

BOOK REVIEWS

Douglas D. Adler and Glenn M. Linden, eds. Teaching World History: Structured Inquiry Through a Historical-Anthropological Approach. Boulder, Colorado: Social Science Education Consortium, Inc., 1976. Pp. iii, 164. Paper, \$6.50. Glenn M. Linden and Matthew T. Downey, eds. Teaching American History: Structured Inquiry Approaches. Boulder, Colorado: Social Science Education Consortium, Inc., 1975. Pp. iii, 110. Paper, \$4.95.

These two manuals are papers in the ERIC/Chess series designed to provide middle school and secondary teachers strategies on presenting various topics in world history and American history courses in the social studies curriculum. Both volumes provide a "structured inquiry" approach and present the teacher with a variety of activities dealing with a wide range of topics in both course areas. Manuals such as these encourage creativity and help free teachers from the routines of lecture and daily discussion sessions based on text readings. Both books have been developed with the spirit of the "new" social studies in mind.

In Teaching World History, the editors have taken the anthropological approach and present plans for the examination of four major kinds of civilization: traditional, agrarian, industrial, and post-industrial. The overall goal of the book is to identify those functions that are essential in all social organizations. Lessons present materials on all four types of societies and ask students to explore how various societies have dealt with such cultural universals as kinship, transmission of values, status, marriage, and the like.

In Teaching American History, chapters are arranged to allow students and teachers to use ideas and materials from disciplines other than history in teaching historical topics common to the American experience. Much of the content of this volume presents tools for the examination of social history with an emphasis on equipping students with the skills of inquiry and research. The comparative history chapter on slavery in three societies (Cuba, Brazil, and the United States) is particularly effective in skill building and skill integration. Students must evaluate documents, determine common and distinctive elements of each slave system, gather information from reference works, and prepare written accounts describing the life of a slave in one of the societies under study.

The format of both volumes is the same. The authors present an introductory statement, provide an overview of the lesson, state objectives (cognitive, skill, and affective), and offer a lesson format. References and teacher background reading are also included as well as suggestions for evaluation.

The organization of these manuals is crisp, concise, and practical. Busy teachers will find the chapters and activities easy to assess and convenient to use. A high priority has been placed on student involvement, and the activities encourage considerable interaction among students in the classroom. Both volumes contain concluding sections suggesting additional resources (audio/visual materials, document collections, ERIC data, etc.).

Teachers will find these books quite useful. The inclusion of primary source materials provides students with a sense of history and especially of the skills historians must possess to accomplish their purpose. The topics developed are timely, and easily adapted to United States and world history courses.

John G. Clark, David M. Katzman, Richard D. McKinzie, and Theodore A. Wilson. Three Generations in Twentieth Century America: Family, Community, and Nation. Homewood, Illinois: Dorsey Press, 1977. Pp. xx, 529. Cloth, \$13.95.

This text is an ambitious attempt to have students view twentieth-century America through the histories of a dozen more or less representative families and their communities. Using family records, interviews, and local history sources, the authors have painstakingly reconstructed the lives of these real but renamed families over three somewhat arbitrary "generations:" 1900-20, 1920-45, and 1945-75. Two chapters in each generational unit describe how the families and their communities fared during these years. One byproduct is some fine local history. Two or three other chapters in each unit discuss national developments, although here too there are apt illustrations of how the larger, impersonal forces touched both family and community.

It is remarkable how much of twentieth-century America these twelve families experienced. Some of the credit must be given to the authors' judicious choice of families with representative and contrasting histories, but Clark and colleagues also have skillfully integrated specific families' experiences with the histories of their communities and their nation--even in the areas of foreign affairs and politics, where direct connections are difficult to establish. (Some teachers may quibble with the choice of families. My only disappointment here is that minority families, except the black one, are used mainly to make specific, fairly predictable points.) Excepting a few overlong excursions into straight factual history and occasional forced associations between the families and unrelated material, the use of the families' histories as a window on American history is a distinct success.

Throughout, the authors' sharply drawn vignettes and imaginative use of detail (including snapshots and countless anecdotes) give Three Generations a sense of authenticity which is enhanced by their skill at penetrating to values and feelings. One comes to identify with the one hundred or so members of these families as one follows their fortunes through the generations, celebrating their accomplishments, and grieving over their adversities. Most important, one comes to understand what developments in 20th-century America meant in human terms.

The text is able in every respect: it is clearly written, lively, accurate, and thoughtful. It is also unafraid to take unequivocal positions on issues, although its interpretations are generally conventional. I have never read a text with more eager interest and involvement, and I suspect that Three Generations will capture the interest of today's student.

Clark and colleagues may emphasize those matters that directly affected these families, but in general the coverage is balanced. Moreover, although the attention to family and community history necessitates some abridgement of the customary detail in a text of this size, the trade is well worth it. Students are likely to come away from Three Generations with a surer understanding of the meaning of twentieth-century America and a keener desire to explore it on their own. We have much to learn about history through the eyes of those who actually experienced it, and it would be interesting to see recent America through the histories of still other families--imitation that would be a genuine compliment to this pioneering text.

Leonard L. Richards. The Advent of American Democracy, 1815-1848. Scott, Foresman American History Series. Glenview, Illinois: Scott, Foresman and Company, 1976. Pp. 182. Paper, \$4.95. Edward Pessen, ed. Jacksonian Panorama. American Heritage Series. Indianapolis: Bobbs-Merrill Company, Inc., 1976. Pp. xli, 502. Paper, \$6.95

It makes a great deal of sense to review these two books together; indeed, a good case could be made for using them together in the classroom.

The Advent of American Democracy is a volume in the generally excellent Scott, Foresman American History Series. Although it is not nearly as outstanding as some of the volumes in that series, such as John C. Miller's The Emergence of the Nation, 1783-1815, and Carl N. Degler's The Age of the Economic Revolution, 1876-1900, it does have a great deal to offer. Leonard Richards was best known before this book for his "Gentlemen of Property and Standing": Anti-Abolition Mobs in Jacksonian America. He seems to be more at ease with a very specialized topic, for that book was excellent. But there are several better syntheses available on the Jacksonian era than Advent, including Don E. Fehrenbacher's The Era of Expansion, 1800-1848, and Edward Pessen's Jacksonian America: Society, Personality, and Politics. However, Advent does have its strengths, including a reasonable length (176 pp.), a high degree of readability, a unique and interesting interpretive emphasis (e.g., the first two characteristics of "America in 1815" are "White Racism" and "Hostility to Authority"), and the use of unique, unfamiliar illustrations. Two examples will have to suffice: "It is hard now to imagine but it is a matter of record that the entire federal establishment [in 1815], including army, navy, and marines, was no larger than the present Bureau of Indian Affairs" (p. 3). In the section on hostility to authority, Richards recounts an incident in which Matthew C. Perry punished two men for urinating on the deck of one of his ships by giving them thirteen lashes each and then ordering the master-at-arms to "fill their face and eyes with the excrement of man and to rub it well in" (p. 9).

Interestingly, and unfortunately, Richards does not even list Edward Pessen's Jacksonian America in his "Suggested Readings" on Jacksonian Democracy. Pessen made a real contribution with that book; he has made another with the second book under review, Jacksonian Panorama. This time, he does it with a collection of primary documents, a part of the Bobbs-Merrill American Heritage Series. As the editors' foreword suggests, the title, Jacksonian Panorama, is significant: although "Jacksonian" is necessary to identify the time period dealt with, "Panorama" is "meant to suggest that the selections encompass not Jackson alone, not politics alone, not national affairs alone, but the whole sweep of American life, especially its society and culture" (p. xv). The six sections deal with "American Traits" (including materialism, shrewdness, anti-intellectualism, and insecurity), "A Raw Society," "The Raucous Politics of Democracy," "An Inegalitarian Society," "Political Issues," and "Reform, or the Issues Neglected." Sources excerpted range all the way from official documents such as Jackson's bank veto message, through the observations of foreign travelers such as Harriet Martineau, to the work of relative unknowns such as labor spokesman Stephen Simpson. Pessen provides an excellent twenty-page introductory overview of the period, and his introductions to the documents are also generally helpful and well done. In short, if you find a documentary approach helpful in your teaching, it is hard to conceive of a better book than Jacksonian Panorama.

In conclusion, what we have in Richards is a brief, up-to-date, readable, interpretive synthesis of the 1815-1848 period. It is not the best book on the period, but it is a good one and has some unique strengths. What we have in Pessen is an excellent, extensive collection of brief excerpts from a broad

variety of primary sources on the Jacksonian era. Both books make a contribution, and are a part of two important series with which all students of American history at the college level should be familiar.

University of Tulsa

Davis D. Joyce

- Ronald N. Satz. American Indian Policy in the Jacksonian Era. Lincoln: University of Nebraska Press, 1975. Pp. xii, 343. Paper, \$4.25.
- M. Thomas Bailey, Reconstruction in Indian Territory: A Story of Avarice, Discrimination, and Opportunism. Port Washington, New York: Kennikat Press, 1972. Pp. 225. Cloth, \$11.50. Francis Paul Prucha, ed. Documents of United States Indian Policy. Lincoln: University of Nebraska Press, 1975. Pp. ix, 278. Cloth, \$14.95; paper, \$4.95.
- Britton Davis. The Truth About Geronimo. Lincoln: University of Nebraska Press, 1976. Pp. xxv, 253. Paper, \$3.75.

The history of Indian-White relations in the United States is among the most difficult subjects to teach with balance and objectivity. Not only the horrors of the past, but the efforts of the political present raise the level of emotional content. So much of the way we view Indians is fixed in symbols. Just as most Indian tribes received the names by which we know them from strangers, the portrait of the Indian has usually been drawn by non-Indians with their own needs to satisfy. The results more frequently reflect the needs of the "artist" than the real character of the Indians. Enlightenment thinkers needed a noble figure whose instincts were pure and "natural" and they sketched the Indians in that image. Seekers after western lands needed a hostile enemy to justify their own ruthless greed and the Indian became a bloodthirsty savage. Those who would have civilized the Indian and failed needed a shiftless, besotted reservation dweller and so the drunken Indian with his congenital weakness for "firewater" took form. The persisting faith of the American-as-reformer that through goodwill and organization all manner of reforms are possible has recreated the image of the noble Red Man and linked it inextricably with the image of the wicked White American as a satisfaction for his needs.

In truth, the history of United States Indian-White relations takes the form of a classical tragedy in which, because the goals and aspirations of the protagonists so clashed and because the capabilities of the actors to affect the outcome within the prevailing social norms were so ineffectual, the outcome, however lamentable, was inevitable. The goal of the historian should be to understand the society and the circumstances which generated its policies, and not simply to bemoan the fate of the actors.

Ronald Satz' book on American Indian Policy in the Jacksonian Era tries for a clearer understanding of that period and, in general, succeeds. Early policy makers attempted to satisfy one or the other of two conflicting objectives, neither of which was particularly supportive of Indian rights. They had to provide land for the expansion of a growing population in the West. They also sought, within the context of an ethnocentric view, to bring about the assimilation and civilization of the Indian. The Indian Removal policy of the Jacksonian years was an attempt to serve both those objectives. It was the fear of early reformers that without removal and time for the leavening effects of education, the Indians in the East would be overrun and destroyed. Removal was an attempt to buy time as well as to provide land for the landless.

By the end of the Civil War, the objectives of Indian policy remained the same, but the circumstances had changed. M. Thomas Bailey's book on Reconstruction in Indian Territory details the efforts of policy makers to carry

out the same objectives of land and civilization, but without a western territory for removal. The objective by 1865 was "consolidation," the sequestration of the Indians on reservations while civilizing efforts were carried out with indifferent results. The fact that the Indians of the Territory had allied themselves with the Confederacy gave the policy makers the opportunity to redraft the treaties which still remained the instrument through which policy was energized. Bailey's book, while lacking documentation, appears to be another carefully researched account, although it does have some of the characteristics of a catalog of sins, as the subtitle "A Story of Avarice, Discrimination, and Opportunism" implies.

Prucha's book is a small-scale "Commager's Documents" of United States Indian policy. In 264 closely-packed pages, he gives the substance of every document important in the development of Indian policy from George Washington in 1783 to the Menominee Restoration Act of 1973. The work does not pretend to be a complete source book for the history of Indian-White relations, containing nothing of the Indian response, but it does give the documentary basis for detailing governmental actions.

Britton Davis' book, The Truth About Geronimo, is not about policy makers, but about the military whose obligation it was to carry out policies. Davis was in a central position during the military campaigns to bring the Apaches back to the reservation during the 1880's. During the years following the Civil War, the Indian Wars were the only arena in which the military could advance their career objectives, and the Indian was frequently the loser. Davis wrote to balance the account of others like General Miles who sought to make the capture of Geronimo their own personal achievement and the basis for promotion. Davis' book is a classic account, and the University of Nebraska Press is to be commended for keeping it in print.

Collectively, these books make a contribution to a clearer understanding of the history of Indian-White relations, and they are relatively free of the polemic that characterizes so much of the literature on this subject today.

SUNY, Cortland

Leonard F. Ralston

Charles S. Campbell. The Transformation of American Foreign Relations, 1865-1900. New American Nation Series. New York: Harper and Row, 1976. Cloth, \$15.00; paper, \$5.95

Rapid industrial growth, agrarian and labor unrest, and westward expansion characterized the years 1865-1900. Historians once regarded the years prior to 1895 as the Dark Ages of American Diplomacy until the Wisconsin School discovered sin, cunning, and market-mindedness in the rhetoric and activities of Open Door expansionists. The resultant increase in historical interest spawned several studies, including Charles S. Campbell's contribution to the New American Nation Series. Campbell, the author of several monographs and articles on this period, has written a soundly researched, cautiously argued book, with the invaluable bibliographical essay historians have come to expect from this series. However, this work suffers from the weaknesses inherent in a series which attempts to squeeze a brief overview into an artificially constructed chronological period.

Campbell attaches great (if not excessive) importance to the detente in Anglo-American relations following the settlement of the Alabama claims, the Canadian fisheries dispute, and the Venezuelan boundary question, but recurring crises force the author to modify his claims and wonder if all that hands-across-the-sea talk was superficial. Campbell applauds the moral judgment of the anti-expansionists and marvels at America's self-restraint in view of heightening

pressures to secure an Isthmian canal, Hawaii, Cuba, and other Pacific and Caribbean bases. Campbell's narrative indicates that it was frequent administrative and personnel changes coupled with America's domestic concerns, not national altruism, which precluded America from realizing her expansionist goals before 1898. Dewey's surprise victory at Manila and the subsequent dispatch of troops there presented Americans with a fait accompli and transformed a struggle for Cuban freedom into a war for empire. Although opponents of the "large policy" argued that the annexation of colonies would tarnish our democratic ideals, the nationalists prevailed and America harvested the bitter fruit of colonial responsibility.

Campbell chides Walter LeFeber and other exponents of the Open Door theory of American commercial expansion by citing the late arrival of businessmen in the expansionist camp; although many nationalists, like Mahan and Theodore Roosevelt, frequently linked military purposes with the economic, Campbell underscores the paramount role which these nationalists played in the preparation of the American public's acceptance of the flurry of territorial expansion which accompanied our "splendid little war." Campbell does concede that the late shift of business support for war was crucial in moving McKinley to act. Were it not for the incredibly naive belief in the existence of a great China market, America would have never taken the military steps which brought the unfortunate annexation of the Philippines.

Campbell's survey is a solid, workmanlike effort, but it lacks the sharp, convincing analysis of Frederick Merk's Manifest Destiny and Mission in American History or Walter LaFeber's The New Empire. A major criticism of the work remains the author's unwillingness to deal with the fact that from 1865 to 1895 America was preoccupied with the attendant problems of rapid industrial and urban growth and the inept political attempts to resolve those difficulties. Those developments wrought the "great transformation" in American life during the watershed years of the 1890's, encouraged the quest for empire, and prompted Americans to squirm under their democratic scruples.

Instructors seeking a convenient survey may use this book with its excellent bibliography with profit, but for students one might better recommend the works of Merk and LaFeber and those of Ernest May, David Pletcher, H. Wayne Morgan, William A. Williams, Julius Pratt, and Milton Plesur.

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Frank J. Rader

Robert Sklar. Movie-Made America: A Cultural History of American Movies. New York: Vintage Books, 1975. Pp. vii, 340. Paper, \$5.95.

The contents of Robert Sklar's book support his choice of title since it becomes quite evident that Movie-Made America is "cultural history." Sklar presents the movies as historical documents and shows how the motion picture industry and movie content were both affected by the overall social and cultural milieu of the period from the 1890's to the present. He goes one step further and suggests that movies did indeed have the power to influence their audience, thus arguing against the belief that motion pictures could only mirror or reflect the society in which they were made and supporting the hypothesis that movies were significant agents of change. In fact, Sklar provides convincing evidence that twentieth-century American culture actually became "movie-made."

It is clear that everything about the movies has been traditionally non-native-middle-class America. Therefore, with the potency to alter things like life style, morality, aspirations, and class consciousness, the motion picture

industry naturally went through a series of conflicts with individuals and groups attempting to preserve the status quo. Sklar reviews these trouble spots in fine fashion and explains that by the close of World War II, the film business was forced into a more conservative role and thereby lost its once prestigious position as a maker of mass culture. By the 1960's, movies were further hampered by direct competition with television and lost even more of their mass art appeal.

While Sklar documents the rise and fall of Hollywood, it is evident that his book is much more than a history of the film industry. Most importantly, the book is a unique interpretation of twentieth century American culture using as a central focus this one form of mass commercial entertainment. Sklar's contribution provides much support for those scholars currently devoting attention to the history of popular amusements and pastimes as vital aspects of a society's social and cultural development.

Movie-Made America would be excellent reading for any social, cultural, or intellectual history course and is ideal for those courses dealing specifically with the film industry. Sklar includes some items which pertain to the economic and technical aspects of movies and movie-making which also make it a valuable text for a film course. The book is factual, contextual, and very readable. Each chapter is of digestible length yet long enough to permit a systematic development of ideas. Some readers will dislike a few of Sklar's over-generalizations and others will be disappointed by a lack of extensive footnotes, but overall, Movie-Made America is a quality book.

University of Washington

Jack W. Berryman

Jesse Lemisch. On Active Service in War and Peace: Politics and Ideology in the American Historical Profession. Toronto: New Hogtown Press, 1975. Pp. ix, 150. Paper, \$3.00.

Is it possible to write value-free history? Dr. Lemisch, in this radical critique of anti-radicalism among historians since 1945, seems to give a surprisingly conservative answer. He apparently assumes, throughout his essay, that the goal of historical writing should not be affirmation (conscious or unconscious) of established beliefs, nor "relevance" to modern concerns, but the objective understanding of the past--in brief, "finding out how things actually were" (p. 117). This conviction may explain the sense of betrayal or astonishment that he often expresses when he documents the repressive politics of many of those who have paraded themselves as disinterested scholars. Some names, like Boorstin, Morison, and Schlesinger, are expected, while others are startling.

For his evidence, he has consulted an impressive range of sources: university publications, letters, mimeographed items, local and national newspapers, textbooks, journals, and professional bulletins. The overall merits of the work are further enhanced by Thomas Schofield's lengthy introduction for Canadian readers (which provincial Americans would do well to read), twenty-eight pages of notes following the main essay, and a bibliography of Lemisch's writings. As a consequence, the teaching scholar should add this book to his or her library, the general reader would be stimulated by its thesis (perhaps to apoplexy), and the student of historiography might learn that history is interpretation, involving basic cultural assumptions.

Many will try to evade or retreat from the challenges of On Active Service in War and Peace. They might concede that scholarship was once "violated" by Cold Warriors, but insist that the republic of letters has now regained its

intellectual honor and independence. This genteel defense is brutally contradicted by fatality lists of political firings in The Chronicle of Higher Education, the scandalous assault on Herbert Aptheker by the Yale History Department (see The Yale Alumni Review, Feb. 1976), and the furious polemic over Harvard's policies that was conducted in The New York Review of Books during 1977 by McBundy, Diamond, Bellah, Genovese, and others. It would also be cowardly to dismiss Lemisch's work as little more than "emotional catharsis" (JAH, March 1977), just as some people ridicule "strident" blacks or "shrill" feminists without bothering to analyze the content of their complaints.

Despite Lemisch's failure to define lucidly such vital terms as politics, his neglect of those like Harry Elmer Barnes who often scornfully criticized "the court historians," or his implication that the demon of subjectivism can be exorcized from history, his work deserves a wide and thoughtful audience. Incidentally, little-known New Hogtown Press's address is 12 Hart House Circle, University of Toronto, Toronto, Ontario, Canada.

University of Maryland, Baltimore

David DeLeon

John F. Cady. The Southeast Asian World. St. Louis, Missouri: Forum Press, 1977. Pp. 80. Paper, \$1.95. William J. Miller. The Japanese World. St. Louis, Missouri: Forum Press, 1977. Pp. 81. Paper, \$1.95.

These volumes are the first two Asian counterparts to the Forum Press Series in European History. Yet the comparison is misleading. The European Series offers brief, interpretive accounts of selected topics in European history. The World of Asia Series attempts to cover a whole Asian "world," past and present, in seventy pages. The periods of the undertaking are staggering, and unfortunately neither of these volumes is satisfactory as an introductory text for students of World or Asian Civilizations.

Two basic requirements are essential in an undertaking of this nature. One is to keep the details to a minimum, rigorously limiting the names and dates to those absolutely essential to the broad picture being conveyed. The reader must not be prevented from seeing the forest for the trees. The approach must be interpretive, with a few unifying themes frequently reiterated. This may lead to oversimplification, but in a seventy-page book this is better than total confusion. The second requirement is that the author write the way a good teacher teaches. He must be able to sense the proper pace at which to present his material, when to slow down or repeat, when to illustrate with a humanizing example, when to pose a question, when to temporarily digress for a joke or a story.

Both volumes are written by highly knowledgeable specialists. But in my opinion neither satisfies the two requirements mentioned above. Condensing the Japanese World and the Southeast Asian World into seventy pages may be impossible, and it has not been done here. Any beginning student of Asian or World History would be overwhelmed by the onslaught of information thrust at him in these volumes. Despite the authors' attempts to be selective and to provide an overview, the final products do not accomplish these objectives. On a topic such as Japan's successful modernization each sentence is so crammed with information that only an advanced student could possibly assimilate it. The Southeast Asian World is burdened with the special problem of dealing with so many separate countries. In twenty pages on the colonial period from 1820-1942, a student is confronted with a brief account of events in Malaya, Burma, Vietnam, Siam, and the Philippines. It's all too much to digest.

The idea of brief introductory surveys of Asia is a good one, and I applaud Forum Press for the effort. But what is needed is more volumes, on more

narrowly defined topics. Perhaps the market does not justify such a venture, but some movement in that direction is necessary if the students of Asian Civilizations are to be as well served as those in Western Civilization courses.

University of Tennessee at Chattanooga

Eugene Lubot

Basil Dmytryshyn. A History of Russia. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1977. Pp. xvii, 645. Cloth, \$14.95. Adam B. Ulam. A History of Soviet Russia. New York: Praeger, 1976. Paper, \$5.95.

Basil Dmytryshyn's book is a valuable addition to our good single-volume Russian history texts. While its content and scope are probably too ambitious for all but the most capable secondary students, its vivid style makes it an unusually attractive undergraduate text. It is divided into five well balanced sections: Kievan Rus, Divided Rus, Muscovy, Imperial Russia, and Soviet Russia. Chapter I has sections on primary sources and historiography which are extremely informative without leaping to inappropriate erudition. This is helpful orientation for any serious newcomer to Russian history--faculty or student. Throughout the text as well, Dmytryshyn indicates scholarly controversies while maintaining a clear and interesting narrative.

It is probably unavoidable that text books pay uneven attention to various themes. Dmytryshyn's emphasis on the continuing significance of agriculture and his lucid descriptions of evolving governmental structures are desirable concentrations. Some topics, however, are less fully treated. The discussion of 19th century intellectual life seems cursory, though this could easily be corrected with additional reading. More striking is that no attention is paid to women as a group and that prominent women are dealt with quickly and/or condescendingly. Olga has an "inflated position in Russian chronicles" (p. 46). Catherine II "excelled most, however, as a German who successfully promoted Russia's interests and particularly as the extraordinary mistress of 21 men" (p. 283-284). Even the extensive bibliographies omit the growing literature on women. Still, careful teaching can compensate. Indeed it must, for the book is typical in its treatment of women. Otherwise it is an excellent volume, to be used with supplementary monographs or alone.

Adam Ulam's History of Soviet Russia presents more pedagogical problems, in spite of the author's outstanding talents. There are few notes and no bibliographical materials to assist new students, yet these are its most likely readers. Such lack of direction to alternative views is the more crucial because Ulam has here a particular approach which detracts somewhat from the usefulness of the book. The work seems to be dominated, perhaps understandably, by the perspective of American foreign policy. Ulam has, of course, made invaluable contributions to that field, where it makes sense to view the USSR as "the enemy." But this volume purports to treat "internal and foreign policies. . . the vast social and economic changes which Russian society has undergone during the last 60 years; and allude at least to intellectual and artistic trends. . . ." (p. v). Yet the presence of foreign policy perspectives in his view of Soviet internal history lessens his ability to do these things well.

This is probably why, for example, Ulam feels justified in plunging into the narrative in October 1917 without a backward glance or any suggested connections between Russian and Soviet realities. He seems concerned in a synchronic way with "the problem," which is apparently that the Soviet government exists. Similarly, in his treatment of Khrushchev, Ulam seems at times reluctant to get inside the Soviet historical situation and deal with it on its own terms. He writes, "while he [Khrushchev] abolished and decried tyranny he did not advance the course of freedom" (p. 254). Ulam calls this a paradox, but it could simply

mislead a student. While Soviet civil rights are neither what they should be nor what ours are, there is no doubt that the spectrum of legal and illegal political activity has widened since the ambivalent initiation of de-Stalinization. It serves no pedagogical end to deny the Russians their faltering steps toward a more open and civil political life from the nadir of Stalinism.

Students should know the material in Ulam's book. He covers many topics well and is, of course, especially perceptive on the interplay between national and ideological policy motives, the issues surrounding World War II, and relations among Communist countries. As usual his mastery of information, his organization, and his style are all impressive. His book can be profitably used with carefully selected additional reading. If a single introductory text is required, however, this would not be my choice. It is difficult enough to communicate to students the great complexity, the rich tragedy, and the widespread implications of Soviet history without presenting the subject of the course as the enemy.

Hobart and William Smith Colleges

Susanne McNally

C. W. Cassinelli. Total Revolution: A Comparative Study of Germany under Hitler, the Soviet Union under Stalin, and China under Mao. Santa Barbara: Clio Books, 1976. Pp. 252. Cloth, \$19.75; paper, \$6.25.

Total Revolution would appear, by its title, to be a promising volume for interdisciplinary, comparative, or European history courses. Let the buyer beware, however, that the political fiction packaged here is inappropriate to classroom pedagogy.

Cassinelli's historiographical roots are liberal. Attack on extremes of the right and left has been a constant theme in twentieth-century liberal thought. Those attacks presuppose the allowed, and democratically defended, existence of moderate positions between the limits of these two opposed tendencies. Only moderate reaction is allowable. In this tradition, Cassinelli condemns extremists both right and left as being the bearers of social pathologies anathema to "normal" society. Further, he apparently finds the two positions morally and intellectually indistinguishable.

But a close analysis might suggest that self-proclaimed liberal centerists in reality have marked rightist tendencies. Cassinelli bears out this analysis. For instance, he never once refers to Hitler as a fanatic or demagogue, but he takes pains to make such charges about Lenin and Stalin. Likewise, Cassinelli refers to the adoption of "gigantic and convulsive policies--such as the Final Solution, the First Five-Year Plan, and the Great Proletarian Cultural Revolution" (p. 9). Such semantic equivalence obscures the fact that the first of these policies was anti-semitic genocide. While he later refers to the "human cost" of the Final Solution, genocide is never a referent in this context. Again, the coverage of Hitler's Germany, while mainly reportage, is reasonably accurate. In contrast, China and the Soviet Union are subject much more to innuendo, unwarranted assertion, lack of data, and lack of references.

While purporting to equally condemn Nazism and Communism as social pathologies opposed to "normal" society (and portraying fascism erroneously as a "revolution"), Cassinelli's attack is centered on the Soviet Union. Throughout the volume the Bolshevik seizure of state power in the period of the dual government is characterized as the "Bolshevik coup." This historic fancy fails to note, in its appropriate context, the aborted rightist Kornilov coup. He also finds it convenient to ignore the fact that, only a short time after the Kornilov matter, the Bolsheviks had secured, through democratic procedure, elective majorities in both the Petrograd and Moscow soviets. In an equally

significant omission, it is not until a passing comment in the discussion of Mao and the Chinese Revolution that Cassinelli mentions "bourgeois modernity, in the form of Western intervention in the Russian Civil War" (p. 171). Students will never know from Cassinelli that fighting on the side of the 20,000 White Russian counter-revolutionaries, as of early 1919, were 27,000 British, American, French Italian, and Serbian troops. Similarly, in the section on Hitler it is noted that Nazi Germany was responsible for the deaths of six million Jews and twenty million Soviet citizens. However, in treating Stalin, Cassinelli attempts to diminish fascism's responsibility. With no references or objective warrants, we are told that "countless Soviet civilians, including entire 'cultural minorities,' were liquidated for their real or presumed 'anti-Soviet' behavior under German occupation" (p. 115). While collaborators were certainly punished, the use of such loaded terms as "countless Soviet civilians" is propaganda and not scholarship. Coupled with the "liquidation" of "entire 'cultural minorities'" it constitutes rhetoric and phrase-mongering, not historiography. Furthermore, in covering World War II, Cassinelli never mentions that the allies held off on opening a second front for three years, contributing greatly to the plight of the Soviet Union at the time that the country was combatting fascism virtually alone.

Total Revolution is full of angry fulminations against socialism, focusing particularly on Marxism. But Cassinelli's theoretical comments on Marxism are simply wrong. For example, Marxism is characterized as extreme subjectivism. That sort of solipsism actually finds expression in pragmatism, not dialectical and historical materialism. Although Cassinelli confounds Hitler, Stalin, and Mao together by stating that all three, and indeed all revolutionaries, hold that "to know the world is to change it" (p. 227), only one revolutionary theorist is brought to mind with that quip: Karl Marx. Yet that is not the stance of Marxism. In stating that "the philosophers had only interpreted the world, the point was to change it," Marx did not mean that there is no knowledge apart from action or changing the world. Additionally, Cassinelli does not comprehend sublation. Hence, he erroneously postulates that "Unlike the normal bourgeois view, revolutionary 'voluntarism' assumes that the revolutionary activist can break completely with the past and attain complete independence of the environment in which total change is to occur" (p. 227). On the contrary, Marxism does not reject the scientific principles developed in bourgeois society. Furthermore, Marxism concurs that "human progress can be measured by the degree of humankind's ability to control its natural, social and even psychological environment" (p. 226). The question for Marxism, however, is the class content and social character of these controls.

In sum, the poor historiography, theoretical impoverishment, and focus on rhetoric that are central to Total Revolution make it inappropriate as a classroom or supplementary text.

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Gene Grabiner

Jules R. Benjamin. A Student's Guide to History. New York: St. Martin's Press, 1975. Pp. 122. Cloth, \$10.95; Paper, \$3.95.

A Student's Guide to History is an interesting attempt to combine in one small volume the basic elements of historiography with the rudiments of secondary school learning skills. While it is questionable that this attempt is completely successful, Jules R. Benjamin's book ought to provide some new insights into the historical process for most students.

Benjamin begins with an excellent introductory chapter on the nature of history and the work of the historian. Subsequent chapters treat specific tasks that any history student would encounter. Topics include advice on how to read a textbook,

take notes, write a book review or short paper, and handle an examination. The foregoing comprises approximately one-third of the book. The bulk of the material, however, is concerned with recommendations pertaining to researching and writing a term paper, together with appendices that describe and list basic reference sources and information.

The preceding summary paragraph, though, does not truly describe the character of this volume. Benjamin has chosen to limit the narrative to just 78 pages, followed by two appendices that add another 44 pages. Given these limitations, the author has had to be enormously selective regarding what is included. The result is that, while within these pages one catches glimpses of more thorough study guides and style manuals, the sustained development of the ideas and techniques contained therein is lacking in Benjamin's work.

Nonetheless, this volume could prove valuable as a brief overview of the topic, assuming that a more systematic study would follow. A Student's Guide to History is written in a simple, entertaining manner. It is replete with examples of the right and wrong way of studying and writing history. It also contains a number of excellent ideas not usually found in books of this type. For example, Benjamin blocks out the average time that should be spent on each aspect of writing a research paper.

Although one may quarrel with some of the advice that Benjamin offers, such as not spending "too much time" trying to find a particular source, and the fact that this study/style guide lacks both a conclusion and an index, the appearance of A Student's Guide to History helps to fulfill a long-standing need in secondary schools. In addition, college students who failed to acquire study and research skills in high school should find it valuable.

St. Mary's College of Maryland

Michael L. Berger

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