

BOOK REVIEWS

Kenneth G. Goode. From Africa to the United States and Then . . . A Concise Afro-American History. Second Edition. Glenview, Ill.: Scott, Foresman and Company, 1976. Pp. 192. \$2.95. Leslie H. Fishel, Jr., and Benjamin Quarles, eds. The Black American: A Documentary History. Third Edition. Glenview, Ill.: Scott, Foresman and Company, 1976. Pp. xvii, 624. \$8.50.

Two of the more important ingredients in the successful teaching of a survey course in Afro-American history are a good general textbook and an accompanying book of documents. The former is important for narrative and chronology while the latter supplies first hand accounts for those desiring to grasp the "feel" of the issues, events and personalities pertinent to Afro-American history.

Kenneth Good's From Africa to the United States may be useful at the secondary level but will be of little value to more advanced and/or capable students and scholars. First printed in 1969, this little volume is typical of many similar studies of that period in the sense that it is scantily researched and provides nothing new in the way of conceptual frameworks or interpretations. The purpose of this book, says the author, is to "provide students with a point of departure from which they could begin their study of the Afro-American dimension of American history" (p. vii). Just what Goode provides that is not provided on a much sounder footing and years earlier in John Hope Franklin's From Slavery to Freedom, Benjamin Quarles' The Negro in the Making of America and August Meier and Elliott Rudwick's From Plantation to Ghetto, to mention a few, is not clear. A larger problem with this book lies in its failure to incorporate the latest historical literature into its conclusions. This serious omission makes one wonder why a survey text written in 1969 merits reprinting in 1976 without including the findings of many important recent works. More to the point, this means that even though Blassingame's Slave Community and Genovese's Roll, Jordan, Roll are listed as references they apparently did not mean anything to Goode since there is absolutely no change in any sentence or paragraph since the 1969 edition, at least in the chapters relative to the two mentioned books.

As the title indicates, Goode's study is indeed a "concise Afro-American history" but too concise and general for the college level student when other good books are available. At the secondary level, however, this book is strongly recommended because it may appeal to many students who otherwise might be "turned-off" by the more sophisticated and detailed survey textbooks. It is also well written and does somewhat of a credible job in shoving a "whole lotta history" into 92 pages.

On the other hand, Leslie Fishel, Jr., and Benjamin Quarles' The Black American is to Afro-American history what Henry Steel Commager's Documents in American History is to United States History. In other words, it is excellent and because of its comprehensiveness will probably be a standard documents book for many years to come. The book consists of thirteen chapters which cover the entire Afro-American experience from the slave trade to the Black Panthers. Secondary, undergraduate and graduate students alike are likely to engender many lively classroom discussions when using this volume. The scope of The Black American can be seen by a brief sampling of its chapters: "Seed from West Africa" contains contemporary descriptions of Africa written in the 16th and 17th centuries, actual slave codes, and poetess Phyllis Wheatley's views of freedom; "Slavery's Lengthening Shadow" includes advertisements of a slave sale, views of slavery's advocates, and Nat Turner's Confessions; "The Negro Stands Up" has early 20th century views on Negro education by W.E.B. Du Bois and Booker T. Washington, letters from Afro-Americans who participated in the 1916-18 migration, and statements by prominent Afro-Americans toward the policies of Theodore Roosevelt and Woodrow Wilson; and

"Waves at Ebb Tide" contains documents on Attica, the current busing controversy, and statements by Rev. Jesse Jackson, Huey P. Newton and Andrew Brimmer. Indeed, the range is impressive.

Fishel and Quarles provide introductory essays to each chapter and helpful introductory notes to each document. The Black American is an important documents book and is highly recommended for classroom use in any Afro-American history survey course.

University of Maryland, College Park

Al-Tony Gilmore

John B. Duff and Larry A. Greene, eds. Slavery: Its Origin and Legacy. New York: Thomas Y. Crowell Company, 1975. Pp. IX, 143. \$3.75.

Probably no era in United States History has received greater scholarly attention than the two and a half centuries during which most Blacks were slaves. From the arrival of Blacks in Virginia in 1619 to the present day, slavery has been a vital issue in American politics, and a point of dispute among historians. Yet, each generation has examined slavery in the context of the social, political, and economic characteristics of the times. The debate over the nature and effects of slavery, the editors indicate, is a continuing controversy. That debate, in this decade, centers around several themes: the causal relationship between the origins of slavery and racism; the extent of slave sufferings; the creation of the "Sambo image;" slave resistance; a comparison with Latin American slavery; and whether slavery could have been eliminated without civil war.

As a part of the "Crowell Problem Studies in American History," the book examines conflicting interpretations through the use of secondary source material. The subject is considered by opposing viewpoints and is supplemented with a preface and an introduction. Those who review this book of readings will find it stimulating and beneficial for a number of reasons. The captions prefacing each article are especially helpful since they not only identify the author, but his thesis and the particular school of thought which he or she espouses. The exact source of the article is provided for scholars who desire to delve deeper into the subject. Most rewarding for students, too, is the selected bibliography at the end of the volume which includes primary and secondary sources. Also, students in seminar classes and those writing essays will profit greatly from the sources found under the general categories into which the volume is divided.

The book, however, suffers some from a lack of balance. Okon E. Uya stated in an article five years ago that historians "have failed to elucidate the totality of the slave's experience because with very few exceptions [they] have tended to view the slave's experience through a white filter." While the editors have not failed to use the interpretations by two prominent Black historians, Sterling Stuckey and Vincent Harding, the reviewer feels that consideration of interpretations in W.E.B. DuBois, The Suppression of the Slave Trade to the United States, 1638-1870, Earl E. Thorpe, The Old South: A Psychohistory, and The Slave Community: Plantation Life in the Antebellum South by John Blassingame, would have presented a more rounded picture of the institution. Nevertheless, this book is recommended as an appropriate one for college and secondary school classrooms. Teachers and students, therefore, will use this volume with a degree of success as they aspire to become more knowledgeable on the early and recent historiography pertaining to the antebellum period.

Lincoln University

Gossie Harold Hudson

Michael Les Benedict. The Fruits of Victory: Alternatives in Restoring the Union, 1865-1877. Philadelphia: J. B. Lippincott Company, 1975. Pp. 154. \$3.25.

With two or three exceptions, few fields of American history have generated more controversy and less balanced judgment than the period commonly referred to as the era of Reconstruction. Considering the sharpness of the issues and the bitterness and emotionalism they evoked among contemporaries, it is perhaps understandable that many misconceptions have 'lingered in the textbooks and the popular mind for so long. What is unfortunate is that even-handed appraisal of the subjects of vital concern between 1865 and 1877 has been so slow in materializing. The Fruits of Victory constitutes a positive step in this direction.

A component of The America's Alternative Series, Professor Benedict's work accomplishes several things in clear and compact terms. First and foremost the book is a collection of essays which examine the primary issues and topics of Reconstruction. What makes these essays unique is that they are based almost exclusively on primary source material and are written with the "context of the times" in mind. Put another way, specific issues are brought into focus on the basis of the information and realities which were available to contemporary individuals. In short, the "art of the possible" is accentuated in relation to existing choices and alternatives without attempting to superimpose "attitudes, information, or values not current at the time." A second feature of the book concerns the use of appropriate source documents that have bearing on a particular question, be it social, racial, political, or economic. References to the documents are highlighted by means of headnotes. A strong, tightly written bibliographic essay is also included.

The book possesses considerable flexibility, but only as applied to the college level student. It is probably more suitable for advanced or specialized classes, rather than the survey-oriented course. Although endeavoring to refrain from comparing and contrasting the events of Reconstruction with the issues of modern America, Professor Benedict is, occasionally, unable to prevent a little of it from filtering through.

Bainbridge Junior College

Robert W. Dubay

John Shelton Reed. The Enduring South: Subcultural Persistence in Mass Society. Chapel Hill: University of North Carolina Press. 1974. Pp. xxi, 131. \$4.95.

Following the subjects of slavery and Reconstruction, the third historiographical question to which recent southern historians have most often addressed themselves is that of the South's distinctiveness (or lack of it). Harry Ashmore's An Epitaph for Dixie, Thomas D. Clark's The Emerging South, and George B. Tindall's The Disruption of the Solid South are only three of a long list of publications which point to the immediate or ultimate decline of characteristics which have distinguished the South from the remainder of the nation. Other publications, including The Everlasting South by Francis B. Simkins and The Lasting South edited by Louis D. Rubin, Jr. and James J. Kilpatrick, argue that southern distinctions are less transient and that an identifiable South is here to stay. As its title indicates, The Enduring South falls into this latter category. Written by a sociologist (who fortunately inflicts upon his readers as little professional jargon as possible), this perceptive volume will rank among the most important of the books which wrestle with the question of southern identity. Based upon a wide collection of survey data which have been analyzed by more than one method, this book contends that substantial "regional cultural differences have existed and

still exist, and that they correspond at least roughly to Americans' perceptions of them." After addressing the general question of the South's distinctiveness, John Shelton Reed analyzes in detail three topics: religion, violence, and localism. In regard to all three subjects his data show that southerners as a group remain more religious, more violent, and more attached to home, family, and place (locality) than other Americans.

For college and university instructors no other recent publication about southern history will yield more thoughtful material to freshen old lectures or provide food for lively classroom discussion. Secondary school teachers who devote even minimal attention to the modern South as a part of the American nation will also find this little volume instructive. The publishers are to be commended for issuing this paperback edition.

New Mexico State University

Monroe Billington

Wilcomb E. Washburn. The Assault on Indian Tribalism: The General Allotment Law (Dawes Act) of 1887. Philadelphia: J. B. Lippincott Company, 1975. Pp. viii, 79. \$3.75.

The General Allotment Act of 1887, commonly known as the Dawes Act, was one of the most significant laws relating to American Indians. The culmination of several decades of activity by Indian reform groups, the Dawes Act touched most aspects of Indian life but became best known for contributing to a drastic shrinkage of the Indian land base before its repeal during the New Deal. Historians such as Loring Priest and Henry Fritz have looked at the reform movement of the 1870's and 1880's and at the passage of the act; Francis Paul Prucha recently compiled samples of the views of reformers in Americanizing the American Indian; and John Collier, the Indian Commissioner who repealed the Dawes Act, commissioned an analysis of the act and its impact on Indian life, a study recently reprinted as The Dawes Act and the Allotment of Indian Lands. There is little doubt about the importance of the Dawes Act in the history of federal Indian policy, but while some scholars have briefly mentioned other proposals for the reform of federal policy, no one has effectively spelled out possible alternatives until the recent appearance of this volume in The America's Alternatives Series.

Wilcomb Washburn of the Smithsonian Institution, a noted authority on American Indian history; effectively combines narrative with supporting documents to analyze pressures for and against this legislation and the impact of the act on Indian people. He describes five alternatives ranging from maintenance of the status quo to possible extermination and finds that Lyman Abbott, a minister, who later boasted that he had never visited an Indian reservation, had a vital role in shaping the legislation. Voting on the bill, which provided for the allotment of land to individual Indians without their consent, followed neither party lines nor an East-West cleavage. Indeed, the most effective opponent of the act was a westerner, Henry Teller of Colorado, who closed one speech with the prophecy that in thirty or forty years the Indians would have lost their land and would "curse the hand that was raised professedly in their defense to secure this kind of legislation. . . ."

Washburn has constructed an excellent volume for classroom use. Combining some thirty pages of text, forty pages of documents, and three pages of bibliographic essay, it is more effective than the typical documentary collection. It should be especially useful in the United States survey if one is looking for a book that touches on American Indians and also sheds light on the legislative process.

University of New Mexico

Richard N. Ellis

Paul A. Carter. The Twenties in America. Second Edition. New York: Thomas Y. Crowell Company, 1975. Pp. ix, 131. \$3.50. Paul K. Conkin. The New Deal. Second Edition. New York: Thomas Y. Crowell Company, 1975. Pp. xi, 114. \$3.50.

These volumes in the Crowell American History Series are two of the first three of the series to go into a second edition. The series was designed to be used in American history survey classes, but the books were undoubtedly used profitably in upper-level classes as well since they represented contemporary historical thought on the periods covered. The original purpose of the series was essentially to allow selected authors to write from the perspective of the 1960's and within the framework of current scholarship.

Carter's new edition of The Twenties in America reflects recent scholarship as well as changed times and conditions. He has added material on women, and he comments on the changing interpretations of Presidents Warren G. Harding and Calvin Coolidge. Some of the new material is nothing more than titles of new works, but other short additions are beneficial to his theme, such as reminding the young college student that Lindbergh was not guided by a Mission Control: it was man against the elements. He reminds students that the nation was not as urban in the 1920's as it appeared because of the method of statistical reporting. Hemingway is considered in light of recent feminist reaction to male chauvinism. The intellectual's preoccupation with the Scope's trial is still evident and expanded. The essential theme of rural versus urban values remains unchanged. The revisions have improved this book.

Conkin's The New Deal has more revision, though some of it is merely rephrasing to soften the original interpretation, to expand, and to clarify. A photographic essay has been added, though most of the photographs are familiar to the scholar. The major change is an expansion of the coverage on agriculture as well as some revision of the earlier material on the AAA. Conkin's revisionist analysis remains intact in this new edition. Much of the myth surrounding the New Deal has been cut through in the past few years by other scholars, but beginning students usually are not aware of recent scholarship and will benefit from Conkin's interpretation. Conkin views the New Deal as too conservative. He is critical of the New Deal programs and the lack of ability on the part of Roosevelt. Conkin argued in the first edition, as have other scholars more recently, that the New Deal did not bring about the needed social and economic changes. His evaluations were formulated during the turmoil of the 1960's, but his observations about the ill-fed and ill-housed are still valid in the mid-1970's.

The brevity of both books prevents effective development of all points made by the authors, more so for Carter's book, but a good instructor can easily overcome this shortcoming with informative discussions and student research in contemporary magazines and recent studies. Conkin's book is the more exciting to read but is of no more importance than Carter's. It can be used by the teacher as an example of revisionism with grace and revisionism without the bias of earlier studies. Both books are highly recommended for use as supplements to standard texts and can be used effectively at the survey level as well as for courses on the Twenties and Thirties. Since both authors develop certain points that can be challenged, the books can be effectively used for discussion. For instance, Carter notes that a recent study indicates that Coolidge was right in claiming the McNary-Haugen bills were for the benefit of the "food processors and big agribusiness" (p. 41). Should Hemingway be re-evaluated in terms of the new feminism? This should generate much class discussion. Conkin's observation that "liberals" did not like Congressional attempts to restrict Roosevelt but approved attempted restrictions on Presidents Lyndon Johnson and Richard Nixon should stimulate

additional discussion. Both books should lead to many interesting class sessions for instructors and students using them.

Fort Hays Kansas State College

James L. Forsythe

Warren A. Beck and Myles L. Clowers, eds. Understanding American History Through Fiction. 2 vols. New York: McGraw-Hill, 1975. Pp. x, 200; x, 210. \$4.95 per vol.

Understanding American History Through Fiction is a valuable pedagogical tool. Historians have, as the Preface states, used fiction in the past to enrich course offerings. More recently, however, the employment of literary anthologies as text supplements has declined, giving way to interdisciplinary or multidisciplinary social science-oriented documents or readings. These two volumes not only fill a large void but they also provide evidence that humanistic history may be coming back into vogue.

The excerpts are arranged chronologically. Reconstruction is touched upon at the conclusion of volume one and the opening of volume two, so that the set may be adopted for courses which end or start with 1865 or 1877. The forty-two selections in the first book are fairly equally divided among the following nine sub-divisions: The Colonial Experience; The Path to Independence; The Building of the Nation; The Rise of the Common Man; The Spirit of Social Freedom; Manifest Destiny; Slavery; The Civil War; and Reunion. The second volume has fifty-one excerpts placed under one of the following chapter captions: Reunion; The Last Frontier; The Growth of American Capitalism; Empire and War; Between the Wars; World War II; American Culture and Counterculture; Cold War; Korea; and Vietnam. The clarity factor is high and interesting explanatory paragraphs put the selections into the broader context of American history. In the spirit of the times, the readings reflect upon the place of minority groups, the role of women, and contemporary crisis situations as well as time-honored themes. "Above all, social history is stressed in an effort to introduce students to the way people of yesterday lived" (p. x).

What are the advantages of using a literary anthology as supplemental texts? The editors, Beck and Clowers, explore this question briefly in the Preface, writing that selections from novels, poems, and short stories are often more readable than the prose of the historian. Such an approach, they further maintain, may stimulate young men and women to read in spite of the proclivity for the media that permeates today's generation of students. This reviewer agrees. But it would be helpful to many college and university instructors to have more specific suggestions. Reference, for example, ought to be made to essays, such as Sharon Bannister's "Images of Society: An Experimental Interdisciplinary Course Using Historical Novels" in the May, 1973, issue of The History Teacher. Also, since the readings, of necessity, must be very selective, why not list the names of other novels and films? In addition, Understanding American History Through Fiction could be used to launch a team taught American studies course. These volumes, whatever method is employed, have the potential of enriching a survey course, regardless of whether the class is intended for majors, teacher certification requirements, or simply general education or liberal studies.

Northern Arizona University

Philip Reed Rulon

the reader's or reviewer's mind: Should this book have been compiled? Who should read it? In what ways does it reflect or contribute to excellence in university teaching? As one contributor wrote in the preface to his essay: "To write about how and why I teach seems like a public striptease (and I'm not sure that the final revelation is worth the price of the drinks)."

Although the subtitle of this lengthy volume indicates newness, there is little that is new about the book other than the procedure by which the contributors were selected. The "problems and possibilities of teaching at the college level" about which the compilers sought to provide "documentary evidence" have long been recognized and discussed, as demonstrated by the well-annotated thirty-three page bibliography included in the book. College teachers--beginning or otherwise--who wish to improve their teaching and develop criteria for evaluating teaching can use pertinent sources contained in that bibliography as well as specific sources in their disciplines more efficiently and effectively than the book under review. This is not to suggest that the individual essays lack merit. There is, however, too much repetition and lack of continuity and structure within the book.

University of Texas of the Permian Basin

Mary Quinlivan

Paul Smith, ed. The Historian and Film. Cambridge: Cambridge University Press, 1976. Pp. viii, 208. Price not yet established.

Each historical period has its sources; one of the sources for contemporary history is film. The historian as scholar must learn how to decipher this new source. The historian as teacher must learn how to use film intelligently as part of his teaching. It is not just obstinacy or conservatism (although they are not unknown) which prevents the historian from making use of film. It is also lack of knowledge and experience. It is significant that it took until 1976 for the present volume to appear. The Historian and Film is of value to the scholar and the teacher as an introduction to the potential of film for the study and teaching of history.

The book consists of an introduction and eleven chapters, each by a different author, from several countries. It is not an anthology; each chapter was written for the volume. They cover a vast area. Two chapters analyze the nature and use of film archives. An excellent chapter by Nicholas Pronay of Leeds provides a history and sociology of the newsreel. Marc Ferro of the École des Hautes Études offers a brilliant case study of a Soviet film, providing a model of how film can be analyzed historically. Other chapters, less exciting, discuss the use of film in the classroom and various projects of film-making by historians.

The book necessarily suffers from the defects of its virtues. It is often sketchy; some of its materials are redundant. There are subjects which might well have been included. For example, place might have been given to several remarkable documentaries or historical reconstructions of the last few years: Peter Watkins' Battle of Culloden, Rossellini's Rise to Power of Louis XIV, Marcel Ophuls' The Sorrow and the Pity. The history of film is an important part of twentieth century intellectual and cultural history--that too deserves consideration. Yet when one considers how much this book does cover, and how badly it is needed, one hesitates to cavil. And one can only express gratitude for the extensive bibliography at the end of the book.

In 1927, Benito Mussolini declared to the representatives of Fox Movie-tone News: "Your talking newsreel has tremendous political possibilities; let me speak through it in twenty cities in Italy once a week and I need no

other power." Hyperbole? Of course. Yet no historian of twentieth century politics can afford to dismiss a priori the role of propaganda film in his period. No intellectual historian can ignore what may be the dominant art form of this century. No teacher can refuse to make use of a powerful teaching device. This book will be of help to all three; let us hope it will be the forerunner of many more specialized works.

University of New Mexico

Steven Philip Kramer

Jackdaws: Mini-Courses in History. New York: Grossman, 1975.

For those teachers and students of history or literature who want a change from the comprehensive textbooks, these packaged mini-courses will be most attractive. Available so far are approximately two hundred units of material on selected subjects in American, Western and non-Western history. Social issues, technology, science, political and military history, biography and literature are among the areas from which topics have been developed. The selection is well done, including topical material such as women's history, computers, and historic examples of national hysteria. Each unit is packaged in a folder containing (1) documentary material, called "Exhibits," (2) textual material or "Broadsheets" written by the compiler of the material and (3) a Guide Sheet annotating the documents, thought questions for discussion and a short reading list of standard works on the topic. All the material is put together with appropriate maps, pictures, and illustrations. The compilers selected by the publisher are chosen wisely for their expertise in each particular field.

One example will suffice for introducing this excellent material. "Slavery in the United States," compiled by William C. Hine, contains nine documents giving the reader a feel for the institution from its beginning in Virginia to Lincoln's Emancipation Proclamation. The facsimiles of old letters or posters, when difficult to read, are also presented in typed form. Each document is accompanied by a concise annotation to put the particular source in context and guide its use by the student. The six "Broadsheets" are brief interpretative essays, filling in the historical material over the years spanned by the documents. Ten questions entitled "Think for Yourself" help the student in the process of thinking historically. "Books to Read" is an annotated list of works inviting the student to pursue the subject further.

The advantages of these mini-courses are many. A teacher can supplement a text with a few well-chosen topics from these broad offerings. A student could refer to a packaged mini-course as a starting point in developing a research paper on the topic. They provide excellent source material for the individual or group presentations in a history, literature or science class. Above all, these mini-courses are balanced between source material and synthesis. Raw documents are confusing and sometimes useless to the inexperienced student. This material guides the students in the use of first-hand material, yet gives them a feel of history as it occurs. This is not exactly "do-it-yourself history" but these "packaged mini-courses" would certainly give the sincere student a real sense of satisfaction and a degree of independence. It might even encourage the student to read more deeply into the subject.

Southern Connecticut State College

J. Wade Caruthers

Robert R. Davis, Jr., has prepared two convenient lexicons for the use of history teachers and students. The Lexicon of Afro-American History (\$2.45) provides brief biographical sketches of the major deceased Afro-American figures, and explanations of historical terms, ideas and events pertinent to black history. The fifteen page bibliography guides the readers to most major works in the field published prior to 1975. The Lexicon of Historical and Political Terms (\$1.95) defines and describes many words commonly used by historians and political scientists (jingoism, cultural diffusion, millennialism, for instance). Rather than a concluding bibliography, suggestions for further reading are provided after certain major entries. While obviously neither as comprehensive nor as detailed as the standard social science dictionaries, these inexpensive paperbound lexicons are nonetheless valuable reference tools. The volumes are available from Monarch Division of Simon and Schuster.

Of potential interest to high school teachers, Images of the USA (Ann Arbor, Mich: Ann Arbor Publishers, 1971) is designed to supplement the standard history text, and promises to enliven discussions. The volume is a collection of readings on American history drawn from the high school history texts of other countries (Canada, China, France, Mexico and Russia). The readings focus on four topics: Colonial and Revolutionary America; the Civil War; Post-Civil War Expansion; and Contemporary America. The reader retails for \$3.50; it is distributed by Ann Arbor Publishers, Inc., PO Box 388, Worthington, Ohio 43085.

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