BOOK REVIEWS

Herbert Butterfield. The Origins of History. New York: Basic Books, 1981. Pp. 252. Cloth, $20.00.

This posthumous book by the author of The Whig Interpretation of History is a survey of the development of man's awareness of history as a tool and a concept. It is not a history of historiography. The work's central theme is the close attachment of historical thought to the prevailing religious philosophies of the cultures surveyed. In clear and concise chapters he discusses each major contribution to historiography with a side discussion of Chinese historical thought. Inclusion of Islamic history is brief due to Butterfield's death before he finished the work.

Most ancient peoples had little concept of the interrelationship between the past and present. We learn, however, that the Hittites developed an historical consciousness based on a recognition of the need to justify their decisions on ethical grounds. The Ionian Greeks experimented with "scientific" history to relate themselves to other peoples and their experiences.

Butterfield concludes that the Jewish writers and the Christian fathers developed the beginnings of western historical thought. The Hebrew people were rooted in the past by a shared origin and by the Promise of God and the Mosaic Law. The early Christians were historically conscious because of the need to tie Christ to historical Jewish prophecy and the effort to understand the teachings of the early disciples. The major change in historiography created by Christianity was the concept of a noncyclical view of history. They believed in a linear and therefore decipherable view of the past as the fulfillment of divine purpose.

In the seventeenth and eighteenth centuries history was secularized and skepticism concerning source material became a practice. More recent history is dedicated to proving the idea of progress or the ultimate fulfillment of some philosophy. These historians, whom Butterfield calls "lapsed Christians," owe a great debt to the Christian concept whether they realize it or not. While attempting to throw off theological dogma and otherworldliness, they mimicked the Christians in an effort to unfold the human drama.

Although the reader schooled in historiography may think that much of the material in the chapters is rather obvious, it is the pulling together of this material into a pattern of thought that is the real contribution of Butterfield. This book would find ample use in any class in which historical scholarship might be discussed. For the student the ample provision of readings from early and unfamiliar texts is provided within the body of the book. The bibliography on historiography is excellent. The limited length and lack of assumption of a wealth of previous knowledge of the subject make The Origins of History an ideal supplemental aid in history or philosophy classes.

Richard L. Means

Mountain View College

David Bruce, Peter Hill, and Margaret Williams. Inquiry into Asia: A New Approach to Asian Studies. Exeter, New Hampshire: Heinemann Educational Books, Inc., 1981. Pp. vii, 96. Paper, $8.00.

A book like this is long overdue. The number of general and specialized works on Asia has grown greatly in the last few years, but most of these books have been designed for college or graduate students. Writing a general survey of Asia for the high school level is, therefore, a project that should be considered praiseworthy. The authors have created a book that contains a wealth of information and detail on everything from

Indonesian batiks to Chinese communes. Yet while this information may be valuable to many teachers and advanced or interested students, the book cannot be judged a success.

The organization of the book defies description. The authors apparently developed a series of neat chapter headings and then randomly distributed information into these headings. For instance, the first chapter entitled "Asia: Understanding the Background" begins, as one would expect, with a description of the geography and population of the region, jumps from there to the coming of Europeans to Asia, and ends with a one-paragraph history of the development of nationalism in Asia.

Questions pop up suddenly and totally out of context. A discussion of the nuclear family is followed by an unexpected: "Do you know what polygamy is?" And there are reams of tedious and mostly unnecessary explanation of what the authors are about to narrate. Too often the authors make statements such as "To understand China today, we must understand its past . . ." or "Very few books give much information about early China, but we should note . . ." Instead what is needed is livelier prose. Included in the book are a couple of sample advertisements and stories from Indian newspapers that tell as much about Indian society as ten pages of description. Unfortunately, these kinds of examples are used too rarely.

An exception to this is a narration by one of the authors of a visit to a Chinese commune. This visit, which could have provided valuable information, is principally an explanation of the communal educational system and it is horribly out-of-date. Some minor problems of detail and date are bound to occur in a work such as this (on page 25, for instance, the Chou dynasty is mistakenly referred to as the Chang dynasty) and can be overlooked. But there is no excuse for a book published in 1981 to ignore the vast changes in the Chinese educational system that have taken place since 1976. The Chinese educational system that is described in this book no longer exists in China.

A final note that should be made is that this book was written for the Australian reader and the references here are all to Australia. Presumably this would be changed in an American edition of the work, but if that were not the case many of the comparisons might be very confusing for most high school students. Even without these changes the book is probably not worth ordering. An easy-to-comprehend book on Asia that would dispel common American stereotypes about the region is still needed.

Colby College Lee Feigon

Brian Catchpole. The Clash of Cultures: Aspects of Culture Conflict From Roman Times to the Present Day. London: Heinemann Educational Books, 1981. Pp. viii, 184. Paper, $10.00.

Montaigne justified the study of history, in part, by observing that it gave one perspective and overcame ethnocentricity. Such, too, is the effect of this ambitious and perceptive book by Brian Catchpole, Principal Lecturer at Kingston-upon-Hull College of Education in Great Britain and author of five "map history" volumes. The Clash of Cultures is a study of some two dozen distinct cultures, emphasizing the impact on peoples of the intrusion of alien and often more violent or advanced societies. Catchpole uses the term "culture" to signify the basic way of life, habit of mind, or community sentiment of a given society at a particular point in history, with an emphasis on those elements the people involved deemed most important, especially religion, ethics, social structure, and military matters.

He focuses on seven culture conflicts: Rome's conquest and assimilation of Celtic Britain, a clash of two pagan cultures; the Christian conversion of Anglo-Saxon England and that culture's absorption of the Viking invaders; the Crusades, in which Islam had more to offer culturally than Christendom; the European intrusion on Native Americans; nineteenth-century imperialism in India, South Africa, Australia, and the American West; the endeavor by the Nazis to obliterate Polish culture; and, finally, the resistance by Canadian Eskimos to environmentally destructive technology in the 1970s. The result is a set of fascinating, lucid, and even-handed studies which probe the essentials of often unusual cultural entities and examine how cultures both perceive and misunderstand one another. These essays raise profound questions about what ought to govern the settlement of conflicting demands among antagonistic cultures and how value systems ought to be judged, particularly when the survival of one means the extermination of another. The Clash of Cultures has undeniable use for college classrooms, particularly to inspire discussion in world history courses.

The book does have its flaws. Catchpole largely ignores the testimony of intellectuals, literary figures, and artists, individuals whose creations often articulate most completely the standards of their cultures. American students probably require more thorough definitions of such phenomena as Boer Calvinism, the Victorian mind, and the roots of antisemitism. It might even be debated whether it is valid to generalize so broadly about the outlook of entire peoples, a point Catchpole himself mentions in a footnote. When Catchpole moves beyond the realm of British history, he sometimes commits odd blunders, such as attributing the First Crusade primarily to the Pope's desire for a reunified Church or seeing 1930s Germany as primarily Catholic. Even so, caveats and cavils aside, this book, with its up-to-date scholarship, informative maps, and helpful bibliographies, is valuable and recommended reading.

Fort Hays State University Robert B. Luehrs

Joseph R. Strayer. Western Europe in the Middle Ages: A Short History. Third Edition. Glenview, Illinois: Scott, Foresman and Co., 1982. Pp. viii, 207. Paper, $10.95.

In the third edition of Western Europe in the Middle Ages, Professor Strayer has made only minor changes in the text, most of which concern the fourteenth century. His objectives remain the same as in the first two editions: "To give an interpretation of the significance of medieval civilization, not an outline of medieval history," and to demonstrate that the essence of a civilization is organization and specialization, and that the survival of that civilization is dependent upon a common set of ideas and beliefs. Consequently, medieval institutions and religion are given primary consideration by the author. These themes are of crucial importance for instructors considering the book as a text.

The book's main thesis is that the Middle Ages is a valuable period to study because it presents a well (comparatively) documented account of the rise, development, and fall of a civilization which has had profound significance upon our own. In Professor Strayer's judgment, it is the rise, development, fall cycle which gives the Middle Ages a unity.

The best way to understand the consequences of this civilization is to examine its primary institutions. In order to do so, the author concentrates on religious and political institutions: the development of the Church, the papacy, the evolution of the political community from provincialism to national monarchy, etc. These are the subjects which run through the text.

The author is successful in presenting his arguments in a lucid, intelligent, and understandable manner.

The reader should come away with a clear understanding of such important historical themes as why French and English government institutions developed differently, why the papacy and German monarchy failed, or how important the Christian faith was in unifying Western Europe in the Middle Ages.

This is not to say the book is without limitations. It lacks balance, with nearly half the text being devoted to the twelfth and thirteenth centuries (the critical centuries in the maturation of medieval civilization, in Strayer's opinion). In some instances the transition from one time period to another is not clear because of the concentration on institutional development. This could be very confusing to the student who is a novice. A further problem is frequent inundation with names of relatively obscure individuals.

However, for the instructor who wishes a brief, unique, and excellent account of medieval civilization, Western Europe in the Middle Ages is a fine teaching tool. Professor Strayer provides the classroom teacher with ample material for historical interpretation, and I am sure the third edition will continue to be a popular and challenging text for both students and instructors.

Central Michigan University Benjamin F. Taggie

Fernand Braudel. On History. Chicago: University of Chicago Press, 1980. Pp. ix, 226. Paper, $6.50.

Braudel's book On History contains the author's very personal philosophy of history and as such is of interest to the professional historian. Braudel, a historian of world repute, is most noted for his works The Mediterranean and the Mediterranean World in the Age of Philip II and Capitalism and Material Life. Many of the articles and essays in this collection, published within the last twenty years, are available for the first time in English. As such they reflect Braudel's preoccupation with the confrontation of "history with the other human sciences." They also illustrate his basic contention that history must be viewed over a long period, a longue durée. Throughout one sees Braudel's advocacy of the longue durée method as opposed to l'histoire événementielle, the history of events. He argues against "traditional history" and maintains that historians cannot divorce themselves from their age because history is the child of its time. Studded with historical and historiographical allusions, this book is not for the beginning history student, but only for the historian who has a strong grasp of his discipline, a willingness to grapple in some cases with abstruse concepts, and a tolerance for a strong annaliste point of view.

Kansas State University Marsha L. Frey

Roy Sturgess. The Rural Revolution in an English Village. New York: Cambridge University Press, 1981. Pp. 48. Paper, $3.95.

The topic books in the Cambridge University Introduction to the History of Mankind series emphasize a thematic approach to history within a time frame. There are studies on rural life, city and town life, warfare, religion, famous people, and building and technology. The Rural Revolution in an English Village is a topic book on rural life.

This profusely illustrated study selects out Botherby Furness, a typical English midlands village, to illustrate the enclosure of the land and the changes that resulted at the time (c. 1735), focusing in particular on the impact that the enclosures had on the position, power, and privilege of the English squirearchy. The reader gets a sense of the trauma that must have attended the changes in agriculture that were going on at that time.

The enclosures under George III's reign are looked at in some detail. The Napoleonic Wars which occurred in the middle of the reign of this Hanoverian monarch produced some dramatic changes in agriculture, we are told, the most notable being that the closing of the common fields was more due to common agreement by the landholders than any external influence such as a war, and the dispersal of the rural populations to areas away from the traditional villages. These points are well taken, for they set these enclosures apart from all those that occurred from Tudor times onward.

Students of this period know that with the coming of the Napoleonic Wars, English farmers prospered due to higher prices on agricultural products, but in the process the land was overburdened beyond the limit of what was even practical at the time given the state of English agricultural science. This evulsion in the long run appears to have been offset by the introduction of new labor saving devices of which most proved to be unproductive. The positive thing was that there was a willingness to experiment with these new devices despite the shortcomings and failures. Arthur Young was pivotal in this agricultural innovation, helping to spread these new ideas.

In the period following the Napoleonic Wars, surpluses of grain drove prices down, helping the consumers but hurting the farmers who had prospered on war. The Corn Law legislation of that period addressed itself to the plight of the once prosperous English farmers by placing restrictions on foreign grain coming into England. The Corn Laws represented the English version of what was known in America at the time as protectionism. It had the desired effect, however, for it drove the price of grain up, restoring some measure of prosperity to the farmers of rural England, but victimized consumers, particularly the poor. This led to all kinds of social unrest which took some interesting forms at a time when England was casting a wary eye on revolutionary ferment on the continent of Europe.

There are probably some lessons for us here. It is patently bad policy for the government to manipulate the law of supply and demand through instituting protective devices in the interest of special groups. It was the laissez-faire economists who pointed out long ago that the best economic results could be realized if the law of supply and demand were allowed to run its natural course without interference.

Quincy Junior College Lawrence S. Rines

Charles Ross. Richard III. Berkeley: University of California Press, 1981. Pp. liii, 265. Cloth, $24.50.

Richard III has been a controversial and much studied king since William Shakespeare's great play. Professor Charles Ross, an eminent scholar and biographer, has done a superb job placing the king into the context of fifteenth-century English history. Ross's biography is not conventional Rather than presenting a life narrative, the author approaches Richard III thematically within a chronological framework.

The study is politically oriented with the focus upon how to gain and keep power. Richard's usurpation of the kingship is seen by the author as a combination of Richard's character traits and his ability to seize the opportunities existing at court--the political, social, and economic divisions. The murder of Edward IV's sons is presented as an enlightened bibliographic chapter in which Ross leaves judgment to his readers. The important point the author wishes to make is that Richard III's contemporaries believed him responsible.

This book is extensive not only in narrative but in bibliography. The Introduction is an exhaustive essay on literature relating to Richard III. The book is well larded with pictures, notes, and illustrations. The study is highly recommended for teachers and students alike.

Northern Arizona University Delno C. West

John Brewer. Party Ideology and Popular Politics at the Accession of George III. New York: Cambridge University Press, 1981. Pp. ix, 382. Paper, $19.95.

Inspired by the monumental wealth of material produced by Sir Lewis Namier and his disciples, the political world of George III has been examined repeatedly by a seemingly endless list of probing historians. Yet because, as claimed, Professor Brewer has successfully preoccupied himself less with the battered issues of parliamentary politics and more with the fascinating "political and social life beyond Westminster," he has made it work and admirably so. In short, the book is bold, incisive, and enlightening enough to have earned a secure place in the realm of an already-overcrowded eighteenth-century British historiography.

Significantly, Brewer divides the political structure into three distinct periods: 1675-1725 as the years of emerging stability; 1725-1754 as a time for consolidating that stability; and 1754 until the "spectre of the French Revolution" as the years during which that stability gradually disintegrated. In the process, he acknowledges his clear intellectual debt to J.H. Plumb, whose influence is obvious throughout. Brewer's particular emphasis, meanwhile, is on the early years of the latter movement--the decade of the 1760s. At his best, he analyzes two political nations: That of the older, well-established political elite as contrasted with the extra-parliamentary forces seeking a place in the political process. His portrait of the first may not result in any major breakthrough but is effective nonetheless. The second, on the other hand, provides the reader with an intriguing new theme: That the fundamental changes often attributed to the 1760s were caused primarily by the protest movements of the decade, with the issues of John Wilkes, America, and parliamentary reform in the forefront. Ultimately, the same thinking concludes that this "alternative structure of politics" brought with it a new set of forces and ideas that became permanent features of British political life. His analysis of the press during these years, for example, is superb and particularly reflective of the depth of his research. At the same time, however, some readers may still be disappointed with some sections such as the unexceptional chapter on William Pitt or the occasional lack of flow between chapters, although the major complaint among historically-motivated readers is likely to be the all-too-frequent reliance on "jargon" more attuned to studies in the behavioral sciences.

As for its use to undergraduates, Brewer proudly proclaims in his opening "Note to the Reader" that he is as concerned about them as the experts in the field. In his "Introduction," for example, he provides "a synopsis of the arguments advanced in the rest of the book" rather than "the sort of detailed

annotation that some students find highly indigestible." The second chapter on "Historiography and Method" is also likely to be well received as an extremely useful summary of the primary schools of thought and also a marvelous introduction to the party developments of this early period. And all readers will ultimately gain because of the publisher's all-too-rare decision to allow over fifty pages of footnotes, including a wealth of delightful additions to the text, and nearly fifty more pages of bibliography. The level of scholarship is therefore outstanding.

But is the book potentially useful as a supplementary textbook? While clearly impressed with the book, I cannot unequivocally concur. An upper division class where, for example, there would exist an interest not only in studying the political society of a particular period but also in examining the more general "role of ideology or argument in politics" could well be thrilled at this book. Even then, however, the cost may well be a factor and it must be remembered that this book is not for students with little or no background knowledge of the period.

Thomas More College Raymond G. Hebert

Ronald Gray. Hitler and the Germans. New York: Cambridge University Press, 1981. Pp. 32. Paper, $3.95.

Among the many topic books in the Cambridge University Introduction to the History of Mankind series is Ronald Gray's Hitler and the Germans. As the jacket attests, the topic books treat certain events, people, and things in detail and can be used to expand certain ideas and themes within a chronological framework. Hitler and the Germans is part of a series which also includes studies of such religious characters as Buddha, St. Patrick, Thomas à Becket, Martin Luther and Mahatma Gandhi, among others. One wonders what Hitler is doing among them!

Gray's study traces Hitler's phenomenal rise to power in postwar Germany and offers some possible explanations for it. One of the more interesting explanations is the acquiescence of the German people to the "cult of personality." The slogan of the time was "Germany is Hitler, and Hitler is Germany."

Writing from an obvious Anglo-French point of view, Gray sees the conflicting nationalistic aims of the victorious Allied nations as embodied in the Treaty of Versailles as the key factor in leading to Germany's humiliation in the postwar period and a possible explanation for the acquiescence of the German people to Nazi rule. As students of this tumultuous period know, the Treaty of Versailles from the German point of view stifled legitimate German nationalistic aspirations in the postwar period. These aspirations once dormant lay seething beneath the surface of Germany's political, economic, and social life, which the Nazis, after having established their political credentials within the framework of Weimar democracy, played on and rode to power on by 1933. We do not need to make a point-by-point elaboration of this except to say that there is no new scholarship here.

Beyond this there is little of value for those in search of new material on Hitler and Nazi Germany. Biographical sketches of Nazi leaders enhance the narrative but this has been gone over before in such studies as Konrad Heiden's Der Fuhrer and Allan Bullock's A Study in Tyranny, to name two.

From a teaching point of view the chief value of this study appears to lie in its utilization as background information for freshman level courses. It may have some use as a resource tool in a history colloquium.

Quincy Junior College Lawrence S. Rines

Peter J. Mooney. The Soviet Superpower: The Soviet Union, 1945-1980. London and Exeter: Heinemann Educational Books, 1982. Pp. vii, 210. Paper, $10.00.

American development from great power to superpower status after World War II has been thoroughly studied. Peter Mooney attempts to provide a companion study on the parallel development in the Soviet Union. His book is part of a series entitled "Studies in Modern History" which also includes books on the United States, China, and Viet Nam.

The Soviet Superpower is a valuable, although not entirely adequate, contribution to the series. The primary weakness of the book lies in its organization. Domestic and foreign policy are separated into different sections. Each of these sections contains a chapter on the Stalin era, the Khrushchev era, and the Brezhnev era. In addition, there are several general chapters in each section. The result is that topics introduced in one chapter are fleshed out in a later chapter. As a consequence the reader is continually told to "see page . . . ." This tends to be both confusing and annoying. Furthermore, Mooney has sometimes eliminated some of the supporting detail which would have made his analysis of events more useful. His study of the Hungarian Uprising of 1956, for example, is condensed into a couple of paragraphs. Finally, although the book is amply documented, there are few Russian language sources.

The book also has a number of strengths, however. The study of the Brezhnev era is current and thoughtful. It raises, by implication at least, some questions about what the end of that era may mean. The author's analysis of detente is balanced and objective. In addition to noting violations of detente, he enumerates a variety of areas in which the desire for peace has modified Soviet action.

Overall, The Soviet Superpower would be a particularly useful study for a general survey course on the Soviet period. It probably does not delve deeply enough into the details for a more specialized course.

Northern Essex Community College Elizabeth J. Wilcoxson

Philip L. Groisser. The United States and the Middle East. Albany: State University of New York Press, 1982. Pp. xii, 274. Cloth, $29.50; Paper, $7.95.

A basic text on the United States and the Middle East is certainly warranted, but this volume is a poor substitute for the kind of balanced, serious scholarship needed on this complex and sensitive topic. The book has some features which will attract attention. Its readable narrative, interesting pictures, helpful maps, and end-of-chapter study exercises can be useful. But these do not mitigate the judgment that the volume is superficial, simplistic, poorly organized, and that its ubiquitous pro-Israeli bias might be considered a subtle indoctrination of the uninformed.

These are strong charges, and they are not issued lightly. Certainly, an author is entitled to any orientation he chooses, but a text which proposes itself as an objective source for the novice has a high obligation to impartiality. Yet this book is entirely from the Israeli perspective. Israel is portrayed in glowing terms, her government policies, economy, achievements, and promise exalted. All Arab nations, conversely, are characterized as less attractive social-political entities, and they are evaluated largely in terms of their degree of hostility to Israel. Jewish right to the land of "Eratz" Israel is taken as axiomatic. Palestinians are presented as terrorists; their claims are summarily dismissed, and their viewpoint is ignored. All of Israel's military actions are proclaimed "defensive," and her occupation policies totally justified. The current Israeli ploy that the carving out of Jordan from the original British Palestine mandate constituted the partition between a Jewish and an Arab state, and thus Jordan is the Palestinian state--an absurd claim--is presented as fact.

The use of semantics throughout the book slants reality. One example must suffice. The author explains that during the 1948 war, Palestinians "moved" from Israel because of Arab encouragement and "rumors and stories of Jewish violence." He continues that "some said that they were ousted by the Israelis" (my emphasis). Meanwhile, Jews "were forced to flee because of stepped-up Arab pressure, persecution, and acts of violence against them." The fact is that unspeakable acts of terror were committed by both sides. Even the pictures throughout the book tend to denigrate Arabs and seek sympathy for the Israelis.

The book has a myriad of other deficiencies as well. The author's avowed purpose to provide an overview of the region, "close up studies" of eight countries, a synopsis of Middle East history since World War I, and discussion of the evolution and contemporary dilemmas of U.S. foreign policy in the area, all in a scant 256 pages (much of which is taken up by a multitude of chapter subheadings, 111 maps and pictures, and the end of chapter materials noted above) is preposterous. This leads to fatuities such as less than one page treatments of most post World War II American presidential administrations' activities in the region.

I fear that this book will enjoy greater adoption than it merits, especially on the high school level to which its level of discourse is more suited. This is unfortunate for the book will foster stereotypes and abet prejudices that we as a nation should overcome. The Middle East is too vital to be treated in such one-dimensional perspective.

Converse College Joe P. Dunn

David G. Sweet and Gary B. Nash, eds. Struggle and Survival in Colonial America. Berkeley: University of California Press, 1981. Pp. 398. Cloth, $28.50.

What do a Choctaw warrior and trader, a sometime Jesuit born in the Azores, a daughter of the Aztec Moctezuma, and a Barbadian, ex-slave tavern-keeper all have in common? According to the twenty contributors--including the editors--to this volume, they and nineteen other subjects are representative of the "ordinary" people who found ways to survive the difficulties of life in Portuguese, Spanish, and English areas of colonial America.

The book has two distinguishing features. First, the authors imply that there was an underlying structural and qualitative character marking all these colonial societies in the sixteenth, seventeenth, and eighteenth centuries, one in which a small elite--loosely identified as the white, male

aristocracy--abused and exploited a dependent majority. Secondly, they assert that among this innumerable mass were many individuals who developed strategies for coping with the boredom, injustice, and inhumanity of their condition.

The editors group these strategies, and the book's 21 chapters, into four survival categories: collective struggle, individual defiance, individual accommodation, and competition. As might be expected, the definition of these categories is not very precise, and the placement of persons into each group often appears arbitrary. This, however, is a minor failing.

More annoying is the strident, almost ideological, tone conveyed in the editors' introductory sections, as well as in several chapters. The book's subjects are abstractly portrayed as heroes jousting with the "bad guys," or at least a "bad system." Yet several sketches describe people who were hardly more admirable or less in control of their own destiny than those powers who supposedly manipulated them. While the group includes whipped Blacks, murdered Indians, enslaved women, and mistreated bureaucrats, it likewise includes warlords, slaveowners, successful capitalists, and immoral, dishonest rakes. In other words, the people presented seem more real and human than the framework the editors try to construct around them. Thus, despite some exaggeration, the book does a great service in making known so many "little" people and the variety of life styles they pursued.

This book cannot be used as a text. Its value as a teaching aid will be to provide interesting human stories to illustrate classroom lectures and to supplement suggested readings on the reserve shelf. Because the essays are uneven in terms of conceptual abstraction, difficulty of vocabulary, and background required to understand factual citations, I am reluctant to recommend the book for most secondary school students, although even on that level teachers could surely glean appropriate anecdotes. Undergraduate students and teachers should benefit the most, if they will accept the subjects on their own terms and not try to read more into their stories than is there.

Clemson University Joseph L. Arbena

Bruce Collins. The Origins of America's Civil War. New York: Holmes & Meier Publishers, Inc., 1981. Pp. 169. Paper, $13.50.

Teaching undergraduates in the basic American history survey is a challenge under the best of circumstances, what with so many of them resenting the requirements for baccalaureate degrees which force their enrollment. One topic in that course that many seem to want to learn about, however, is the American Civil War. This is perhaps less true in the mountain and coastal states of the west, but it is still the case in the South, the southwest, and the midwest. Camp fires of the past still burn in the minds of folks from those areas; they gather at Round Tables, crowd the battlefields and parks which commemorate the war, and, particularly in the sunbelt areas with the South's new Yankee residents, joke good-naturedly about their differences which are rooted in over 150 years of history. Some in the South resent these new carpetbaggers, but on the whole there is a genial acceptance of these folk, probably born of the evangelical hope of conversion to a southern way of life and a smugness that the jobs are now in Houston, not Cleveland. Even the youngsters in those undergraduate classes warm a bit when the sectional controversy begins to heat up, and they usually lament when the course ends that they wish there had been more discussion of the Civil War.

One of the problems with this situation is that most instructors are not really prepared to discuss the Civil War, at least not adequately. In decades past our graduate schools supplied a significant number of their fledgling

teachers with specialization in the so-called "middle period," American history from 1820 to 1876. Then the glut of graduates from the 1950s and 1960s--Civil War Centennial time--subsided, and before long so did the jobs to teach history of any kind. As departments shrank in size and seniority and tenure determined who stayed, more and more European and Latin American scholars, some of whom thought the only meaningful Civil War began in 1640, taught the survey course in United States history. Result: Many did not teach about the American Civil War at all. They deemed it too popularized and merely ignored it or assigned a book on it. Well, if that is the recourse, Bruce Collins's Origins of America's Civil War would not be a bad book to assign to help students learn about the background of the sectional conflict. It parallels the demographic work of Ralph A. Wooster and other scholars, but it is a fresh approach, and it is noteworthy that Collins writes from the detached (and safe) distance of his berth at the University of Glasgow. Collins asserts in his preface that the book is a product of his teaching. Many of his students helped with the preparation of the book because he prepared it for them, and some responded with critiques, arguments, and suggestions. He begins with an analysis of the American political system from the national period through the 1850s. The North and the South, sections that were nearly separate nations, are discussed, and the remainder of the book concentrates on the role of territorial expansion and the various events which J.G. Randall called "wedges of separation."

Collins's style is readable and his analysis is provocative. His suggestion that the North might have been better off without the South is as old as William L. Garrison, but his idea that the North might have attempted an alignment with the eastern Canadian provinces instead is not.

Teachers who need to know more about these important decades prior to the Civil War will find much here with which to lace their lecture notes. Undergraduates will find a lot of data and will need some assistance with the analysis. My only real concern for the book is the price. Fourteen dollars for a paperback of less than 175 pages is appalling.

Stephen F. Austin State University Archie P. McDonald