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.

George T. Blakey
Indiana University East, Richmond

While he was a professor at Columbia University, James Marston Fitch devoted over two decades to the development of a curriculum in historic preservation. This volume represents the culmination of that effort. In *Historic Preservation* Fitch has summed up his lectures and presented a written synthesis of his extensive knowledge. The work provides an overview of the problems associated with "the curatorial management of the built world," which is Fitch's definition of preservation. In his own words the book offers "a holistic theoretical apparatus for a wise and civilized system of solving" these problems (p. xi). In the volume Fitch delves into the ideological confrontations with preservation, assesses the trends and shifts in concern over comparatively recent years, and points out the urgent needs of the field.

The major contributions of the book stem from the author's firsthand experience in preservation on a broad, international scale. Presumably he has observed the field everywhere in the world except China and India. American preservationists are already well acquainted with the history and lessons to be learned from Mount Vernon and Williamsburg. Although much valuable information and insight is provided by Fitch's discussion of benchmarks in American preservation, other authors have written extensively on the subject, prominent among them Charles Hosmer. Fitch's exploration of programs abroad will introduce many Americans to hitherto unfamiliar examples of novel approaches to standard problems of the field.

The perspective that Fitch has gained through study of European programs is particularly valuable. When in his concluding chapter he cites Czechoslovakia as having the most comprehensive and competent program in the world, this evaluation does not come as a surprise after the numerous examples of remarkable achievements that have been mentioned in the text. The relocation of a fifteenth-century Gothic church in Most, Czechoslovakia, by moving it intact along two kilometers of railroad tracks, is nothing short of amazing. Two of the most interesting chapters in the book, "Restoration and Maintenance of Historic Landscapes" and "Protection and Interpretation of Sites and Ruins," draw heavily upon the author's experience overseas. Problems that may have been thought to be unique to the American preservation movement—"gentrification," in particular—are demonstrated to be international in scope. Fitch repeatedly cites three European examples that have offered model solutions to the displacement
of the native populace: Le Marais historic district of Paris; Split, Yugoslavia; and Bologna, Italy.

The major drawback of the book is that it is dated. In the sections on technical problems of conservation of buildings, a concluding sentence or two has been added rather transparently to "update" the material. (A check of references reveals cited articles to be from five to ten years old.) Independence Hall is called "the most recent focus of American expertise in restoration" (p. 104), though it was begun in the mid-1960s and completed for the Bicentennial. The American preservation movement grew in exponential proportions during the 1970s, and the author does not appear to have kept apace of recent progress.

Mary Ellen Gadski
Commission

History of Religion in Indiana

Lilly Endowment has made a grant of $67,832 to Indiana University to conduct a survey of resources for the study of the history of religion in Indiana and to prepare a bibliography of such resources for publication.

Members of the project team have visited and described the Indiana religious history collections at Franklin College, Manchester College, Wabash College, Hanover College, Christian Theological Seminary, and DePauw University. Visits will be arranged and scheduled at Notre Dame, Earlham, Anderson, Goshen, Fort Wayne, and Vincennes. Letters of inquiry about materials held are going to denominational executives, to several Indiana colleges, to denominational archives both in and out of state, and to county historical societies.

The project team wants very much to produce a bibliography which will be useful and a credit to all concerned. If you know of (1) archival or manuscript materials or special files related to Indiana religious history; (2) printed material related to Indiana religious history; or, (3) a historian or archivist or librarian who ought to be informed about this project, please contact L. C. Rudolph or Judith Endelman, Lilly Library of Indiana University, Bloomington, Indiana, 47405 (telephone 812-335-2452).