

gravestones, and other household objects make such a distinction.

Deetz sets up an historical framework by which he interprets the material culture of New England. This framework stresses his orientation toward the history of the common man and is based upon the alteration in world view in the eighteenth century. Deetz's most fundamental question addresses the causes of this change in world view beginning in the 1760s (p. 133): "Did attitude and perception change our material world, or did the advent of the new Renaissance-inspired architectural and decorative orders work a change on our world view?" In perhaps the clearest discussion of this question, Deetz suggests that the new world view was accommodated by existing perceptions to create a new outlook—the Georgian mind set. He attempts to prove this proposition concerning the alteration of American world view in the 1760s by examples from different categories of artifacts excavated from sites in New England. Although the theory appears well established, the reader must view it as a problem which still needs further investigation (see p. 133).

In Small Things Forgotten is essentially a theoretical work by a man commanding considerable respect in his field. The author attempts to announce to a broad audience the existence of historical archaeology as a discipline. There is a constant and understandable defensive undercurrent. The young discipline has yet to gain recognition as a scholarly endeavor from the remainder of the archaeological community. Unfortunately, the general reader without some background in the ideas now current within historical archaeology will experience difficulty understanding the significance of Deetz's work. It is an excellent introduction to the field for those who seriously wish to pursue the subject.

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Researching, Writing, and Publishing Local History, by Thomas E. Felt.
Nashville: American Association for State and Local History, 1976. pp.
xi, 150. (paperback) \$6.00.

Very few books have a title which reveals their contents more clearly than does this one. The author has written a handbook for the beginner, that also can be useful as a refresher for those who have done it all before. The organization is simple, and follows the order of the topics mentioned in the title. Of course this is the logical sequence to be followed by a practitioner. The author assumes that the subject, local history, is an important one, and one worthy of being written about. To be written about, it must first be researched. And once something has been written about, it is only sensible to publish it, so that the public at large has access to the gems of information uncovered during the diligent, painstaking research, and set forth in the clear, concise writing.

The first section of the book, a guide to how to do research, seems to be the best and most useful section for the purposes given in the introduction. A willing participant is led by the hand through the maze of raw material, is helped to judge, analyze, and organize it, to record it for later use. It is refreshing to see that admonitions to avoid overspecialization and oversimplification are included. Would that some professional historians would heed this advice in their learned monographs. The author has offered, as an alternative, a union with the ecological approach, so that the human community can be tied to the natural systems of its context. This seems to be an extraordinarily useful and sensible way to research and write local history.

More traditional advice is offered in regard to types of source materials and their origins. The researcher into local history is admonished to know and consider the closeness, competence, and impartiality of the person producing the source material. The researcher is encouraged to find out "what" happened, but also to speculate on "why" it might have happened. And best of all, the researcher is urged to use common sense, which, it is asserted, places amateurs on a common ground with professionals.

The usual source materials are described, e.g. books, newspapers, manuscripts, maps, archives, and oral history. Of more note are the several pages devoted to the use of graphics sources as documents. Clear and valuable instructions are given on how to interpret a photograph or other visual representations, as well as how to detect the interpretation of the photographer or artist. Equally enlightening is the section on the use of physical remains to understand people in their natural habitat. The methodology of archaeologists is helpful, and any local history would be incomplete without attention to these details. Use of man-made physical objects seems to make less common the falling into the trap of anachronism. Artifacts can and should be interpreted, as documents are.

The section on writing is not as imaginative and lively as the preceding section on research, nor is it so turgid as the following section on publishing. It is somewhat commonplace, but is a fair treatment of the subject. Among the strongest points are those that call for a reasonable assessment of the audience to be addressed by any written work, the need for constant, continual, and critical, non-defensive re-writing, and the absolute necessity of having an editor. Authors may find it ego-deflating to have to deal with these three points, but each of them is as necessary to good writing as are paper and words. On a more mundane level, this section is a combination summary of a thesis manual and a college style guide. The component and technical parts of writing are listed, and some of them are explained. Many good references to more complete and detailed books on this subject are mentioned. Something that would fit in well and be useful, but which is ignored, is the value of reading numerous works and seeing the varieties of good and bad writing. What is it about the writing styles you like that make them more agreeably presented? Such an exercise may help a person's own writing.

The section on publishing is the least likely to be understood by the general reader. The hints on design and layout are quite satisfactory, and are

perhaps most useful to an author who can intelligently discuss these matters with editors. No one will learn enough from this book to be able to then handle all aspects of publishing a book. The pages devoted to choosing type-face and paper are perhaps the least helpful to the amateur. Enough jargon is used to confuse, but not instruct. And the preparation of specifications is also something that begs for more professional advice. Perhaps that is why so many books on local history have weaknesses of a production nature. This section will aid people in knowing what they can safely do on their own, and what they had best leave to those with more training and skills.

Taken as a unit, the book is a good one. It fills a need, it presents accurate information in a generally clear and instructive way. We can hardly ask that a book do much more than that.

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Iowa Local History—A Teacher's Guide, by Margaret Atherton Bonney.
Iowa City, Iowa: Iowa State Historical Department, Division of the State Historical Society, 1977. pp. 44. Free.

Iowa teachers and local history buffs interested in developing a study of local history will find *Iowa Local History—A Teacher's Guide* most useful. Teachers often lament the lack of information, sources, and services in Iowa history. However, frequently what is lacking is knowledge of such sources. The *Guide* is designed to help meet the need of how to approach a study of local history.

Organized into five sections—an introduction to the study of local history; a discussion in the general use of primary and secondary sources; a suggested set of study topics, an historical overview of the state's history; and a listing of selected sources—the *Guide* is designed to provide the user with a relatively quick and easy grasp of how to study local history.

Although the state mandates that Iowa history be taught in grades one through six, the secondary social studies teacher will probably find the *Guide* contains many suggestions that can be adapted and used in American history classes. Of particular interest to the secondary social studies teacher would be the section entitled "Time Periods: An Overview of Iowa History." Here the author provides an abbreviated look into the events that shaped and influenced the community and lives of Iowa inhabitants. The time frame includes Prehistory through the Depression period (1919-1940). The author has not, however, provided documentation to any of the "Overview Section" material. Reference citations would have added a dimension to an otherwise well-written publication. Inclusion of a "Table of Organization" would have also been helpful.

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