

## BOOK REVIEWS

James Stuart Olsen. The Ethnic Dimension in American History. New York: St. Martin's Press, 1979. Pp. xxv, 440. Cloth, \$14.95; paper, \$7.95.  
A. C. Hepburn, ed. Minorities in History. New York: St. Martin's Press, 1979. Pp. 251. Cloth, \$27.50.

The textbook reviewer is especially concerned with structure and organization, since an excellent text might nevertheless be unsuited to the course structure of a particular instructor. James S. Olsen's The Ethnic Dimension in American History differs from recent offerings by Leonard Dinnerstein, David Reimers, and Maxine Seller. While those authors treat immigration in broad brush strokes, Olsen painstakingly details in separate chapters the experience of each of America's ethnic groups. An introduction, four overview chapters, and a summary chapter assist him in incorporating ethnicity into the broader context of American history. Instructors who utilize this structure should welcome the arrival of this book.

Believing with Oscar Handlin that ethnicity is the warp of American history, Olsen weaves the immigrant story into the larger national framework. His excellent discussions of both push and pull factors place the American experience in the context of international migration. He carefully explains the many subtleties of the immigrant experience--the fusion of nationalism and religion in Ireland, the assimilative functions of ethnic institutions, the organic nature of the neighborhood, and the varieties of American religious experience, to name but a few. The book's structure has its weaknesses; such topics as the ethnic press, ethnic literature, and the relationship between class and ethnicity might be better treated as separate topics. But the author minimizes the problem by drawing comparisons and contrasts throughout the book.

The Ethnic Dimension contains statements and interpretations which some will challenge. My reservation concerns Olsen's assertion that "Internal perspectives, not external pressures, explain the continuity of group life in the United States." Yet throughout the book he offers convincing evidence which indicates that external factors were equally significant. His discussions of Finns, Slavs, Jews, and Blacks are especially noteworthy in this respect. This text would also benefit from some good old sociological attention to precise definition. On one page (xviii) Olsen mentions assimilation, acculturation, and amalgamation without carefully explaining what he means. But overall this is a fine textbook which should attract wide audiences in courses in immigration and ethnicity.

A.C. Hepburn's Minorities in History collects under one cover the essays presented at the Thirteenth Irish Conference of Historians held at the New University of Ulster in 1977. It is not a text. Its approach is international, and in that sense it vaguely resembles Glazer and Moynihan's Ethnicity: Theory and Experience. Instructors of courses in American ethnic history who wish to place their classroom discussions in a comparative international framework will find much useful lecture material here. The three chapters on America by Duncan MacLeod, Christine Bolt, and Donald McCoy and Richard Ruetten discuss Black Americans and Indians and synthesize familiar research. In other articles, David Parker contrasts Puritan radicalism with the royalism of French Huguenot leaders; Thomas Klein places sixteenth and seventeenth-century central European minority groups in a pre-modern context; Nicholas Canny explains the aggressive self-confidence of dominant English minorities in colonial Ireland and Virginia; Ian d'Alton challenges the view that nineteenth-century southern Irish Protestants were isolated reactionaries in a hostile land; A.C. Hepburn contrasts the position of Catholics in Lurgan and Portadown in Northern Ireland; T.G. Fraser sees fear as the prime motivation behind white repression of Indian minorities in British Columbia, Kenya,

and South Africa; Alan Sharp shows that Great Britain intended that the provisions of the World War One peace treaties concerning minority protection should apply only to Eastern Europe and not to the great powers; and A.E. Alock explains why efforts at minority protection have been more satisfactory in South Tyrol (Bolzano, Italy) than in Cyprus and Quebec, and he explores the frequently conflicting aims of non-discrimination and preferential treatment. The essays are drawn together and evaluated in Hepburn's thoughtful introduction.

Unless a paperback edition of this book is issued, its prohibitive price will prevent its widespread adoption as a supplementary reader.

Manchester (Connecticut) Community College

John F. Sutherland

David Burner, Eugene Genovese, and Forrest McDonald. The American People. St. James, New York: Revisionary Press, 1980. Cloth, \$20.95; paper, \$16.95.

We teachers of history tell our students that the study of history involves more than rote learning and the regurgitation of facts. In our introductory lecture we explain that historical analysis involves critical reflection concerning the meaning and the significance of factual data. But often our students do not believe we are serious when we say such things. Part of the problem is that the conventional textbook tends to encourage students to believe that historical knowledge consists only in learning clearcut facts and "correct" explanations and conclusions. To the students a brilliant synthesis too often appears to represent another dull fact to memorize for the examination--to be forgotten as soon as possible.

This new text by David Burner, Eugene Genovese, and Forrest McDonald should make it clear that there are fundamentally different ways that one can think about the historical experience of the United States, and it will perhaps help the average student to experience the excitement of formulating his own interpretations of the past. This unique text presents three interpretative paradigms devoted to the most basic questions of American history. The narrative is written by Burner, who writes with the perspective of a conventional liberal (with the "on the one hand and on the other hand" kind of analysis). Each historical unit is followed by a debate between Eugene Genovese (who writes with a radical/Marxist bias) and Forrest McDonald (who has a right-wing Republican point of view).

Such an approach should really be a stimulant for some vigorous class discussions. When the class considers the New Deal, for instance, the teacher will not only examine the various laws of the New Deal, but he or she will be able to refer to three broad interpretations concerning the significance of these laws. The teacher can and should explain his own conclusions, and he can encourage the students to follow the advice of Immanuel Kant: "Dare to use your own reason." One would expect that some students will react strongly to the provocative comments of Genovese and McDonald, and this should stimulate a dialectic of ideological tension--minimizing the possibility of dullness and irrelevance. Above all, this textbook should be of assistance in getting students to think about the relationship between the past and the present.

Some history teachers might prefer to provide interpretative variety by using a more conventional text combined with selective readings or paperback books. For many teachers, unfortunately, this alternative is impractical because of cost considerations, and also because introductory courses often contain students who are not motivated to read unlimited numbers

of pages. The Burner-Genovese-McDonald text offers contradictory points of view within the convenient reach of the average student.

Another improvement over most textbooks is that the bibliographical essays are extremely short. It is common to find long essays which seem designed for Ph.D. students who are preparing to take their comprehensive examinations. Not only is this a waste of space, but these long bibliographical essays and reading lists usually intimidate the average undergraduate taking an introductory course. Some students, however, will make use of short essays which give very selective recommendations of readable books.

There are several ways in which The American People might have been improved. It would have been helpful if Burner could have included some substantive quotations from original sources, to be separated from the narrative text. There should be more maps and outlines, and in the appendix Burner should have included a clearer table of the Presidential cabinets (as in his earlier text written with Marcus and Rosenberg). In addition, as in most texts in American history, there is simply not enough material devoted to the early history of the American Indian--an important topic that interests students. In spite of these weaknesses, Professors Burner, Genovese, and McDonald deserve to be congratulated for producing the first truly innovative text to appear in a long time--with innovations that make a lot of sense.

I look forward to using this textbook in my classes next year. This book, it seems to me, offers the possibility of increasing "relevance" without engaging in the practice of indoctrination.

Mount Senario College

Thomas T. Lewis

Richard E. Beringer. Historical Analysis: Contemporary Approaches to Clio's Craft. New York: John Wiley and Sons, 1978. Pp. xii, 317. Paper, \$12.95.

This book by Richard E. Beringer, Professor of History at the University of North Dakota, deserves a close reading by all historians whether or not they attempt in their own teaching and writing any of the "contemporary approaches to Clio's craft" described by the author.

Beringer defines historical method not as the usual research exercises outlined in the handbooks that focus mainly on organizing topics. but as the variety of ways in which principles may be organized theoretically or conceptually. He subsumes nineteen different methods under the categories of "Intellectual History," such as literary analysis and Zeitgeist; "Psychosociological History," such as Freudian personality theory, role theory, projection, and status and reference groups; and "Quantitative History," including collective biography, demography, voter behavior, and cliometrics. He demonstrates an incredible familiarity and comfort with the range of literature on each method in his essays which introduce each chapter. His obvious advocacy of the newer approaches is tempered, however, by some reservations and caveats. He is more rejecting than accepting of psychohistory (that may explain his use of Freud and Bullitt on Woodrow Wilson as an illustration), and he admits that cliometrics tend to emphasize economic rather than humanistic man. Moreover, Beringer insists that, whatever the methodology, the researcher must not forget that history remains a literary art. His own nineteen essays on methodology introduce classic examples of the best of the genres: Leo Marx, Henry Nash Smith, and H. Trevor Colbourn as intellectual historians; Cushing Strout, Stanley Elkins, David Donald, and Edward Pessen among the psychosociological historians; and Richard Jensen, Emily R. Coleman, Robert

Higgs, and Beringer himself as representative of the quantitative historians. Of the examples, only two are from European history. That the remaining are writings on post-1700 United States history is easily understood given the availability of the data the contemporary craftsman seeks.

This book should convince the traditional historian that fresh questions may be asked of the sources and that older assumptions and interpretations can be questioned by a reordering of historical principles. The teacher who may not have liked Clio's new clothes at least will find Beringer's essays and footnotes useful in directing undergraduate and beginning graduate students to the full wardrobe. The teacher of the historiography and methodology seminar will find that Beringer's own approach to his subject is logical and comprehensive. History teachers will doubtless agree with the publisher's boast that this text is unique in its field.

Texas Woman's University

Martha H. Swain

John T. Marcus. Sub Specie Historiae: Essays in the Manifestation of Historical and Moral Consciousness. Cranbury, New Jersey: Associated University Presses, 1980. Pp. 325. Cloth, \$22.50.

I knew when I had to look the title of this book up in the glossary that I was in for a difficult task reading and reviewing it. ("Sub specie historiae" means, according to Marcus, "from the perspective of historical-mindedness.")

The book review editor expressed concern to me that the book might be too "arcane" for the pages of Teaching History. I had to look that up too, in the dictionary; I decided it was not. The editor's concern continued: "This book is somewhat unusual compared with our usual review volumes, most of which are potential classroom materials. I want to broaden our scope to discuss books that deal with the philosophy of history and of pedagogy, and this appears to do that." Indeed it does, not with pedagogy but with the philosophy of history. And I support the idea of broadening the scope of reviews in Teaching History to include such works.

The problem with Sub Specie Historiae, most simply stated, is that it is an extremely difficult book. This is doubtless partially due to the very nature of philosophy of history. Anyone who has tried to introduce students to the field knows that most available reading is a sure cure for insomnia. This book, if it is for students at all, is only for the most advanced graduate students. Basically, it is probably intended for teachers in the field who can hopefully pass the insights gleaned from it--and there certainly are some--on to their students in more practical form.

One problem with the book is that it consists of a series of essays written over a long period of time, not always clearly related to each other, and with considerable over-lapping and choppiness resulting. The central theme of the book, for example, is stated several times; nowhere is it stated more succinctly than on page 293: "the role of historical understanding in a redefinition of moral judgement." More of that central theme is made clear, as is the difficulty of the language, in this passage from page 296:

Suffice it for me to note here that my formulation of man's highest worldly historical responsibility as the perpetuation of moral sensibility constitutes a fulfillment of the entelechal mode, and hence a repudiation of nihilism, without teleology. It presents an ongoing task and future-directed

concern, informed by critical understanding of man's past experience, that goes beyond both radical relativism and historical nominalism. At the same time, it transcends the realm of mystique-feeling and its absolutized historical objectives, with their implicitly totalitarian salvation.

Sub Specie Historiae is divided into two "books," the first consisting of a comparative analysis of Western, Chinese, and Indian concepts of historicity. Interestingly, an article in the June, 1980, issue of The American Historical Review by George Macklin Wilson does much the same thing for Japan ("Time and History in Japan"). The second book, on the other hand, is a view of western historical thought from within. The theme underlying both is that Western civilization is so history-oriented that the recovery of a sense of purpose in the study of history has a direct bearing on Western intellectual and moral life, and on the prospect of reestablishing some values once held in common.

In short, Sub Specie Historiae is a book that unfortunately limits its potential value by phrasing most of its insights in such unaccustomed language that most readers won't get them; indeed, most who begin the book probably won't finish it. Perhaps one can make a case that anything worth saying is worth saying in a fashion readily understandable to some significant audience. And surely one can insist that any book that attempts to convince someone that history is valuable, clearly part of Marcus's intent, to be successful must at the very least say so in reasonably intelligible language.

The University of Tulsa

Davis D. Joyce

A. K. Dickinson and P. J. Lee. History Teaching and Historical Understanding. Exeter, New Hampshire: Heinemann Educational Books, Inc., 1978. Pp. viii, 176. Paper, \$10.95.

During the past two decades there have been significant alterations in teaching and researching history on both sides of the Atlantic. In America, the study of history encompasses new fields, a broadening of methodological approaches, and a growing willingness to experiment with different pedagogical techniques. According to this book's contributors, the perennial debate about the teaching of history in England has been vigorously reawakened by the protagonists of the "new social history." They claim that primary source materials can be used in the classroom to stimulate interest, illustrate themes and events, and can also serve as historical evidence.

Most of the book's chapters, which were written by teachers in the English secondary and university system, expand upon the use of primary documents by linking them to the concept of historical understanding. In the first five chapters, the authors argue that explanation, interpretation, and imagination must be taken more seriously than in the past. This approach comes out of their own classroom experiences and their use of modern works on the philosophy of history and child psychology, especially the studies of J.H. Hexter, Jean Piaget, and E.A. Peel. In the final two chapters, B. Barker and A.K. Dickinson relate the concept of historical understanding to the use of classroom history games and the new emphasis in secondary examinations on historical analysis rather than recapitulating isolated facts and events. A postscript by the distinguished historian Asa Briggs vaguely suggests how the new social history has helped transform our assumptions about teaching history and the appropriate topics of study.

As befits a group of English pedagogues, there is a singular lack of urgency about changing secondary and university history courses. Perhaps the English educational system is less besieged and demoralized than our own, but their suggestions are rather conservative and hardly innovative. Most American teachers would learn from this volume that there has been a continuing debate about modifying the lecturing and note-taking which still characterize English secondary and university education, and that prudent changes are being initiated to modernize the classroom and involve students more directly in the study of history. Thus the book has little pedagogical value, and readers may find more valuable the helpful footnotes and insights into the operation of the English educational system.

Texas Tech University

Jayme A. Sokolow

Richard W. Hull. Modern Africa: Change and Continuity. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1980. Pp. xii, 274. Paper, \$9.95.

This book, like Hull's previous African Cities and Towns before the European Conquest and Munyakare: African Civilization before the Batuuere, is a pedagogically useful work. It will fit the needs of a wide variety of interdisciplinary, multi-regional undergraduate survey courses as well as the modern African history course. It will be valuable for the student who takes a single African studies course as part of a world civilization requirement as well as serving as a good basis for further study in the African studies field. The book's readability could lead to an increased interest in African history on the part of many students.

Hull focuses broadly on sub-Saharan Africa in the precolonial, colonial, and independence eras in turn. He subdivides each of these three generally chronological segments into political, economic, and "cultural" foci. Within each segment he uses selected specific examples to reinforce his generalizations. Throughout the book Hull shows an extensive and impressive command of the secondary sources on Africa. The book is indexed and has a most adequate bibliography. A number of interesting and informative black and white photographs also add to its value.

The teacher part of me is generally favorably impressed by this book. But as an "old Africa hand," I find the book weak on Francophone and Lusophone Africa. Especially in the independence third of the book so much material is covered that the author occasionally seems to be simply listing items and stating generalizations in an outline fashion. This desire to include so much material in a short work has caused Hull to present many issues that are tentative and still debatable as if they were fact. For example, throughout the book, when focusing on African philosophy and religion, Hull seems to rely uncritically on the often criticized works of Fr. Placide Tempels and Geoffrey Parrinder. Furthermore, there are a number of petty terminological problems. For example, the French distortion of a Wolof form, griot, is stated to be an original Manding (Mande) word; and the Hausa form Fulani is used for the Fulbé. Yet overall these minor criticisms only slightly diminish the book's usefulness as a valuable outline for undergraduates and anyone else who is interested in beginning a serious study of sub-Saharan Africa.

Western Carolina University

Thomas O'Toole

Clayton Roberts and David Roberts. A History of England. 2 volumes. Englewood Cliffs, New Jersey: Prentice-Hall, 1980. Pp. 891. Paper, \$13.95 per volume.

Does the continuing publication of new texts in English history signify that traditional courses are not as effete as curricula jugglers would have us believe? Since 1978 Heath, Forum, and Prentice-Hall have published major texts in English history. In addition, Houghton Mifflin surveyed professors of English history this past spring to determine if they should invest in this bullish market.

Two volumes of English history by Clayton Roberts and David Roberts are the subject of this review. Strengths overshadow weaknesses in A History of England; however, there could be improvements in the following areas. The chapter bibliographies ignore revised or second editions of the works listed. The index does not catalogue all page references to the entries. Maps are as lackluster as they are in Forum's and Heath's English histories. The quality of the captions used to explain illustrations is inconsistent. Of these shortcomings, perhaps the greatest is the latter because, ironically, one of the book's main strengths is the generous use of exceptional photographs. A list of maps and illustrations would have been helpful.

The manuscript appears to have been reduced in size but not subsequently revised for fluidity. This problem is most obvious within paragraphs; yet there are often good transitions between chapter subsections. The last chapter in volume two, "Life in Socialist Britain," not only could have had a more appropriate title but also an improved use of statistics ("More people than ever committed suicide." "Couples now averaged only 2.2 children."). One of the final paragraphs in "The Age of Crisis 1873-1914" could have used statistics more sparingly. Perhaps the best organized chapter was the one on industrialization. Its use of boldface phrases further divided chapters for more facile reading. Other chapters would have been more effectively presented if this organization had been used throughout.

These criticisms are written in a constructive vein because one hopes that the many strengths of this endeavor will result in its use in college classrooms. These two volumes, for example, have considerable explanation beyond the narrative. The functioning of institutions is especially well presented. In fact, the descriptions of institutions are better than those of people--a sort of backwards approach to history if F. M. Powicke's admonition that history, even administrative history, must focus on people, may be taken as a guide. The treatment of individuals is often glib.

The emphasis on cultural and intellectual history is a major advantage of A History of England but even more could be done with this neglected facet of the English experience. The attention the Robertses have concentrated on the medieval university in volume one outflanks their competition but some of the topic sentences are handicapped by vapid generalizations. Furthermore, these paragraphs have no information on Cambridge, and the European origins of Oxford have been neglected. There is an entire chapter on the intellectual transformation from evangelicalism to rationalism and romanticism. This digression from the usual political narrative has been long overdue, but Mary Wollstonecraft's exclusion from this discussion of eighteenth-century thought needs explaining.

The Robertses have written a welcome alternative to other English history textbooks and these two volumes could be made even more effective in these ways. Preparation of more sophisticated maps and attempts to tie the illustrations to the text more directly would enhance the visual impact of these two

volumes. At least, all illustrations should be provided with full descriptive captions. The role of women throughout English society should be brought into the mainstream of the narrative and analysis. The flow of prose within paragraphs could be made smoother. Finally, one would welcome a book of primary sources emphasizing intellectual and social history as a companion volume.

The University of Texas at El Paso

Eugene E. Kuzirian

Alex de Jonge. The Weimar Chronicle: Prelude to Hitler. New York: New American Library, 1978. Pp. 256. Paper, \$5.95.

The purpose of this volume by Alex de Jonge, a Fellow and Tutor of New College, Oxford, is not to offer any new analyses or interpretations but to present "an assembly of voices: extracts from diaries, newspaper reports, eyewitness accounts, memoirs and reminiscences which have largely been allowed to speak for themselves." De Jonge sees himself as a chronicler and editor; as such he parts company with historians who, as he says, have the "audacity" to inflict their interpretations on the reader. To be fair to his audience, the author admits to his own biases among which he cites a "profound prejudice against any political movement opposed to social democracy" and a "preference for Prussians over Bavarians."

The Weimar Chronicle is a highly subjective and largely impressionistic portrayal of selected events and developments in the years between 1918 and 1932. Although the author's choice of topics is conventional enough--the revolutions in Berlin and Munich, the Kapp Putsch, the Hitler Putsch, and the cultural life of the period--the treatment of these topics is anything but conventional. Leaving aside any discussion of what the author calls "official Weimar policy," de Jonge instead focuses on the impressions of his witnesses--among them Count Kessler, Sefton Delmer, and a host of journalists, cabaret artists, and other personal acquaintances--of the events of the day. As an added feature the reader is offered bits and pieces of information on the night clubs of Berlin, on con artists, prostitutes, and even the logistical problems of a French bordello in the occupied Rhineland. Somehow or other all of this is supposed to show why so many Germans welcomed Hitler.

Aside from an erratic system of footnoting and numerous misspellings, it is above all the author's uncritical acceptance of his sources, including hearsay and gossip, which makes this work of little use to any serious student of history at whatever level. De Jonge's blanket verdicts on peoples and events are, to say the least, amazing. Bavarians, we are told, are "both unstable and unpredictable. They had, after all, run Lola Montez, Louis I's famous mistress out of Munich." In fact, "their municipal council mentality" together with other shortcomings leads the author to conclude that "Bavaria is Germany's Deep South." In another instance the reader is told that Weimar Germany was "the age of the mass murderer." After describing the details of the notorious Haarmann case--Haarmann had sold the flesh of victims to local butcher shops--de Jonge concludes with a genuine howler: "Once again . . . we find that combination of food and violence, which, in various forms, such as the Weisswurst, threads its way through the history of the age."

It is indeed difficult to find any pedagogical merit in this work unless one wishes to demonstrate the consequences of abandoning the principles of sound scholarship.

Fort Hays State University

Helmut J. Schmeller



A. J. P. Taylor. The War Lords. New York: Penguin Books, 1976. Pp. 189. Paper, \$3.95.

Is A. J. P. Taylor the history profession's answer to Marshall McLuhan? From the evidence of this slim book, the answer is no. The War Lords was originally the transcript--there was no script--of a series of televised lectures about five political leaders of World War II. A sixth talk dealt with the more anomalous phenomenon of Japanese warlordism. The theme which holds together the capsule biographies of Mussolini, Churchill, Hitler, Stalin, and Roosevelt is that these men consistently overrode their professional advisers to control the important decisions of the war. The book is an unconvincing sally against historians who have defined twentieth century government in terms of growing complexity in technology and bureaucracy. Taylor, in his spritely way, argues that during World War II these did not matter. It was the individual who counted. Furthermore, Taylor says that the character of each leader was unique and defies generalization. Therefore, the book provides no analysis of how the phenomenon of warlordism emerged, except in the case of Japan, which Taylor considers apart from Europe and the United States. We are presented with an example of Professor Taylor's thesis that history has no "lessons" to teach, apart from the need to be wary of Germany.

If the book is useful in the classroom, it will be as a foil against the concept of a bureaucratic and technological "wizard war." The War Lords is not satisfactory as an introduction to the Second World War, because it is too idiosyncratic, nor as a series of biographical portraits of war leaders, because it leaves too much out. Hitler's career up to 1937, for example, occupies one page, supplemented by eight photographs.

The book has some value. Viewers of the BBC series had no relief from their view of Taylor's face. Readers of the book, on the other hand, can look at a lavish array of 162 black and white photographs keyed to the interests of a British audience. There are difficulties with selection and identification of the pictures. We are treated to three photographs of Neville Chamberlain with Mussolini, for example, and the picture purporting to show Japanese warships attacked at Midway illustrates merchant shipping afire. The overall impression is a mix of textbook standbys and some unique photographs, many of which, unfortunately, go without any explanation or reference in the text.

The unsatisfactory job of relating text and illustrations indicates the book's more serious deficiency: It is poorly edited. Taylor himself admits only to have "tidied up" the television transcript for publication. A glaring example of failure to "tidy" appears at the end of the essay on Franklin Roosevelt. Taylor, no enthusiast for the American president, spends a page and a half discussing Roosevelt's relationship with his mistress. But he never identifies Lucy Mercer Rutherford, who is consistently described as "the girl" or "the lady." One may suspect that, while before the cameras, Taylor forgot the name, a pardonable if predictable problem for those who choose to lecture without notes. It should, however, have been worth the effort for an editor to make the identification before publication, if it was worth telling the story at all.

Such superficial, anecdotal narrative makes up a good portion of The War Lords. These tales created a pleasant television diversion, but it is not serious history, even for undergraduates. The obvious conclusion to be drawn is that a set of entertaining lectures do not always make a good book, even

if it is about World War II. Perhaps Professor Taylor has taught us this one lesson from history.

The College of Charleston

Clarence B. Davis

History Broadsheets. Exeter, New Hampshire: Heinemann Educational Books, 1978, 1979. \$5.00 per packet.

Heinemann Educational Books is producing a new series of primary source material that might prove distinctly valuable in secondary and college survey courses. History Broadsheets are packets of documents, maps, pictures, and other primary materials. Each packet is concerned with a particular period or episode in history. Teachers pursuing an inquiry approach or wishing to utilize readily available primary documents will want to review these packets.

The three packets reviewed here are representative of the sorts of material available. Heinemann will doubtlessly happily supply a full list of topics. The packets examined by this reviewer included The American Revolution, by Sydney Wood and John Thwaite; The French Revolution, by Graham Bearman; and The Second World War, by John Ray.

The packet on the American Revolution contains twenty-two episodes. These consist of the founding of the colonies, colonial life, British rule, the Stamp Act, customs duties, the Tea Party, the First Continental Congress, the outbreak of war, the Declaration of Independence, battles and campaigns, French intervention, international ramifications, Loyalists and Indians, and the new republic.

The selection and commentary on the French Revolution contain twenty-two parts following a chronological order from the ancien régime to the fall of Robespierre. The familiar topics include the people of France, the States-General, Paris, the Bastille, the Constitution, monarchy and royalty, the sans-culotte, the Jacobins, the revolutionary government, the Republic of Virtue, the Reign of Terror, and 8 Thermidor (1794).

The Second World War packet follows a similar pattern. The eighteen sections include the phoney war, the Blitzkrieg, the Middle East, the Balkans, Russia, the Pacific, air warfare, Italy, Burma, the British home front, and the end of the war.

The packets are written from a British viewpoint, and while this should not provide any insurmountable problems for use in the United States, it does suggest a few cautions. Aside from British spellings and monetary units, there are references to British institutions, e.g., equating the Palais de Justice with the Old Bailey or explaining the difference between the French and British electoral systems. The maps contain two errors: The map of the Americas shows the Appalachian Mountains as the Alleghenies; the map of Europe indicates the German invasion of Poland on "1 September 1940" which should read 1 September 1939. Despite the errors and different usages, these documents and illustrations provide excellent sources for inquiry in history classes.

The Pennsylvania State University  
The Capitol Campus

Jacob L. Susskind

Robert L. Heilbroner. The Economic Transformation of America. New York: Harcourt, Brace, Jovanovich, 1977. Pp. 276. Paper, \$9.95. Henry C. Dethloff. Americans and Free Enterprise. Englewood Cliffs, New Jersey: Prentice-Hall, 1979. Pp. 336. Cloth, \$13.95. Susan Previat Lee and Peter Passell. A New Economic View of American History. New York: W. W. Norton, 1979. Pp. 410. Cloth, \$18.95; paper, \$9.95. Martin L. Primack and James F. Willis. An Economic History of the United States. Menlo Park, California: The Benjamin Cummings Publishing Company, 1980. Pp. 462. Cloth. \$16.95.

In the past few years, a spate of survey texts on American economic history have been released, thus filling a void in that area. Previously, most economic history texts were either geared for a two-semester course, or were simply too brief and general in scope. Depending on teaching goals and the nature of the student audience, each of the books cited above, however, would be suitable for use in a one-semester survey of the history of the American economy. The two by Heilbroner and Dethloff are primarily narrative and institutional in approach, while the works by Lee and Passell and by Primack and Willis are more technical in nature.

Robert Heilbroner's Economic Transformation of America is the briefest account and stresses the theme of America's economic transformation by focusing on economic growth, the appearance of machinery, and the shift from self-sufficiency to dependence on big government, corporations, and unions. Heilbroner divides the work into four parts. Part one surveys economic growth from 1607 to 1865 and emphasizes the transition from agriculture and mercantile pursuits to the emergence of the industrial economy. Heilbroner explores the Puritan ethic, the Hamiltonian-Jeffersonian approaches to the economic system, and the growth of transportation and technology in the first half of the nineteenth century. The overall treatment is well done, but one important topic, the economics of slavery, is given only scant attention.

In part two Heilbroner discusses the industrialization of America from roughly 1870 to 1920. This is one of the strongest sections in the book, especially in its treatment of industrial and business organization. The development of business, labor, the antitrust movement, and urbanization are also included. Parts three and four describe the post-1930 transitions from laissez-faire to a mixed economy, the present and future prospects for an economy which has long been based on growth, and the challenges and problems posed by the limitations of growth.

As in his other works, Heilbroner writes clearly and interestingly. The Economic Transformation is well organized, contains a variety of supportive charts and graphs, and is written so that undergraduate history students can clearly comprehend the basic thrust of American economic history.

As with virtually all texts, some areas will require fuller treatment by the teacher. Slavery is one example. Another is the interpretation of the causes of the Great Depression. While Heilbroner cites Milton Friedman and Peter Temin in his bibliography, he fails to mention the monetary hypothesis in his discussion of the causes of the 1929 depression. Overall, however, this is a basic, readable history of the American economy especially adaptable to the one-semester survey for undergraduate students.

Americans and Free Enterprise by Henry Dethloff (see Teaching History, Spring, 1980, for a full review) is another account taking the institutional history approach. The book is organized chronologically overall, but contains a number of vignettes of business leaders. Rather than give a detailed discussion of industrialization, Dethloff opts for a general survey of the topic

supplemented by brief case studies of businessmen such as Levi Strauss, Coca-Cola's Asa Griggs Chandler, and better-known figures such as Andrew Carnegie and John D. Rockefeller.

This is a comprehensive survey stressing the theme of free enterprise. Again, as in Heilbroner's history, slavery is only briefly recounted, and some readers will prefer greater detail on the post-World War II era. The strength of Dethloff's book is that it "whets" the appetite with interesting case histories of personalities and brief histories of cities such as New York, Chicago, and New Orleans. Also interesting is the treatment of the auto as a prime aspect of the progressive era. But Dethloff also has treated the necessary topics of Hamilton's economic plan, the Constitution and its economic ramifications, the era of Social Darwinism, and the Labor Movement, to name a few.

Students should find this book stimulating because of the approach. Dethloff writes well and knows how to use examples to illustrate general trends. The book is also well suited for the one-semester survey in American economic history courses--and could be adopted for business history courses as well. Free enterprise is the theme, and while some might contend Dethloff fails to develop it adequately, his approach seems primarily to illustrate rather than to explore fully.

Of the more technical books, Lee and Passell's A New Economic View of American History will probably be more useful for economic history teachers. It is an important book, written so that traditional economic historians--institutionalists, economic determinists, stage theorists, and quantifiers--can follow and benefit from the arguments.

The authors open with an explanation of the new economic history followed by a brief survey of the historiography of American economic history. Explaining that the new economic history involves the use of economic theory, the counterfactual hypothesis, the sophisticated use of numbers, and emphasis on newer topics such as economic development, Lee and Passell also contend that the approach should be viewed as a complement to, rather than a substitute for, the more traditional histories. As such, the book is valuable.

The overall format is chronological and most of the traditional topics are covered. Because of the utilization of new economic history techniques, the topics are geared to that end. Therefore, the economics of slavery, the importance of railroads, and the monetary hypothesis about the depression, for example, receive more emphasis than Hamilton's program of Social Darwinism. The great value in the work is that historians can easily examine, for instance, what the new economic history has to say about the Bank War and other topics. Lee and Passell ably and clearly explain the Fogel and Engerman work on slavery, Peter Temin's work on the Panic of 1837, and Milton Friedman's and Temin's analyses of the causes of the Great Depression.

While the book, which contains numerous tables, graphs, and charts, would not fit in as the sole reading for a course in American economic history, it could be profitably used as supplementary reading material. It can serve well as an update on the recent trend toward cliometrics. Even though the analysis is based on economic theory, the authors have taken pains to make it understandable for historians untrained in economic principles.

The remaining text, Primack and Willis, An Economic History of the United States, is also analytical, stressing economic theory and explanations of development and growth. Organized chronologically, the work also focuses on historiography and reviews the contributions of such scholars as Charles

Beard, Louis Hacker, Robert Fogel, and Stanley Engerman. A unique feature of the book is a section at the end of each chapter explaining the economic concepts and principles that apply to the material in the chapter.

As in the case of the Lee and Passell text, there is much valuable information, including an explanation of such economic principles as comparative advantage in various periods. Other topics such as the Weber thesis and the implications of Lockean views are also considered. An example of how the text can help illuminate traditional concepts is in the analysis of colonial and frontier agricultural history. Economic historians commonly indicate to students that the clearing of land was exhaustive and time-consuming work, but, as Primack and Willis put it, "the cost of clearing one acre of forest in the eastern United States in 1860 was at least 35 days of labor." Incorporation of this and similar "economic" methods of analysis should thereby increase student understanding. Used in a supportive or supplementary capacity, the book is valuable for economic historians. Although not as strong as the Lee and Passell text, it is based on more intense analysis and would be of greater value to economists who teach American economic history because of the nature of its approach.

In sum, the Heilbroner and Dethloff works can be used by historians and students taking the traditional approach to American economic history. The Lee and Passell text serves as a useful and readable explanation of recent trends in the new economic history, and the Primack and Willis book takes a more analytical approach and applies it to the thrust of the American economic process.

Saint Joseph's College, Indiana

William L. Downard

John Chester Miller. The Wolf by the Ears: Thomas Jefferson and Slavery. New York: New American Library, 1977. Pp. xiv, 323. Paper, \$5.95.

Jefferson and slavery present a paradox for historians. Opposed to the concept and practice of slavery, Jefferson nevertheless bought and sold slaves, depending upon them to support his aristocratic lifestyle. In his early political career, he actively sought to lessen slavery's hold on the nation, yet by 1820 Jefferson espoused the Southern idea favoring the spread of slavery. It is this evolution in Jefferson's thought that provides the framework for Miller's study. Unfortunately, Miller does not develop a thesis explaining this change; indeed, the book is really a series of essays, some only marginally connected to slavery.

In one sense the book is definitive: It touches on everything Jefferson ever wrote about slavery and blacks. Unfortunately though, Miller confuses Jefferson's views on slavery with his views about race. Jefferson was convinced that slavery was wrong, but, at the same time, was just as convinced that a truly biracial society in the United States was not possible. This is a distinction overlooked by Miller. The race question had little to do with the morality of slavery but certainly affected any plans to eliminate the institution in America.

Miller derives much of his information from secondary accounts and, for the most part, does not clarify the differences between his own views and those of others. Moreover, he does not explain why he accepts some secondary accounts but rejects others. The resulting view of Jefferson is consequently often unfocused and less than convincing.

The notes provide another source of frustration. Not only are they buried at the end of the book, they also are almost impossible to use by

anyone not totally familiar with recent writings on the subject. At best the notes provide only an author's name, date of publication, and page numbers; at worst, only the title, volume number, and pages of a journal. One then has to search through the bibliography for the full citation.

Despite these problems this book is a useful volume for classroom work. Almost everyone will find at least some part of this study fascinating and thought provoking. For those willing to contemplate Jefferson's (and America's) dilemma about slavery, Miller's study provides a slightly different approach to a familiar story. It should spark a lively discussion in the classroom.

Virginia Polytechnic Institute & State University

Larry R. Morrison

Edmund Morris. The Rise of Theodore Roosevelt. New York: Ballantine Books, 1979. Pp. 886. Paper, \$8.95.

Edmund Morris has written a marvelous biography of Theodore Roosevelt. No other Roosevelt biographer has so skillfully blended a dramatic and gripping presentation of the events of the life of this most colorful of American presidents with an unobtrusive yet shrewd and penetrating critical assessment of his character. Although The Rise of Theodore Roosevelt concludes with Roosevelt's assumption of the presidency upon the death of McKinley in 1901, it can be recommended enthusiastically not only to student readers as an exciting introduction to Roosevelt's life and times but to their instructors as an admirable synthesis of Roosevelt scholarship.

With few exceptions the narrative moves along smartly, whether the author is playfully describing Roosevelt's courtship of his tragically short-lived first wife, Alice Lee, insightfully dissecting specific episodes from youthful political battles to reveal the protagonist's strengths (and weaknesses) as a leader, revealingly documenting his uncannily skillful manipulation of both events and representatives of the press to secure headlines, or spiritedly recounting the sights and sounds of Roosevelt's western adventures or the Rough Riders' campaign in Cuba. Something of the vividness of Morris's portrait is revealed in his account of Roosevelt's (initially unsuccessful) wooing of Alice Lee: "She found him by no means a romantic attraction. The slight stench of arsenic . . . ; the tickly whiskers and glittering glasses; the manic bursts of energy . . . ; his geyser-like garrulousness . . . ; his exuberant hopping on the dance floor . . . ; the nervous diarrhea, the alarming hiss of asthma from his lungs--these were not the things a girl of polite background dreamed about, except perhaps in nightmares."

Only slightly less vivid are Morris's assessments of the mature policymaker. In domestic affairs Morris credits the gubernatorial Roosevelt with being "one of the first politicians to act responsibly in view of the changing economics and class structure of turn-of-the-century America" and finds him deserving "to be ranked only slightly behind Altgeld and Pingree and Jones." In foreign affairs Morris's portrayal of the hard-working Assistant Secretary of the Navy as the McKinley administration's "most ardent expansionist" is balanced against the author's most striking hypothesis: his suggestion that the Spanish-American War represented for Roosevelt a "purgation" of "bellicose poisons [which] had been breeding in him since infancy." From the conclusion of the 1898 war, Morris argues, Roosevelt was "wholeheartedly a man of peace."

In summary, Roosevelt emerges from these pages more clearly than ever before as a man who combined to an unusual degree intelligence, great breadth of knowledge, and a firm grasp of emerging realities and who, although flawed

by pride and a certain lack of genuine empathy for the disadvantaged, remains enormously impressive for his energy, his courage, and his consistently sincere desire to "follow the right" as he saw it.

Collegeville, Pennsylvania

Marvin Reed

Ellis W. Hawley. The Great War and the Search for Modern Order: A History of the American People and Their Institutions, 1917-1933. New York: St. Martin's Press, 1979. Pp. xvi, 264. Cloth, \$12.95; paper, \$4.95. Gerald D. Nash. The Great Depression and World War II: Organizing America, 1933-1945. New York: St. Martin's Press, 1980. Pp. xvi, 1976. Cloth, \$12.95; paper, \$4.95.

Ellis Hawley's The Great War and the Search for Modern Order and Gerald Nash's The Great Depression and World War II are companion books in the St. Martin's series in twentieth century American history edited by Vincent P. Carosso. Each volume is brief and without any illustrations, maps, or notes. Hawley's bibliography is more adequate than Nash's. Each volume has a reasonably satisfactory index.

Designed for students in undergraduate courses in twentieth century United States history, the editor and the authors of both works claim to have incorporated the findings of recent scholars, especially from the new managerial or organizational school of historians. Hawley, widely respected for his numerous articles and books on the Hoover presidency and on the New Deal, has in this slim volume on the American people and their institutions between 1917 and 1933 brilliantly described and analyzed the beginnings and early growth of an organizational society. Nash, in his account of the period between 1933 and 1945, is less effective. Although he periodically suggests that the contents under discussion were influenced by or would in turn affect the development of an organizational society, he fails to develop this theme adequately.

Hawley presents an interesting and new synthesis of the period, but unfortunately his readability is not very high. I fear most undergraduate students will be bored from the outset. The author has somehow managed to make the 1920s appear to have been a rather dull era. Of course he states in his preface that he is not particularly interested in "Bohemians, Babbitts, and bootleggers . . . [nor in] alienated cultural critics . . . or intolerant nativists or fundamentalists." Although Hawley does not ignore the latter, his principal concern is with economic, diplomatic, and political developments, especially as they relate to his thesis that many of the elements of the organizational society which have characterized the United States since the New Deal era but particularly since World War II had their roots in wartime experiences in 1917 and 1918 or during the Republican ascendancy of the twenties. This teacher-reviewer would probably not assign Hawley's book in a survey course in American history, but he would be more inclined to require it or suggest it as optional reading in an upper-division course covering the twenties in which most of the students were history majors.

Nash writes well and lower classmen will find his volume easy and enjoyable to read. The account, however, has some serious weaknesses. Much of the contents in Nash's study is readily available in most current general survey texts in United States history, and because of the absence of illustrations and other graphic aides it suffers by comparison. The lack of maps, for example, severely limits the usefulness of the chapter on the military and diplomatic history of World War II.

There are also numerous factual errors in the Nash volume. Cary Grant replaces Clark Gable as Claudette Colbert's co-star in the situation comedy, It Happened One Night. Fisk University is not in Atlanta, and Supreme Court Justice Frank Murphy was not the Governor of Michigan at the time of the racial clash in Detroit in 1943. Finally, the statement that Teheran was an Iranian seaside resort must have been written before the recent hostage crisis. Especially disturbing is the confused description of mid-thirties neutrality legislation.

Nash should be commended for his inclusion of a number of helpful sections on the status of ethnic and racial minorities as well as women during the depression and wartime periods. These are positive additions to a generally lively and well balanced book which unfortunately does have its deficiencies.

Spring Hill College

Howard W. Smith

William L. Griffen and John Marciano. Teaching the Vietnam War. Montclair, New Jersey: Allanheld, Osmun, 1979. Pp. xx, 183. Paper, \$6.50.

Textbook selection by public school teachers poses problems rarely faced by college instructors. Because the latter are freed from heavy community pressure, they may choose texts which closely reflect their own vision of the past. From the sampling of Professors Marciano and Griffen it is apparent that most of the available U.S. history texts used in secondary schools lack the sharp critical view of recent American foreign policy which has been more available to college students through the writings of William A. Williams, Walter LaFeber, Lloyd Gardner, and other members of the "Wisconsin School" of revisionists.

The authors have organized their work into two sections: Part I, the "Textbook Synthesis," analyzes 28 current texts to determine how they treat the Vietnam war; part II includes the authors' own history of this struggle based heavily on the Pentagon Papers. The most provocative portion of the book is the concluding chapter on the "social function of history textbooks within the larger purposes of American education." The authors direct their message to those educators who were "miseducated by dishonest textbooks and do not want more of the same visited on their children." The work incorporates the insights of educational theorists and social critics such as Noam Chomsky, Jonathan Kozol, Paulo Freire, Gabriel Kolko, and Howard Zinn. Although the authors see no conspiracy at work, they are troubled by the preponderance of the "conservative-hawk" and "liberal apologist" interpretations of the recent past. The former subscribes to an anti-communist acceptance of the domino theory of containment, while the latter embraces the more sophisticated "quagmire" thesis which applauds our motives but deplores the results of our Vietnam policy. According to the authors, neither explanation considers the possibility that the U.S. "committed the most blatant act of aggression since the Nazi invasions of World War II."

Such conclusions would doubtless prove alarming to most school board members, but nevertheless the authors have raised a crucial question on the role of public education in a democracy. For most Americans educated before the 1960s, U.S. history was a vital part of citizenship education and therefore a celebration of a democratic people's conquest of a continent and their emergence as a world power which twice helped to thrash the forces of evil in the twentieth century. Just as the history of race relations and of the realities of the peculiar institution have changed drastically since the opening round of the civil rights movement, so too will future history texts



reflect the magnitude of our disenchantment with out involvement in Vietnam. This book could be used to hasten that end and therefore its more important function would be as required reading for all prospective secondary school teachers in social studies.

SUNY Empire State College

Frank J. Rader

Michael V. Namorato, ed. Have We Overcome? Race Relations Since Brown. Jackson, Mississippi: University Press of Mississippi, 1979. Pp. xix, 232. Cloth, \$15.00; paper, \$7.95.

Have we overcome, since the Supreme Court declared racial segregation unconstitutional in 1954? First of all, it took over a decade of direct pressure by the black community to force the South and the federal government to dismantle Jim Crow and enact legislation in the spirit of the Brown case. It was only after the mid-sixties that black activist leaders began to look seriously at the institutional foundations of racism in America. By then, white attitudes concerning civil rights had changed, the economy began to flounder, media attention moved to Vietnam, and by the early seventies the Arab oil embargo, Watergate, and inflation pushed racial equality to a low priority on the national agenda. Have We Overcome?, edited by Michael Namorato, is an assessment of these years by seven leading scholars of American race relations on the twenty-fifth anniversary of the Brown case.

The first three essays, by C. Eric Lincoln, Vincent Harding, and Henry Levine, focus their attention on the impact of Brown on the black community. One would do well to begin the book with Harding's "So Much History, So Much Future: Martin Luther King, Jr., and the Second Coming of America," an excellent and readable analysis of King and the civil rights movement. Levin and Lincoln should follow in order. Levin provides a statistical analysis of the advances made by the black community during these years, particularly in the areas of education and employment. While gains have been made, Levin also concludes that "many changes did not take place . . . and full equality for black America is still far from being achieved." Lincoln's "The New Black Estate: The Coming of Age of Black America" agrees with Levin and goes on to note that the gains that were made largely benefitted the black middle class, which with its new mobility is rapidly moving away from the black masses. How far this process will go and its impact on black community culture is yet to be seen.

The second three essays concern themselves with the impact of Brown and the civil rights movement on white America. Robert Wiebe's exploration, "White Attitudes and Black Rights from Brown to Bakke," is the most salient of these three essays. Wiebe points out that even during the peak years of the movement the majority of whites had severe reservations about the desirability and the speed of civil rights achieved by blacks. By the late sixties and early seventies these reservations had crystalized into a backlash that eventually resulted in Bakke. The essays by William Leuchtenburg and Morton Horwitz on "The White House and Black America: From Eisenhower to Liberalism" suggest that the men who held presidential power and the American liberal tradition have reflected, and in no small part have been shaped by America's changing racial moods.

Have We Overcome? is a readable and quite informative exploration of American race relations since 1954. It provides the reader with an opportunity to look into the past thirty years with a sound knowledge of the present, and the variety of issues it raises should make this book a handy tool for studying modern American race relations. No doubt, when we all have

overcome, Brown and the civil rights movement will be seen as the very beginning of racial change in modern America.

Glassboro State College

Gary J. Hunter

#### CALLS FOR PAPERS

Generations--The Family in American Life: A Dialogue with the Community. This interdisciplinary conference, which will assess current knowledge about the American family in the past and present, is being sponsored by the Indiana University-Purdue University at Indianapolis Center for American Studies, March 25-27, 1982. As the title suggests this is not merely an academic conference, but one which has been designed from the outset to involved the general public. Persons interested in presenting papers should send proposals to Warren French, Conference Chairperson for Program, Center for American Studies, Indiana-Purdue University at Indianapolis, 925 West Michigan Street, Indianapolis, IN 46202, as soon as possible. If accepted a preliminary version of the paper will be expected by December 1, 1981.

The Fifteenth Annual Duquesne University History Forum will be held on October 12, 13, and 14 at the William Penn Hotel in Pittsburgh, Pennsylvania. Those wishing to submit proposals for papers or sessions, or who wish to serve as moderators or commentators, should contact the forum's director at the Department of History, Duquesne University, Pittsburgh, PA 15219.

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Edited with an introduction by  
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