

Readers will find the brief subheadings for each entry, as well as the notes and bibliography, especially beneficial for research and understanding. *The Pawnee Mission Letters* is a welcome addition to the genre.

*The Dubuque Shot Tower*, edited by John Adelman. Charleston, SC: The History Press, 2011. 224 pp. Illustrations, map, appendix. \$24.99 paper.

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The 150-foot-tall Dubuque Shot Tower was constructed by local gunsmith George W. Rogers and opened for business in December 1856. Sixty-eight years earlier Julien Dubuque had refined lead ore in the Mines of Spain, stimulating a mining industry that brought white settlers to the tri-states area of Iowa, Illinois, and Wisconsin. Rogers's operation remained in business until sold to a competing St. Louis firm in July 1862, ending the tower's production. Surprisingly, there is no evidence that tower shot contributed to the Union army during the Civil War.

In 1931 the Dubuque Women's Club initiated an effort to preserve the structure, a cause that remained dormant for more than two decades until resurrected by the Dubuque Chamber of Commerce and the Dubuque County Historical Society. The Shot Tower was named to the National Register of Historic Places in October 1976, opening the door to funding from a variety of federal and state grants as well as private donors. Restoration work was completed in September 2010.

Many of the 48 relatively short essays in this book were written by American history and English students at Dubuque's Central Alternative High School. Based almost exclusively on local newspapers, the historical essays range from the impact of lead deposits on Native American communities to the present. Other contributions focus on interviews with local historians, experience conducting library research, class activities, student mentors, hands-on field work, and tourism. The publisher included numerous historical and contemporary illustrations that enhance the text; the appendix includes a valuable timeline. This is a superb example of engaging young students in the history of their community.