

## The Urban Frontier: A Bibliographic Essay

by Leonard S. Kenworthy

With the mass migration of people to urban areas, the city has become the frontier of our time. This is especially true in the United States and a few so-called "developed nations," but is increasingly descriptive of other countries as well.

Because cities and their suburbs have more and more become the place where the action is, curriculum planners, teachers, and librarians need to give high priority to the study of urbanism in school programs. This can begin in the primary grades with material concerning individuals and families living in cities. Then it could move on to the consideration of several U.S. cities at about the third grade level, supplemented or complemented that year or the next by descriptive studies on a few carefully selected cities in other parts of our planet. At some point in junior and senior high school, students need to tackle various problems of cities here and abroad. In addition, urbanism can be one thread or theme in U.S. and world history courses; it can be a minicourse; it can be a focus of independent research.

Fortunately there are many publications on this broad topic. In fact, the list of publications is so long that references in this essay will be limited almost entirely to books published since 1970, although only a handful of new ones have come out since 1974.

### Some Special Materials for Teachers

As a handy reference for librarians and teachers, nothing equals Dwight W. Hoover's *A Teacher's Guide to American Urban History* (Chicago, Quadrangle Books, 1971, 293 pp., paperback edition \$2.95). The early chapters deal with the uses of urban history, ways of integrating it with other disciplines, and teaching goals. Also included is a chapter on a basic reference library for teachers. But the focus is on fifteen units which deal with the city in various periods in U.S. history, with annotated lists of books on each period. This guide is a must for school libraries and for many teachers.

In 1972 the National Council for the Social Studies devoted its yearbook to *Teaching about Life in the City*, a volume edited by Richard Wismiewski (1972, 307 pp., cloth edition \$7.00; paperback edition \$5.50).

It is divided into three sections—"The Search for Identity"; "The Student, the City, and the Curriculum"; and "Possibilities for the Future"; plus an appendix which outlines literature and research on children in the urban environment.

That same year the National Council for Geographic Education also devoted its yearbook to urbanism, in a book entitled *Metropolitan America: Geographic Perspective and Teaching Strategies* (Oak Park, Ill., 1972, 420 pp., cloth edition \$10.00, paperback edition \$7.50). That book was largely an outgrowth of the convention in Detroit, which is described in the first part of the volume. Part 2 is called "Everyday Urban Problems, Dilemmas, and Prospects." Part 3 provides "Teaching Applications," including games and mapping suggestions.

### Urbanism for Elementary School Pupils

A large number of books on city life written for children appeared in the 1960s but few have been published in the 1970s. Among the few recent volumes are Kathleen Fraser and Miriam F. Levy's *Adam's World: San Francisco* (Whitman, 1971, 32 pp., \$3.95), Augusta Holdin's *Let's Go to Build a Skyscraper* (Putnam's, 1974, 47 pp., \$2.86), and William Wise's *Cities Old and New* (Parent's Magazine Press, 1973, 64 pp., \$3.97).

Textbook materials on cities are more numerous, especially on cities in the United States. Three such volumes are especially worth noting. The newest and most extensive treatment is in Charles Quigley's *We Live in Communities* (Ginn, 1972, 288 pp.). Included in that volume for the third grade-eleven chapter on American cities from New York City to Honolulu. Short accounts of several cities are contained in Lawrence Senash's *Our Working World: Cities at Work* (Science Research Associates, 1966, 288 pp.) and in *Communities at Home and Abroad* (Allyn and Bacon, 1970, 367 pp.).

Most of the elementary school texts deal primarily with smaller communities in other parts of the world. The chief exception is Tim Gidal's *Everyone Lives in Communities* (Ginn, 1972, 416 pp.). In that book are chapters on Bern, Helsinki, Dar es Salaam, Bangkok,

London, and Jerusalem, as well as on several smaller towns and villages.

### Books for Secondary School Students

Among the many books suitable for secondary school students, some concentrate on history, some on the current scene, some on planning and new towns, and some on cities past and present.

One of the most appealing books for high school students is Carl E. Hiller's *Babylon to Brasilia: The Challenges of City Planning* (Little, Brown, 1972, 109 pp., \$5.95). The scope of that volume is broad, the layout superb, the text highly readable, and many of the pictures striking. Would that more books were so beautifully printed. Similar in scope is Barbara Habenstreit's *Cities in the March of Civilization* (Franklin Watts, 1973, 128 pp., \$5.90). The layout is not as attractive as the Hiller volume but the content is more ample and the many pictures are in full color. [Ed. Note: See complete review on p. 214.]

A highly specialized volume is David Macaulay's *City: A Story of Roman Planning and Construction* (Houghton Mifflin, 1974, 112, \$7.95). With exquisite pen and ink sketches and an excellent text, the author depicts the imaginary city of Verbonia, stressing the skill of our Roman forbears in city planning.

Included in Kingsley Davis' *Cities: Their Origin, Growth, and Human Impact* (Freeman, 1972, 297 pp., \$10 in cloth, \$5.50 in paper) are several articles which originally appeared in the *Scientific American* on the history of cities. A topical approach to the history of cities is taken in Anthony Riley's *Living in Cities* (John Day and now Crowell, 1971, 184 pp., \$7.95), with chapters on such topics as "Food and Drink," "Work," "Buying and Selling," "Pleasures and Leisure," "The City's Protectors," and "The Disposal of Wastes."

Three books which emphasize the historical approach to urbanism in the United States are Barbara Habenstreit's *The Making of Urban America* (Messner, 1970, 189 pp., \$3.95), Paul Kraner and Frederick L. Holborn's *The City in American Life: From Colonial Times to the Present* (Capricorn Books, 1970, 384 pp., \$2.45), and Ann Cook, Marilyn Gittell, and Herb Mack's *City Life 1865-1900: Views of Urban America* (Praeger, 1973, 292 pp., \$10).

### Collections of Readings

Then there are the books of readings. One such volume is Nathan Glazer's *Cities in Trouble* (Quadrangle, 1970, 276 pp., paperback edition \$2.45). The readings in that volume are arranged by three topics: "The Nature of the Crisis," "The Negro and the Immigrant," and "New York City in 1969." Another Quadrangle book is Ray Ginger's *Modern American Cities*

(1969, 242 pp., paperback edition \$2.45), with twenty-two readings arranged in three parts: "Boombtowns and Placid Places," "Some Characteristics of Cities," and "Toward the Future of Cities."

Similar in nature is the volume on *Studies in American Urban Society* (Crowell, 1970, 272 pp., \$3.25), edited by Frank L. Sweetser, with sections on "Images of American Cities," "Mental Health in the Metropolis," "Urban Renewal," and "Suburbs."

A more specialized book of readings is *Challenge for Survival: Land, Air, and Water for Man in Megalopolis*, edited by Pierre Dansereau (Columbia University Press, 1970, 235 pp., paperback edition \$2.75). The readings in that book are arranged in three parts—on land, air, and water.

### Focus on Individual Cities

For teachers and students interested in material on individual cities there is a new series written primarily for middle school or junior high school pupils. Four volumes have appeared to date. Two are by Lila Perl, *Living in Lisbon* and *Living in Naples*, and two by Gwenn R. Boardman, *Living in Singapore* and *Living in Tokyo*. Each of these volumes, published by Thomas Nelson, is 128 pages in length and each is well illustrated. All of them stress daily life, with some attention to history. Each volume is \$4.65 in the library edition and \$4.95 in the trade edition.

Several short booklets on American cities have been issued by Nelson Doubleday, in conjunction with the American Geographical Society. Packed into the sixty-four pages of each booklet is a wealth of data, presented in an interesting manner and greatly enhanced by colored pictures which can be pasted into the booklets. To date there have been pamphlets on Boston, Chicago, Detroit, Los Angeles, New Orleans, Salt Lake City, San Francisco, and The Twin Cities, as well as one on Historic Cities. Each costs \$1.00, plus mailing charges.

Filling a very specialized need, especially for teachers, are the volumes in a series on American cities issued by Oceana Publications. Each book contains a long chronology of that particular city, several important documents, and a long bibliography. Volumes have been released on Boston, Chicago, New York, San Francisco, and St. Louis; eventually there are to be books on twenty-one U.S. cities. The volumes run from 128 to 160 pages and each sells for \$7.50.

A unique approach to the global problem of urbanism is the packet of materials sold by The American Universities Field Staff (3 Lebanon Street, Hanover, New Hampshire), *Urbanization: Cities Around the World*. This packet contains enough material for thirty students for a thirty-day study of the ancient town of Mohenjo Daro, plus material on Cairo, Singapore, and

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Abidjan, and a simulation game called Nabru—World City. The cost of the packet is \$49.00.

### Cities in the Future

Many of the books cited in this essay contain some material on the future of cities, but only a few concentrate on that aspect. One of them is a tiny volume by Stuart A. McCorkle, *Cities from Scratch: New Towns Planned for People* (The Naylor Company, 1974, 68 pp., \$5.95). In it are chapters on Scotland's Cumbernauld, Finland's Tapiola, Yugoslavia's New Belgrade, Brazil's Brasilia, and Reston and Columbia in the U.S.A. Illustrations would have added much to this useful reference book.

An outstanding volume is Martha E. Munzer and John Vogel Jr.'s *New Towns: Building Cities from Scratch* (Knopf, 1974, 150 pp., \$5.99). After introductory chapters on the new town movement, there are separate chapters on Radburn, the Greenbelt Cities of the New Deal days, Reston, and Columbia. A few black and white photos and a selected reading list add to this highly readable volume for students in grades 6-9.

Broader in scope is D. S. Halacy's *Your City Tomorrow* (Four Winds, 1973, 223 pp., \$5.95). After early chapters on the history of cities and the troubles of urban centers today, the author sketches some "dream cities" of the future, including such far out possibilities as floating cities, cities under the sea, solar cities, and space cities. This is a lively and well-illustrated volume.

### The Problem-Solving Approach

Solutions to urban problems are suggested in several volumes already cited. But there are other materials which merit attention. Particularly outstanding is William A. Caldwell's *How to Save Urban America* (New American Library paperback, 1973, 231 pp., \$1.50). Written to promote citizen discussion in the New

York region, it is a compact and comprehensive book on urban problems and solutions. In *BLOCK BY BLOCK* Martha E. Munzer and Helen W. Vogel present fascinating stories of citizen action to improve three neighborhoods in New York City. (Knopf, 1973, 164 pp., \$5.95). A detailed account of public housing is presented by Robert A. Liston in *The Ugly Palaces: Housing in America* (Watts, 1974, 137 pp., \$6.96). [Ed. Note: See complete review on p. 215].

Always welcome are the brief, comprehensive and readable pamphlets of the Public Affairs Committee. Five of their recent titles on urbanism are *The Fight for Social Justice: From Court to Street to Politics*; *Housing: A Nationwide Crisis*; *Money for Our Cities: Is Revenue Sharing the Answer?*; *Population and the American Future*; and *When People Need Help*. Each booklet is \$.35, with reductions for quantity orders.

David Reuben Michelson and the Science Book Associates have tackled the problems of cities and suggested a number of solutions in their book on *The Cities in Tomorrow's World: Challenges to Urban Survival* (Messner, 1973, 186 pp., \$5.64). Separate chapters are devoted to "The Public Housing Dilemma," "The Transportation Tangle," "The Noise Nightmare," "The Great Garbage Crisis," "Our Poisoned Urban Air," "The Power Shortage," and "The Park Problem." The two final chapters are "New Cities for Tomorrow" and "What You Can Do About Urban Problems." Especially welcome are sections on "Suggested Further Readings" and on "Sources of Information About Urban Problems." Like the other volumes in the Messner series, this book is well written and attractively printed.

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