

never integrated fully into Argentine culture. Diana Sorensen Goodrich shows how Leopoldo Lugones turned Sarmiento's ideas upside down in the 1930s to create his own nationalist vision. Sarmiento believed that education was essential to modernization but did not understand, according to Noel McGinn, that his educational views were inappropriate to the economy that was emerging while he was president. Although Laura Monti sees him as a pioneer for women's rights, some contemporary Argentines might see him as a paternalistic male. Although Sarmiento overlooked many of the shortcomings of the United States, a country he deeply admired, he did, as Michael A. Rockland notes, recognize that the U.S. would have difficulty preventing liberty from sliding into license. The value of the Sarmiento volume is that it enables a reader to understand the complexity of the man and the importance of understanding him within the period of time in which he lived.

Both books are valuable works of scholarship and deserved to be published. The Sarmiento book could be used in a variety of courses, whereas *Americas* is most appropriate for social science courses of an advanced nature.

Mississippi State University

Donald J. Mabry

James A. Henretta, W. Elliot Brownlee, David Brody, Susan Ware. *America's History*. New York: Worth Publishers, 1993. 2nd edition. Vol. 1 - To 1877. Pp. xxix, 511. Paper, \$31.95. ISBN 0-87901-628-0.

With every major publisher offering a survey text in American history, why should an instructor adopt this volume? Because it is very well organized, encyclopedic in content, utilizes several instructional strategies, and is accompanied by various supplemental materials that aid both the student and instructor in maximizing the book's educational potential. This easily read text, which covers the pre-Columbian Era through the conclusion of Reconstruction, has a "democratic" approach, "one not confined to the deeds of the great and powerful, but concerned also with the experiences of ordinary women and men." While maintaining this thematic focus, the text does not become so fragmented and diluted by such concern for various "average" people and minority groups that the primary topics discussed are obscured. The book also presents the nation's history within the larger context of the world community. The American Revolution is explained in depth as an event that can be understood only when considered in the context of European imperial rivalries; the Civil War's international consequences are similarly discussed.

This second edition (from a new publisher) has several changes from the original. The American Revolution is given greater coverage, as is the national formative period when the states and central government were drafting their constitutions. The Civil War is given expanded description and now is chapter length. A more detailed discussion is also given various social groups, from the Wilderness Indians and Continental Army officers to the construction tradesmen and new liberated bondsmen.

America's History is divided into sixteen chapters, each approximately thirty pages long. The chapters, in turn, are grouped into three chronological "Parts": "The Creation of American Society, 1450-1775" (chapters 1-5), "The New Republic, 1775-1820" (chapters 6-9), and "Early Industrialization and the Sectional Crisis, 1820-1877" (chapters 10-16). A two-page overview introduces each "Part" and includes a thematic timeline and brief explanatory essay. The timeline includes events and achievements in the economy, society, government, culture, and foreign affairs. The "Part" essay focuses on a "critical engine of historical change" (primarily political or economic) that significantly impacted American national life. These two supplements to the narrative text of the chapter should enable students to assimilate both the micro and macro aspects that became the amalgam of American history.

The text focus on both the individual and collective experience of Americans is also supported by two additional features: "American Voices" and "American Lives." Every chapter has at least two "Voices" derived from a diary, letter, or other personal source; these breathe life into the topic discussed by enabling the reader to confront primary sources and gain a glimpse of lives and thoughts of average

people who actually "experienced" the period under discussion. The "Lives" essays, usually a half page in length, appear in most chapters. These brief biographies, both of individuals and specific groups, add another dimensional insight into the chapter's theme. Subjects range from well-known Frederick Douglass, the Beecher family, and Nathan Bedford Forrest to the less prominent Richard Allen and George R. T. Hewes.

Another attractive feature of *America's History* is the series of five articles on "New Technology" that describe how society was altered by inventive genius and technological innovation. These articles are chronologically spaced throughout the text and include topics as diverse as "Native American Agriculture" and the Civil War era "Rifle-Musket." With our contemporary life constantly being altered by scientific and technological progress, the presentation of similar change in historical context helps to battle the "present-mindedness" of so many students.

Each chapter concludes with a "Summary," "Timeline," "Topic for Research," and annotated bibliography. These study aids offer a review of the chapter's theses in both paragraph and abbreviated chronological scales, expanding the learning process by offering students alternative modes of information presentation. The bibliography is current and its entries are organized under bold print topic headings that correspond to those in the chapter.

Throughout the text, the reader constantly encounters maps (over sixty), graphs, tables, portraits, and photographs. These appear with such frequency that even the less than enthusiastic student, perhaps the typical college freshman taking a U.S. history survey course, will possibly be attracted by these features to spend more time reading the narrative. A twenty-seven page, triple column index greatly facilitates location of even the most minor entries.

The four authors succeeded in producing a text that is integrated in its writing style and avoids the uneven, sometimes disjointed, form multiple authored works can exhibit. Numerous bold type topic headings highlight the numerous sections and subsections of each chapter. Several supplemental materials are also available. A "Student Guide" offers chapter summaries that also strive to enhance student reading confidence and study skills. An "Instructors Manual" gives suggestions for class discussion and activities. Specific document sets focus on southern, diplomatic, and constitutional history, as well as minority groups, including native Americans, African-Americans, and women. Overhead transparencies and a test bank complete the auxiliary materials.

America's History is suitable for undergraduate survey courses and mid-level, or above, high school classes.

Piedmont College

Ralph B. Singer, Jr.

Shelly Kintisch and Wilma Cordero. *Breaking Away from the Textbook: A New Approach to Teaching American History*. Lancaster, PA: Technomic Publishing Co., Inc., 1993. Second edition. Pp. xxiv, 257. Paper, \$29.00.

Kintisch and Cordero are social studies teachers in the New York City public school system. For over a quarter of a century they have given workshops for teachers and developed a multicultural curriculum for the challenging and heterogenous classes they face. As the Foreword to the book rightly says, "students should be active not passive, creative and not merely receptive, and they should be put in a position to exercise their judgment and not simply be required to recall disconnected bits of information." By its own admission, the title of the book is misleading—it is not a textbook and not intended to replace one. It is a resource book for teachers, not students; *moving beyond* the textbook more clearly explains what the authors have in mind. In twenty chapters that move chronologically through U.S. history, the authors provide suggestions for projects and research work, homework assignments, and about six to a