

BOOK REVIEWS

Barry A. Lanman and Laura M. Wendling, eds. *Preparing the Next Generation of Oral Historians: An Anthology of Oral History Education*. Lanham, MD: Rowman & Littlefield, AltaMira Press, 2006. Pp. 508. Paper, \$36.95; ISBN 0-7591-0853-6.

Preparing the Next Generation of Oral Historians is a topically organized anthology of shorter pieces, typically ten to twelve pages, on a broad range of themes related to the multiple applications of oral history in the classroom. Some of the articles have appeared elsewhere, in journals or other collections, and are reprinted here unchanged. Other pieces are new for inclusion in this volume.

Following a helpful introduction that develops an overall context, the authors organize the individual articles into four main sections. Part 1 examines "Foundations of Oral History Education." Here subjects include trailblazing concepts such as the 1960s Foxfire project and key figures such as Studs Terkel, but also practical models for classroom use and meeting standards. Parts 2, 3, and 4, with 26 different chapters, focus on incorporating oral history into various levels: elementary, secondary, and college and university. Each of these three sections begins with a brief overview, includes at least one chapter devoted to standards and assessment, and has a number of real, practical case study examples, authored by the educators themselves. It is encouraging to see the multitude of possibilities offered here by oral history, to students at all levels. Whether students with special needs or gifted and talented, early primary grades, middle school or senior high, or colleges, the chapters here demonstrate that teachers at all levels can confidently embrace oral history as a learning tool. A final section, Part 5, includes helpful resources, such as a sample syllabus, an up-to-date bibliography of additional reading (although this reviewer would have wished for online resources in addition to the print sources), and the Oral History Association's detailed principles and standards.

How might an instructor use this book? With its helpful, topically organized articles, this book is best considered a reference work, a how-to guide, for educators at different levels. Indeed, it is difficult to envision this volume being assigned as reading in any level class, but it does lend itself well to having chapters or whole sections excerpted, depending on the focus of the class or workshop. Learners below college or university level, though, might struggle with some concepts. With regards to usage, helpful in this respect are "Thought Questions" that precede each chapter. Instructors have a ready set of discussion topics or project assignment starters. A more developed set of sample syllabi would have been a welcome addition, but there are plenty of ideas for instructors to consider as they construct their own projects or classes.

In sum, Lanman and Wendling's *Preparing the Next Generation of Oral Historians* is the practical oral history guide that we've long needed. The specific examples outlined and discussed throughout the book, the careful attention to assessment and the meeting of standards, and the well-conceived and well-written

individual pieces make this the new standard in the field. Those new to the field, educators, and even experienced practitioners, will find much here to take first steps or to help bring in-class projects to the next level. Strongly recommended.

Concordia University, St. Paul

Thomas Saylor

Steven M. Beaudoin. *Poverty in World History*. Themes in World History Series. London and New York: Routledge, 2007. Pp. 136. Paper, \$26.95; ISBN 978-0-415-25459-5.

The Themes in World History Series has acquired a new and important addition with Steven Beaudoin's treatment of poverty throughout world history. Designed specifically for the classroom, the book provides an impressive overview of the state of current scholarship while intertwining strands of world history. The result is a very readable narrative that investigates the causes of poverty, attitudes toward poverty, and relief efforts from the pre-modern world to the present.

It seems unlikely that such a significant and vast topic could fit into such a brief space; however, the key is in the organization. Surveying scholarly descriptions of poverty and taking ideas from several definitions with emphasis on the belief that "all poverty is born of insecurity," Beaudoin divides the poor into three categories: the destitute, the structural poor, and the conjunctural poor. Using these definitions, he then examines poverty and charity in the pre-modern world, the early modern world from 1450 to 1750, the industrial world from 1750 to 1945, and since 1945.

The demarcations should be familiar to students of world history and allow them to contextualize the place of poverty in the overall scheme of world history. As Beaudoin points out, the history of poverty both follows and strays from traditional patterns of world history. During the pre-modern era, most poverty grew out of chronic hunger and undernourishment. People saw poverty as a natural occurrence. Family, friends, informal sources, and a few private and state-run organizations provided limited relief. Around the mid-1400s, new forms of poverty emerged based on global networks of trade and subsequent economic insecurity. The incidence of structural and conjunctural poverty became more widespread as individuals and societies became more vulnerable to fluctuations in world trade. In response, several Western European states came to view poverty as a moral scourge of one's own making that needed to be eradicated through discipline, confinement, and education. With the onset of industrialization in the mid-1700s, poverty became "less dangerous and more common." Ironically, the same economic system that expanded poverty also created more powerful tools to ameliorate poverty through programs such as the social welfare and social insurance systems. The period after 1945 saw increased intensification though few changes in the causes of poverty. Enhanced global connections meant that relief efforts became much more international though still dominated by the Western