

There is a wide variety of uses for Professor Shannon's new work. It can serve to complement other secondary source textbooks in the teaching of colonial history. Additionally, it might also serve those students at the community college level as a superb reference work on colonial America. Timothy Shannon has provided a highly substantive and readable work on the study of the Atlantic World.

Pasco-Hernando Community College

Michael E. Long

Julie Des Jardins. *Women and the Historical Enterprise in America: Gender, Race, and the Politics of Memory, 1880–1945*. Chapel Hill, NC: University of North Carolina Press, 2003. Pp. x, 380. Paper, \$19.95; ISBN 0-8078-5475-1.

Julie Des Jardins' text is a rich resource for a range of courses, including historiography, women's history, African-American history, and social and cultural history courses. Des Jardins, an Assistant Professor of History at City University of New York, Baruch College, has written an excellent account of how history has been told in the United States, paying special attention to the "politics of memory"—how the social location of those telling history has shaped their results. Between the late nineteenth century and World War II, the growing professionalization of the study of history within academic institutions resulted in the privileging of political, economic, and military history written by men and based upon a "scientific" inquiry into official legal and governmental documents. On the other hand, women, who were largely excluded from the academy and hence free from its constraints, engaged in a broader historical pursuit that encompassed the lives of women, African Americans, Native Americans, immigrants, laborers, Catholics, and Jews, and relied upon a wide range of sources, including newspapers, private diaries and letters, household accounts, oral testimony, and material artifacts. In this way, according to Des Jardins, female historians anticipated the new history of the 1960s and 1970s and the postmodern attention to multiplicity of perspectives. Des Jardins is careful to avoid essentialism in describing this gendered division of history telling, but instead emphasizes how social location shaped the way scholars researched, interpreted, and wrote history.

The text is rich with discussions of women historians who worked from the "professional, social, and geographic margins" in their roles as teachers, local historians, historical preservationists, archivists, librarians, government workers, social activists, and members of patriotic organizations. Des Jardins has a particularly compelling discussion of the development of African American women's historical consciousness and their influence on the New Negro History Movement of the twentieth century. She also has chapters on the development of regional history and the history of organized feminism. Des Jardins casts a wide net, but focuses most of her attention on a limited number of women she views as particularly influential, including Mary

Beard, Nora Neal Hurston, Angie Debo, Mari Sandoz, Lucy Salmon, Mary McLeod Bethune, Dorothy Porter, and Nellie Neilson. She shows how many women "rewrote the past to serve new reform agendas" in the Progressive Era, including reforms in labor conditions, race relations, exploitation of Native Americans, and immigration policy. Des Jardins concludes that women have had a significant impact on the historical enterprise—both the methods of doing history and how we remember our national history.

Des Jardins' book is comprehensive and well-researched, based on extensive primary and secondary sources, including archives from around the country. The book offers useful material for lectures, and contains an expansive bibliography that is topically organized, which makes it a good resource for research. The writing style is engaging and generally accessible. This book could be assigned at the graduate or undergraduate level for courses in historiography, women's history, African-American history, or regional history. The material in Des Jardins' book will help students gain an appreciation for how gender and race have shaped historical practice and how women have contributed to the historical enterprise in lasting ways.

Berry College

Carrie Baker

Jacqueline M. Moore. *Booker T. Washington, W.E.B. Du Bois, and the Struggle for Racial Uplift.* Wilmington, DE: Scholarly Resources, Inc., 2003. Pp. xix, 194. Cloth, \$65.00; ISBN 0-8420-2994-X.

Jacqueline Moore has succeeded admirably in achieving the stated objectives of her new history of the struggle for racial uplift in the United States at the turn of the twentieth century. She has produced a book that can be readily understood and enjoyed by "readers with little or no background on the subject." She has provided high school and college students and instructors at both levels with a detailed explanation of the Washington-Du Bois conflict, a topic "that most textbooks only briefly outline." Finally, and most importantly, Professor Moore has placed the Washington-Du Bois conflict in the broader context of "the black community's search for effective ways to combat rising segregation and discrimination."

Moore proposes a well articulated historical framework within which to contextualize the debate between Washington and Du Bois. While the debate involved "people at all levels of the black community" and "shaped the way that black leaders discussed how to improve the race," she argues that "not everyone took sides." For even those "most involved in the debate recognized that there were more than two methods of racial uplift, and a number of groups and organizations actively pursued other tactics." Some African Americans "used segregation as a reason to build up black-controlled institutions" such as YMCAs and the National Association of Colored