

BOOK REVIEWS

Kent Freeland. *Managing the Social Studies Curriculum.* Lancaster, PA: Technomic Publishing Co., Inc., 1990. Pp. x, 375. Paper, \$29.00.

Those condemned to sit through the tedium that typically characterizes most social studies methods courses will be surprised to learn that there is now a book that tells "how to do it" in a straightforward yet engaging way. Mr. Freeland has covered all the bases succinctly, objectively, and comprehensively. If you want a profile of the evolution of social studies education, you will find it here. If getting a handle on how to plan a unit and organize a lesson, or how to structure a test, or how to set up a field trip, then this book will be manna from heaven. But the chapters describing the core disciplines of the social studies--history, geography, political science, sociology, anthropology, and economics--are its best feature. Each provides a state-of-the-discipline summary of what ought to be taught and even includes sample lesson plans on how to deliver the key concepts.

Elementary and middle school teachers are the target audience but the book has value for everybody in professional education from pre-service teaching candidates to teacher trainers, and from curriculum specialists to state education department administrators and school board members. The information is not only timely and accurate but precisely presented as well. In the chapter on geography, for example, the five themes that presently define school geography (i.e. location, place, human-environmental interaction, movement, and region) are briefly described with suggestions for their implementation. There is also a segment on map and globe skills accompanied by convincing and manageable strategies for bringing geography to the classroom. Each of the chapters treating the other core subjects is similarly structured. An adequate bibliography appears at the end of each chapter, but there are some surprising omissions. For whatever reasons, some of the "key" names have been excluded. Paul Gagnon, Diane Ravitch, and Chester Finn are among the missing in history and so are Salvatore Natoli, Christopher Salter, and A. David Hill in geography. That, however, is a meager flaw when there is so much of substance to recommend this book.

As one uses this volume, increasingly it begins to serve as an almanac for social studies education. On the one hand, it is a data base full of pertinent facts organized in lists, tables, charts, and graphs. On the other, it presents a history of the social studies and provides an update on what is happening across the curriculum. One of the appendices even provides the names and addresses of professional journals and organizations in the social studies on a state-by-state basis. In fact, the reference features gradually become the book's most appealing attribute.

Such a book is broadly adaptable. It is, at the same time, a methods text, a fact finder, a resource guide, an historical treatise, and a philosophical commentary. Above all else, it is a no-frills reference manual presenting what is happening in social studies education as the new decade gets underway. Although it may appear unassuming in its drab gray cover, if kept within reachable distance on the bookshelf, it will quickly become as much used as National Council for the Social Studies bulletins and Association for Supervision and Curriculum Development updates. Perhaps more so. Freeland has done a remarkable job of synthesis and of making less more.

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Anthony Kemp. *The Estrangement of the Past: A Study in the Origins of Modern Historical Consciousness.* New York & Oxford: Oxford University Press, 1991. Pp. viii, 228. Cloth, \$32.50.

An erudite and powerful essay, such as Kemp puts forth here, rests at bottom not only on the quality and scope of evidence but also on its governing assumptions. The evidence is drawn largely from classics in medieval and Reformation historiography, ending with the disconsolate and familiar views of Henry Adams as he confronted the modern world.