

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

classroom use, and publications for further reading. Documentation for topics appears in the form of success stories about forays into cemeteries, examinations of old insurance maps, and tours of historic structures. Particularly impressive is the section on public schools as artifacts to study demographic shifts and curricular changes.

Excitement and intimidation characterize these discussions. It is obvious that these exercises have generated student enthusiasm and have not degenerated into antiquarianism, family worship, and provincialism. It is equally obvious that much hard work is involved in preparing and supervising such class projects.

Generally the authors are successful, largely due to their pragmatic approach. When they try to unify their suggestions with a consistent intellectual premise, they are less convincing. They frequently maintain that the study of hometown heritage is not enough in itself, that student projects should ideally produce significant results, and that local information should illuminate national trends. The latter, they assert, "is one of the most important reasons for studying local history" (p. 219). This may be so, but could teachers not be satisfied when a student emerges from class with a heightened appreciation for the past because of an interesting contact with a small part of it? That alone is a victory.

If this book has a second edition in a few years, as it should, certain revisions should be considered. The authors should give the political section the same focus and practicality as the others. Also, heavy dependence on Colorado for many of the charts and photographs robs the book of a needed universal appeal. Finally, a work which relies on teaching pioneers should cite those pathfinders at the bottom of the page rather than in the back of the book.

These few criticisms should not diminish the high praise which Metcalf and Downey deserve. Thanks to them there now exists a convenient compendium of ideas previously available only in diffuse pamphlets and articles. This book is a genuine service to enterprising teachers.

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Historic Preservation: Curatorial Management of the Built World. By James Marston Fitch. (New York: McGraw-Hill Book Company, 1982. Pp. xii, 433. Notes, illustrations, figures, graphs, tables, index. \$34.95.)