

with the book is that its subtitle will probably prevent many in the profession from reading it. That would be unfortunate and should be corrected. The book could and should have a national readership because it raises questions and provides points of information that are always pertinent to museum professionals in small museums and historical societies anywhere in the country.

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Handbook on Indiana History. Edited and compiled by Evelyn M. Sayers. (Indianapolis: Indiana Department of Education, 1987. Pp. xiv, 224. Figures, maps, tables, graphs, sources, index. Paperbound, free upon request.)

This handbook, prepared by members of the 1987 Bicentennial Indiana History Task Force under the direction of Evelyn M. Sayers, is a revision of an earlier publication of the same name. Developed to coincide with the bicentennial celebration of the Northwest Ordinance and the Constitution of the United States, the handbook's general purpose was "to focus attention on the value of studying the history of Indiana" (p. vii). More specifically, the task was "to prepare a brief history of Indiana suitable for secondary social studies teachers to use in celebrating Indiana" (p. ix).

The handbook gets off to a fine start with "An Introduction: The Study and Teaching of Indiana History" (pp. xi-xiii), written by Donald F. Carmony who authored the earlier edition in 1961. Carmony succinctly puts forth the guidelines that he considers to be important in determining the content of a course in Indiana history. Although one may not agree with his conviction that "unless Indiana history can be offered at not less than the junior high level, there is quite limited value in offering it at all" (p. xi), his rationale for teaching Indiana history is clear and sound, as are his suggestions for teaching and studying Indiana history. Teachers should make certain that they read this introduction.

The content of the sixteen chapters in this handbook on the history of Indiana are arranged chronologically for the most part. Following the first chapter on geography is one on archaeology and prehistory. In subsequent chapters, the history of Indiana continues to unfold (historic Indians, French and British periods, the Old Northwest, Indiana Territory, and early statehood) through Chapter 14, "Indiana Today." The next chapter, "Indiana Government," is, of course, rich in historical content. The final chapter is "Indiana, Economic Development Toward the 21st Century." The material was written by people who are specialists in Indiana archaeology, economics, geography, history, and government—Donald R. Cochran, Joseph A. Rueff, Peter Harrington, Edward E. Lyon,

Patrick J. Furlong, George W. Geib, William W. Giffin, Ralph D. Gray, Liliane Krasean, James H. Madison, Rebecca Shoemaker, and Carl W. Henn, Jr.

Each chapter begins with a "To the Teacher" note, followed by a "Corollary to U.S. History." The historical content material comes next and is usually divided into "General Comments" and "Points to Emphasize." Marginal notes are employed to highlight the topics that are covered in the adjacent text and to make reference to relevant material that is located in another part of the handbook. Two of the chapters suggest teaching activities. Additional sources for use in teaching Indiana history appear at the back of the handbook—books, periodicals, maps, and lists of organizations.

This handbook contains a brief history of Indiana. It was not meant to be longer, but as a result there are omissions. Undoubtedly there is material that some people will feel should have been included. It is disappointing, for example, to find so little on historic Native American cultures, particularly when the book repeats other material. Donald R. Cochran's chapter, "Archaeology and Prehistory," for example, is excellent and obviates the need for what then becomes redundant information on prehistoric Indians in the following chapter. The full text of the Land Ordinance of 1785 appears in the handbook, and rightfully so. One question, however, the need for seven pages on "Land Survey Systems" and the "Metes and Bounds Survey System" (pp. 43-49), particularly since their location breaks the flow of the narrative content. Such material is more appropriately placed in an appendix. One might argue that more cultural geography should have been included, but before carrying that contention very far, one needs to look beyond the geography chapter and read, for example, William W. Giffin's chapter, "Indiana Lifestyle, 1865-1920." The plain white pages that appear between some chapters—if meant to serve as dividers, they simply are not appropriate, nor are they needed—could have been used more profitably to provide more subject matter content or end-of-chapter bibliographies. Still, there is a lot of fine Indiana history material in this handbook. It is a pleasure to read the many well-written chapters. The handbook does provide secondary teachers with background information on their state.

This reviewer is reluctant to comment adversely on a publication that has been produced with such fine intentions, and which has been made possible through the contributions of very busy individuals, all well-qualified to write authoritatively in a specific field of Indiana history. Still, professional integrity and the possibility that this publication may undergo another revision prompt the citation of some major shortcomings. Perhaps they can be corrected in any future edition.

There are problems with this handbook. One glaring error in the "Table of Contents" (p. ii) places Ball State University in

Bloomington. A larger problem, however, exists with the basic format that has been used in each chapter. When turning to "Points to Emphasize," a teacher will very likely expect to find a concise list of important information that is to be stressed, not two to eight pages of discourse. After reading the material several times, this reviewer is still unable to supply a logical explanation for the way in which some chapter content has been divided into "General Comments" and "Points to Emphasize." The "General Comments" range in length from one paragraph to ten pages. These headings are confusing rather than helpful in most chapters. They are not used in all chapters.

More than infrequently, there is inconsistency among the chapters. It would seem wise to have a note at the beginning of each chapter to call the teacher's attention to the main idea to be developed. In some chapters, "To the Teacher" serves that purpose: "After the long struggle between Britain and France, Britain took control of the territory west of the Appalachian Mountains" (p. 29), and "Following World War I, Indiana was caught up in the same trends that governed national issues" (p. 103). Not all "To the Teacher" notes are of the quality shown in the two examples. Consider the following one: "Discussions of the historical development of local government—county, city and town, and township—for your community can be discussed in conjunction with this chapter" (p. 43).

The handbook could be made more useful for teachers in several ways. Although the marginal notes are helpful in directing attention to specific material found in the "Sources" section at the back of the handbook, it would be far better to have the related source material within the chapters instead. The effectiveness of such a plan can be seen in the few chapters where special purpose maps, graphs, charts, and tables are included as an integral part of the content. Not only is it always proper to include the source for statistical data, it is also helpful to the reader who is interested in seeking more information. Sources of data are not always included in this handbook. Footnotes are sometimes missing. Teachers would probably also welcome more teaching suggestions. Unfortunately, there is little information on ways to use the fine content of the chapters. "Indiana, Economic Development Toward the 21st Century" (pp. 157-76), written by Joseph A. Rueff and Peter Harrington, is an exception. Their excellent chapter, very appropriately included as the final one in the handbook, has the teaching materials and activities that teachers need for classroom implementation.

The "Sources" section (pp. 177-213) of the handbook contains a wealth of valuable material for teachers. Using the bibliography, however, can be frustrating. There are actually two bibliographies, one that is new for this edition and another that has been taken

from a previous edition of the handbook and tacked on to the newer one. It does not help to state that many of the books on the earlier bibliography are out of print or available only at libraries, and a few are being reprinted by Indiana University Press (p. 183). The individual entries should have been checked and included in a single revised bibliography, thus eliminating the repetition and simplifying the usage. The books and periodicals should also have been separated. Within each of those two categories, it would be helpful if the materials were grouped, not only by author, but by topic, or in chapter-by-chapter sequence. (Certainly, there is no place for incomplete bibliographical entries in a professional publication. Citing a book only by author, title, and year of publication is simply not acceptable.) Probably the most valuable part of the "Sources" section is that which includes information on the Indiana Historical Bureau, the Indiana Historical Society, the Indiana State Library, the Educational Resources Information Center (ERIC), and other long-recognized, valuable resources for studying and teaching Indiana history (pp. 187-88).

This reviewer has come to expect a wide variation in the quality of material that is produced by the departments of education in the fifty states. Where specialists are employed, particularly in the preliminary and final stages of production, more polished publications are the result. The necessity for a polished product, however, is not always felt. Such must have been the case in this instance. In its own way, this publication meets the purpose for which it was written—it provides a brief history of Indiana for secondary teachers. One hopes that secondary teachers will use it as a springboard for further study of their state.

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Hail Purdue. By John Norberg. (Dallas, Tex.: Taylor Publishing Company, 1987. Pp. 240. Illustrations, roster of members. \$40.95.)

Hail Purdue by John Norberg is a handsome 240-page history of the Purdue University bands from 1886 to 1986. In that first century of Purdue bands' existence only three men served as directors of the department: Paul Spotts Emrick, 1904-1954; Al G. Wright, 1954-1981; and J. Richard Dunscomb, 1981-. Each of the first three chapters records the activities and emphasis of the band program under one of these three (Emrick, military style; Wright, showmanship; and Dunscomb, jazz) together with their