

BOOK REVIEWS

E. LeRoy Ladurie. The Territory of the Historian. Chicago: University of Chicago Press, 1979. Pp. viii, 345. Cloth, \$21.00.

For the novice historian E. LeRoy Ladurie's The Territory of the Historian provides a fascinating defense as well as an introduction to the quantitative approach to historical scholarship. He presents a realistic statement of the value and limitations of quantitative history. Neither fanatically devoted to quantification nor contemptuous of narrative history, Ladurie's approach is balanced and generous, although some historians might object to his statement that "history that is not quantifiable cannot claim to be scientific" (p. 15).

The book is essentially a collection of Ladurie's essays describing the use of quantification and applying it to certain historical questions. Generally each section of the book is introduced by one or more narrative essays that give historical perspective to quantitative articles related to a particular topic. This arrangement provides variety and helps maintain the reader's interest.

Perhaps the basic value of the essays lies in the access they provide into the mind of a creative and imaginative historian, while demonstrating how quantitative history can be both exciting and interesting. Not only are these essays analytical and informative but they often concern fascinating and colorful topics. Many of the substantive essays focus on the history of ordinary people in Europe, especially in France, during the seventeenth and eighteenth century. In the essay, "In Normandy's Woods and Fields," Ladurie presents an engrossing account of rural life in sixteenth-century Normandy, taken largely from the diary of the nobleman Gilles de Gouberville. Other essays concern the historical development of the myth of Melusine, family life in sixteenth-century France, as well as the history of birth control, amenorrhoea, and death.

The essays are readable, which is a tribute to both the original text as well as the translation. Ladurie's style is subtly amusing and witty as when he contrasts the theories of medicine in sixteenth-century Normandy as "the emptying principle and the filling principle," referring to the practice of bleeding versus the idea of feeding the patient to cure his ills (p. 160). Perhaps the most distressing aspect of the writing is the inordinately long paragraphs. Much of Ladurie's research challenges traditional interpretations of the subjects he discusses. While he has a self-effacing way of stating his ideas and in general disagrees in a gentle manner, he can at times seem imperious in his critique of others. Of one historical interpretation he writes: "It would be easy to list other speculations of the same type, as naive as they are sterile" (p. 290).

While not for the casual reader--it would be a good idea to keep a dictionary handy--the essays are informative and challenging. Ladurie's approach is an excellent example of the interdisciplinary approach to history. The student of history, professional or otherwise, should find it a worthwhile use of his time.

North Texas State University

J.B. Smallwood, Jr.

De Lamar Jensen. Renaissance Europe: Age of Recovery and Reconciliation. Lexington, Massachusetts: D.C. Heath and Co., 1981. Pp. xiii, 402. Paper, \$10.95. De Lamar Jensen. Reformation Europe: Age of Reform and Revolution. Lexington, Massachusetts: D.C. Heath and Co., 1981. Pp. xii, 468. Paper, \$10.95.

These companion volumes are clear, well-written, and up-to-date introductions to Europe in the age of the Renaissance and Reformation. The volumes are independent and can be used separately or during successive semesters in a year-long survey of early modern Europe.

According to Jensen the period between the late fourteenth and mid-seventeenth centuries is united by significant change and reform in almost all aspects of human endeavor. The Renaissance and Reformation share the revival of classical antiquity, the hope to reform religion and society, economic expansion, and the early growth of the modern state. But whereas the Renaissance was a period of recovery from the economic and demographic crisis of the fourteenth century and a reconciliation between the pagan past and Christian present, Jensen argues that the religious revolution of the Reformation disrupted and repudiated this reconciliation and brought Europe once again into grave crisis.

Each volume is organized topically and where appropriate moves chronologically within the topics. Accepting the Renaissance and Reformation as distinctive and definable historical periods in which most aspects of European life are permeated by a common theme, Jensen begins with the core of each movement and then moves outward from the center. Thus in the volume on the Renaissance, after an excellent introductory chapter on "The Medieval Heritage," he looks first to the Italian city-states and to the efflorescence of a new spirit marked by a "higher regard for human attributes and destiny and a greater appreciation of physical beauty." This new spirit reached its peak with the greater political consciousness culminating in the civic humanism of the Quattrocento. From the political, economic, and intellectual developments within the Italian city-states, Jensen moves to an historical narrative of the Renaissance Papacy, the major states of Europe, overseas expansion, and, finally, the cultural rebirth of the Northern Renaissance.

Similarly, Jensen begins his discussion of the Reformation spirit with Martin Luther and the German upheaval and then expands the intellectual and religious revolution to the varieties of reformers and their impact in France, Switzerland, and England. From there he moves to the Catholic counter-Reformation and then to a straightforward political history of the major European states. Finally, the volumes end with a discussion of the rise of absolutism and the disintegration of European stability with the Thirty Years War.

Because Jensen is really writing histories of Europe during the age of the Renaissance and Reformation, the later chapters in both volumes on political and economic history seem forced into his interpretive framework. But this is a relatively minor--perhaps even unfair--quibble for what is more textbook than interpretive history. Individually, the chapters are written in clear and interesting prose, developing the themes suggested in the useful introductions to each chapter.

Although not sharing Jensen's view that the economic and social history of the period fit into the neat confines of "Renaissance" and "Reformation," I am impressed with his intelligent discussion of topics dear to the heart of modern social historians. If the author's history is still largely the conventional story marking the "crests" of time, his sections on popular culture, the role of women, family and home life, famine and plague, education, and the treatment and role of Jews in Europe amply show that he has not

ignored the underlying forces affecting the forgotten men and women of history.

Jensen is particularly good at weaving biographical sketches into his story. Whether discussing Petrarch or Luther and Renaissance or Reformation thought and art, Francis I and French politics or Francesco Datini and Renaissance business, the author portrays full-bodied historical figures within the context of a comprehensive treatment of their intellectual and practical contributions. He also frequently enriches his discussion of important intellectual figures with an extended quotation or two from their works. This approach is a great improvement over the too brief sketch afforded by most textbook writers.

Housed in a convenient 6-1/2" x 9" format, each volume has about 400 pages of text, good, up-to-date, annotated bibliographies, and useful maps and appendices. Unfortunately, the black and white illustrations do not match the quality of the text. Otherwise, these histories of the Renaissance and Reformation are welcome additions.

State University of New York, College at Cortland

Sanford Gutman

Lacey Baldwin Smith, Jean Reeder Smith. The Past Speaks, To 1688: Sources and Problems in English History. Lexington, Massachusetts: D.C. Heath and Company, 1981. Pp. xii, 350. Paper, \$8.95. Walter Arnstein. The Past Speaks, Since 1688: Sources and Problems in British History. Lexington, Massachusetts: D.C. Heath and Company, 1981. Pp. xiv, 427. Paper, \$8.95.

These books offer college students over two hundred substantial extracts from primary sources, gathered thematically into chapters, each with a short introductory essay and test questions. It is pointless to discuss the presence or otherwise of any particular document: Historians never agree on such things. All the conventional topics up to c.1960 which one might have expected to find do appear. A span from the Anglo-Saxon Chronicle to Bernard Nossiter is coverage indeed.

The treatment is more questionable. We are told little or nothing about origins, descent, or location of documents, or why we should consider a particular source either representative or reliable. They exist in a vacuum, from which (it is to be hoped) the teacher will be able to rescue them.

The decision to modernize spelling and usage is certainly defensible, but makes it all too easy for a student reader to forget the diversity of medieval England, with its three languages and innumerable dialects. The policy leads to near-absurdity in places. A bald translation of Richard fitzNigel's *Dialogus de Scaccario* as "The Course of the Exchequer, by Richard Son of Nigel", disparages official Latin and Norman-French genealogy at one and the same time.

The first volume has much solid material, a distinctly whiggish tone, and some irritating flaws. Observations on the "primitive" (authors' quotation marks) nature of Anglo-Saxon society, or the reference to a "tantalizingly modern" description of a fourteenth-century parliament, could confirm the common student heresy that early English history was but a mere prelude to modernity and Margaret Thatcher.

Nevertheless, the first volume does offer a practical introduction to the sources, even though the teacher will need to work hard to demonstrate that the past is indeed another country, where they do things differently. He or she

will not be helped by the absurd illustrations, blurred printing in some places, and inconsistent or eccentric spelling.

The second volume is entitled "British" history, although it has no more than half a dozen anglocentric references to Ireland and none to Scotland or Wales. Alas, British books rarely do any better. Arnstein has selected a representative, reliable, unsurprising set of documents. One does rather wish for something fresh. The book is much stronger on the nineteenth and early twentieth centuries than the post-1945 period. The latter is the real test, it being notoriously difficult to find organizing themes for recent British history. Dean Acheson's accurate observation, that Britain has lost an Empire and not yet found a role, characterizes the historian's difficulty along with the politician's.

The editor has chosen "swinging London" and "how Socialist is Britain?" as leading themes for the 1960s. The first is impure fiction. The second requires a longer discussion than Arnstein has space to offer, and is anyway fundamentally misguided. Political analysis should never overestimate British conservatism (albeit with a very small "c").

Nevertheless, the chameleon is imperceptibly changing color as always, even though forms of radical protest, proletarian riot, and devotion to the monarch are much as they have always been. The mistake lies in trying to interpret these shifts in terms of old-fashioned political terminology.

Events will doubtless overtake this review, as they have Arnstein's final pages. Better to use this reliable, unexciting collection for systematic class teaching up to 1945, and then turn to the excellent works on contemporary social and economic history now being published in Britain and Ireland.

It is striking how similar both evidence and interpretation appear to be in American and British source-books on English history, except when a clear picture is slightly obscured by frothings on the alleged threats of porn and communism. On the first, I bow to the authority of Lord Eccles and politicians everywhere. For the second, students should remember that Marx's (only) accurate prediction was that the British working class are hopeless fodder for revolution. Visitors will be quite safe, unless they describe British socialists as "Labourites" (p. 407). Native speakers never use this barbarous coinage, even after a second pot of tea.

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John Wilkes

Carol R. Berkin and Clara M. Lovett, eds. Women, War & Revolution. New York: Holmes & Meier, Inc., 1980. Pp. 310. Cloth, \$27.50; Paper, \$9.75.

Teachers who focus on revolution as a process will find Women, War & Revolution a particularly useful addition to the recent literature, as will those whose interests extend to the participation of women as a group in turbulent social change. In the best academic tradition, this book expands the work of a conference held in May of 1978 at Baruch College of the City University of New York. Seeking to provide more than a record of papers and panels, the editors have presented eleven essays on three broad themes: The importance of war and revolutionary activity to the emerging political consciousness of women; the elevation of women's expectations during such rapidly changing times with a resulting tension between those expectations and the demands imposed by a return to patriarchal "normalcy"; and the emergence of the ideology of patriotic motherhood as a mechanism for the resolution of such tension.

In Part One, "Political Participation and Economic Mobilization," the editors remind us that the story of female participation in war and revolution is a "twice told tale." Essays on the femmes sans-culottes during and after the French Revolution, the imperviousness of middle- and upper-class German women to the philosophy of Volksgemeinschaft and government attempts to mobilize them for work during World War II, and the active involvement of women in the same period in the shipbuilding industry in Portland, Oregon, all transcend individual tales of heroism and sacrifice. The French and German cases are studied in class terms, while the American story is told in terms of institutional responses to the availability of women for war work. Like their German counterparts, American women were asked to make sacrifices, but their entry into previously all-male occupations was facilitated by other incentives. It was no accident that women found good wages and child care facilities available during the emergency, and it is no accident that these attractions disappeared after the war.

"Persistent Patriarchy and Revolutionary Change" comprises five essays on such diverse topics as the legal status of women in post-Revolutionary America, the role of French institutions in keeping the femmes du peuple in their place during the Revolution, the emergence and decline of a distinctly feminist movement during the Russian Revolution, the de-emphasis of feminist goals and the resulting minor role for women in policy formation and implementation in the Chinese Revolution, and the changes in status of women in post-1961 Cuba. These essays all point to the tension between revolutionary participation and the long-standing prevalence of traditional sexist ideologies. What remains to be stated more emphatically is that these issues are as bound to the issue of class as they are to that of gender. Indeed, the presence of class biases often reinforces those related to sex.

Part Three, "The Retreat into Patriotic Motherhood," reveals that middle-class and upper-class women found roles as maternal educators and keepers of the moral flame of family life in post-Revolutionary France, in Italy after unification, and in the United States during and after World War I. In the first two examples, the idea of patriotic motherhood, while it denied real political or economic power to women, gave them the opportunity to exercise control in their own sphere which was defined by the needs of husbands and children. In the United States, patriotic motherhood proved to be a two-edged sword, as the ideas of the separate sphere and special nature of woman were utilized both by feminist pacifists who hoped to purify the realm of public policy-making through positive female influences and by antifeminist supporters of mobilization who went quietly about their daily, non-public activities, knitting socks and sending their sons to war.

For both students and teachers, the "Suggestions for Further Reading" provided by each author at the end of her essay and a good annotated bibliography compiled by the editors will prove useful. The picture insert provides some tantalizing hints at possible future contributions to the literature of women and revolution. One can hope for future articles or books on the mobilization of Japanese women in the 1905 war against Russia, the role of peasant women in Russia during World War I, and the participation of the soldaderas in the 1911 Mexican Revolution.

Walter Nugent. Structures of American Social History. Bloomington, Indiana: Indiana University Press, 1981. Pp. xiii, 206. Cloth, \$12.95.

This slender little volume is a "revised and expanded version" (p. xi) of the Samuel Paley Lectures in American Civilization delivered by Professor Nugent at Hebrew University of Jerusalem in 1979. The book's thesis is simultaneously appealing and debatable, and the author's goal is limited in scope yet grand in design. Combining new demographic studies with older ideas from T.R. Malthus and Frederick Jackson Turner, Nugent identifies shifts in population growth rates as the key to periodization in American history. Discarding traditional chronological periods, Nugent echoes Fernand Braudel in emphasizing the "broader patterns of historical structures and conjunctions" (p. 3).

In five tightly constructed chapters, Nugent traces the interrelated factors of population, land, natural resources, politics, and values in different periods of American history. A critic of modernization theory, Nugent, instead, combines Turner's emphasis on the availability of free land with Malthusian ideas about fertility, mortality, and migration as causes and as measures of social change. He applies Braudel's systematic, three-tiered description of historical periods, identifying events, which are of relatively short duration; conjunctions, which are transitional or medium-length periods of twelve to fifty years; and the long-term structures, which Nugent labels modes. These modes represent "a set of long-lasting social (and therefore economic and cultural) patterns" (p. 24) that change very slowly over one or two centuries and reflect the dominant behavior pattern of a majority of the population.

Nugent describes the early colonial period as a *Vorzeit* or "prehistory . . . in a demographic sense" (p. 41), when population was small and social units were scattered. A frontier-rural mode emerged about 1720 and remained dominant until a "Great Conjunction" from 1870 to 1920, when an embryonic metropolitan mode began to mature. After 1920, the metropolitan mode, which Nugent projects until 2020, became dominant. At different times, three "misfit" (p. 4) social patterns have coexisted with these dominant modes: "frontier-urban, settled-rural, and slave societies" (p. 5).

Structures of American Social History is filled with useful information and poses a provocative thesis. Critics will complain that Nugent's population paradigm is too artificial, some assumptions too general, and some historical comparisons too superficial. Although Nugent's modes do not differ appreciably from some conventional periods and the book will have limited usefulness for college survey classes, teachers will find the thesis interesting to examine. Specialists in social history, on the other hand, may be less impressed by Nugent's amalgam of reasoned argument and excessive conjecture, but they might find the book valuable as supplementary reading for social history classes. The reader might enjoy a few more maps and statistical tables, but the bibliography is excellent.

University of Oregon

Eckard V. Toy, Jr.

Peter Shaw. American Patriots and the Rituals of Revolution. Cambridge: Harvard University Press, 1981. Pp. 279. Cloth, \$17.50.

Except for those teaching graduate or specialized courses in the American Revolution, Peter Shaw's American Patriots and the Rituals of Revolution is not a book history teachers would assign their classes. Rather it is a book a teacher might turn to for a fuller and better understanding of the American Revolution. In the book Shaw tries to tackle the problem (which he probably

exaggerates) of why the American reaction to the British measures of the 1760s and 1770s was so excessive in rhetoric and emotionalism, and so flawed in logic. He proposes to use the "insights of psychoanalysis, anthropology, and literary criticism" (p. 2) to evaluate the ritual language of the Revolution. His conclusion (p. 5) is that "ritual proved more important than reality." Although interesting and at times insightful, the book is not without serious flaws.

In developing his thesis, Shaw focuses on three topics--symbolism, personal crisis, and the rituals and festivals of the crowd. In the first he examines the careers of Thomas Hutchinson, John Wilkes, and the Earl of Bute to show how they became symbols for authority, perfidity, the monarchy, and liberty. Shaw correctly argues that much of the rhetoric and feeling of the American revolutionary crisis dealt more with these symbols than with reality. The author next examines the crisis of conscience of four New England patriots--James Otis, John Adams, Joseph Hawley, and Josiah Quincy. In each case, the patriots had complicated relations with their fathers, tendencies to erratic and often irrational behavior, and ambivalence toward authority, all of which came to focus in their relationships with Thomas Hutchinson, the symbol. From these four individuals Shaw apparently wants to generalize about the relationship of the private to the public rituals in the making of revolutionaries. He greatly undermines his argument, however, by selecting four Massachusetts examples who perfectly fit his preconceived notions. In the last section of the book, which may include the most useful material for secondary school teachers, Shaw explores the rituals and symbols of the crowd and festivals. Especially good on the origin and significance of the Pope Day festivals, the meaning of liberty trees, and the extensive use of youth in many rituals (which dealt with a come-of-age process which both built solidarity and evoked replacement of authority), he also explains the importance of other symbols, such as blackface, effigies, and scapegoats. Taken together, the material in this section suggests ways in which the rituals both nurtured and restrained the rebels.

In conclusion, it can be said that Shaw has weakened his case by writing overwhelmingly about Massachusetts, and not the whole revolution; by choosing examples designed to fit his preconceived notions; and by failing to provide an adequate framework for his readers on the meaning of rituals, symbols, and some of the psychological concepts he draws from. Those of us who have less faith than Shaw in theories of psychology or the relevance of Nathaniel Hawthorne to the Revolution will also think many of his interpretations overblown. Nevertheless, this study of ritual and symbolism includes some new material, suggestive interpretations, and new ways of looking at things which can definitely improve our understanding of the processes whereby American nationalism and protest became American rebellion.

San Diego State University

Raymond Starr

John A. Schutz. The Dawning of America, 1492-1789. St. Louis: Forum Press, 1981. Pp. 217. Paper, \$7.95.

John A. Schutz has written a brief, fast-paced survey of North America from the period of exploration through the inauguration of Washington as first President of the United States. The book is part of Forum's American History Series that will, when completed, cover American history to the present.

Ignoring early Norse contacts with America, Schutz begins his story with Columbus. He does a particularly good job with the early English explorations and colonial failures and moves rapidly into the seventeenth century. One of the book's strengths is the author's ability to sketch quickly the outlines of

topics which have been the subject of complex historical investigations. He adequately covers Puritan and Quaker religious beliefs without getting bogged down in theology. In like manner, we are led through the controversies over colonial charters in the 1680s and the witchcraft hysteria.

Schutz is good at giving the background for important events. Thus he places the Sugar and Stamp Acts within the matrix of English politics, economics, and imperial policy. He does not do so well with the Townshend duties. Perhaps the best part of the book covers the military events of the Revolution. Schutz unfolds this exciting story with enthusiasm and drama. The years between the Peace of Paris and the Constitutional Convention receive cursory treatment. A discussion of the role in colonial policy played by the Lords of Trade would have been desirable. And the Great Awakening surely deserves more than a paragraph even in so brief a survey. Overall, however, Schutz does a remarkably good job.

The "Suggestions for Further Reading" will be of great value to students and teachers who are not well versed in the period. This section also features a brief discussion of the works of approximately fifty historians noted for their scholarship in the early American period.

The Dawning of America, 1492-1789, is not designed to carry the whole weight of instruction over the period that it covers. It will be most useful as a survey used in conjunction with specialized readings and lectures. In a course using a text this survey would be redundant. When properly used, The Dawning of America, 1492-1789 brings order to a complex and often neglected period of American history.

Alabama Humanities Resource Center

Richard Robertson

George T. McJimsey. The Dividing and Reuniting of America, 1848-1877. St. Louis: Forum Press, 1981. Pp. 219. Paper, \$7.95.

To attempt to write a survey of the Middle Period of American history in slightly over two hundred pages is no easy task. Given the limitations of length and time frame imposed upon him by his inclusion in a compartmentalized series in American history, George McJimsey has done an admirable job. He traces thoroughly the disintegration of the American Republic, the secession crisis, the politics of war, and the course of Reconstruction, showing an obvious understanding and use of recent scholarship in the field. A brief, but helpful, bibliography of major works in Middle Period history appears at the end of each chapter. While the writing is not particularly eloquent, it is nevertheless straightforward and clear.

In presenting his version of the Middle Period, McJimsey has been forced to do the same as those of us who have attempted to teach a course in Civil War and Reconstruction in a short summer session. There is so much to cover, and as a result, certain topics are treated fully, while others must be covered superficially or ignored altogether. To the author, the best way of making sense out of the Middle Period is to explain the American political party system. Between 1848 and 1877, northern politicians established the Republican party and "used it as their instrument for challenging the claims of southern slaveholders, for resisting secession, and for reuniting the nation." According to McJimsey, the Confederacy's failure to develop a party system proved a major weakness, thus lessening its chances for independence.

As a result of his bias toward politics, the author deals extensively with that topic, while giving less attention to social, economic, and military matters. The war years, for example, are covered in only 91 of the book's 212

pages of text. Of all subjects, the military is probably the most lightly treated. The major battles and campaigns are discussed briefly, as are concerns for leadership and strategy, and soldier life. Yet the war at sea is virtually ignored (the Moniter and Merrimac makes no appearance), the war in the Trans-Mississippi West is not covered, and little attention is given to the conflict being the first modern war.

For instructors of the Middle Period, my recommendation concerning The Dividing and Reuniting of America is this: If you tend to emphasize the pre-war years and Reconstruction, and are not overly concerned with Civil War military history, McJimsey's book is the perfect text for you. Even if you lean toward a military approach, this book could still be used, as long as you supplement it with additional readings about the war or prefer to treat that topic thoroughly in your lectures.

Instructors wanting an in-depth text on all aspects of the Middle Period may wish to stay with the old reliable standby Randall-Donald Civil War and Reconstruction. But if politics is your preferred vehicle for dealing with the Civil War and Reconstruction years, The Dividing and Reuniting of America may prove to be your best choice.

University of Tennessee

Charles F. Bryan, Jr.

Elizabeth Frick. Library Research Guide to History: Illustrated Search Strategy and Sources. Ann Arbor, Michigan: Pierian Press, 1980. Pp. x, 81. Cloth, \$9.95; Paper, \$5.95.

With this "do-it-yourself" book, and occasional consultations with librarians, the serious student should be able to find enough material to produce a creditable term paper. Elizabeth Frick's eleven by eight-and-one-half inch manual proceeds through the research process in a logical manner, beginning with choosing and narrowing a topic. Other chapter headings include bibliographies, bibliographic essays, and, of course, the card catalogue. In addition, there are suggestions for identifying the most authoritative books, for sifting relevant material from them, and for locating periodicals and government documents. For many students the most valuable part of the book might be Appendix III, an exhaustive list of basic reference sources. The book's illustrations are especially clear and helpful.

This guide does not deal with writing mechanics or style, and the only philosophical subtleties are found in the brief quotations that head each chapter. These allusions serve to lighten the tone of what is for most students a dry subject. Some will chuckle at Edward Champion's remark, "I would I might be suffered to shewe my cardes," which adorns the chapter whimsically entitled, "Tickling the Card Catalogue." (The author explains later that she used to tickle her sisters to make them reveal their little secrets.) In another place Frick suggests that beginning researchers "march right up" to a possible source and "grab it by the index."

Such levities are not numerous, however, and the book appears as a competent guide--the only one of its kind the reviewer knows of that is specifically oriented to historical research.

Winston-Salem State University

Howard A. Barnes

ON TEACHING RECENT HISTORY: AN EXCHANGE

Frank J. Rader's review of Teaching the Vietnam War by William Griffen and J.D. Marciano [Teaching History, 6 (Spring, 1981), 45-46] is an adequate description of the book's content and scope; however, his bland evaluation is entirely incorrect. The book should not be "required reading for all prospective secondary school teachers in social studies." On the contrary, it should be recognized more accurately as a superficial, ideological tract.

That secondary texts suffer from grievous flaws is axiomatic. Frances Fitzgerald's America Revised clearly made the point. Complex, controversial events do not condense well into the text approach, and Vietnam was one of the most complex, controversial events in the American experience. Texts do tend toward the prevailing "establishment" view. Vietnam coverage is poor, but the Griffen and Marciano textbook synthesis parody could have been done on most events in American history. The authors have told us nothing that any good classroom teacher does not already know.

Their "revisionist" concise history makes little contribution. Despite allowing themselves significantly more coverage of the war than is found in the texts which they survey, they do not greatly improve the story. Rather, they replace the establishment predilection with a simplistic rehash of the New Left perspective of the 1960s. Any student of the Vietnam literature will be amused by the slant of their "objective" sources. Gabriel Kolko, Carl Ogelsby, and the authors' favorites, Noam Chomsky and Howard Zinn, are provocative but hardly objective--nor particularly accurate.

In the guise of open-minded inquiry, the authors blithely dismiss major schools of interpretation such as the still arguable quagmire thesis, and they ignore some of the most important Vietnam scholarship in print including the recent contributions of Guenter Lewy, Leslie Gelb, Peter Braestrup, Ronald Irving, Robert Gallucci, Douglas Kinnard, Alan Goodman, and Herbert Schandler. Instead they prefer emotion-laded rhetoric such as Chomsky's assessment that "The American record . . . can be captured in three words: lawlessness, savagery, and stupidity," or that possibly the United States "committed the most blatant act of aggression since the Nazi invasions of World War II." Controversy may be good pedagogy; but polemic is poor substitute for scholarship.

My experience leads me to question whether the greater problem than the textbook orientation on Vietnam is the fact that students seldom reach that portion of the course. The subject needs to be taught and prospective teachers need to know the range of interpretations. Extensive reading in the vast literature is the only preparation. Teachers should not waste their time on such trivialities as this book; replacing one set of clichés with another is not progress. The novice might start with George C. Herring's excellent new text, America's Longest War: The United States and Vietnam, 1950-1975, a critical account; or if one wishes a damning but scholarly indictment of the American Vietnam effort, consult Paul M. Kattenburg's The Vietnam Trauma in American Foreign Policy, 1945-75.

Converse College

Joe P. Dunn

The authors respond:

There are four major points in Dunn's critique of our book: our work is ideological; it adds nothing to the knowledge of good teachers; our "New Left" perspective relies on the questionable scholarship of Noam Chomsky, Howard Zinn, et al.; and we ignored other studies of the war.

Jean Anyon has defined ideology "as an explanation or interpretation of reality which, although presented as objective, is demonstrably partial in

that it expresses the social priorities of certain political, economic, or other groups" ("Ideology and United States History Textbooks," Harvard Educational Review, 49 [August, 1979], 363). The officials who prosecuted the Vietnam war, and their supporters in the academic world, would have us believe that their position is objective, while baiting those as "ideological" who have called into question the nature of American imperialism which formed the basis for that war. The ultimate issue here is the extent to which any particular analysis of the war is objective: Which treatment is closest to the truth? Given the alternatives, we have concluded that the revisionist interpretation has a much greater truth claim than that promoted by apologists for the war.

Dunn argues that our book adds nothing to the knowledge of good teachers. This charge is disturbing. If he is correct, how do we explain the fact that this knowledge is rarely converted into curricular materials? Our experience, in a department of education, working with teachers, suggests that even good teachers are not familiar with the radical critique of the war. This happens because schools in general, and textbooks in particular, set limits of "acceptable" critique on important social issues. Further, it is wishful thinking to assume that teachers' intellectual and pedagogical training equips them with the critical skills to challenge the prevailing premises of American foreign policy. Most have not even considered Chomsky's views, let alone rejected them.

Dunn's attack on our "favorites" is interesting. Howard Zinn wrote the forward to the book at our request and we deeply appreciate his support; however, there are no references to his work in our history of the war. In that section, there are 118 citations from The Pentagon Papers, and 35 altogether from Chomsky, Kolko, and Oglesby. Why did Dunn ignore our primary documentation? Might his reasons be the same as the reasons so many text authors also choose to ignore this rich source, preferring to rely on White Papers and other documents intended for public consumption? Our analysis of the social function of texts--a different issue from the foregoing--relies heavily on Chomsky's work on the role of intellectuals in social and educational issues. His views, and those of Kolko, Oglesby, and Zinn, will not be given a hearing in American schools. Why? Has it to do with the truth claim of their efforts, or the evident ideological pressures from those in dominant positions?

Dunn chastises us for ignoring important scholarship on the war, including the contributions of Geunter Lewy. If Lewy, who defends the United States against war crimes, is representative of Dunn's scholarship criteria, we feel relieved to have been excluded from such scholarly company.

SUNY College, Cortland

William Griffen
J.D. Marciano

CORRECTION

Through an unfortunate error, the review of The American People by Burner, Genovese, and McDonald (Teaching History, 6 [Spring, 1981], 31-32) provided erroneous and incomplete price information. The volumes are \$9.95 each, the combined volume is \$14.95, and the cloth-bound combined volume is \$16.95. Since the cost of textbooks is often a consideration in adoption, we are eager to correct the prices which were reported significantly higher than their actual cost. Our apologies to Revisionary Press and our readers.

Revisionary Press informs us that the text is now in its second edition, including corrections, considerable added material in volume I, and a rewriting of the debates so that the sentence structure and vocabulary are now more accessible to the average student, and the points of difference are more distinct.

-- Book Review Editor

ANNOUNCEMENTS

The Missouri Valley History Conference

The twenty-fifth annual Missouri Valley History Conference will be held in Omaha on March 11-13, 1982. Papers and sessions will be presented on topics in American, European, Asia, African, and Latin American history, in various area and interdisciplinary studies, and on questions of research, quantification, and teaching methodology. For additional information write to Professor Bruce M. Garver, Department of History, University of Nebraska at Omaha, Omaha, NE 68182.

Public History Degree at University of Arkansas at Little Rock

In the last decade there has been an increasing awareness of the uses of history outside the classroom. Public history brings the historian's skills and methods to such diverse activities as museums, historical societies, archives, parks, businesses, and government. The Master of Arts in Public History (MAPH), offered by the Department of History at UALR, is a professionally-oriented program designed to serve the need for graduate education in this expanding career field. Designed to train historians for work in both the private and public sector, the MAPH program combines instruction in the research methodology of the historian with practical experience in the form of an internship. During the 1981-82 year a seminar in Arkansas history is being co-sponsored by the secretary of state at the capitol, and an introduction to public history course is being offered, in addition to a seminar on twentieth-century America.

For further information contact Patricia Mooney Melvin, Coordinator, Public History Program, Department of History, University of Arkansas at Little Rock, Little Rock, Arkansas 72204.

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