

humanitarian efforts at preventing starvation, disease, and fire that often come after a natural disaster hits. These tragedies frequently have political consequences; French authorities in Martinique, for example, provided economic inducement to largely poor black citizens in the town of Le Morne-Rouge to stay put while citizens from the largely white and wealthy nearby town of St. Pierre were evacuated—this despite the continual eruption of the volcano Mount Pelée for nearly a year beginning in August 1900.

This textbook, grounded in the discipline of world history, could be a valuable resource for those seeking ways to develop lectures or explore environmental issues in their classes. Reilly has produced a text that is significantly relevant in a world of increasingly intense natural catastrophes and an increasing global system that has yet to prove completely reliable or effective in predicting and dealing with tragedy. The author limits his focus to natural catastrophes of the Industrial Age and beyond with very limited discussion of the Pre-Modern and Antiquity periods. Creative historians will have to work hard to use this text in broad introductory classes, but courses concentrating on the nineteenth and twentieth centuries will have a provocative text full of effective case studies. This text perhaps would be most effective as a source for upper-division courses or introductory graduate-level courses. In these sorts of classes, Reilly provides a text that would be very helpful in beginning a discussion about the way humankind has employed modern social and economic systems to respond to natural catastrophes.

Georgia Highlands College

Shannon Bontrager

Wilson J. Warren and D. Antonio Cantu, eds. *History Education 101: The Past, Present, and Future of Teacher Preparation*. Charlotte, NC: Information Age Publishing, Inc., 2008. Pp. 270. Hardcover, \$73.99; ISBN 978-1-59311-861-7.

This volume of thirteen essays explores the current state of history education for pre-service teachers. Warren and Cantu divide the essays into three sections: "Context," "Practice," and "New Directions." For educators and academics who share in the education of pre-service history teachers, the topics explored in this collection are, unfortunately, all too familiar. Despite the resurgence of attention paid to the education of history teachers that began in the late eighties and reached its greatest public attention with the publication of the *National Standards for History* in the mid-1990s, it appears there is less interest or investment by academia in this issue now than ever before.

In the "Context" section, co-editor Cantu opens with a statistical analysis of data provided by the *AHA Directory* and job-postings that present a demographic landscape for understanding the past and current conditions of history education and training. Russell Olwell offers an exploration of the AHA's efforts during the Cold War decades,

Wilson J. Warren and Frederick Drake explore the history of two major teacher training programs. The first section ends with an essay by Ashley Lucas that considers the value of a social studies education within a History Department.

Opening the second section on "Practice," David Hicks presents a comparative consideration of history teacher preparation in the United States and England, highlighting the best features of both systems. The next two essays might be the most useful for academics and history teachers who are continually on the lookout for innovative ideas and insight into their own efforts. Flannery Burke and Thomas Andrew use their own teaching experience and offer a system to improve the training of history teachers that follows with an essay by Daisy Martin and Chauncey Monte-Santo presenting readers with innovations used in teacher training at Stanford University. The final entry in this section is Gina Hogue's contribution arguing the importance of technological training for history teachers.

The final segment on "New Directions" includes three essays that propose to offer new perceptions, but instead read like dire warnings. While Fritz Fischer presents ways in which academic historians might contribute to the intellectual integrity of history teachers and their work, he also demonstrates the chasm between these professions. The following two essays by Richard Cooley and Sean O'Neill, respectively, focus their attention on issues of accountability, generally lacking in most pre-service programs, and the impact of accountability on future work.

In conclusion, the volume's organization and overall objectives were well met. The essays will be applicable to academics committed to understanding their past and present role in the education of pre-service history teachers. The essays in whole or part could be assigned in history education courses. For history teachers, there are few new innovations offered here that are of practical use. In the first essay, co-editor Cantu identified the perceived debates between history and education departments as a schism that has grown into a chasm. The challenges facing both are greater than ever. This collection of essays serves as both a bellwether of what lies ahead and a ray of hope for those dedicated to the work.

Purdue University

Dawn Marsh

Rachel G. Ragland and Kelly A. Woestman, eds. *The Teaching American History Project: Lessons for History Educators and Historians*. New York: Routledge, 2009. Pp. 352. Paper, \$38.95; ISBN 978-0-415-9882-7.

This book delivers the first scholarly examination of the Teaching American History Project, which awards grants to colleges, universities, local educational agencies, schools, libraries, museums, and nonprofit historical and humanities institutions, to improve instruction in American history. The editors are Rachel Ragland, assistant professor of education at Lake Forest College near Chicago, and