tions have turned what was originally to have been essentially a picture book, and what could have been simply a book for architecture specialists, into a model exploration of the physical growth of a metropolis. The main story, of course, must be architecture, but Ehrlich is sensitive to social, racial and demographic variables. Despite limitations imposed by space and by the paucity of prior scholarship, he finds ways to define the terms in which such important topics are going to have to be treated, and thoughtfully suggests what findings might turn out to be. The good essay on race, loans, segregation and red-lining on 122f. is a good example. Working from primary materials—there is very little specialized material to go on, and nothing in the way of bibliographical help in finding it—Ehrlich has managed to handle both "the large picture" and the details.

Generally historic surveys have no central thesis; the hidden thesis of this volume is that the specialist sensitive to factors beyond his specialty produces work of great value.

SGL


An introduction to the subject of the American house that draws on a random selection of sources: letters, diaries, chronicles, novels, histories, articles, pattern and picture books, and scholarly studies of American architects and architecture. As indicated by the two building types in the title, both of which have become obsolete in the twentieth century, the attitude toward the house is essentially a nineteenth-century one. What still needs to be done is an in-depth analysis of the house in relation to the changing nature of the family, especially the role of women, and the changing nature of building and environmental technology.

University of Kansas


This is Robert Twombly's second biographical treatment of Frank Lloyd Wright, the first having been published just six years earlier, in 1973. In the interval, Twombly continued his research and, as he said, examined old material in new ways. The result is a different book with many more illustrations. There is no question about the compelling attraction of Frank Lloyd Wright and his architecture, and from quite early in his long career he was a newsworthy subject. Twombly, a historian by profession, has made extensive use of newspaper files, and in this he enlarges the more traditional view of Wright, especially as a figure of frequent public controversy. In gathering together this type of data I feel he has made his book a useful resource for the student of American culture. However, I believe the book does expect some previous knowledge of Wright and especially of his architecture. Without this, the book could become a bit overwhelming as projects, problems and issues roll by us. The book is filled, probably overfilled, with details, all meticulously documented as to source. As a result, the book is probably most useful as a supplementary rather than a primary guide to the life and architecture of Frank Lloyd Wright.

GE

education


White is not the subject of this volume so much as its protagonist. Where he goes we go also, and that journey itself is worth taking although we might wish a guide more willing than Dr. Altschuler to point out the curiosities to be observed en route. Born in 1832 near Syracuse, N.Y., White graduated from Yale and subsequently taught history and rhetoric at the University of Michigan. Elected to the New York
ascent—the account of a ritualized journey North in which the protagonist gains “sufficient literacy to assume the mantle of an articulate survivor”—and narrative of immersion—the account of a ritualized journey South in which the protagonist gains or regains “sufficient literacy to assume the mantle of an articulate kinsman”; in Stepto’s final chapter, *Invisible Man* is presented as having the qualities of both of these narrative forms. Stepto’s reading of the continuity and marvel of Afro-American literature is thus dependent not upon an understanding of socio-historical forces, but upon a penetrating analysis of the form and content of the works themselves.

**minorities**


A Virginian who has served as a Supreme Court Law clerk, has taught law at the University of Virginia, and now edits one of the Commonwealth’s largest newspapers, Wilkinson has written a comprehensive and highly readable account of school integration in the United States. “The long journey from *Brown to Bakke,*” he concludes, “has been one from optimism and confidence to confusion and doubt. . . .” but it has also been “a maturing journey.” “School integration has taught us at home what Vietnam did abroad: how much eludes the American capacity to reshape.” Wilkinson foresees continuing tension over school integration, with the Supreme Court seeking to blunt the issues rather than blaze trails that are too far in advance of public opinion.


Relying upon fresh manuscript sources such as the Archives of the Catholic Bishop of Chicago, James Sanders traces the emergence, transformation and decline of the Catholic educational system in Chicago. In an important work which links the history of a distinct institutional complex to the processes of immigration and assimilation, nativism and changing racial realities in the modern city, the author attacks the stereotype of an intolerant Catholic Church and describes a system which accepted ethnic diversity to a greater degree than did the society as a whole and which ultimately operated as a powerful Americanizing agent.


Reacting to earlier works by Thomas and Znaniecki among others who studied, and oftentimes denigrated, Polish-American community life from the outside, Wrobel examines three major institutions as a participant-observer of a Detroit Polish-American community: the family, the parish, and the neighborhood. Encroaching crime, interethnict-group hostility and unethical realtors are contributing factors to the beginning of a possible breakup of this particular neighborhood, which Wrobel fears will destroy the community itself. Yet nowhere does he infer that the community might adapt to a non-propinquitious situation. The book is readable and is intended for a general audience as well as the academic community.

architecture


A scholar’s conscience and sensitivity to historical, social and cultural considera-