

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.

New Trier High School
Winnetka, Illinois

James F. Marran

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.

The core of the author's argument is that the syncretic unity of the medieval historical mind, one which held that revealed time was essentially seamless and sameness, became dynamic and supersessive by the eighteenth century. Beginning with Eusebius, medieval historiography rejected historical innovation as a denial of Christ's teaching. Augustine's universal history is thus "total" as well, despite his well-known engagement with the life of this world. Orosius completes the author's medieval triptych.

"The medieval mind would not tolerate the new . . . every work of literature or art must be a recapitulation of the universal atemporal unity of what is already known." The past is all that is most worthy; the Roman Empire never fell. The overemphasis on the Church Fathers here is only slight, and against them Kemp places the distinctive and rambunctious historiography of the Reformation, where men like Luther, John Foxe, and American Puritan leaders barbecued the Catholic Church as the betrayer of primitive (and correct) Christianity. "To sin is nought else than to despise unity, and to depart therefrom to multiplicity," Dante had said. But depart the reformers did; Luther believed Church tradition to be the Devil's work and saw a tremendous gulf, or difference, between his present and the primitive Church of his ideals. Foxe flayed Catholicism into bloody strips, and the much-admired Lorenzo Valla began by assuming that history was change, difference, and mutation.

Once the papacy was identified with antichrist, and once the notion that the bedraggled Holy Roman Empire was "neither Holy, nor Roman, nor an Empire" became common, the road to historical modernism was paved. In another overstatement, still not far off the mark, Kemp argues that the western perception of the past was reversed within a single generation. Reformation historiography brought the idea of historical supersession into the western imagination, and there it has remained, to the discomfiture of Henry Adams and, one suspects, of the author. Time became dynamic, but its appreciation had within its own tension: "The greatest fear of the supersessor is to be superseded."

Here is an excellent analysis, not least because the author includes copious documentation resting on original texts in classic Greek and Latin, as well as in vernacular German and Italian, all juxtaposed with excellent translations. His argument, however, despite its broad scope, rests not only on specific historians who prove his case, but also on his assumption that history is words only, a semiotic approach: "History is made of language and nothing else . . . the past has no perceivable existence beyond its literary expression." This assumption is simple, elegant, and beguiling; accept it, and the "estrangement of the past" is Q.E.D. Once this notion is believable, then history, according to Kemp, is "invented, although not consciously, to justify ideology."

The Estrangement of the Past is for graduate students only, an exceptional example of carefully-reasoned argument from clearly-stated assumptions and rigorously-marshalled evidence. Kemp's analysis, within these bounds, is insightful and remarkably suggestive.

United States Naval Academy

Michael T. Isenberg

Walter L. Arnstein, ed. *Recent Historians of Great Britain: Essays on the Post-1945 Generation*. Ames, IA: Iowa State University Press, 1990. p. ix, 207. Cloth, \$24.95.

It is not surprising that historians, more than most professionals, are interested in their own antecedents. Scholars delving into uncharted waters must know what has been done previously, and the history and impact of historical scholarship has a fascination of its own. In the modern era varying methodologies have produced controversy and a history of their own. Ultimately the historian becomes grist for his own mill.

In response to such interests and in honor of Lacy Baldwin Smith, Walter Arnstein has collected historiographical essays about eight of the most influential students of modern British history. Included are Geoffrey Elton, Joel Hurstfield, Christopher Hill, Lawrence Stone, J.H. Plumb, E.P. Thompson, Norman Gash, and F.S.L. Lyons. To allay criticism--or perhaps lay the foundation for a sequel--Arnstein is at some pains to assure readers that the scholars chosen are by no means the only