends on a host of factors, relating both to the historian's personal choices and to the subject matter under investigation. Not the least of the strengths of his book is the inclusion of exhaustive analytical notes that amount to fully one-third of the printed material.

Likewise, Vaughn's collection shares Baron's somewhat defensive tone as well as a general mainstream approach to current historical analysis. The editor has subdivided his selections into categories such as the maturing process, values, self-identity, imagination, civic virtue, presentism, prediction, and policymaking. With so many contributors, such a scheme does not always work, due to the unavoidable redundancy in many of the writings. Most successful, perhaps, is the section on history and policymaking, where selections from Colin Goodykoontz, John Hope Franklin, David Trask, and Otis Graham do a fine job of assessing the use and misuse of history in public decision-making.

In such a wide collection, of course, everyone will find a mix of the novel and the familiar, and pick his or her favorites. Literary chestnuts like Turner and Becker are always worth redevouring. This reviewer was struck by the forthright lucidity with which George Kennan addressed the writing of history; by Henry Steele Commager's vivid plea for the historical imagination; by Herbert Butterfield's pertinent argument concerning the continuous necessity to "relearn" the past; and by Graham's trenchant analysis of the connections between history and policymaking.

Less positively, Baron's emphasis on the Jewish historical experience comes close to blanketing his worthwhile observations with the history of a single group. While understandable, the approach lends a certain note of shrillness to his "socioreligious history," the examination of which takes up approximately one-third of the text. Baron argues that society and religion are "probably the most enduring institutions in human history," which is perhaps true under the broad strokes of his brush but debatable as an analytical tool. Of like dimension are his assertions that some form of religion has served as a sort of "soul" animating society throughout history, and that only religion provided internal continuity after Germany's defeat in World War II. He is on firmer ground in arguing that the religious factor in modern historical analysis has too often been neglected, except for the decided overemphasis of Arnold Toynbee.

While Baron often strikes sparks, Vaughn's collection travels so close to the centerline that even though most of the contributors are individuals who have given much to their craft, the relatively narrow ethnic, national, and sexual focus eventually becomes repetitious to a considerable degree. Virtually the only loose cannon on deck is the ever-dependable Howard Zinn, aflame with the desire to use the past to change the world--in Zinn's direction, of course. Also worthy of note is the inclusion of that skilled and puckishly malevolent professional dart thrower, David Hackett Fischer, an excerpt from whose _Historians' Fallacies_ provides the conclusion.

The Vital Past could do with more Zinns and Fischers. Also, Vaughn includes only two women (Lerner and Valerie French) and (I believe) one black (Franklin). While obviously a comment on the continuing, if lessening, white male predominance in our profession, the collection might also have been improved by the inclusion of more analysis and speculations concerning the research and writing of histories of minorities; Lerner and Franklin are practically the only contributors who meet this problem head-on.

Of equal importance, while Vaughn offers us a wide smattering of contemporary thought around a very narrow focus, he gives us nothing from other historical traditions on the "uses of history." Asian, Arab, and African historical traditions are chockablock with alternative notions of how to "use" history, as is the historiography of western civilization prior to the twentieth century. While these may seem invalid by our current canons of historical professionalism, they are well worth the consideration and thought of any student. One more point: probably for considerations of space, Vaughn has edited many of his texts and sheared away practially all of the footnote support.

Each of these books has its place in the teaching role. Baron offers a mature and concise summary of the fruits of a valued and important career. His insights probably are most relevant for graduate students, particularly for those undertaking studies in facets of Jewish history. Vaughn's collection, despite what I would call the conservative tone of its editor's choices, should find a place in both undergraduate and graduate historiography courses. Both works are recommended for the shelf of the professional historian.

United States Naval Academy Michael T. Isenberg

Howard Budin, Diane S. Kendall and James Lengel. Using Computers in the Social Studies. New York and London: Teachers College Press, 1986. Pp. vii, 118. Paper, $11.95.

Social studies teachers normally exhibit fears, concerns, and frightened ignorance about using computers in their teaching, and often it seems that computers are everywhere except in regular classrooms. The intention of authors Budin and Kendall (from Columbia) and Lengel (Vermont State Department of Education) is to offer positive explanations concerning computer use, assuring and reassuring uncertain or timid teachers that computers are an excellent tool to enhance teaching, not some sort of mechanical threat.

They establish scenarios on computer use in the classroom, bringing teachers a message - it works - do it - use it. While they remain positive in total, the authors make clear that there are problems in obtaining genuinely useful software, that which goes beyond game playing or learning state capitals. They also remind us that many school systems play odd games about distribution of computers and terminals within the districts.

To a fretting social studies teacher, especially at the secondary level, the book offers a start: The material moves from the bottom up in the descriptions and terminology of computers. "This is a keyboard" leads to vocabulary work on fundamental words and terms, with clear explanations of what computers can and cannot do. For those generally unacquainted with the nomenclature of computers, this serves as a nonthreatening introduction.

Nowhere do the authors claim that computers will solve all problems in teaching social studies or anything else. They stress repeatedly that computers are one more tool--albeit a powerful one--to enhance the teaching process. Applications for computers with a hands on approach are included. Shortages and lacks in software as well as existing packages of materials are listed, along with suggestions for simulation situations and similar materials and methods. On site data base is explained with suggestions on how a teacher can build a personal data base for increasing use.

Specific applications and suggestions about software are included. One existing piece of software helpful to teachers is the computerized grading system, which amounts to a considerable improvement over other record keeping methods.

In a final chapter, "Technology and Society," the authors raise often unmentioned issues in computer use in the classroom. What are socioeconomic problems of student access to computers, given realistic impressions of school budgeting in poor and wealthy districts? Will the poor be ever deprived, even of computer training? What are legal problems of networking, of access, of copyrights? What of personal privacy, and the general question of ethics?

What we have in this small book is a start. Buffs, deep into the exotic world of computers, may sneer, but to this reviewer, whose teaching career began before television came into general use, it remains a fine place to begin. The basic vocabulary, the common sense descriptions of what to do and how to, along with lists of avialable materials, will clear mysteries for social studies teachers.

Fundamentals within the book will remain valid, but marketing pressure and technical developments in software continue thick and fast, and as one reads this review, new and improved materials should be arriving. Cliometricians, econometricians, and large sociological and anthropological data bases are all very well, but if secondary and college social studies as a composite discipline keep up with exploding knowledge, teachers must be the ones to do it.

If we are ever to advance beyond computer games, fun stuff, and idiot exercises using computers, we have to start somewhere. This may be the book. Ten years from now, this may look simplistic, but that will be in 1997. Let us start now.

Central Connecticut State University — Francis P. Lynch

David F. Noble. Forces of Production: A Social History of Industrial Automation. New York and Oxford: Oxford University Press, 1984. Pp. xviii, 409. Paper, $8.95.

This book is less a study of technology than an essentially humanistic analysis of the relationship between technology and other broad social forces. Noble focuses on the evolution since World War II of automation in the machine-tool industry, and his book is an unrelenting critique of what he contends is the misuse of technological development.

In Noble's eyes, technology itself is neutral and passive--only "an evolving range of possibilities from which people choose." His detailed examination of the design and implementation of automatically controlled machine tools starts with the premise that social constraints have limited the technical possibilities, rather than the other way around.

As Noble tells the story, the postwar development of automated machine tools was driven by several interrelated forces. The primary one was management, which yearned to deskill labor and to control the workers along with the production process as a whole. The question was how to replace the skilled machinist with a self-acting and yet multi-purpose tool. Managers were reinforced by arrogant technical enthusiasts, who were fascinated by

the novel and the complex, and by the challenge of automation and remote control. The final element was the military, which, in both war and peace, was eager to subsidize the development of reliable ways of producing new war machines (chiefly airplanes). For all of these players, the completely automated factory was the ultimate goal.

With this theoretical structure in place, Noble goes on to tell the story of the development of the programmable machine tool that had as its brain the numerical control system. This narrative is the most interesting section of the book, although it is perhaps overly long. Numerical control was not, Noble argues, destined to succeed because it was the best solution but was best suited to the power needs of management and the military and satisfied the cravings of the technicians. Potentially cheaper, simpler (and socially less destructive) alternatives were, Noble contends, shunted aside in favor of numerical control. He takes a long, appreciative look at the leading option, record/playback, and why it was not chosen.

Then, in a "case study" entitled "Who's Running the Shop?", Noble examines the implementation of numerical control technology at General Electric. Here the system was found to be not only less efficient but also less reliable and productive than the old ways. Ironically, a skilled labor force was even more necessary if numerical control was to work properly. Efforts to resolve this problem failed when they collided with management's ultimate need for control.

Noble leaves the reader with some thoughts about the modern manifestation of automation and then ends Forces of Production with a somewhat curious call for resistance to technology. Setting aside his earlier statement that technology itself is neutral, he calls for attacks on it in order "to buy time and cripple" the system of domination that has misused technology for the purposes of extending control. Only by standing in the way of technology, he counsels, can we bring about a more humane and democratic society. In the end, then, Noble stands revealed as an idealist.

Throughout Forces of Production, Noble demonstrates impressive command of a complex and difficult topic. His love/hate relationship with automation enables him to relish the exquisite detail of how this industry evolved even as he deplores this process. Rather than standing off and simply bewailing the rise of the machine, or attacking this ascendancy without fully grasping its dimensions, Noble has gained an admirable mastery and sophistication. If he retains a sometimes unpleasant hostility to the forces that he describes, at least it is an informed hostility.

Although Noble criticizes the belief that economic determinism or fate bring about technological development, his substitution of the conscious desire for domination is not entirely convincing. The failure of the record/playback system, for instance, seems to have been conceptual, but Noble's own brand of determinism sweeps that distinction aside. At its worst, Noble's tendency to blame the villains of management or the defense industry for everything echoes the old conspiracy theories.

Occasionally Noble indulges himself in detail, too, and the GE case study seems something of a tangent, but on the whole the book is effectively and interestingly written.

It is difficult to imagine the kind of course for which Forces of Production would be appropriate as a core book, or even as required reading. It would, though, be a fine supplementary assignment, or a good addition to

the bibliography, for courses in twentieth-century American culture, intellectual history, and business history.

Society of American Archivists Donn C. Neal

Alan L. Lockwood and David E. Harris. Reasoning with Democratic Values: Ethical Problems in United States History. New York and London: Teachers College Press, 1985. Volume 1: Pp. vii, 206. Paper, $8.95. Volume 2: Pp. vii, 319. Paper, $11.95. Instructor's Manual: Pp. 167. Paper, $11.95.

This set is intended for use in secondary schools in "teaching our social responsibility," which the authors define as "general agreement on a set of deomcratic values" such as liberty and equality, and assisting students to think through ethical questions involved in being citizens of a self governing nation. They cite the work of Lawrence Kohlberg that "properly led discussions of ethical problems can help students advance the quality of their reasoning," especially with "fair and open discussions."

Lockwood and Harris have chosen eight "democratic values:" authority, equality, liberty, life, loyalty, promise-keeping, property, and truth. They believe that by studying and discussing historical episodes involving these values students will understand such events and issues better, improve their reasoning skills, learn to identify ethical values and how to analyze situations that involve them, increase their respect for "individual rights and responsibilities," "improve their ability to express clearly reasoned judgments," and "become more effective participants in productive group discussions of ethical issues."

The two volumes include 49 historical episodes, ranging from Mary Dyer and the Puritans to American hostages in Teheran and including along the way such others as whites versus Indians, Benedict Arnold's defection, Jefferson and slavery, the Alien and Sedition Acts, the Fugitive Slave Act, Susan B. Anthony as a suffragist, William Jennings Bryan and World War I, the Boston police strike, the Bonus Army, Japanese internment in 1942, McCarthyism, My Lai, and the Bakke decision.

Each of us will think of episodes not included here that we might find more useful. My own bias would include the issue of intervention in Vietnam rather than merely My Lai. But one virtue of this set is its suggestiveness: One could write accounts of other episodes, using the techniques suggested here.

More to the point is the adequacy of the episodes and techniques. Each episode is described in six to eight pages, not enough to convey much complexity. The Teheran hostages tale, for example, fails to explain the flaws in the shah's "white revolution" that led to widespread public unrest, or the crucial fact that the shah's father had been a usurper. Nor does its bibliography contain the best sources, lacking even Jimmy Carter's memoirs. It also fails to examine Americans' strong nationalism, meaning that somewhere in ordinary class work that would have to be dealt with or the American reaction would lack meaning. "Suggested activities" include questions of fact and understanding, sometimes not including the crucial (opposition to the "white revolution" or why the Carter administration ignored warning signs), and some of which go far beyond the information provided (Should Carter have tried a military rescue?).

Even more serious, there is no attempt to explain Kohlberg's levels of moral development, nor does the instructor's manual contain any references. (For a starting point, see Lawrence Kohlberg, "Moral Education for a Society in Transition," Educational Leadership, XXXIII [October, 1975], 46-54). Yet, one is intrigued by what using this set might accomplish. Perhaps the best way to use it is for teachers to read some of Kohlberg's works to see the reasoning behind these volumes, then to test some of the episodes with classes, modifying them as needed and inventing new ones along the way.

A final warning: Some of these episodes, especially Victoria Woodhull, will cause considerable anger among reactionary or ignorant parents who find out about their use. One would be wise to consider not only students' abilities, but also the likely support to be found (or the lack thereof) among principals, superintendents, boards, and parents.

Georgia State University Robert W. Sellen

James Atkins Shackford. David Crockett: The Man and the Legend. Chapel Hill: The University of North Carolina Press, 1986. Pp. xxv, 338. Paper, $10.95.

The "ring-tailed roarers" enjoyed a scholarly heyday after 1955, when historians enjoyed using the methods of folklore and popular culture to recapture the spirit and imagery of Daniel Boone, Mike Fink, James Bowie, and their frontier associates. David Crockett, the unlikely Whig Congressman from Tennessee, held a place of honor among them that owed much to his two deaths at the Alamo: the first in Texas in 1836, the second in a Walt Disney television studio in 1954. But Crockett's special attraction also flowed from the mock-heroic characterization that he developed as he campaigned for office, and that authors of the later Crockett almanacs of the 1840s further promoted and exaggerated.

James Atkins Shackford, a member of North Carolina State University's English faculty, set himself the task of peeling away the layers of fiction and legend to uncover the historical individual who spawned them. First published in 1956, and reissued during the celebration of the 200th anniversary of Crockett's birth, this book is considered by many to be the standard biography of its subject.

Shackford was often challenged by the paucity of documentary evidence on Crockett's early career. Many sections of the book became basically comments and corrections about Davy's own 1834 autobiography, A Narrative of the Life of David Crockett of the State of Tennessee. Written with the faulty memory of middle age, the Narrative was best at reflecting the political skills and public image that Crockett had sharply honed within the declamatory style of frontier humor that he so loved. The lack of sources also caused Shackford to concentrate upon the most important surviving bodies of materials: the legislative records of Tennessee and Washington. Long sections of this book detail the convoluted issue of land claims in western Tennessee, the conflicts with Andrew Jackson and his supporters that eventually led Crockett into the Whig camp, and other topics appropriate for advanced courses in political history and regional development. This topical focus also makes the book a useful guide to students of popular literature, detailing Crockett's own contributions to the pro-Whig pulp outpouring of the 1830s.

Shackford's political focus led him to slight the most public event of Crockett's career. The Tennesseean's colorful, confusing death in the Texas Revolution is probably the weakest section of the book. Politics also led the author away from the direction of myth studies that most subsequent Crockett scholars--detailed in a selected, updated bibliography--have pursued. Most later commentators have been more concerned with public perceptions of the American spirit in the ferment of Jacksonian affairs, and thus with the purposes Crockett images served for others and not for Crockett himself. One of these later works may better serve the instructor whose focus is upon the legend rather than the man.

Butler University George W. Geib

John R. Wunder, ed. At Home on the Range: Essays on the History of Western Social and Domestic Life. Westport, Connecticut: Greenwood Press, 1985. Pp. xiii, 213. Cloth, $29.95.

Agricultural life, writes John Wunder in the very brief introduction to this collection of essays, often is described in a static dimension. The purpose of the volume is to challenge that practice and to show that culture change was the rule and not the exception. The book is dedicated to the late Charles Wood of Texas Tech University, where six of the authors were students of Wood, and three authors plus the editor were Wood's colleagues. There are nine original essays and one document edited by Wood and James Brink, and there is a distinct Texas and southern plains focus in the essays, which are divided into five sections, each of which has a brief introduction.

Although the purpose of the book is to demonstrate the importance of culture change in the agricultural West, several of the essays emphasize the opposite. In an essay on women on the Staked Plains, James Fenton argues that women relied on the cultural baggage that they brought with them and sought to imitate culture rather than to adapt to the environment, as Walter Webb had theorized. Jacqueline Reinier's study of domesticity supports Fenton's findings. Reinier concludes that the environment did not cause change from previous sex roles and that women turned to familiar aspects of domesticity for solace. In a study of the acculturation program of Bureau of Indian Affairs field matrons, Rebecca Herring concludes that the program among Kiowa and Comanche women failed, thereby giving further evidence of the strength and durability of cultural traditions. George Flynn's essay on farmers and the draft in World War II also gives emphasis to continuity rather than to change. Flynn found that the ability of the farm lobby to obtain protective status for farm labor created a draft policy that encouraged agriculture to remain in largely traditional patterns.

At Home on the Range is a collection of essays on diverse topics ranging in time from the 1700's to World War II and in subject matter from the Panhandle Stock Association to the debate over the use of tractors or horses. The essays are of uneven quality and the book lacks a unifying theme. Its value in the classroom situation would be limited largely to upper-level collge courses where students could use some of the essays to wrestle with the question of whether pioneers adapted to the environment or attempted to recreate the society that they had known in more settled regions.

Fort Lewis College Richard N. Ellis

Sylvia R. Frey and Marian J. Morton, eds. New World, New Roles: A Documentary History of Women in Pre-Industrial America. New York, Westport, Connecticut, and London: Greenwood Press, 1986. Pp. ix, 246. Cloth, $35.00.

New World, New Roles, edited by Sylvia R. Frey and Marian J. Morton, is a rich and stimulating collection of documents that reveals the texture, complexity, and diversity in the experiences of women in pre-industrial America. This collection goes far beyond sermons by men and diaries of elite women in its presentation of a remarkable range of documents that enable readers to examine experiences of white women of different classes, regions, and religions, and also the experiences of slave and Amerindian women. In addition, Frey and Morton have provided concise and informative discussions of the major historiographical issues in their introductions to the chapters and excellent headnotes for the individual documents.

The value of documentary collections for the classroom is that they allow students to examine the past without interpretation or assessment by historians, and at the same time, to grapple with how historians come to understand the past. Although this collection will probably be too difficult for students in introductory courses, it will be invaluable for those in more advanced courses on early America and women's history. The range of documents readers will encounter in this one collection is impressive: the usual diary and journal excerpts, sermons, trial records, newspapers, and advice literature; but other sources encountered less frequently in documentaries: slave petitions, recipes, an account book and mortality records from slave ships, a midwife's list of deliveries, the rules and regulations of a lying-in hospital, marriage contracts, household inventories, divorce petitions, and licenses. This long list is but a sampling of the materials in this rich and rewarding book.

Frey and Morton have done a careful job of assembling and introducing their documents. The book has two chronological sections (the Seventeenth Century and 1700-1815), divided into four topical chapters: family, work, religion, and the law. Chapter introductions combine brief discussions of relevant social, economic, political, or legal developments with succinct historiographical comments that clarify the conflicting interpretations on the different periods and subjects. These brief summaries inevitably simplify the complexities of the debates, but they are fair and accurate overviews of many of the issues. In particular, Frey and Morton clarify the differences between those who view early America as a "Golden Age" for women in comparison to the nineteenth century and those who believe that the experiences of women in this period were limited by social, political, economic, religious, and legal disabilities. Although they do not take sides in the scholarly debate in their introductory remarks, their documentary evidence makes it difficult to sustain the major tenets of the "Golden Age" thesis.

Above all, this extraordinary collection of documents demonstrates the impossibility of making sweeping generalizations about women's experiences in early America. This collection itself is evidence of the maturation of women's history, a field in which historians are delving further into the complexities and multiple textures of women's lives through the discovery of new documents and by asking new questions of older sources. In the process, not only is women's history becoming a richer and more complicated field of

inquiry, but many historical assumptions based on the assessment of white males and their experiences are also being challenged and revised.

DePauw University Barbara J. Steinson

Elizabeth Roberts. A Woman's Place: An Oral History of Working-Class Women, 1890-1940. New York: Basil Blackwell, 1985. Pp. vii, 246. Paper, $12.95.

For this interesting book Elizabeth Roberts, Research Fellow at the University of Lancaster, interviewed about 160 "ordinary" women of Lancashire county, England (particularly the towns of Barrow, Lancaster, and Preston). These women, born between 1883 and 1919, considered themselves to belong to the British working class, based upon the experience of having worked with their hands, having depended on wages for their livelihood, and possessing few material goods. The book contains many long and fascinating quotations from the interviews, and it also includes the erudite summaries and generalizations of Professor Roberts. In addition, there are numerous illustrations and statistical graphs.

Although Roberts indicates that she considers herself a feminist, she does not try to exaggerate the women's consciousness of patriarchy or male oppression. She discovered that they were indifferent to the feminist/suffrage movement, believing that this movement was not relevant to their needs or interests. If few of the women expressed feelings of exploitation by their husbands, many did express resentment of employers, the wealthy, and even the middle class. A small minority had lived in a position of near tyranny from their husbands, but most of them had been given the main responsibility for managing the family budget, often resulting in significant power within their families. In fact, some evidence indicated that probably half of the men turned over all of their wages to their wives, creating something of a "matriarchal strain" in Lancashire county.

The interviews revealed that women were primarily concerned about the private spheres of family, home, and neighborhood, and that they recognized "little distinction between their own good and that of their families." They demonstrated a strong tendency toward conformism, and their religious beliefs appeared to be very influential in their behavior, especially in practical matters such as helping those in need. The number of children decreased dramatically during the years of the study, and Roberts concludes that abstinence and coitus interruptus were the major methods of family planning. Although the women tended to be somewhat prudish about discussing sexuality, there was almost no evidence that the declining birth rate was commonly due to the use of contraceptives or abortions.

One of the main themes of the book is that the daily lives of these women had been "repetitious and very hard." They normally got up early in the morning to begin a routine of washing, ironing, cleaning, shopping, and cooking, with little leisure time and with few opportunities to visit with neighbors and relatives. If possible, the women had tried to stay at home to take care of their children, and it was the poorest who had experienced the double burden of housework combined with an outside job. A common description of their lives: "It was all bed and work, work and bed."

Without question, A Woman's Place is a book that can be very useful for teaching purposes. In addition to the history of women, it is a book

appropriate to various courses that deal with the social and cultural history of the first half of the twentieth century. Both historians and undergraduate students will find that Roberts has written a fascinating, revealing introduction to the lives of working-class women before World War II.

Mount Senario College Thomas T. Lewis

Steven Ozment. When Fathers Ruled: Family Life in Reformation Europe. Cambridge, Massachusetts, and London: Harvard University Press, 1983. Pp. viii, 238. Cloth, $17.50; Paper, $7.50.

This short, highly readable book has two distinct, if complementary, goals. The first is to reconstruct in rich detail contemporary attitudes toward marriage, parenting, and family life in Reformation Europe, particularly in Germany and Switzerland. The second purpose is to defend the Reformation against recent historians who ridicule the Protestant Reformers' model of the patriarchal, nuclear family as a repressive, domestic parallel to the political absolutism of the age.

The author, Steven Ozment, makes fascinating use of a variety of contemporary sources, including "housefather" books, family chronicles, sermons, catechisms, etiquette books, records of marriage and morals courts, and even woodcuts, to recreate the world of family life in Reformation Europe. Sometimes these accounts are given in too great detail and, at times, they are redundant. In general, however, our students will enjoy reading about late medieval and early modern views on pre-marital and extra-marital sex, married life and divorce, the duties and relative power of husbands and wives, the sometimes bizarre treatments for expectant mothers and childhood diseases, sixteenth-century child care advice, and the counsel given adolescents by Reformation parents.

In four chapters on attitudes toward marriage, relationships between husbands and wives, and the bearing and rearing of children, Ozment argues that the attitudes and practices of the Protestant Reformers were more enlightened and more like those of today than recent critics have allowed. While paying due respect to historians of women and family life, Ozment finds their work marred by an overly romanticized view of medieval practices and an unfair tendency to evaluate Reformation attitudes by today's more egalitarian and individualistic standards.

To modern scholars who praise the medieval cloisters as a place for ambitious women to achieve power and independence, Ozment cites contemporary accounts that observe that abbesses and prioresses were far less independent and powerful in their cloisters than any honorable wife and mother in her home. Even more importantly, the medieval glorification of the celibate life harbored a demeaning view of women as "temptresses" and of marriage and family life as merely "a cure for fornication and an aid to social stability." By praising marriage as a natural state and "disciplining" it by requiring formal, public ceremonies, Luther and the other Reformers may well have contributed to the consolidation of the patriarchal, authoritarian, nuclear family. To Ozment, however, this nuclear family was to be more liberating for men, women, and children. The Reformers saw this family as the cradle of citizenship that would extend its values of goodness, obedience, altruism, and self-sacrifice to the world around it. By implication, Ozment seems to be suggesting that some of these values may also have relevance to us today.

Similarly, Ozment defends Reformation relationships between spouses. If a husband was to "rule," he was also to be wise, temperate, and faithful and to share in domestic responsibilities. Imagining a reply by women of the Reformation to present-day critics, Ozment suggests that they would say that being "subject to a man" in the sixteenth and seventeenth centuries meant neither the loss of one's identity nor the absence of meaningful and rewarding work. Chores of housewifery and motherhood were fulfilling for most women and did not prevent those so inclined to work in addition to their own or husband's craft. In the "patriarchal" home, authority was shared by husband and wife. When found necessary, new marriage laws allowed a mutual right to divorce and remarriage.

Finally, the author contends, "it is a great self-serving myth of the modern world that the children of former times were raised as near slaves by domineering, loveless fathers who owed them nothing, the home a training ground for the docile subjects of absolute rulers." Citing books on prenatal and child care, as well as extended personal accounts by fathers during this period, Ozment provides a wealth of evidence to suggest that children were considered special and were loved by their parents and teachers.

Whether or not you agree with Ozment's criticisms of current historiography on women and family life, you will find Family Life in Reformation Europe an interesting look into the daily lives of men, women, and children during this period. For courses still too frequently balanced in favor of politics and intellectual history, this book will serve as a useful and interesting supplement.

State University of New York, College at Cortland Sanford Gutman

Geoffrey Best. War and Society in Revolutionary Europe, 1770-1870. New York: Oxford University Press, 1986. Pp. 336. Paper, $9.95.

Brian Bond. War and Society in Europe, 1870-1970. New York: Oxford University Press, 1986. Pp. 256. Paper, $9.95.

Military history comes in several varieties. First is military history meant to instruct professional soldiers at academies and higher command levels. However interesting such accounts may be, they bear the same relation to the interests of academic historians that the case studies of law schools bear to constitutional history.

Then there is military history provided for amateur fanciers of colorful events. Nothing is intrinsically wrong with this type of military history, so long as it is accurate. It is useful sometimes to know the day, the hour, and the precise place that a besieging army began a second parallel. Similarly, a writer may be fascinated with some device or weapon, such as the United States' B-17 bomber of World War II. It is comforting to know that someone has catalogued every model produced, counted the number assembled,, and presented every conceivable bit of minutiae a reader could want.

That sort of history, well done, has a use. Certainly it is an error to assume that the wisest of generalizing historians is immune to, and shuns, the joy of trivia. Moreover, in studying some general problem, it could be useful to know, for example, the effective range of the B-17G, because it dictated what could and what could not be bombed in World War II.

Yet the military history that is most useful to the general historian, like the most useful diplomatic history or the most useful economic history, does not stand in isolation. To be sure, it focuses on military events and military institutions, but it examines those exciting or technologically beguiling subjects in a way that says something about the general flow of history or, indeed, the human condition. In the last two decades, more and more of that type of military history has seen print, some of it published by scholars in the United States like Russell Weigley, some of it published across the Atlantic. The two books under review here are the products of British scholars who have, with others, set out deliberately to examine the impact of war and preparations for war on society.

Geoffrey Best's War and Society in Revolutionary Europe, 1770-1870 and Brian Bond's War and Society in Europe, 1870-1970 are among the best efforts of modern scholarship, and the information and insights they provide clearly should be added to the mental equipment of instructors and students. Neither Best's nor Bond's study is a battle history; for that, readers must go elsewhere. What the two books do offer is questions and answers on matters of general interest. To what group in society does the army belong at a particular moment in a given nation? What effect does that situation have on political events? Whose social and political aims do the army and navy advance? What trends in society are evident? For example, Best notes that the French monarchy in the years before 1789 reduced the proportion of bourgeois officers in the infantry to less than 10 percent. Bond notes that in the Prussian army there were no Jewish officers between 1878 and 1910.

Best necessarily focuses his attention on the French army in the Revolutionary and Napoleonic periods. Napoleon's army, Best claims, evolved more from the "people's army" period of 1792-97 than from the technical services that existed before the wars. Best also spends time on what it was like to be a civilian while these wars (or any pre-modern war) swept through some locality.

Drawing on the most recent research, Best examines all the major European countries and some of the minor ones. In the United Kingdom, for example, the purchase of commissions scaled the military hierarchy to the economic hierarchy, but did not impede military reform significantly. The British naval mutinies of the 1790s came from the terrible conditions in the lower decks, not from revolutionary agitation. Spain's great rising against Napoleon owed nothing to separatist movements; the Spanish monarchy had been insufficiently strong or intrusive to generate any separatist sentiment before the Napoleonic coup.

Best provides a balanced treatment of the postwar period through the Revolutions of 1848, but he leaves the Wars of Unification to Brian Bond. Bond begins with those Prussian Wars and marches forward through World Wars I and II; but despite his title's claim that he will continue to 1970, he does little with the period after World War II.

Bond, like Best, offers a number of corrections to accepted views. Concerning pre-World War I Austria-Hungary, for example, he notes that its army by no means showed the nationalist divisions that commentators have claimed were the hallmark of those years. Some critics might carp at the scant attention Bond pays to Guilio Douhet, who is discussed on page 152 but whose name is absent from the index. Others might bristle at the credit Bond gives to Charles De Gaulle for establishing French armored doctrine. Yet Bond's defense of the Maginot Line is thought-provoking and perhaps deserved. His analysis of the German economic situation in World War II

will come as no surprise to those persons who have stayed abreast of recent research, but will startle people who have not shed the misconceptions of a generation ago.

One insight of great moment appears when Bond corrects assumptions concerning "total war." The wars of the twentieth century, even that of 1939-45, were never total. What did happen was that "the fragile barriers separating war from peace and civilians from soldiers," which had begun to diminish during World War I, evaporated in World War II.

The greatest value of Best's and Bond's studies would come in the classroom. Clearly, the two books could serve together as a textbook for a class in War and Society, but instructors might well find them of great benefit in survey courses. Far too often, the broad-scale texts chosen for survey courses simplify and homogenize until nothing is left to excite either student or instructor. Best's and Bond's volumes, as supplemental reading for a European or Western Civilization survey, offer a superb asset to the instructor. The two books could also see good service in the hands of both instructors and students, for they demonstrate what modern military historians can add to conventional approaches.

North Texas State University Bullitt Lowry

Edward Norman. Roman Catholicism in England: From the Elizabethan Settlement to the Second Vatican Council. Oxford and New York: Oxford University Press, 1986. Pp. 138. Paper, $8.95.

Karl F. Morrison, ed. The Church in the Roman Empire. Chicago and London: University of Chicago Press, 1986. Pp. viii, 248. Cloth, $20.00; Paper, $7.95.

Both of the books reviewed here treat important historical themes. Neither work, however, draws out the connection between what happened in the past and contemporary interest in those happenings. This review tries to fill that pedagogical void. This review, nonetheless, is unable to compensate for the stylistic deficiencies described.

Edward R. Norman has written a summary of Roman Catholicism in England. This brief survey swiftly moves from a point mid-way through the Anglican revolt against Roman Catholicism in England to a point mid-way through the reforms of the twentieth century, roughly from 1560 to 1960. Strands of history are pulled together into a cohesive whole.

The theme Norman utilizes is that English Catholics remained loyal to both Rome and London; to both England and Vatican City. A teacher might build on the main theme to incorporate secondary themes around the relationship between capitalism and communism; faith and the Enlightenment; urban and rural life; church and state; institutional and non-institutional religion.

In the current academic context of battling with ideas over how much position determines disposition, that the English Catholic upper class remained faithful to Catholicism in a non-Catholic environment is significant. While the gentry did dominate the organization of the church, within the Catholic context, religion functioned more as a secular cyanide than as an opiate. Religion functioned to heighten the pain of secular denial, rather than to deaden such pain to worldly concerns. The teaching

potential for exposing the empty side of secularism is strong with the use of this book.

Faithfulness to God and the church as a proper vehicle for obtaining knowledge also successfully met secular humanism. As a hidden secondary theme, this underground stream of faithfulness can be tapped in developing the relationship between the institutional church and the intellectual life. John Henry Cardinal Newman (1801-1890), forsaking the dialectical method and standing "in the English tradition of empirical thinking," is attractive to U.S. pedagogy. Catholic intellectual life, extending from the college at Douai in France, through Robert Southwell (1561?-1595), Alexander Pope (1688-1744), Edward Gibbon (1737-1794), Lord Acton (1834-1902), and G.K. Chesterton (1874-1936), to the likes of Ronald Knox, Cuthbert Butler, David Knowles, and Philip Hughes, are useful for relating religion with academics.

English Catholicism is about coming to terms with the emerging urban environment, as Catholics settled in the cities and forced their church to recognize the fact. The incipient meaning of urbanization for the whole thrust of Western Civilization is nurtured in this subject matter. By uniting across national and religious lines, workers did have something to lose besides their chains, viz. their nationalities and their religions.

For all of these advantages, there are disadvantages in utilizing this Oxford University Press production. American students may be expected to have unusual trouble with 100-word Ciceronian sentences and paragraphs lasting a page and a half. British spelling, like gaol for jail, sometimes takes one aback. The fact that Norman is an Anglican clergyman writing about Roman Catholicism hints at problems of nuance.

Very knowledgeable students would be disappointed in the nuance associated with the scant attention given to the Josephite Fathers and Brothers, the principal U.S. off-spring from Cardinal Vaughan's Mill Hill Fathers. More knowledgeable students might expect a better development of the first American Roman Catholic bishop, John Carroll. Finally, just about everybody would note the lack of recognitiion of the relationship between the Newman Apostolate on American secular campuses and the Cardinal himself.

The Church in the Roman Empire also has problems with pertinence and style. Fourteen of the 36 translations were written during the 1890s. More recent translations are available in such readings as The Christian Classics publication, Readings in Church History, edited by Coleman J. Barry.

Six of the readings under review are from Augustine. The point of view chosen is that the Christians turned from victims to victimizers. A variety of headings are utilized throughout, with an early rejoinder about "letting the documents speak for themselves." The headings generally involve the application of political themes to Christians as they gradually change from being persecuted to attacking others.

These readings in early Christianity were prepared for students at the University of Chicago as a part of the History of Western Civilization Course. The Editor's Forward notes that the effervescent Roman Catholic, Eric Cochrane, is the current chairperson of the Western Civilization course. Actually, Professor Cochrane died April 29, 1986.

These readings involve materials of hidden but startling importance to contemporary students. Is God a reality? Does the institutional church have a legitimate role to play? What are the arguments for the primacy of

Peter? Are graven images, such as statues and icons, blasphemous? Does the truth as defined by education equate with God as defined by Aristotle? How has male chauvinism and anti-Africanism been justified? What was the meaning of the sacraments, if any?

Both books reviewed here have a niche for a very specialized clientele, preferably well-trained in classical languages. Both books deal with religious subject matter of vital importance in the development of the West. Both books contain useful indices and suggested readings. Both books place high demands on professors sensitive to the nuances of the social sciences.

Thomas Nelson Community College Raymond J. Jirran

Keith Robbins. The First World War. New York and Oxford: Oxford University Press, 1984. Pp. 186. Paper, $6.95.

J.M. Winter. The Great War and the British People. Cambridge: Harvard University Press, 1986. Pp. xiv, 360. Cloth, $25.00.

There is no shortage of brief one-volume surveys of the Great War of 1914-1918. Those by B.H. Liddell Hart, A.J.P. Taylor, and Hanson Baldwin come easily to mind. A University of Glasgow professor, Keith Robbins, has contributed yet another. As might be expected, such a small book on so large a subject as World War I draws entirely from published secondary accounts, especially by academic historians. Robbins simply retells a familiar story and breaks no new ground, but he digests and snythesizes the fifty years of solid international research on World War I in a skillful fashion. As do many British academics, Robbins writes easily and naturally. The topics covered by Robbins are predictable: causes, costs, changes in the European maps, innovations in warfare, the Bolshevik revolution, and American entry.

The book is ideal for an undergraduate western civilization course, an upper-division course in twentieth-century Europe, or a world politics class in political science. Robbins provides an excellent seven-page annotated bibliography and thoughtfully includes brief biographical sketches of 83 prominent international figures of the period.

Hindenburg made the list; the Red Baron did not! In a curious omission, Robbins chose not to discuss the peace conference, the treaty, and the debate over the League of Nations.

In sharp contrast, J.M. Winter of Cambridge University has written a book more narrow in scope and rigorous in method and one that makes an original contribution to our knowledge of the complexities of World War I. Winter focuses on the impact of the war on the British people and uses census data and medical records to support his conclusion. While the "best and brightest" of Britain's 1914 generation were being slaughtered on the western front, living standards on the home front actually improved. Despite food shortages, the level of nutrition among the urban and rural working classes rose, infant mortality declined, and life expectancy lengthened. This took place in spite of the fact that half of the country's medical doctors were in the "Forces."

To be sure, Winter's book raises questions about quantitative methods and causality, but his arguments are presented in a reasonable and plausible fashion. He writes, "The evidence of demographic gains in wartime is an

indictment of a society that tolerated deprivation in peacetime but that found means to alter them in wartime." Few could disagree. Winter's thesis can, moreover, be supported by impressionistic and literary evidence. Regular viewers of public television will doubtless recall that in the series, "Upstairs, Downstairs," Ruby, the simple-minded kitchen maid, left the Bellamy household to work in a munitions factory because the good pay enabled her to buy food for her destitute family.

Too specialized to be used in a survey class, Winter's chart-filled and provocative book would be appropriate in upper-division and graduate courses, especially those in modern British history, military history, and historical methods.

Somerset Community College — Roger D. Tate

Gerhardt Hoffmeister and Frederic C. Tubach. Germany: 2000 Years--Volume III, From the Nazi Era to the Present. New York: The Ungar Publishing Co., 1986. Pp. ix, 279. Cloth, $24.50.

Well over three decades have elapsed since the intial publication of Kurt Reinhardt's two-volume Germany: 2000 Years, to which the current volume is intended as a sequel. Professors of German at the University of California at Santa Barbara and Berkeley respectively, Hoffmeister and Tubach have sought to engage the general reader, but they are particularly concerned with providing historical and cultural background for students in undergraduate and graduate-level German language and literature. Their study, accordingly, seeks to relate cultural, particularly literary, expression to Germany's military, political, and economic experience since the Nazi era. While they are often remarkably successful in this effort, their divergent emphases sometimes convey a lack of overall unity and make for serious discrepancies. So for example, Hoffmeister, writing about the Gastarbeiter ("guest workers"), concludes that "West Germany is well on its way to becoming a multinational pluralistic state similar to the U.S.," while Tubach, discussing the cultural scene, comments, "West Germany is culturally not a pluralistic society and thus particularly averse to cultural and political diversity." Similarly, Hoffmeister, apparently intent upon exonerating the German people, places exclusive responsibility for the War upon Hitler and cites Willy Brandt's courageous resistance as refuting "the notion of collective guilt," whereas Tubach admires Thomas Mann's acknowledgement of German guilt. It is, indeed, the first section of the study on the Third Reich that is the most compressed and least effective, as if reflecting the recurrent confusion in Germany itself concerning responsibility for the War and the Holocaust.

The book's greater value is in its informed and sometimes insightful discussion of post-war Germany that is divided into four sections--the immediate post-war recovery (1945-49); the Adenauer years (1949-61); the late sixties and early seventies, labelled as the era of social and political experimentation; and a concluding chapter on the early eighties. Particular attention is given the immediate post-war years. The conflicting interests and policies of the United States and the Soviet Union are considered as the essential cause for the subsequent political, economic, and even cultural divergence of West and East Germany. The Americans, clearly preferring conservative political figures regardless of their wartime roles, facilitated the relatively rapid political and economic integration of the Federal Republic of Germany with the West. The Soviet Union, on the other hand, especially concerned with reorganizing German

society, prepared the way for the German Democratic Republic's association with the Eastern bloc, though the authors place greater responsibility on the West for a divided Germany. Surprisingly, the mass culture of America found a receptive audience in West Germany, whereas the Soviet Union's lack of an equivalent mass culture facilitated the continuance of traditional cultural values and norms in East Germany. While there is adequate if brief treatment of the "economic miracle" of the Adenauer years, the gradual rapprochement of the Germanies following the overtures to the East (Ostpolitik), and West Germany's key role in the European Community and NATO, it is the discussion of social and cultural developments that distinguish this volume.

The authors examine a variety of social and cultural expression, such as the artistic subjectivism and rejection of ideology by the younger German post-war writers, the criticism of materialistic bourgeois culture evident in German film of the late seventies, the student revolt of the late sixties and early seventies, feminism, and the recent preoccupation with German identity and manifestations of a revival of nationalism in the eighties. While they are not always successful in relating such developments to contemporary political and economic development, they invariably consider them within larger contexts and with a constant historical perspective. Thus, the student protest movement is related to the historic structure of the German educational system, resurgent German nationalism to a recent debate about the role of Prussia in German history.

The study is appropriate for those students of literature and German culture to whom it is primarily addressed, and may also serve as a convenient reference for students and teachers of German and modern European history.

Memphis State University Abraham D. Kriegel

Judith M. Brown. Modern India: The Origins of an Asian Democracy. Oxford and New York: Oxford University Press, 1985. Pp. xvi, 429. Cloth, $29.95; Paper, $12.95.

I read this book with a combination of enthusiasm and discouragement. Enthusiasm because Judith Brown has produced an excellent study of the rise of modern India that goes far past that available in the standard accounts offered in the works of writers like Spear and Wolpert. Especially provocative is her overall effort to show that many of the traditional watershed periods, the great wars of the twentieth century, independence itself, were less critical and to emphasize, in contrast, the basic continuity of India's modern development. To show, for example, that the problems faced by the newly independent government really differed little from those faced by the raj. Her account of Gandhi's career is worth noting as well. One caveat, though, this is a narrowly political and to an extent economic work. Hardly a hint is present of social issues, the experience of women, the changing significance of caste, or practically any issue that does not directly, in the opinion of the author, impact on the rise of India's political democracy.

In contrast to my initial enthusiasm, I read with discouragement as well. Discouragement because I had considerable trouble conceiving of an appropriate audience for the book. As someone who has taught at a wide range of state universities and private liberal arts colleges throughout the United States, I have not yet encountered a class to which one could

anticipate assigning this book. It is clearly far too detailed for the average undergraduate student (one assumes/hopes? it's different at Yale or Harvard). And the professional scholar of South Asian studies, as well as most advanced graduate students, would probably be better served by monographic studies. Upon consideration, I have finally concluded that the book's best use would be to assign it to beginning graduate students, who need the broad yet detailed introductory material available in a work of this sort. If the purpose of this review is to cite the applicability of a particular work to the classroom, this reviewer would have to be especially skeptical. On the other hand, the above should not be taken as a criticism of Judith Brown's efforts, rather of the academic preparation of most undergraduates.

For the classroom professor, however, the book offers a great many merits, especially as a resource for lecture preparation. In fact, at many points, particularly on economic issues, the growth of the Congress party, and the like, the book really seems more like a reference work than a survey. I would especially recommend the well written introductory chapters on Indian traditional civilization as well as her concluding epilogue on India's experience since independence.

Russell Sage College Steven A. Leibo

HISTORICAL TRUTHS FROM STUDENTS

Editor's Note:

After running Paul McBride's essay "'The Pheasants Shot the Archduck!' and Other Historical Truths" in the Spring 1987 issue of Teaching History, we invited our readers to submit "historical truths" from their students. Here we offer the first of what we hope will be many "bloopers" for you to enjoy, and we extend again our invitation for you to send other "historical truths" that can be shared with the readers of Teaching History.

* * * * * *

While correcting a set of government tests, I read the following in response to a question in which students were to hypothesize what the position of various pressure groups would be on a bill before the Connecticut General Assembly to make English the official language of Connecticut:

> The CT. Assoc. of Latin Americans in Higher Education would be against the bill because if English was the official language there would be no need for Latin.
>
> The American Legion or Veterans of Foreign Wars would be against the bill because they have had foreign languages coming out there ears. When they returned to the U.S. they expected to hear good old fashioned English.

In a colleague's class, a student was heard to say that strip mining can "hurt the environment . . . in fact, any kind of development has the potential of disturbing the eco-system." To this remark, another student suggested, "If the development is too intrusive, the animal rights people will skin you alive." Imagine the outrage of the animal rights people when the pheasants shot the archduck!

Coginchaug Regional High School — Pauline Dyson
Durham, CT

OAH/FIPSE PROJECT WORKSHOPS

The Organization of American Historians' FIPSE Project for the Revitalization of the Teaching and Learning of American History has developed three workshops that focus on the history classroom.

Creative Use of Microcomputers in the History Classroom: Designed for both the novice and those with computer experience, this workshop will cover word processing, database manipulation, telecommunications and simulation techniques, all intended to enhance the teaching of history. The workshop will explore the ways the computer helps us to think differently about the past. There will be a review of the relevant softward. Participants will discover how commercial software can be adapted to the curriculum. They will study computer simulation and will work in small teams to develop their own historical simulation package.

Integrating Public History Into the Curriculum: This workshop is designed for historians who do not specialize in public history. It will focus primarily on the local/regional aspects of public history, emphasizing the different ways in which architecture, oral history, local historical documents, and material culture artifacts can be worked into the curriculum and presented in the classroom.

Participants will receive an introduction to the meaning and techniques of public history, learn about the role public history might play in their department and discover the public history resources available to them in their region. Activities include assessing the significance of historic sites, evaluating museum exhibits for teaching purposes and a case study of history in the policy process. Part of the workshop will be held at a local historical society or an appropriate museum or historical site.

Active Learning in the Teaching of History: This workshop will seek to integrate the many ways in which historians teach with the many ways students learn. Emphasis will be given to concrete teaching/learning situations centering around models of oral and community history projects, the analysis of primary documents, material culture, classroom simulations, role-playing debates, small group activities, and innovative writing assignments.

While the workshop is designed to help participants discover a renewed sense of dedication to the challenge of teaching history, the emphasis is on the practical ideas and strategies that can be immediately applied in the classrooms, as well as built into future courses.

Each workshop will be held over a two-day period, although the programs can be expanded to cover three days. Participants will be mailed a modest pre-conference packet and will receive a comprehensive workshop kit upon registration.

Hosting a Workshop: Departments may host a regional workshop. In return for supplying meeting rooms and providing some organizational support, the department will be allowed to enroll two members free of charge. The OAH/FIPSE Project Office will undertake the recruitment of other attendees and will handle the application. Institutions or consortia may underwrite part or all of a workshop. In the latter case, the host group will receive any registration fees charged to non-members. OAH members will receive special fee consideration. For workshop information: Dr. William H.A. Williams, Director, OAH/FIPSE Project, OAH, Indiana University, 112 North Bryan Street, Bloomington, IN 47401. (812) 335-7311.

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