

always include identifying keys and some maps are without dates. Thus, they leave the reader in a mild state of ambiguity. Neither is there any descriptive evidence of the places that define our past and serve as prolog to our present. What results is a text that takes the locational context of history for granted by ignoring or underestimating the power of geography in interpreting the past.

But on the balance, this is an effective and useful United States history college text. Indeed it is reflective of the responsible revisionism acceptable to current American historiography.

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Carol Berkin, Christopher L. Miller, Robert W. Cherney, and James L. Gormly. *Making America: A History of the United States.* Boston: Houghton Mifflin Co., 1995. Vol. I: To 1877. Pp. xxiii, 472. Paper, \$33.57. ISBN 0-395-50252-7. Vol. II: Since 1865. Pp. xxiii, 582. Paper, \$33.57. ISBN 0-395-50253-5.

The authors of any United States history text all face similar issues as they begin to develop their books. What approach should we use--chronological, episodic, literature-based, for example. What kind of writing style should we employ--academic and pop literature are two that come to mind. Should we just emphasize a historiographic approach or are there concepts from the other social sciences such as geography and sociology that we might intersperse in the text? The types of answers the authors and their editors pursue in putting a text together not only determine the usefulness of the finished product, but also if the book will sell--the ultimate bottom line. In reviewing both volumes of *Making America: A History of the United States*, one is struck by the fact that the authors of these texts carefully looked at these questions and came up with a set of books that should prove quite popular and pedagogically sound with U.S. history classrooms at the advanced high school and entering collegiate levels.

Taking a chronological approach, the authors have divided the history of the country into manageable bits while maintaining a continuity throughout the texts. The threads that tie the sections together are the structure of the chapters that include identification of key figures and concepts as they appear and the use of maps, charts, and other geographic tools that put the discussion of both domestic and foreign affairs in context.

Organizationally, the authors have decided to assist students by providing a chapter-opening feature that puts forthcoming events in a historical context. They follow this up with an end of the chapter feature that includes an extended bibliography and suggested study aids.

In addition, the authors have also included both literary selections and point counterpoint sections throughout. These allow students the opportunity to work with original documents in a decision-making mode. This is especially important as both high school and college classrooms are increasingly being asked to redirect students towards higher level thinking and interdisciplinary efforts.

A study tool that is included, and one that I found of particular import, were the chronologies. In an era when most students have difficulty with time-place relationships, this aid is a necessity if students are to understand the relationships between present and past.

The authors have managed to convey their efforts through the use of the ECCO model. ECCO--meaning expectations, constraints, choices, and outcomes--sets the tone for the texts. As an organizational model it allows the reader to view history within a framework while encouraging students to begin to interpret the past for themselves. This model is inclusive of women and minorities as it evolves.

Thematically the texts use political development, relationships between groups, changing economic circumstances, social movements, and global interdependence. These are all part of the National Council for the Social Studies (1994) standards for U.S. history classes and will help any teacher as they use these books in their classrooms.

An instructor who chooses these as basic texts would find them very useful. They lend themselves towards a variety of teaching styles, from the direct approach to a classroom of directed independent learners. They could also be used with a series of outside readings that would supplement the textual materials.

Although not part of this review, the authors also note a series of study and teaching aids that are available. These include a computerized study guide, instructor's resource manual, test item file (computerized), and map transparencies.

Most students, at any level in the content area, need a text that provides an organizational and study construct that is academically rigorous, pedagogically sound, and easily understood. *Making America*, in my opinion, meets all these criteria.

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Donald C. Cutter & Iris Engstrand. *Quest for Empire: Spanish Settlement in the Southwest*. Golden, CO: Fulcrum Publishing, 1996. Pp. ix, 358. Cloth, \$27.95. ISBN 1-55591-230-3.

Quest for Empire is a synthesis of early Southwest history by two well-established authorities in the field. Combining their knowledge and expertise, the authors focus their attention on California, Arizona, and New Mexico during the Spanish and Mexican eras, 1535 to 1848.

As stated from the outset, *Quest for Empire*'s "emphasis ... is on Spain's entry into a Southwest occupied by indigenous peoples--not as a matter of right, but as a matter of fact," resulting "in the success or failure of [n]either group." Cutter and Engstrand thus strive to be non-judgmental, arguing that "Historians should not attempt to justify or rationalize actions that have taken place," but should simply "give as honest an account as possible of what happened."

Despite their avowed impartiality, Cutter and Engstrand are often quite biased in favor of their Spanish subjects. Readers are told, for instance, that although Native