

chosen for the authors' stated purpose of presenting American history to students "in a way that they find challenging and stimulating."

In each of the eleven selections, six steps guide analysis. These are "problem," "background," "method," "evidence," "questions to consider," and "epilogue." The "evidence" section of each episode includes relevant letters, political statements, records of interviews, graphs, and drawings or photos. The student is encouraged to look behind conventional interpretations, in search of less obvious influences. An example occurs in the "Boston Massacre," where an unnamed civilian may have come up behind the soldiers and urged them to fire, before their captain gave any order. Other points that will arouse interest are the literacy and critical thinking of the "factory girls," and the prejudices of some Union Army soldiers against the use of black troops. Included in the "method" are techniques of segmenting information in chronological steps, and of grouping facts around a significant person or trend.

The collection really cannot be faulted on quality of material or the proposed method of analysis. There could be quantitative and selective problems on the use of the episodes. This reviewer sees the "factory girls," Mexican War," and "Thomas Nast" sections as demanding considerably more time than the others. Which will be kept, skipped, or condensed? Will there be time for students to gain adequate conventional perceptions of the eras of American history from the main course text and lectures? One obvious answer is that students will develop better perceptions, in the end, from the involvement of the "doing history" approach on which the book is built.

This collection and its approach are highly creative and challenging. However, the course that uses it in conjunction with a full-size narrative text will be a rather high-performance vehicle. It will put a great demand of involvement and versatility on both instructors and students.

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Nancy A. Hewitt, ed. *Women, Families, and Communities: Readings in American History*. Glenview, IL: Scott, Foresman/Little, Brown, 1990. Volume I: To 1877. Pp. xxi, 245. Paper, \$11.15. Volume II: From 1865. Pp. xv, 272. Paper, \$11.15.

Nancy A. Hewitt of the University of South Florida has compiled this anthology with the purpose of drawing "a new portrait of our national past," one that examines "how ordinary people both shaped and were shaped by the persons and events traditionally considered central to the nation's development." In other words, this is social history at its best, focusing on the ways that commoners--black, red, white, workers, immigrants, and women--shaped their world and our history. Designed for use in the traditional two-semester survey of American history, these volumes would also be suitable--perhaps even more so--for single term family or women's history courses. Broken at the Civil War, the traditional dividing point in such collections, Hewitt's articles--fourteen in volume one and fifteen in volume two--begin with Suzanne Lebsack's discussion of women in seventeenth-century Virginia and conclude with Jane J. Mansbridge's insights into the defeat of the Equal Rights Amendment.

This excellent anthology is praiseworthy on several counts. In the first place, its focus on social history, one of the more exciting developments in historiography over the past twenty-five years, makes it a timely as well as useful supplement to the traditional political and military approach to our past. The scholarship is recent as well, all but six of the selections being drawn from works published in the 1980s or later. In the first volume, contributions by Carroll Smith-Rosenberg on "Sex Roles and Sexual Standards in Jacksonian America;" Theda Purdue's "Southern Indians and the Cult of True Womanhood;" Lori D. Ginzberg's insights into the Sanitary Commission's "Passion for Efficiency;" and Jacqueline Jones's "Freed Woman," an investigation of post-Civil War blacks, deserve special commendation. Articles by Kathryn Kish Sklar, "Hull House in the 1890s;" Joanne Meyerowitz, "Sexuality in the Furnished Room districts of Chicago" during the teens and twenties; Alan Clive, "The Home Front and the Household" in Detroit during World War II; and David J. Garrow, "The

Origins of the Montgomery Bus Boycott" are equally laudable in volume two. Secondly, this work is distinguished by its editing. All of the eleven parts, which begin with "Peopling the New World" and continue through today's "Post-war Society," are introduced by an excellent three-to-four page overview of the era, and each article is preceded by a page of editorial comment, serving to give unity and continuity to the entire work. Finally, a word should be said about the short but select bibliographies, that follow the introductory sections as well as each article: they are excellent, abreast of present scholarship, and judiciously chosen.

There is little to criticize in this fine anthology, though some readers may find themselves longing for the inclusion of footnotes that would locate the sources of these fascinating exercises in social history. On the whole, the work is remarkably free of error, historical or typographical, and the writing is good and generally interesting, a quality undergraduates sometimes find missing from "common people" history. Professor Hewitt has provided us a text that deserves close consideration for adoption in women, family, and survey American history courses.

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Paul E. Fuller

John Anthony Scott. *Settlers on the Eastern Shore: The British Colonies in North America, 1607-1750.* New York and Oxford: Facts on File, 1991. Pp. x, 133. Cloth, \$16.95.

John Anthony Scott, known to many in education for *Teaching for a Change*, but also the author of numerous historical works, is both the author of this volume and the editor of the series of which it is a part, the "Library of American History." (*Settlers on the Eastern Shore* was originally published in a different form by Knopf in 1967.)

In the preface, Scott refers to Frances FitzGerald's 1979 critique of textbooks, *America Revised*, and speaks of "growing dissatisfaction" with "supremely dull and uninteresting" standard textbooks. Our history "ought to arouse wonder, compassion and delight," Scott rightly contends, and one of the reasons this so-seldom happens "is that the texts do not often draw upon the marvelous original sources that this nation inherits, which constitute the lifeblood of history, and which are indispensable to its study, no matter what age of the student."

The only problem with all this is that the *idea*, as Scott sets it forth, sounds better than this book actually is. Scott does indeed make the effort to weave "original sources . . . throughout . . . the narrative." But it is not clear to me that the end product will automatically produce the "wonder, compassion and delight" he seeks. Certainly if one goes to *Settlers on the Eastern Shore*, as I did, based in part on the subtitle, expecting a comprehensive history of colonial times designed for any age level, disappointment must result. The intended target is apparently high school students, and I don't work at that level, but I would say if this book were going to succeed, it would have to be a part of a package deal and used by a very good teacher. But then the much-and-appropriately-maligned "standard textbooks," while they may supply the comprehensive coverage, have seldom inspired "wonder, compassion and delight" either, and probably never without being used by an excellent teacher.

Settlers on the Eastern Shore consists of ten chapters, each basically an "episode" from the colonial era. "The Weatherbeaten Shore," for example, deals with the Pilgrims, and William Bradford's *Of Plymouth Plantation* is the primary source. "The Captivity of Mary Rowlandson" has its chapter--which might raise questions in some about priorities--based, of course, on her narrative. "Outposts of Empire" is the chapter on Virginia--placed rather strangely *after* such later-developed colonies as Plymouth and Pennsylvania--and draws on a greater variety of sources. The Zenger trial has its chapter, as does Jonathan Edwards and the Great Awakening, and the last chapter on popular songs reflects Scott's earlier interest in that subject. The conclusion, while a remarkably brief (two-page) overview of colonial America, seems to convey no sense of the tragedy of the era for Native Americans and Africans. (While there is a "Black History" chapter, it is mostly on the slave trade, and among other problems exaggerates the role of Africans in that trade.)