

to the researcher beginning a project in either women's or oral history. They are particularly well produced, with a clear typeface and with a good use of photographs to enhance the text. However, neither is an effective introduction to the wider literature and theoretical debates within each of these areas of historical enquiry.

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Studying New Zealand History. By G.A. Wood. University of Otago Press, Dunedin, 2nd edn., 1992, revised by Simon Cauchi and G.A. Wood. 154 pp. NZ price: \$24.95.

THIS NEW EDITION of *Studying New Zealand History* offers something to all involved in the subject. The book has the laudable aim of making New Zealand historical sources more accessible by showing how to find and use primary and secondary sources; and it achieves this aim. It is our most widely accessible and comprehensive guide to the study of New Zealand history. With assistance from Dr Simon Cauchi and the Department of Library and Information Studies, Victoria University of Wellington, Wood has produced a compact book that is clearly organized and explained. It quickly provides information to the user, whether an experienced or novice researcher. It shows how to investigate particular aspects of New Zealand's past by outlining the sources available and explaining how to access these. With continual advances in information technology, some of the book's instruction on this subject will date rapidly. Particularly for non-professional researchers, however, it does provide sufficient information to convince that the expertise of research centre staff is a valuable thing, and it also does more than merely detail sources and their use. Wood presents a bigger picture of what constitutes history; of what historical sources are and the process of historical investigation, interpretation and writing. He includes a section on New Zealand copyright law and a section on the presentation of formal historical works. Here he challenges any romantic notion that the production of such work is a simple matter of writing it down. For all but the rare, Wood insists, it is hard, constant, disciplined work requiring 'a sense of urgency, a respect for deadlines and a sacrifice of other activities' (p.109).

On this apposite note I raise the subject of secondary school teachers of history. As one, I suggest that Wood deserves a particular place for his book in our school, both departmental and personal collections. I think he does this for two reasons. First, for those teachers of New Zealand topics, the book provides enormous, one-stop assistance to what is available. Chapter 12 (which Cauchi is credited for expanding), for example, will delight those wanting to include non-written evidence in their teaching programmes. This chapter locates and advises on such sources as oral history, photography, music, the theatre and science.

Secondly, for all history teachers, irrespective of the topics they teach, this book also provides a clear focus on the substance of our subject. It reveals the construction materials and processes that became this thing, history: the knowledge of what constitutes evidence, how to get to it, what to do with it once you have, and how to be systematic in the process. This is as relevant in our classrooms as it is to those more directly involved in the process of historical research and writing.

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