REVIEWS

Dennis A. Trinkle & Scott A. Merriman, eds. *History.edu: Essays on Teaching with Technology*. **Armonk, NY and London, UK: M.E. Sharpe, 2001. Pp. xviii, 266. Cloth, $64.95; ISBN 0-7656-0549-X. Paper, $23.95; ISBN 0-7656-0550-3.**

This collection of seventeen essays on using technology in the teaching of history confirms a lot of what I am already doing and might do the same for other readers. *History.edu* provides a wealth of information on the state of current practices in using the Internet, electronic mail, and the World Wide Web in today's history classroom. As described in the introduction, the essays are intended to "help further the discussion and formulation of successful practices" in using technology.

History.edu begins with the results of a survey of about 3% of history instructors at American colleges and universities: "The survey clearly reveals that marriages of history and computer technology have occurred." The survey questionnaire is included as well as a citation for the results.

Other essays describe what is going on in the classroom and in the teaching of history. This book is not meant for the classroom, but for the classroom instructor who seeks to incorporate the use of technology into his or her pedagogy. One essay in particular, "Reinventing the American History Survey," by Larry Easley and Steven Hoffman, specifically described how these two instructors "reinvented" the traditional survey course by making lectures more interactive, by placing all course materials on the Internet, and by having students develop their own web pages.

Brian Plane addresses the effect of information technology on the standard, entry-level college history text. Plane foresees the development of electronic texts with customized materials and offers his own sample of what such a "book" might look like. Indeed most publishers have entered the market for electronic textbooks and supplementary readers. In a similar vein, Jose E. Igarta's "Integrating Multimedia Technology into an Undergraduate Curriculum" looks at the pedagogical considerations of the new technology and describes three experiments in which multimedia technology was introduced into history courses. Igarta offers the welcome caution that "pedagogy, rather than technology," must be the driving force behind the introduction of all this new technology.

Kathleen Ferenz outlines answers to several questions concerning information technology, specifically How can it be used? and Will it result in meaningful learning? She describes how the Bay Area National Digital Library (BANDL) Project used the Library of Congress's "American Memory" collection and adapted curricula, assessment methods, and instruction to integrate the Library's collection into three classrooms. Deborah Lines Andersen reports on her experiment to find primary and secondary source material on the Internet. Her article, "Heuristics for the Educational Use and Evaluation of Electronic Information," advises that "faculty and students need extensive training about the uses and misuses of electronic information." Andersen

goes on to describe competencies and attaches a series of exercises to develop these competencies.

In closing, *History.edu* provides a valuable service in describing what is being done to incorporate technology into the classroom. Its articles are thought provoking and idea stimulating. Its footnotes are a virtual goldmine of usable information. *History.edu* is well worth the price.

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David Loades. *Power in Tudor England*. New York: St. Martin's Press, 1997. Pp. viii, 183. Cloth, $49.95; ISBN 0-312-16391-6. Paper, $18.95; ISBN 0-312-16392-4. Roger Lockyer. *James VI & I*. London & New York: Longman, 1998. Pp. vi, 234. Cloth, $63.75; ISBN 0-582-27962-3. Paper, $17.95; ISBN 0-582-27961-5. Derek Hirst. *England in Conflict, 1603-1660–Kingdom, Community, Commonwealth*. London: Arnold (co-published in the U.S.A. by Oxford University Press), 1999. Pp. vii, 359. Cloth, $80.00; ISBN 0-340-74144-9. Paper, $24.95; ISBN 0-340-62501-5.

Tudor-Stuart England has long captured the imaginations of Americans, and that fascination has certainly been reflected in the realm of textbook publication. The three works discussed in this review attempt to make accessible to the current generation of students the most recent scholarship on early modern England–unfortunately, with mixed results.

It is a common assertion that the Tudor monarchs created an efficient and centralized state with none of the traditional tools of despotism–an army, navy, or large bureaucracy. It is also widely acknowledged that the secret of Tudor success was the widespread support, cooperation, and free service of local and provincial elites. In *Power in Tudor England*, David Loades takes all of this a step further by examining exactly how this alliance between the "political nation" and the monarchy actually worked. Using an extensive range of secondary and primary sources, Loades examines "the interaction between the central machinery of government ... and the local and provincial elites" who dominated their own communities. His self-stated aim is to do all this in as "succinct and comprehensible a manner as possible."

He is certainly succinct. In a series of short chapters Loades examines the nature of Tudor monarchy, the economic and administrative structures the Tudors inherited from their medieval predecessors, the Council, Royal Commissions, Parliament, and the royal court. He finishes with a look at the exercise of Tudor power in "special jurisdictions" (e.g. Wales, Ireland, the Channel Islands) and the problems posed by distinctive regional and cultural identities. With the exception of Ireland, Loades writes, Tudor government worked. The monarchs created a partnership with the