

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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