

BOOK REVIEWS

H. Wayne Morgan. Drugs in America: A Social History, 1800-1980. Syracuse, New York: Syracuse University Press, 1981. Pp. xi, 233. Cloth, \$20.00.

To one trained in political history, Drugs in America comes as a revelation. In a mere 167 pages, Professor Morgan provides an overview of a complex and mystifying subject, the interplay between drugs, drug use, and society. Morgan's approach is chronological, covering the age of "heroic" therapy, the therapeutic revolution of the post-Civil War years, the moral fervor of the Progressive era, and, finally, today's bewilderment. Fanciers of the new methods may be disappointed because Morgan's methodology is strictly intellectual. There are 50 pages of footnotes, nearly all primary sources--newspapers, memoirs, obscure medical journals, published reports, medical textbooks, and legislative hearings. Although the author insists that this well-written and interesting book is directed to the general reader, it is a valuable contribution both to social history and to the field of medical history. For the general public but especially for teachers of American history, the book can be read for both pleasure and profit.

Morgan offers his readers a broad and interesting thesis, that the practice of medicine is a "social enterprise, susceptible to public opinion and the climate of its time." In the mid-nineteenth century, use of drugs was not yet feared, even though Dr. Oliver W. Holmes cautioned his colleagues and medical students not to overprescribe opium. But overprescribe they did, and not just opium but a host of new "wonder" drugs which were developed in the years after 1865. By the late nineteenth century, the medical profession began to recognize that it had helped to create a drug addiction problem and turned its attention to the search for a cure. The search continues.

American society in general, argues Morgan, fears and opposes drug use because it seems to be a threat to cherished values and beliefs: order, industry, thrift, rationality, efficiency, the things necessary for society to function. WASP Americans have usually associated drugs with alien cultures--opium with Chinese, cocaine with Blacks, marijuana with Mexicans, and LSD with flower children of the sixties. For these reasons, there developed a strong anti-drug consensus based on the belief that drug abuse is a problem of law enforcement, not medicine. Of course, it is both.

All societies, including ours, appear to have a drug problem of some sort. Tranquilizers and sedatives figure prominently in suicides; there are an estimated 500,000 heroin addicts; and a staggering 25-30 million Americans have tried marijuana. Morgan's book helps to provide an understanding of why people find drugs alluring.

In an inexpensive paperback format, Drugs in America would be useful to the teacher of an introductory American survey course. The book is ideal for upper-division courses in social history and will likely find its way into graduate classes in social history. One hopes it may even find its way into medical school classes as well.

Somerset Community College

Roger D. Tate

Michael T. Isenberg. War on Film: The American Cinema and World War I, 1914-1941. Rutherford, New Jersey: Fairleigh Dickinson University Press, 1981. Pp. 273. Cloth, \$27.50.

War on Film is a case study in the use of motion pictures as a key to understanding American society in the twentieth century. Films stand as a kind of intellectual history, but one that reflects the mass rather than the intellectual elite. The movie theatre is the theatre of democracy, and

Isenberg argues that what is needed is a methodology of analyzing films in the same way we analyze literature.

The history of film, while awesome in quantity, is really the history of the film industry--its organization, technology, directors, and stars. Little of this is helpful in examining film content. Isenberg has turned to the films themselves, or, where the films have disappeared, to the dialogue cutting continuity, which is the complete written version of the finished film, and to the press releases and reviews. He has also posited a methodology which calls us to rid ourselves of certain ideas. One of these is the typical intellectual view that films may be judged best by their aesthetic value; aesthetics must be relegated to a secondary role. Then, if we divide films into communicator, medium, and audience, we must concentrate on the communicator, recognizing that we have not yet developed a sophisticated means of evaluating audience reaction. As for medium, "the camera is a natural liar." Finally, we must keep in mind the plasticity of film. Film has a Whiggish nature. The same scene can convey very different meanings.

What follows is the application of this methodology to an examination of films about World War I. Isenberg is at his best in tracing the course of war films through the twenties and thirties, when romance and adventure were the hallmarks of war films. During wartime the films had glorified the mass rather than the individual, but now the romantic hero of the air came to the fore, aided by the star system and a technology that made possible the filming of aerial combat. The adventure films never picked up the cue of disillusionment from literature and they were never truly pacifist; to make them so would have found neither virtue in duty nor glory in honor. It was not that the adventure films were pro-war; they were instead morality lessons. Perhaps the only way to make anti-war films was to take the boys out of the air and put them back in the trenches. This is just what Lewis Milestone did with All Quiet on the Western Front. But even All Quiet did not impugn American war motives or war itself. It was about Germans and about a particular war.

That the war films reflected America is best seen in their stereotyping. The Kaiser was the Beast of Berlin, the Germans a primeval and destructive horde. As for our allies, the Russians exchanged one group of brutal masters for another, the French fought with their backs to the wall, and the English suffered through nobly. On the home front, the dangers were spies, turncoats, and pacifists. And of course there were women. Women did their bit, but they remained women first and patriots second. Only in the war comedies were serious questions raised, and then not about war but about its regimentation. War comedy was a bulwark, not of pacifism, but of the egalitarian dream.

Isenberg has done his job well. He has certainly shown, as he says on his last page, that "film speaks both for and to a world that is largely inarticulate, and it is waiting to be heard."

Emporia State University

Loren E. Pennington

Bertell Ollman and Edward Vernoff, eds. The Left Academy: Marxist Scholarship on American Campuses. New York: McGraw-Hill Book Co., 1982. Pp. vii, 290. Paper, \$8.95.

The editors of this collection are convinced that some ten years ago a cultural revolution of major dimension began on American university campuses with the rapid increase in the number of self-proclaimed Marxist teachers, the founding of dozens of radical journals and "caucuses," and the appearance on the lists of major university presses of works by Marxist

scholars in several disciplines. Convinced of the importance and pervasiveness of this Marxist academic cultural revolution, the editors of this anthology have brought together outstanding Marxist scholars in seven academic disciplines and commissioned them to point out the major differences between Marxist and non-Marxist work in their special fields, to show how Marxist scholars offer a criticism of accepted modes of scholarship, and to trace the major debates within the Marxist camp and between Marxists and their non-Marxist opponents. Richard Flacks writes on Marxism and sociology; Herbert Gintis reviews Marxist economics; Mark Kesselman comments on trends in Marxist political science; Marxist contributions to philosophy are examined by Max Wartofsky; Dana Bramel and Ronald Friend examine the theory and practice of Marxist psychology; Eleanor Leacock reviews Marxist contributions to the study of anthropology; and Marxist innovations in the writing of history are analyzed by Michael Merrill and Michael Wallace.

In their examination of Marxist contributions to the study of history, Merrill and Wallace stress the variety of Marxist approaches, denying that there is any one Marxist methodology or any single way to write Marxist history. Yet they insist that Marxist historians share a distinct approach to history. They contend that Marxist history is critical, materialist, and rational in method and content and revolutionary in its inspiration and goals. They insist that Marxist historical scholarship must challenge the idea of a value-free and apolitical scholarship.

To deny the charge of a monolithic Marxist historiography, Merrill and Wallace provide a brief narrative of Marxist historical writing from Marx's own work to the present. They conclude that recent Marxist historians have abandoned for the most part Marx's emphasis on economic processes to explore society as a complex network of social relations and material interests. Here the contributions of Eugene Genovese, William A. Williams, Immanuel Wallerstein, Herbert Gutman, and other scholars are examined to show the variety of Marxist approaches and the intensity of the debate over what constitutes Marxist history.

This anthology will be of extremely limited value to the classroom teacher. Few undergraduates will be able to follow the arguments of the essays, and the long lists of names and titles will only bewilder students who do not already possess considerable knowledge of recent Marxist scholarship. There are, however, useful bibliographies appended to each of the seven essays. The work can be of use to instructors who want to follow the recent work of Marxist scholars in America.

The University of Southwestern Louisiana

Robert J. Gentry

James West Davidson and Mark Hamilton Lytle, eds. After the Fact: The Art of Historical Detection. New York: Alfred A. Knopf, 1982. Vol. I: Pp. xxxii, 204. Paper, \$6.95. Vol. II: Pp. xxxii, 220. Paper, \$6.95.

Who was "Deep Throat" of Watergate fame? Was the witchcraft episode at Salem caused in part by friction between agrarian villagers and the growing commercial interests of Salem Town? Did publication of The Jungle really spur Roosevelt to support a pure food and drug law?

These are not questions which appear in most books intended for undergraduates, but questions such as these and ways of gaining evidence for the answers are the major focus of After the Fact. The authors have set out with two major purposes in mind. They intend to convey the challenge of doing, not just reading history. At the same time, their goal is to discuss both the "humanistic and scientific sides of history." In great measure, they have

achieved both goals and have done so in a book where stories read like detective fiction without losing the qualities of objectivity and analysis.

Topics range from Watergate and witchcraft to the dropping of the atomic bomb and the uses of oral and visual history. Each topic was selected to serve as a vehicle for dealing with a particular problem in "doing" history, ranging from the problem of "instant History" exemplified by Watergate to the uses of psychohistory in reference to the "madness" of John Brown.

One of the most interesting topics is the witchcraft episode in Salem. As in other chapters, there is a short (4-6 pages) review of the "facts of the case." Then, in two sections, "invisible" Salem and "visible" Salem, Davidson and Lytle review various explanations which have been posited for the witchcraft hysteria. Here is an excellent blend of humanistic and scientific history, as the editors review psychological factors in the case and identify statistical evidence of the "geography of witchcraft." By clearly and concisely leading us through succeeding interpretations of the witchcraft episodes in Salem, the authors demonstrate the changing pattern of historical writing.

Chapters on the Freedmen, artists who portrayed Native Americans, and the urban slums of Jacob Riis help us learn to evaluate critically types of historical evidence which are increasingly important in textbooks: oral history and visual evidence. In each of these chapters, we are reminded to use the same techniques of analysis which would be applied to more familiar documents and letters. This is a three-step process. First, "read" for narrative content, then be aware that observers may have altered events in subtle ways, and, finally, realize that observers or recorders of events "may record as much about themselves as they do about the subjects they describe." One minor criticism is that the book does not deal with the issue of staged or retouched photographs or with the increasing volume of documentary film. These of course also require the same close analysis as other pictorial evidence.

After the Fact is excellent in technical detail. Each volume includes the Introduction, the Prologue, and chapter seven on the Freedmen, so that the volumes may be used independently and still be cohesive. There are good, short bibliographical essays for each chapter. The type is clear and readable and illustrations are well chosen and identified.

Davidson and Lytle say that their book is an "apprentice approach to history," and in spite of their obvious intention to reach a wide audience, After the Fact is probably best suited to courses in historiography or other upper-level courses. Students in general introductory sections who could most benefit from the book may lack some necessary background to follow the stories. However, all historians who see themselves as teachers should read this book and try to find ways of working it into their classroom. They and their students will be rewarded by this fresh and engaging look at history as an interesting, analytical story.

Lebanon School District, Lebanon, N.H.

Arthur S. Pease

David Birmingham. Central Africa to 1870: Zambezia, Zaire and the South Atlantic. New York: Cambridge University Press, 1981. Pp. vii, 177. Paper, \$9.95.

This slim paperback consists of chapters lifted from the distinguished Cambridge History of Africa and published here in separate form. I'm not sure I know why. Perhaps a handful of graduate students here or there may be

interested in purchasing this paperback edition or undergraduate libraries, but, then, good undergraduate libraries ought to have the full Cambridge History.

There is no question of the value of the book. Birmingham's scholarship and mastery of the scattered, quite disparate literature available for the history of Central Africa during its pre-modern period are impressive and convincing. His command of the literature admirably, perhaps uniquely, suits him for a broad overview of this sort. In the three chapters reprinted here (originally published in the period 1975-77) Birmingham solidly outlines several fundamental themes of Central Africa's pre-modern history: the transition from Iron Age to more sophisticated cultures; the emergence of long distance trade patterns; technological and political advance; the impact of European penetration of the region (especially the political and economic changes associated with development of the slave trade); and more. His summary is authoritative and judicious and constitutes a reliable assimilation of the still fragmentary record of Central Africa prior to modern times. It reflects clearly the preliminary nature of so much of modern African historiography. Yawning gaps dot much of the record, while in some areas useful and creative, but oftentimes highly questionable, hypotheses guide research. Rarely, particularly in Birmingham's region and period, does the scholar or the reader find himself on thoroughly reconnoitered, solidly worked ground. Professor Birmingham is surely to be commended for his useful contribution to our understanding of this segment of Africa's history . . . and was, five years ago, when these chapters first appeared.

University of New Mexico

Jake W. Spidle

James Kirby Martin and Mark Edward Lender. A Respectable Army: The Military Origins of the Republic, 1763-1789. Arlington Heights, Illinois: Harlan Davidson, Inc., 1982. Pp. xvi, 240. Paper, \$7.95.

In A Respectable Army, James K. Martin and Mark E. Lender present a different approach to the American Revolution. Theirs is not primarily a traditional political survey of the period, nor a military history of the War of Independence, nor even an account of the Continental Army. It is, rather, a textbook which stresses the evolution of American attitudes toward standing armies, militia, and military service in general during the Revolutionary era.

The authors begin with the premise that on the eve of the struggle colonists were wary of the political dangers of a standing army and espoused instead the virtues of a free militia. This attitude hardened in 1775 and 1776 after events in Massachusetts seemed to demonstrate the military as well as moral superiority of a force of citizen-soldiers defending their homes and republican institutions. Realists such as George Washington, however, concluded that victory could not be achieved without the creation of an American regular force modeled closely after its British counterpart. Thus, almost from the outset of the conflict, the primary instrument of republican rebellion was that most dreaded specter of Cromwellian repression, a standing army.

The irony of this situation was not lost on stay-at-home republican ideologues who sometimes criticized the Continental Army almost as harshly as they castigated loyalists and redcoats. The result, the authors suggest, was little support and respect for the men of the army and a widespread unwillingness on the part of all but the poorest to enlist in the continental line. These stalwarts and their officers became so disgruntled at their treatment that they were on the verge of mutiny throughout the latter stages of the war. Only Washington's opposition and the inability of gentlemen officers and

ragged soldiery to work together prevented a coup against the incompetent and shortsighted civilian authorities. When the war ended the regulars were dismissed hastily and only a token attempt was made to provide them with promised bonuses and pensions. Within a few decades the myth of the victorious citizen-soldier had largely eclipsed the contribution of the Continental Army.

A Respectable Army presumably is designed as a text for advanced courses on the Revolutionary era. It is brief, well organized, and clearly written, although coverage of some topics is a bit sketchy. Unlike most texts, it contains a challenging theme which students and instructors should find interesting and perhaps controversial. It ends with a first-rate bibliography which emphasizes recent historiography. All in all, the authors have produced an unusual and generally admirable text which deserves close attention.

University of Arkansas at Monticello

William L. Shea

Bruce A. Rosenberg, The Code of the West. Bloomington: Indiana University Press, 1982. Pp. vi, 213. Cloth, \$15.00.

Throughout the twentieth century, the American West has maintained its spell over people in every corner of the world. Dime novels, western movies, Gunsmoke-style television series, and even mock-creations of frontier towns in Germany and Great Britain have kept the irrepressible spirit alive. The reasons for this continuing phenomenon are more complex than a purely historical interpretation can reveal, but unquestionably part of the mystique rests with the interrelationship of fact and fiction in popular culture perceptions. Western people and events emerge as larger than life, as tales of sure-shot gunfighters, heroic Indian chiefs, gallant army officers, and daring adventurers leap from the printed page and celluloid frame.

Bruce Rosenberg's The Code of the West evaluates the close association of fact and folklore in the so-called genre of "frontier literature," and, where possible, demonstrates literary antecedents of the popular themes and characterizations. Individual chapters examine "Mountain Men Narratives," "Narratives of the Overland Trail," "The Handcart Legacy," "The Pony Express," "The Race of the Natchez and the Robert E. Lee," and "The Ten Mile Day," an account of a track-laying record by crews of the Union Pacific Railroad. Unfortunately none of these add anything new to a fairly familiar range of descriptive information.

The five other chapters, however, make a brief but somewhat useful contribution to the fields of folklore and history by providing more analysis. A discussion of the frontier prospector motif and his literary association with the Devil offers a new vantage point, as does the chapter on Indian captivity stories which stresses the revival of the Pocahontas-John Smith rescue tale in a Rocky Mountain setting two centuries later. Rosenberg's treatment of the outlaw makes connections with Robin Hood and Sigmund Freud, and his excellent chapter on Custer's Last Stand draws parallels with the eleventh-century Chanson de Roland and a host of other classical tales. Finally, a section entitled "The White Steed of the Prairies" casts the wild stallion as the symbolic representation of the entire West--free, independent, and unspoiled.

Although The Code of the West offers some insight to the person who is uninitiated in frontier history and folklore, it conveys little to the specialist. The book evidences none of the scholarly depth that was previously demonstrated by Henry Nash Smith's Virgin Land and R.W.B. Lewis's American Adam. Admittedly both of those works attempted a somewhat different task than

Rosenberg, but he fails to produce an equally valuable companion volume. Even though college-level folklore classes may find The Code of the West to be of value, most of its audience will be found within the broader ranks of the general public.

University of Nebraska at Omaha

Michael L. Tate

Ralph B. Levering. The Cold War, 1945-1972. Arlington Heights, Illinois: Harlan Davidson, Inc., 1982. Pp. xi, 165. Paper, \$6.95.

By far the best short history of the Cold War in print, this is neither of the orthodox school nor "New Left" revisionist but an attempt to understand both sides of the conflict without blaming one or the other. Missing few major secondary works, Levering has reached his goal of seeking to explain the war's origins, its intensity in the 1950s and early 1960s, and less strained East-West relations thereafter. He does this in prose that is always clear and even tempered and sometimes sparkling. For example, on circumstances versus leaders as causes of the conflict, he changes Emerson's words: "Things were in the saddle, but up there with them were frequently shortsighted and edgy leaders."

He provides explanations of such leaders as Stalin, Khrushchev, Truman, Eisenhower, and Kennedy; of major events; and of how U.S. administrations made decisions. He is particularly sound on the impact of McCarthyism and of NSC-68, of de-Stalinization and the new polycentric world after 1960, and of the debacle in Vietnam's destruction of the old American foreign policy consensus.

Writing as Ronald Reagan took office in 1981, Levering propounds some sobering lessons to be learned from the Cold War: hard nosed policies do not make adversaries back down but tend to increase the resolve of the threatened party; intervention in third world countries is highly risky; self-righteous rhetoric is self-defeating; the all-out arms race does not increase any nation's security; nationalism is a more powerful force than ideology; accusing the party in power of weakness does not improve foreign policy.

Flaws are few. The book is splendidly edited, although maps are small and hard to read. Weaknesses in explanation (on Kennan's version of containment or why Lyndon Johnson was so vulnerable to anti-communism) are mainly owing to so little space in a book so brief.

The sole major weakness is the mistitled "bibliographical essay." The series editors promise "an extensive critical essay," but this book provides a long list of mostly secondary works with almost no comment. The author unaccountably omits some significant works, such as Tang Tsou's America's Failure in China or Athan Theoharis' The Yalta Myths (although the author rightly makes much of those myths), or, worse, ignores David McLellan's superb study of Dean Acheson while including the weak volume by Gaddis Smith.

Because of this, plus the book's brevity, it is not suitable for advanced courses in American foreign relations but would be excellent for use in freshman or sophomore U.S. history surveys.

Georgia State University

Robert W. Sellen

Fay D. Metcalf and Matthew T. Downey. Using Local History in the Classroom. Nashville: American Association for State and Local History, 1982. Pp. x, 284. Cloth, \$17.50.

Fay D. Metcalf and Matthew T. Downey have done history and social studies teachers an enormous favor with the publication of this book which should be quickly added to every curriculum library and most of our personal libraries. It will exceed almost everyone's expectations, from the teacher looking for ideas for Monday's class to those considering development of an entire local history course.

The authors successfully draw on their combined experience at the high school and college levels to provide us with workable assignments, suggestions on how to find and create resource materials, and a realistic assessment of the student and teacher effort required for success. Beyond the wealth of material adaptable for quick use, there is a thorough guide to the literature, a discussion of student skill development, and a provocative analysis of the rise and decline of past interest in local history.

Arguing that "when any historical event is viewed in isolation, it is essentially meaningless," the authors emphasize making "the larger picture more meaningful." Their chapters on family, economic, social, and political history show that local history can illuminate such themes as family structure, social mobility, or the depth of emotion in past political controversies. They suggest exciting questions to pursue using insurance maps, city directories, and old newspapers, and they tell us how to find these sources which can be fascinating in themselves.

But there is the challenge. "The content . . . lies outside the school classroom," and students and teachers will have to go out to get it. We are warned that the search can be so engrossing that we will squander vacation time photographing old buildings and collecting documents. However, there can be frustrations too. My students and I have found courthouse records missing, churches with only two years of baptism records intact, and cemeteries so forgotten in less than fifty years that public buildings were erected over them and documentation vanished. Even so, the rewards of local history can be great, and the authors aptly conclude, "the excitement of learning along with our students makes such an undertaking worthwhile." This book succeeds as a guide to the territory and an inspiration to enter it.

Eastern Oregon State College

Charles Coate

William Graebner and Leonard Richards, eds. The American Record: Images of the Nation's Past. New York: Alfred A. Knopf, 1982. Vol. I, Pp. 421. Paper, \$9.95. Vol. II, Pp. 449. Paper, \$9.95.

The stated purpose of this two-volume reader is to "bridge the gap between the old history and the new." Editors Graebner and Richards, consequently, provide exposure to the great diversity of American history and society, some of which has only recently emerged as "history." Thus, these 870 pages include essays, cartoons, photographs, and writings not generally found in existing readers. It is the apparent objective of the editors to impress upon students that everything is a source and can, by being tied to trends and turning points of an era, teach "the skill of making sense out of one's whole world."

The two volumes are divided into thirty chapters (sixteen in volume one, fourteen in volume two) of approximately thirty pages each. The chapter titles will be familiar to teachers and students and should coordinate easily with standard texts (including "The European Conquest of America," "Puritan Order,"

"Toward Revolution," "Revolution," "Jacksonian Democracy," "Civil War," "Reconstruction," "Progressivism," "The 1920's," "The Great Depression and the New Deal," "Cold War and Containment," "The Age of Protest," and "The Vulnerable Americans: The 1970's"). This is obviously the tie to the "old history" which continues to exert a powerful hold over the survey course. What is "new" and different is the combination and range of items included in each chapter.

Each of the chapters is prefaced with an introduction and each item, essay, photograph, or cartoon has both an explanation of its origins and a series of questions designed to evoke thought and/or discussion. Introductory remarks and questions are clearly written and sufficiently provocative. Some will, however, be difficult for students and, occasionally, instructors to confront. The report of Stanford University's Board of Trustees, upon which sororities were banned on that campus in 1944, and the sections quoted from Dr. Spock's baby book (1945) can be effectively used in current college and advanced high school history classes. All will be more pressed to discern, as asked, from an excerpt of Dashiell Hammett's novel The Maltese Falcon, the relationships between the appeal of detective Sam Spade and that of President Roosevelt in 1933. This approach is designed, according to the editors, "to create a kind of mental chemistry" from which students and teachers can "experience the excitement of putting things together." In this regard these volumes are a great success.

Included in the chapter on the 1920's are such items as a 1918 White Owl cigar ad denouncing Germany; Stanley Coben's essay on the Red Scare; Wilson's 1917 War Message; an excerpt from Hemingway's "Soldier's Home;" a map of KKK membership in Denver, 1915-30; the introduction to the first True-Story Magazine (May, 1919); William Jennings Bryan's planned (but not delivered) summation in the Scopes Trial; and a collection of photographs ranging from a face cream factory to an early "tourist camp." The advantages and disadvantages of this approach need little explanation.

Overall, this is a unique reader. The editors are to be commended for their success in assembling such a wide range of items creditably tied together with few errors. Instructors seeking to enliven and supplement survey classes might wish to consider The American Record.

Southeast Missouri State University

Frank Nickell

Thomas Ladenburg and Christopher Bairstow. Who Killed JFK: Need We Know? Brookline, Massachusetts: Brookline-Cambridge Dissemination Center, 1978. Pp. 31. Paper, \$1.10.

In secondary school history classrooms, those topics that are consistently the most popular are the ones about which there continues to be a significant amount of speculation. Among others, these include the Palmer raids and the deportation of aliens, the Scopes trial, the Sacco and Vanzetti case, and the Kennedy assassination. The last is the one about which students have the most curiosity because the event is enigmatic and still unresolved in spite of special inquiries, government commissions, congressional hearings, and even one exhumed body. As a result, there is a ready market for quality materials on any of these topics. This teaching unit on the John F. Kennedy killing, however, will find a limited audience because it is, among other things, singularly unappealing in appearance, organization, and writing style.

The material is photocopied in pamphlet format on 8½" x 11" paper. As a result, the appearance is make-shift, especially because so much of the typing is badly done. Due to the photocopy process, the photographs are

especially poor in quality. For example, one illustration designed to show how right-wing groups opposed the Kennedy visit to Dallas is illegible. Only the lengthy caption aids the reader in making any sense of the broadside.

Printed materials sold for classroom use should offer a model for students about how complex and challenging subject matter can be interestingly and clearly presented. Unfortunately this effort falls short. It is often repetitive. People are named but never identified, and in some instances, the role of principals in the episode is vague and confusing. The treatment of J.D. Tippitt, the Dallas police officer whom Lee Harvey Oswald reportedly killed soon after the President was felled, is a case in point. The work cries out for an accomplished editor to bring some organization, discipline, and consistency to the story.

Each of the three chapters concludes with a set of exercises which provides students with broad and open-ended questions. They are, however, largely suppositional and generally lack focus. One question at the conclusion of the final chapter asks: "Who [sic] do you think really killed President Kennedy: Lee Harvey Oswald, or some yet unknown conspirator? Give concrete factual evidence to support your theory." By the time this question is presented, the authors have spent thirty pages trying to come to terms with all its nuances and subtleties. One would hardly expect, then, that it would be a question used for a student exercise.

This endeavor's greatest weakness is that it is too often polemical. The uncertainty of all the events and people that surround the death of Kennedy do not appear to be set forth exclusively for student inquiry. Nor do they unfold as questions for historians. Rather, determining who killed the President is a responsibility that the authors advance each American must undertake. The risk in all this is that the inquiry will be built on emotion rather than reason. That may be a risk many teachers will not want to take.

New Trier Township High School
Winnetka/Northfield, Illinois

James F. Marran

Thomas Ladenburg. America in Indochina. Brookline, Massachusetts: Brookline-Cambridge Dissemination Center, 1977. Pp. 50. Paper, \$1.40.

Recent reviews of student materials related to American involvement in Southeast Asia fall into two broad categories. One set of reviewers castigates writers for being "too political" and not providing students with the variety of views that swirled about the debate on the war. Others say that the writers provide no viewpoint, are "too neutral," and only confuse students, many of whom were not born during the Vietnam era, about the causes and consequences of the war. This work, a "moral dilemma unit," seeks to strike a middle ground. That is, information is provided, from a variety of sources, and students, in exercises at the close of various segments of the unit, are to evaluate and make decisions about crises and issues surrounding America's role in Indochina.

The writer of this unit meets these objectives, while providing the reader with a broad historical context in which to view the decisions that were made about the war. Relating domestic, as well as international, problems to the pattern of America's entering the Asian combat theatre, the reader is provided with personality sketches as well as factual information from World War I until the fall of Saigon. Interspersed within this information are passages from novels about the war and personal accounts by soldiers. A map and a few pictures are also provided as guides to the reader.

Most secondary and college-aged students are woefully ignorant about the Vietnam War. Secondary history books provide little in the way of insight about this era; in fact, many avoid discussing the war in any detail for fear of offending part of the buying audience. Enrollments in Asian history courses at colleges have fallen off drastically in the last five years and there are few places left where one can study the Vietnamese, Cambodian, or Laotian language. This type of work, a small yet well developed unit on Indochina, is very much needed by secondary and college students, as well as their teachers. Not only does it provide the necessary information about the American era in Southeast Asia, but it is the kind of material that requires students to ponder why we got involved.

The University of Texas at San Antonio

Richard A. Diem

Thomas J. Schlereth. Artifacts and the American Past. Nashville, Tennessee: American Association for State and Local History, 1980. Pp. vii, 294. Cloth, \$13.95.

The revitalization of the teaching of history over the last two decades, based on the notion that historical inquiry rather than rote memorization reflects the original intent of the discipline, has a vigorous champion in Thomas Schlereth. Schlereth, Director of Graduate Studies in American Studies at the University of Notre Dame, has been exploring the American past outside the classroom for some time now, and offers, in this well-documented volume, a convincing case for material culture study (" . . . why things were made, why they took the form they did, and what social, functional, aesthetic, or symbolic needs they serve . . .") as a primary key to outside-the-classroom historical inquiry.

The book, which includes ten original essays, is a collection of research and teaching techniques, including non-professional or "amateur vernacular" photographs as history and the use of mail-order catalogs, historic sites, and landscapes as artifacts and resources. The book provides a detailed foundation for Schlereth's brand of "above-ground" archeological inquiry. In his chapter on graphics as artifacts, for example, he analyzes the potential and problems of using still photography as historical evidence and admonishes his readers to understand the basic processes, materials, techniques, types, subjects, and conventions pertaining thereto.

In succeeding chapters as well, Schlereth establishes a framework for the interpretation and classroom use of maps, landscape vegetation, natural material culture evidence, and cities as historical data. His standards, again, are rigid. In his chapter on historic house museums, which includes specific teaching strategies, he asserts that "Building terminology, stylistic nomenclature, and structural principles must be mastered before any in-depth architectural analysis can proceed . . ."

The book is a bibliographical bonanza; the chapters are packed with useful--and essential--source references. A final chapter challenges some long-held notions about historic museums and texts ("History is Progressive," "History is Nostalgia," for example), and restates some of the author's fundamental codes ("History Should be Personal," "History Should be Inquiry"). The appendices include a historic museum exhibit review exercise.

Artifacts and the American Past is an engaging and useful sampler of material culture study and applied history techniques. Those who would inject the history on the land into their classroom teaching will want to consult it with regularity.

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