

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

Americans "have cause for complaint" regarding Spanish treatment, "disruption of their culture was inevitable" and "for every cruelty levied against the Indians, there were acts of [Spanish] kindness." The book stops short of employing the White Legend to defend Spanish imperialism, but just barely in parts. Symbolically, a depiction of Santiago, the patron saint of Spanish soldiers, trampling an Acoma Indian rebel was chosen for the book's dust jacket.

Although biased, the authors weave rich Spanish legends and important historical detail into their text. References are also made to recent archival discoveries. In fact, the volume's greatest strength is its documentation, recorded in bibliographic essays at the end of each chapter, a summary commentary on sources, and a thorough 18-page bibliography.

But *Quest for Empire's* overall value would have been markedly improved with additional editing. The narrative is sometimes repetitive and even contradictory. Organizational problems are reflected in a discussion of thirteenth-century Franciscan origins 124 pages after a description of the order's sixteenth-century arrival in the Southwest. Coverage of the Mexican era is so sparse (a brief paragraph in the case of New Mexico) that it may have been prudent to simply end the book with Mexican independence in 1821.

Who should read *Quest for Empire*, and how might it best be used? College students can benefit from the book's extensive documentation. But with its Spanish bias and various editing problems, *Quest for Empire* is best used as a library reference tool, rather than as a Southwest history text.

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Drew Gilpin Faust. *Mothers of Invention: Women of the Slaveholding South in the American Civil War*. Chapel Hill: University of North Carolina Press, 1996. Pp. xvi, 326. Cloth, \$29.95. ISBN 0-8078-2255-8.

In an award-winning new book, Drew Gilpin Faust provides another side to the Civil War: the experiences of slaveholding women in the South. After mining the diaries, letters, essays, memoirs, fiction, and poetry of more than 500 Confederate women, Faust pledged herself to writing an accessible yet scholarly work on this important topic. "After two decades as an academic historian, I sometimes fear I no longer can communicate in a manner that will engage a general reader," she writes, "but the compelling nature and human drama of this war story have made me want to try." The results are happy ones for teachers, as this is a volume that will overcome the usual undergraduate resistance to serious monographs.

Faust provides a surprising amount of evidence that significant numbers of middle and upper-class women in the South left their homes during the war to undertake paid work. Although they went to work out of necessity, this transformation caused considerable strain on the southern notion of ladylike behavior. "The idea of a lady having