

Most of the information presented can be found in works already published—even the maps are just reprints from other books—but the significance of this work does not depend on its originality. It is useful because it pulls together information from myriad sources and focuses it on one theme—how migrant Indians were forced to cope with life and death in Indian Territory. The story is a familiar one of broken promises, fraud, disease, and death. But the tribes survived, and so have their stories, thanks to histories such as *Oklahoma's Forgotten Indians*.

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The Five Dollar Day: Labor Management and Social Control in the Ford Motor Company, 1908-1921. By Stephen Meyer III. (Albany: State University of New York Press, 1981. Pp. x, 249. Tables, notes, selected bibliography, index. Clothbound, \$34.00; paperbound, \$9.95.)

Stephen Meyer III has provided the first intensive study of the Progressive Era labor policies of the Ford Motor Company since the investigations of Allan Nevins thirty years ago. Inspired by the writings of contemporary labor historians, Meyer focuses on the interplay between the company's drive to make the labor force more productive and profitable and the resistance of many workers to the company's efforts. Drawing upon sources in the Ford Archives and contemporary periodicals, he significantly expands upon and corrects earlier accounts of this famed experiment.

Faced with an exploding demand for the Model T and a shortage of costly, skilled labor, Ford engineers devised a series of manufacturing innovations, culminating in the moving assembly line, that increased production and allowed the company to expand employment of unskilled, mainly immigrant, workers engaged in repetitious, quickly learned tasks. In 1914 excessive turnover, absenteeism, and other expressions of dissatisfaction prompted the company to launch the Five Dollar Day, which offered to qualified workers wages nearly double those then current in Detroit. Qualification depended upon meeting a set of paternalistic standards established by the company's Sociological Department. Investigators fanned out through the city, calling at worker's homes to corroborate statements about marital status, living conditions, savings, debts, recreation, and personal habits. The Five Dollar Day tried to transform workers into cooperative, efficient, docile

operatives. The company also insisted upon the "Americanization" of immigrant workers; in particular they were required to learn English. The Ford English School's graduation pageant, in which immigrants dressed in native costume descended into a "melting pot" and emerged in American dress and waving the American flag, was a remarkable spectacle for that or any other time. Eventually Ford abandoned its ambitious program. Many workers resented the company's prying into their lives, and World War I disrupted the labor market. Continuing worker militancy convinced officials that paternalism had failed. Labor spies, repression, and ultimately the brutality of the Ford Service Department were the company's new response.

Despite the paucity of sources emanating directly from workers, Meyer has produced a well-researched account. Some may find an overemphasis on cultural at the expense of economic explanations of behavior. Absenteeism, as Meyer's own evidence suggests, stemmed from the availability of jobs in Detroit's expanding economy as well as from the peasant or premodern origins of the work force. Nevertheless, this is a detailed, convincing, and needed account of an important and fascinating episode in American industrial and labor history.

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Using Local History in the Classroom. By Fay D. Metcalf and Matthew T. Downey. (Nashville: American Association for State and Local History, 1982. Pp. x, 284. Illustrations, figures, tables, appendixes, notes, index. \$17.50.)

If you are a history teacher able to admit that local history is academically respectable, not afraid of abandoning familiar textbooks, and willing to work as hard as students with non-traditional sources, rejoice! This book is for you. All other teachers should ignore this manual of practical suggestions.

Metcalf and Downey have taught history for many years in secondary schools and at the University of Colorado, respectively, and have collaborated on several publications dealing with local history and innovative teaching. They have mastered the terrain and write readably and convincingly about it. From their experience comes this analytical catalog of techniques. *Using Local History* includes sections on such topics as oral interviewing, local economics and politics, family history, material culture, and quantitative data. The authors discuss the merits of each topic, sources available for study, guidelines for