

## BOOK REVIEWS

Roland N. Stromberg. Europe in the Twentieth Century. Englewood Cliffs, New Jersey: Prentice-Hall, 1980. Pp. xii, 500. Paper, \$12.95.

"If the first act of the century was grandiose and the second hopeful, the last act looks simply tired and bedraggled." With this statement, Roland N. Stromberg gives his analysis of Europe in the twentieth century. Stromberg, who teaches European intellectual history at the University of Wisconsin-Milwaukee Campus, has tried his hand at writing a general history of Europe during the twentieth century for use as a textbook on the college level. Those familiar with the high quality of his earlier works, especially After Everything, will not be disappointed with his latest effort.

Stromberg set high standards for himself in writing this book. His aim was "to present a historical account . . . which is succinct, yet includes the essentials; which is readable . . . up-to-date in its scholarship, and judicious in its judgments as well as apportioning of space to the varied events and processes of human affairs." The author has succeeded admirably in achieving these objectives.

In fifteen chapters and fewer than 500 pages Stromberg has with clarity, a grasp of the essentials, and a vigorous style, given his account of twentieth-century Europe. The first ten chapters are devoted to the period from 1914 to 1945, an era of wars and revolutions, depression and dictators in which the European social order was facing a grave crisis. The last five chapters describe events from 1945 through the 1970s, a period of recovery which led to economic prosperity and political stability and a lessening of tension between the Soviet Union and the West. As Europe enters the last period of the twentieth century, Stromberg sees a return to pessimism as economic growth stalls, the energy crisis and inflation become critical, and many people become dissatisfied with a highly technological and bureaucratic society.

The author's expertise in intellectual history has not prevented him from giving equal weight to social, economic, and diplomatic history. The result is a well-balanced work which integrates the cultural element with the more traditional accounts. One weakness of the book is the insufficient number of maps and illustrations. While not as daring in its conceptual scheme as David Sumler, A History of Europe in the 20th Century, and more moderate in viewpoint than H. Stuart Hughes, Contemporary Europe, Stromberg's work is scholarly, balanced, and well-written, and will certainly give the college student "a solid foundation, on which he or she can build through further reading."

East Texas State University

Harry E. Wade

Topic Books. Cambridge Introduction to the History of Mankind Series. New York: Cambridge University Press, 1980, 1981. Various pagination. Paper, \$3.95. History Broadsheets. Exeter, New Hampshire: Heinemann Educational Books, 1981. Various pagination. Pack, \$8.95.

Only a small sample of two secondary-school history materials series from excellent sources in Great Britain are reviewed here. From Cambridge, six out of thirty-four Topic Books, ranging from The Maoris by Charles Higham to Edinburgh and the Medical Revolution by R.D. Lobban, were examined. From Heinemann, two titles for "lower-level history" in a Broadsheet series, which also includes eleven titles for "older pupils," were examined.

The sturdy, flexible-covered Cambridge books with their 8 x 8 format are each 48 pages long, with a glossary and many clear maps, drawings, diagrams, and illustrations. Designed to be used with or without Course Books (which were not reviewed) in a history of the world from earliest times, these works treat

certain people (Ronald Gray, Christopher Wren and St. Paul's Cathedral), places (Susan Woodford, The Parthenon), institutions (Walter Brownless, The Navy that Beat Napoleon), and events (Christine Viallis, Coalbrookdale and the Iron Revolution) in considerable detail. For those teachers whose approach to history is untainted with "social studies" heresies and is largely European in focus, these are very satisfactory books offering minute detail with little bibliography and no inquiry or problem-solving focus. Potential graduate students and their scholarly teachers in better schools will find these works of considerable value. American public school teachers faced with high school students reading at a fifth-grade level might find them useful as source materials but little else.

The Heinemann works (I reviewed Alan Steel, The Vikings, and John Ray, Discovery and Explanation) with their separate unbound four-page sections (18 and 16 sections respectively) are also well illustrated. Printed on less durable paper, though supplied in plastic "baggies," they are far less likely to hold up under school conditions. These works also have word lists, and furthermore they come with specific factual recall exercises for each of the sections. Since the series offers only thirteen specifically focused titles, it could not serve as the core of a complete world history course and consequently can only be considered as a supplement to other course materials. Perhaps the titles for "older pupils" would have proven more stimulating, but one is left with the impression that teachers finding the series useful would be those who focus on the ever diminishing handful of sixth-form students who plan to read history at the university rather than the far larger number who need vision and excitement more than mere precision and detail. Preparatory school teachers might use these works, but most American public school teachers would find them of little practical value.

Given the substantial contribution to better history teaching which has come from Great Britain in the past decade or two, the Heinemann series is disappointing. Innovative and pedagogically useful works must do more than simply package bits of the past in new packages.

Western Carolina University

Thomas O'Toole

Eugene D. Genovese. From Rebellion to Revolution: Afro-American Slave Revolts in the Making of the Modern World. Baton Rouge: Louisiana State University Press, 1979. Pp. 192. Paper, \$2.95.

In 1974 a minor revolution took place in Black historiography. In that year two books appeared which not only stirred historical debate but significantly revised the traditional historical interpretations of the slave experience. The first of these two books, Time on the Cross: The Economics of American Negro Slavery, by Stanley Engerman and Robert Fogel, presented itself as the first truly scientific assessment of the economics and lifestyle of the slave experience. Time On the Cross, however, with its mass of quantified data on nutrition, family demographics, health care, and treatment of slaves, only succeeded in bringing down a chorus of harsh and unrelenting criticism.

The second work, Roll Jordan Roll: The World the Slaves Made, was authored by Eugene D. Genovese. It too was a work of massive proportion; a deftly narrated history of Black slavery that encompassed everything from folk customs to religion to culinary habits. In three significant respects Roll Jordan Roll managed to distinguish itself from previous slavery study: It made extensive use of slave narratives and not just planters' diaries and records; as a result of the use of slave narratives, it provided the world view of the slaves with particular emphasis on the complex interaction between masters and slaves; its theoretical framework exposed the political, religious, and psychological

underpinnings of an oppressed group which subtly encouraged and courageously formed a "nation within a nation."

On the matter of slave resistance and revolts, Genovese provided a rather sketchy discussion in Roll Jordan Roll. Although he stated he had written extensively about the matter, he chose only to provide an excerpt from an already completed manuscript on the slave revolts in the modern world and thus left historians and readers anticipating a more complete statement. That statement has five years later finally arrived in From Rebellion to Revolution: Afro-American Slave Revolts in the Making of the Modern World. It is a work at once disarming, provocative, and inspiring. The impression left from the generalizations contained in Roll Jordan Roll was that Black people did not massively revolt due to the particular nature of the slave system (an outgrowth of paternalism); that the outlets provided by the slave use of religion in many ways inhibited the formation of cohesive political and revolutionary consciousness, and shaped instead an individualistic accommodationist approach to slave resistance. From Rebellion to Revolution amplifies these generalizations but puts them in the context of other slavery systems in the modern world. Furthermore, Genovese is concerned with how slave revolts affected the transition from seigneurialism to capitalism and produced for the slaves "their own history within the dominant modes of production."

In brief, Genovese surveyed slave revolts during the eighteenth and nineteenth centuries and concluded that the revolts represented attempts to restore African culture, values, and, more importantly, a society apart from the larger slaveholding regime. However, near the end of the eighteenth century and increasingly thereafter slave revolts took on the pervasive bourgeois ideology of freedom.

Many who might have expected a detailed account of U.S. slave revolts may be disappointed to find that Afro-Americans did not engage in the massive revolts as did their brethren in the Caribbean, Latin America, and South America. The largest U.S. slave revolt, in St. John-The-Baptist Parish, Louisiana, in 1811, has been recorded for us in only the barest outline. For most students who know anything of slave revolts, the Nat Turner revolt in South Hampton County, Virginia, (1831) is the best known. Others like the Stono Revolt in colonial Carolina, the New York Conspiracy, and the Gabriel Prosser and Denmark Vesey Conspiracies are less well known.

Many historians and teachers may be concerned at the thorough grounding in Marxist theory that Genovese places on his analyses and with the difficulty students may have in reading this book. But thankfully his is not a rigid doctrinaire analysis. It is a most lucid, succinct appraisal that draws on a wealth of primary sources and a solid reading in secondary and peripheral works on lower class and peasant uprisings. Teachers using this book should introduce it in upper level classes in American or Black history.

One criticism can be lodged and can best be put forth in the form of two questions. What if any impact did bourgeois freedom have in shaping the world the slaves made? What evidence from slave and free Blacks do we have to substantiate that impact or demonstrate its influence?

SUNY College at Cortland

Charles T. Haley

Teaching Family History: Papers from Old Sturbridge Village. A reprint from The Journal of Family History, VI (Spring, 1981). Sturbridge, Massachusetts: Old Sturbridge Village, 1981. Paper, \$2.95.

Old Sturbridge Village, a highly regarded restoration of an early nineteenth-century New England community, is the scene of an outstanding example of a

creative program for sharpening public awareness of social history. Staff members of the museum village have compiled their insights into teaching family history in this convenient reprint. The pieces by Pamela Beall, Warren Leon, Peter O'Connell, Ellen Rothman, and Caroline Sloat could guide secondary and college teachers in the use of material culture as the major resource in presenting the history of Early American families to students. Specifically, the authors have examined the potential of museum villages and historic houses, photographs and paintings, censuses and inventories, and other contemporary accounts for involving students in interpreting the past. Their suggestions are geared toward convincing teachers to use artifacts, rather than abstractions, to explore the nature of families and community life prior to the Civil War.

Each of the essays skillfully reduces the anxiety of teachers who have little formal acquaintance with material culture and its advantages in classroom use. One of the articles, for example, shows how demographic information, extracted from its formidable census format, can encourage students to question how wealth and status were secured in an agrarian community as well as examine the nature of family relationships, the life cycles of certain individuals, and family size in a specific historical period. Warren Leon's perceptive essay on photographs and paintings explains the limitations of posed and highly selective depictions, but nonetheless offers a helpful analysis of how these items might be used to describe social change. It is a misfortune, then, that the brevity of each selection prevents the development of some of the tantalizing insights into the value of artifacts for instruction. The essays do conclude with discerning annotated bibliographies, which discuss worthwhile sources on each of the topics.

The method of teaching practiced and preached by the Old Sturbridge staff has a considerable advantage over traditional means. The judicious use of material culture can relieve the boredom of textbook history and involve students in the re-creation of the history of a specific time and place. Such a mode of instruction, however, exacts payment of a certain price. Teachers must prepare adequately in advance. But perhaps the most serious problem with these essays is their relation to the holdings of an outstanding museum and its progressive staff. Limitations of funding and location can easily frustrate the teacher's desire to duplicate Old Sturbridge's successes. Furthermore, the study of family life outside of the Sturbridge milieu requires familiarity with divergent class, ethnic, racial, and religious factors, and the raising of different questions that are beyond the scope of this study. The essays cover a limited period of time and a restricted geography and cannot be expected to serve as a universal training manual.

These papers contribute handsomely to the demystification of teaching family history. Teachers with minimal knowledge of family history and material culture will discover that these essays are an essential point of departure. Still, one ought to investigate the views of those who question the educational value of museum villages. Michael Wallace's "Visiting the Past: History Museums in the United States," Radical History Review, XXV (1981), read with these papers, might prove to be a provocative combination.

SUNY College at Plattsburgh

Anne M. Klejment

The Small Town Sourcebook: Reliving New England's Past Through Pictures, Ads, and Personal Histories. In two parts. Paper, \$6.95. Guide to the Small Town Sourcebook. Sturbridge, Massachusetts: Old Sturbridge Village, 1979. Paper, \$3.95.

Thorstein Veblen wrote: "The country town is one of the great American institutions; perhaps the greatest, in the sense that it has and had and continues to have a greater part than any other in shaping public sentiment and

giving character to American culture." In recent years a large number of scholars, no doubt hearing Veblen, have turned to the small town as a topic for serious historical inquiry, and it is certainly time that quality instructional materials on this topic were available.

The Small Town Sourcebook is such a work, albeit limited to New England and aimed at an elementary to middle school audience. Produced under the auspices of an NEA grant by the Old Sturbridge Village staff, a score of teachers from area elementary schools, and consultants from local historical agencies, the Sourcebook is designed to be used with one's own materials in studying the local community. By combining photographs, engravings, original documents, personal reminiscences, and brief comments and questions, the project authors have "tried to make the book visually exciting and fun to read."

Part one of the Sourcebook presents life in 1820 and changes occurring to 1900, drawing upon the experiences of five Massachusetts towns--Holland, Wales, Brimfield, Southbridge, and Sturbridge. Part two repeats the process, offering similar experiences for life in 1900 and changes to the present. A teacher Guide provides a wealth of instructional suggestions as well as further background material and documents. Students are encouraged to interpret photographs and other illustrations, weigh the words of townspeople, and compare their lives with those about whom they read. The Sourcebook covers topics ranging from education, work, play, family, and community events to immigration and technological change. One receives a good sense of the voluntaristic and face-to-face quality of life of the nineteenth-century small town as well as its later disappearance. Overall, the approach somewhat reminds one of the anthropologist's technique of "thick description."

Of course no work satisfies all readers, and The Small Town Sourcebook is no exception. While not to be faulted on the excellent presentation of meaningful, well chosen material, the authors' choice of topics seems lacking and their historical interpretations a bit simplistic. This reader was dismayed to see socio-cultural-economic change interpreted almost entirely as the result of technology, leaving little room for other causative factors. Worse, yet, is the almost complete evasion of the role of religion in family and community life. Perhaps the authors purposely avoided this topic because of the present secular nature of public schools; however, to leave out religious belief and activity from an historical discussion of small towns, particularly New England small towns, seems truly inappropriate.

Finally, the background essay in the Guide, while presenting teachers with nice capsule chronicles of the five towns covered in the Sourcebook, makes small effort to weave the experience of these communities into the larger drama of the small town in American life. For the teacher unfamiliar with this landscape, no bibliography pertaining to community history is offered. Yet, it would seem that elementary and middle school faculty would relish knowing of recent scholarship and welcome at least a guide to sources, if not a synthesizing essay. Nevertheless, The Small Town Sourcebook is a useful and welcome pedagogical tool.

Gavilan College

James C. Williams

David Stannard. Shrinking History: On Freud and the Failure of Psychohistory. New York: Oxford University Press, 1980. Pp. 187. Cloth, \$12.95.

In this scholarly and polemical book, David Stannard presents many cogent criticisms about the use of psychoanalytic theory in the interpretation of historical data. Not only does Stannard repeat the standard observations about the dangers of vulgarity, reductionism, and trivialism, but he goes much farther than this, for he challenges the underlying concepts of Freudian

approaches to historiography. He declares: "The time has come to face the fact that, behind all its rhetorical posturing, the psychoanalytic approach to history is--irremediably--one of logical perversity, scientific unsoundness, and cultural naïveté."

Professor Stannard is extremely (and I think justifiably) critical of the way in which Freudian and neo-Freudian psychohistorians take liberties with questions of fact. Emphasizing Freud's irresponsible speculations about Leonardo da Vinci, Stannard criticizes the practice of using a combination of psychoanalytic theory and unrestrained imagination to fill in the gaps when there is a paucity of dependable information, especially when one is dealing with an individual's early life. In the interesting chapter devoted to "problems of fact," Stannard does not provide the specialist with a great deal of new information (nor does he claim to), but he does provide admirable summaries of the existing literature, such as Meyer Schapiro's "Leonardo and Freud" and Roland Bainton's analysis of Young Man Luther.

The second topic of Stannard's book relates to the "problems of logic" found in psychohistorical literature. In an example such as employing the concept of primal scene trauma to account for Hitler's anti-Semitism, Stannard observes that Robert Waite and other psychohistorians are guilty of the fallacy of post hoc, ergo propter hoc. Even if it could be shown that the young Hitler experienced this trauma, in other words, one could not logically conclude that this was the cause of Hitler's anti-Semitism unless it could be demonstrated that there exist no alternative causes for this particular bias. Not only do psychohistorians often use the post hoc fallacy in assuming that A is the cause of B, Stannard notes that psychohistorians add a "new twist" to this fallacy when they assume that certain kinds of adult behavior are evidence of specific events in young childhood, using the existence of B as proof that A actually occurred. The historian, notes Stannard, should be skeptical of the practice of writing history as it should have happened according to the logic of psychoanalytic theory. One must, at the least, ask for the evidence which supports the underlying theory.

It is concerning this topic of "the problems of theory" where Stannard has performed his greatest service to the historian. Stannard argues that one must be skeptical about appeals to clinical experience as evidence of confirmation of psychological theory (since the clinician interprets any experience in terms of theoretical expectation), and Stannard delights in showing that psychoanalysts have not managed to refute Hans J. Eysenck's evidence that psychoanalytic therapy is no more statistically successful than either alternative therapies or remission which occurs without professional therapy. Since most historians have not investigated this topic, Stannard has performed an invaluable service in analyzing the vast literature devoted to the attempt to either confirm or falsify the various theories of psychoanalysis--works such as Fisher/Greenberg, The Scientific Credibility of Freud's Theories and Therapy. Stannard concludes that there are good reasons to accept the validity of many of the trivial, commonplace theories of Freud (e.g., that the anal triad of frugality, obstinacy, and orderliness tend to cluster together), but that there is almost no evidence to support Freud's speculative, sensational theories of causation (e.g., that an unresolved Oedipal complex often is a cause of neurosis). Psychohistorians tend to rely upon theories of the second category, and Stannard writes that such theories are "at best unconfirmed and at worst disconfirmed."

Stannard's assessment of Freudian psychoanalysis, in my view, is fundamentally sound. Stannard can be criticized, however, for not providing more analysis of the subtler versions of neo-Freudianism. Stannard's criticisms do not appear to be relevant to a book such as Fred Weinstein's The Dynamics of Nazism. Stannard does have some nice things to write about Robert Coles, and

it seems that he would not classify writers such as Coles and Weinstein as belonging to the psychoanalytic tradition. Yet, if Freud used a narrow definition of this tradition, Coles and Weinstein (and many other "heretics") appear convinced that they follow in Freud's footsteps, even if they reject most of his theories of causation. In the future one can expect that the so-called psychohistorians will rely less upon the crude theories of Oedipal causation, and they will probably be attracted to more subtle versions of watered-down neo-Freudianism. It is somewhat unfortunate that Stannard did not provide additional information about this kind of approach.

Since any perceptive historian is interested in the dynamics of the human psyche, there is no etymological reason why the term "psychohistory" should refer only to the use of psychoanalytic theory. There are, in fact, many alternative schools of modern psychology, alternatives which sometimes can provide interesting insight into human personality and behavior. I would criticize Stannard for not providing further material about these non-psychoanalytic approaches to psychology. Although he does provide some interesting observations about behaviorism, Stannard fails to analyze the school of "cognitive psychology" developed by theorists such as Aaron Beck and Gordon Allport--a perspective compatible with the common-sense psychology used by most historians. I think, moreover, that the student of history can learn a great deal from such works as Stanley Milgram's experiments concerning obedience. Stannard has done an excellent job in demonstrating the inherent weaknesses of the Freudian approach, but his work would have been more valuable if he had provided additional information about the "scientifically-based" investigation of the human psyche.

There are many ways in which the teacher of history might make good use of Shrinking History. I think it would be difficult to find a more interesting book for a course or seminar devoted to historical methodology. Many students become fascinated by psychobiographies of men such as Hitler or Nixon, and Stannard's book provides students with a rational basis for the evaluation of historical interpretations based on psychoanalytic theory. In addition, this is a book that the history teacher can assign to the student who has a special interest in psychology and human behavior--an indirect way of stimulating curiosity about history.

Mount Senario College

Thomas T. Lewis

ON TEACHING RECENT HISTORY: FURTHER COMMENT

To the Editor:

I think that it was quite wrong of you to publish Joe Dunn's intemperate attack upon Griffen and Marciano in the Fall 1981 issue of Teaching History. Given the revival of interest in this controversial topic of Vietnam, a symposium of views would have been more appropriate.

"That secondary texts," writes Dunn, "suffer from grievous flaws is axiomatic." Maybe; but is it axiomatic that virtually the entire textbook publishing industry shall take upon itself to print as factual truth the crude propaganda line to which the government subjected the public during the Vietnam years?

Yet this is what we are talking about. I have examined many of these highschool texts that Griffen and Marciano dealt with. In my view their account of what these texts teach is entirely accurate.

What is involved here is not the illumination of 'grievous flaws' in the texts destined for the captive massive audience. We are talking about the dissemination of manifest lies. Griffen and Marciano, in my view, performed a service to the profession when they drew attention to this.

Critical evaluation of our textbook industry is a professional obligation that we have too long dodged. We need more such evaluation, not less, and we don't need the putdowns of the Joe Dunns who seek to clog these evaluative efforts.

Sincerely,

School of Law, Rutgers

John Anthony Scott

ANNOUNCEMENT

The history department at Pembroke-Country Day School has received a grant to undertake research on the subject of the advantages and disadvantages of using a standard textbook as the principal focus of survey courses in United States, European and World History. We are particularly interested in the testimony of instructors at the high school and college levels who have attempted, successfully or unsuccessfully, to teach their survey courses without using a standard text. References to unpublished M.A. and Ph.D. theses and to articles in specialized educational journals relating to the educational value of standard textbooks would also be helpful. Please send your testimony and/or suggestions to: Carl R. Schulkin, Pembroke-Country Day School, 5121 State Line, Kansas City, MO 64112.



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