

#### BOOK REVIEWS

J.M. MacKenzie. The Partition of Africa, 1880-1900. London and New York: Methuen, 1983. Pp. x, 48. Paper, \$2.95.

Deceptively concise but unquestionably profound, J.M. MacKenzie's work is the single most useful interpretative essay yet to appear on the character of Europe's conquest of Africa in the nineteenth century. Although the essay was prepared for British high school students preparing for advanced level examinations, the volume should find an appreciative readership among American undergraduates. The author, a lecturer in history at the University of Lancaster, seeks to sort as well as to explain recent scholarship concerning the sudden and swift domination of Africa by the European states.

He begins with an historical overview in which he surveys the events of the partition in the four major regions of the continent. In this section of his work, MacKenzie repeatedly connects many of the old assumptions, still repeated in the classroom, about Europe's earlier involvement in African politics. One such connection is that African states had been unusually successful in resisting conquest or domination during the earlier centuries of European expansion.

In the second half of the essay, MacKenzie examines the character of the interpretations provided by historians to explain Europe's intense concentration on conquering Africa. Separating "Metropolitan-based" explanations from those that have concentrated on a "peripheral" focus, MacKenzie divides each of the two major orientations into "economic" and "non-economic." He then shows the limitations within each grouping. He also shows the danger of viewing the scramble from a fixed vantage point, whether it be Egypt, South Africa, or West Africa. Here his essay would have been made stronger and more interesting if he had included specific references to the more seminal works within each grouping. Since he does move freely through the contributions made by both English and non-English speaking historians, additional bibliographical assistance here would have been most useful. His conclusion suggests the need for the scramble to be seen within the anxieties of future-fearing European societies as well as within the framework of anticipated gains by specific states and individuals. These last points, though underdeveloped, offer an interesting and innovative index for considering specific works dealing with the partition.

Especially well-written, the volume also has a refreshing usefulness for scholars as well as for students. His framework, one should note, appears to complement well the more specialized and descriptive accounts of imperial efforts undertaken by the specific European states. The author's "time-chart," included at the beginning of the volume, might have been augmented by more detailed maps. Still the great value of the volume rests with the incitefulness of the author's critique of historical scholarship.

Bemidji State University

Leslie C. Duly

C. Joseph Pusateri. A History of American Business. Arlington Heights, Illinois: Harlan Davidson, Inc., 1984. Pp. xii, 347. Cloth, \$25.95; Paper, \$15.95.

Without belaboring the point or developing an elaborate rationale, it is a fact that interest in the study of American business history has been growing since the early 1970s. The appearance of another text in the field hard on the heels of the last one also suggests that such an interest needs better resources to make for effective teaching. I have been teaching an upper-level undergraduate/graduate course in this area since 1970 and have had an opportunity to utilize all of the major texts in the field with the exception of the one currently under review.

In 1971, Scott D. Walton, a professor of business administration at Ohio University, published Business in American History (Columbus, Ohio: Grid Publishing, Inc., 1971), a very general overview with an opening chapter on "Economic Determinism Revisited" and a closing chapter dealing with business and society and the future of capitalism. The title is a better reflection of Walton's general thesis, and one which I agree with, but the result is too thin, quick, and vague. The first chapter sets a tone which business historians have moved away from--not that we don't deal with economic theory, but that there are scholars in the field who have laid a better foundation for study than a reworking of Marx.

The following year, 1972, the late Herman E. Kroos (New York University) and Charles Gilbert (Hofstra University) brought out American Business History (Englewood, New Jersey: Prentice-Hall, 1972). This has been the text that I have most appreciated. Kroos and Gilbert pay attention in their opening chapter to the development of business history as a field and to the scholars who have done most of the work, from N.S.B. Gras to Alfred D. Chandler, Jr. The text is well-organized, although its last chapter on "business and society" in the contemporary period suffers badly from a lack of perspective, as all such attempts tend to do. But the most important aspect of this text is the inclusion of two chapters in a style that those familiar with case teaching will appreciate--"Two Cases in Late Nineteenth-Century Manufacturing" (Carnegie and Rockefeller) and "The Automobile Industry as a Case History of Twentieth-Century Business." A more recent company history, such as IBM, would enhance the ending of this text, but suffice it to say that various attempts to get Prentice-Hall to revise the Kroos and Gilbert text have fallen on deaf ears.

It was also in 1972 that Professor Thomas C. Cochran's Business in American Life: A History (New York: McGraw-Hill, Inc., 1972), was published. This is an important work in the field, but it is a monograph that I have not found suitable as a text for an American business history course. Rather, it should be part of the supplemental reading list or a project for the occasional graduate student that you might find in your program.

Prentice-Hall resolved the revision problem of Kroos and Gilbert by publishing Henry C. Dethloff's (Texas A & M University) Americans and Free Enterprise in 1979, which by its very title leads the reader, again, to the proper conclusion. This "engaging narrative history of the American experience with capitalism" is best suited for grasping the monograph development of the field, something that graduate students can utilize. Its narrative does not lend itself, in my opinion, to an easy reading by the typical undergraduate student trying to understand how business fits into the overall development of American history.

Then in 1983, Prentice-Hall published Keith L. Bryant, Jr., and Henry C. Dethloff's (both of Texas A & M University) A History of American Business. This text is much better for undergraduate use, but breaks from the chronological tradition to follow a topical outline interspersed with biographical vignettes and short company histories. I found that students experienced some difficulty following the text, since my own lecture structure tends to follow an approach that uses shorter chronological pieces. I felt that the student did not see the constant interplay of business and society in a clear pattern, and that the authors were eager to reach the modern period that they lumped together under "the multinational corporation." It would have been much more successful if they had simply decided to shorten the first three centuries and try harder to develop American business history since 1929.

Now we have the latest entrant into the field, C. Joseph Pusateri's A History of American Business (so much for nifty titles). I wish the author

had made it clearer that this really was a history of American business from the beginning to approximately 1940, and even that I am not too sure of as he goes winging to the end. However, Professor Pusateri, unlike the others I have used, tells us straight out that this is his version and that there are some "types" in our business history that he does not like (i.e., John D. Rockefeller, on which subject Pusateri has done an excellent single volume). He approaches the subject in the chronological manner. I like the author's discussion of such matters as the first big business (the railroads) and Henry Ford's clay feet (he almost destroyed his company). In general, I feel that Pusateri has done a good job in developing another handy text for a growing field. But it does not really satisfy my need for some in-depth approaches.

This may be the problem in all the texts in the field, except for Kroos and Gilbert. All of them, to some extent, end up with American business history being grafted onto the total history of the society. Both Walton and Cochran suggest, through their titles, that a different approach is needed to comprehend fully what the relationship between business and American society has been, is, and will be. Although I am not satisfied after reading Professor Pusateri's text (I would still prefer a revised Kroos and Gilbert), I am going to give it a chance this year and use it as my basic text. Only then can I really tell if it will work.

Northeastern University

Paul H. Tedesco

Russell F. Weigley. History of the United States Army. Enlarged edition. Bloomington: Indiana University Press, 1984. Pp. vi, 730. Paper, \$10.95.

First published in hardcover by Macmillan in 1967, Russell Weigley's History of the United States Army immediately became the standard history of the subject. Marked by extensive research and a deep understanding of the subject, Weigley's volume studied the growth of the Army as an institution, following it from its origins in the colonial militia to its early deployment in Vietnam.

For this paperback edition, Weigley has taken the original volume and added a new preface and a new chapter covering the Vietnam War and post-Vietnam developments through 1983. Otherwise this is the same book as the first, since the author did not revise the original chapters and notes to incorporate new scholarship.

The decade of the 1970s, the author recalls, was not easy for the Army. Unable to win in Vietnam, it had to rethink its entire role in limited wars. At the same time, declining public support ended the draft, forcing the Army to face a future of manpower uncertainty.

Within his new chapter, Weigley continues the major theme of the original book: The Army has always been two armies. The first has been the professional force, the other the citizen troops that have, at various times, made up the militia, National Guard, Organized Reserves, and draftees. This duality, the author stresses, has served the nation well, and he is troubled by many of the implications of the all-volunteer force.

A secondary theme is that since the Civil War the Army has been the one that defeated its enemies through mass--in men and material--rather than maneuver. Muscle rather than agility was the hallmark of America's armies. The author reminds us, however, that conditions have changed. In Europe it is the Soviets that now have and will have mass, while in the Third World our advantage in mass has proved ineffective and clumsy. A possible solution,

Weigley suggests, is to depend more heavily on a rapid mobilization of the citizen army--the reserves--to shore up NATO defenses in the unlikely event of a Soviet thrust, while freeing some of the professional forces presently committed to Europe to develop the quickness and stealth necessary to fight successfully in the Third World. Thus the author returns to his original lesson that the nation depends on the health of both the professional and citizen armies. Though some might debate the wisdom of Weigley's proposal, few would deny the validity of his lesson.

This book is vital for an understanding of the place and development of the Army within our democratic nation, and it is particularly recommended for those professors who normally ignore military issues. It will be helpful in the revision of lecture notes and as supplementary reading in survey courses, while it could serve as an authoritative text in a specialized course in United States military history. In short, it is a book to read and use.

Cedar Valley College

Calvin L. Christman

Jonathan H. Turner, Royce Singleton, Jr., and David Musick. Oppression: A Socio-History of Black-White Relations in America. Chicago: Nelson-Hall, 1984. Cloth, \$24.95; Paper, \$11.95.

In the interdisciplinary borrowing of the last two decades, teachers of the social sciences have benefitted considerably as anthropology has informed historical study, or as econometricians have gained from interaction with historians. The possibilities for cooperation, if not cooptation, are numerous. For historians a fruitful source of inspiration is the sociological urge to classify; it allows a theoretical ordering of otherwise complex historical facts. The reverse is also true in that historical information can give perspective to the often abstract theories of the sociologist. It is from the standpoint of potential contributions that this book must be judged. The mixing of history and sociology in a text that could help us to understand American race relations is a promising idea. Unfortunately, the promise will have to be fulfilled elsewhere. This book is rather disappointing.

Oppression contains an introduction, which defines oppression, and seven short chapters which discuss the culture of oppression, and political, economic, educational, and legal oppression. Each of the chapters contains brief historical summaries of the ways in which the respective areas under discussion have contributed to the oppression of blacks in the United States. Under educational oppression, segregated schools are discussed along with more invidious forms of discrimination such as textbooks and systems of school financing. Under political oppression, denials of voting, white primaries, and the low registration of black Americans are given attention. Each chapter is accompanied by statistical summaries reinforcing the suggestions contained in the text. All are subjected to sociological categorization, but in each case the category is pre-determined. All evidence points to oppression.

For most readers of this book, the information will not be particularly new. Students and teachers of American, Southern, or Black history will find the material a restatement of familiar aspects of the story of American race relations. At the same time the categorizations given to that information are much too judgmental to be of much use. Careful students of the American past know full well that oppression has characterized American race relations. What is needed is not a label but a sophisticated presentation of why those race relations occurred or why they are so difficult to change. What is

needed are not statements that lynching occurred, but rather analysis of the attributes of the mobs that did the lynching. Instead of reminders that the laws were discriminatory, we need analysis of the legislative process that led to the laws and of the thinking of lawmakers who passed such legislation. What has happened in this book is that the label "oppression" has been substituted for analysis.

Students and teachers will also be disappointed in the rather perfunctory notes that appear after the last chapter. The bibliography for the book is impressive in its length, but the omission of such important works as Leon Litwack's Been in the Storm So Long, Eugene Genovese's Roll, Jordan, Roll, and Lawrence Levine's Black Culture and Black Consciousness is suggestive of the academic shortcomings of the book.

Georgia College

Thomas F. Armstrong

H. Warren Button and Eugene F. Provenzo, Jr. History of Education and Culture in America. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1983. Pp. xvii, 379. Cloth, \$20.95.

This is a case of telling a book by its cover because the authors have prepared an insightful study of educational history with corresponding cultural analysis, hence the title History of Education and Culture in America. In the words of the authors, the book "focuses on the relationship between education and American culture." It is a book written primarily for students, teachers, and administrators, those who are actively involved in the field. General readers will also enjoy the book.

The majority of readers, especially those new to the history of education, may be enthralled by the perceptive and straightforward analysis of historical events and cultural interpretation. Beginning researchers will also value the crisp shorthand description of the historiographical schools of Ellwood P. Cubberley, Raymond E. Callahan, Michael B. Katz, and others. Throughout the book are period graphic illustrations that enliven the topic and help to explain a particular era. For example, to illustrate the progressive reform period of the late nineteenth and early twentieth centuries, the authors include a cover photograph from an issue of The Survey magazine of a young miner--a boy of perhaps ten whose dirty face and black uniform cry out for our pity and humanistic concern for child labor reform. More advanced readers in the subject of American educational history might be disappointed by the survey nature of this text.

Introduced to one fascinating topic after another, the reader might want more satisfying detail. On the other hand, the authors give numerous references with bibliographical notes for further research. The authors leave us with a section they entitle "Reality and Hope" in which they conclude: "Compared with hopes and expectations for them, schools are deficient and defective." Paraphrasing the popular warning, we are reminded that "knowledge of the past makes us less likely to be imprisoned by it . . . Knowledge makes it more useful to us." To those concerned about the current wave of reform literature regarding the state of American education, especially the secondary schools, a reading of this text would provide a useful background, a broad perspective.

Vice President  
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Peter J. Harder

David Stick. Roanoke Island: The Beginnings of English America. Chapel Hill and London: University of North Carolina Press, 1983. Pp. xiv, 266. Cloth, \$14.95; Paper, \$5.95.

David Stick has admirably fulfilled his charge from America's Four Hundredth Anniversary Committee. In preparation for the quadricentennial of the founding of the first English colony in America, the committee commissioned Stick to produce a concise and accurate book on the "lost colony" of Roanoke, one which would appeal to the average reader. In brief and generally very readable chapters, Stick tells the story of Roanoke from the first expedition sent out by Sir Walter Raleigh in 1584 to the mysterious disappearance of the colony.

Although the book is not footnoted, the author generally identifies his sources in the text. He quotes effectively from the writings of participants in the venture and acknowledges his indebtedness to historical work, particularly that of David B. and Alison M. Quinn.

In this successful attempt to fill the void between scholarly and fictionalized accounts on the Roanoke colony, David Stick has produced a book that can be of use in the classroom. Frequently students are intrigued by the mystery surrounding the disappearance of the colonists of Roanoke. The teacher can capitalize on that interest with the help of this volume. Before presenting the conclusions of present-day scholars concerning the fate of the colonists, Stick effectively presents the clues and theories, inviting readers to draw their own conclusions. But Stick is interested in more than the mystery of Roanoke; he emphasizes the significance of the venture, skillfully placing it in its historical context. The student who has been lured by mystery will thus learn much history.

In addition to the clear, concise, and readable text, Roanoke Island has well-placed illustrations and maps and a useful glossary. The inclusion of a chronology and of a bibliography of all sources mentioned in the text would have made this delightful little book even more useful.

University of Texas of the Permian Basin

Mary E. Quinlivan

John B. Boles. Black Southerners 1619-1869. Lexington: The University Press of Kentucky, 1983. Pp. ix, 244. Cloth, \$24.00; Paper, \$9.00.

John Boles is professor of history at Rice University and editor of the Journal of Southern History. His purpose in writing Black Southerners is to present an "interesting and comprehensible" synthesis of recent scholarship on the history of black southerners. He succeeds admirably.

The first three chapters trace the view of blacks as inferior. This view contributed to racism, the development of slavery in the American colonies, and the slave society in the plantation system from the American Revolution to the Civil War. Thus in the historical debate over which came first, racism or slavery, Boles clearly presents a case with the promotion of this view as the cause of both racism and slavery.

Having established the background of slavery in the United States, Boles examines the life style of black southerners. Here the author describes shelter, clothing, food, health care, and working conditions, and discusses the diversity of the black southerner's experience conditioned by population density, his slave or free status, urban or rural setting, and work performed. There emerged a sense of community and culturally accepted methods

for resisting servitude--short of rebellion. Boles's argument that most slaves were neither Sambos nor rebels contributes to another traditional historical debate.

The final chapter covers the war and reconstruction years, with the Civil War perceived as forcing revolutionary social change on the Union, Confederacy, and black southerners. Within this change was the transition of war objectives for both the Union and the Confederacy and the breakdown of slavery. The war and social change in turn affected reconstruction. The postwar economy in the South, by relying on the sharecropping system, benefited neither black nor white southerner, so both suffered together. To Boles this is the ultimate failure of reconstruction.

Boles's style is lively and readable. He includes a thorough and informative bibliographical essay organized on chapter topics. The readability and time span covered (although the reason for ending the work in 1869 is not clear) make this an excellent work for supplemental reading in the first half of an American history survey course or even as a monograph in lieu of a text. It also could be used as an introductory text for a black studies course.

Mountain View College

Kay King

Elaine Tyler May. Great Expectations: Marriage and Divorce in Post-Victorian America. Chicago: University of Chicago Press, 1980. Pp. viii, 200. Cloth, \$15.00; Paper, \$6.95.

Elaine Tyler May's Great Expectations: Marriage and Divorce in Post-Victorian America compares attitudes toward sexuality, marriage, sex roles, working wives, and consumerism in samples drawn almost exclusively from Los Angeles divorce proceedings in the 1880s and in 1920. There was far less ambiguity and uncertainty about sex role expectations in the divorces in the 1880s than in the later period. The early records indicated that both sexes had "specific duties and lived with concrete restraints on their behavior and demeanor." Men were expected to provide an adequate standard of living, behave in a genteel manner, and tame their lusts, but they could indulge in occasional entertainments outside the home. Women were to be virtuous and to expect little sexual gratification; they were to be mothers, fulfill their household duties, and maintain a subordinate position to their husbands.

In divorce cases from 1920, however, frustrations and marital conflicts arose because many individuals were unable to reconcile deeply entrenched notions with the newer ideas and changes in society spurred by increases in the standard of living, consumerism, and leisure time. Americans expected more of life; in particular, they expected more of their marriages. Marriage was to live up to a vague romantic ideal and personal happiness was essential. In their pursuit of romance and happiness many couples faltered because of uncertainties about what constituted an adequate standard of living in a consumer-oriented society, whether or not wives should work outside the home, and, most important, the nature of their sexual relationships. Couples experienced a range of sexual conflicts and May concluded that for the men and women seeking divorces in 1920, "the 'sexual revolution' was still a long way off."

Elaine May's discussions of the particular divorce cases were consistently illuminating and she offered interesting explanations of changes in attitudes toward women working, sex within marriage, and consumption. Those looking for explanations of the larger changes in American society between 1880 and 1920, however, will find the book somewhat disappointing

because May's monograph is based on little research outside the very rich divorce records. It is difficult to know if her generalizations based primarily on the Los Angeles samples would hold in other regions. There is also the problem of assessing exactly how much marital failures tell us about the far more numerous successes. A broader examination of marriage in the early twentieth century is necessary to fully answer the many provocative questions May's book raises.

Great Expectations, although not a model historical monograph, would be an excellent choice for undergraduates in recent American history courses and more specialized courses on women and the family. It challenges conventional views of an early twentieth century sexual revolution and of a "new" woman liberated from traditional norms, but it also carefully details some of the complex and often contradictory shifts in behavior and expectation that did occur between 1880 and 1920. Students will be fascinated by the letters and testimony in the divorce cases because such rich details of the private lives of past generations are rarely available to them.

DePauw University

Barbara J. Steinson

Derek McKay and H.M. Scott. The Rise of the Great Powers, 1648-1815. London: Longman, 1983. Pp. 368. Paper, \$13.95.

In The Rise of the Great Powers the authors undertake a difficult task, a survey of the emergence of the Great Powers from the Peace of Westphalia to the Vienna settlement. This book is diplomatic history in the best sense. Focusing on relations between the powers, McKay and Scott give short and explicable accounts of the wars which so dominated the age. Domestic history and the wars are discussed as they impinge on the formulation of policy. The reader is spared the battle-by-battle account which bedevils so many so-called "diplomatic histories." The breadth of the subject means that the writers may occasionally err. Even the loudest denouncer of Frederick I, King of Prussia, may well argue with the statement that Prussia was a "Russian satellite under Peter the Great." Nonetheless, the errors in such a survey are surprisingly few. The authors are particularly strong in areas often neglected by others, especially Northern and Eastern Europe, which are too often handled as mere sideshows to the rise of France. They should be commended for offering us an appropriate text, clearly conceived and well written. The well drawn maps and excellent bibliography should assist students. Given the current paucity of available material, teachers of diplomatic history or even of Early Modern Europe will find this text particularly valuable.

University of Montana

Linda Frey

Jack S. Levy. War in the Modern Great Power System, 1495-1975. Lexington: The University Press of Kentucky, 1983. Pp. xiv, 215. Cloth, \$24.00.

Military historians, or more generally scholars who focus on the subjects of war and peace, will find this study both stimulating and useful. In a quantitative examination Levy has tried to look at all wars between the "Great Powers" from 1495 to 1975 with the intention of defining their characteristics and trends. His efforts to develop taut definitions occupy much of the earlier part of his study, and for the most part he succeeds in establishing precise categories in which to insert his quantified data.

As in all similar cases, readers can quarrel with the inclusions and exclusions. For example, he uses battle deaths, not total deaths that would



include civilians, to measure the severity of a given war. The limitation has the advantage of avoiding the influence of perhaps unconnected plagues or droughts; moreover, in the earlier centuries that Levy examines, battle deaths were more likely to be reported than civilian deaths. At the same time, the restriction may tend to skew, for example, the measurement of the severity of World War II on the Soviet Union.

The historians on whom he depends, mostly military historians like Theodore Ropp and Walter Millis, are sound. Much of his data, however, comes from such sources as a 1937 study by Sorokin, and Woods and Bultz's 1915 investigation Is War Diminishing? More serious is Levy's acceptance of historical conventions. For example, he divides the Thirty Years' War into its customary four phases, but treats as a unit the "Second" Northern War and the Napoleonic Wars, both of which have divisions as sharp as any in the Thirty Years' War. That is, Levy's results can only be as exact as the untested historical conventions he uses.

Levy intends his work to dovetail with the work of J. David Singer and the Correlates of War Project. Levy does add at least one useful refinement: He focuses on war among the Great Powers, and he examines that particular type of war over a long period of time, five centuries. That narrowing of subject and extension of chronology allows him to search for cycles and rhythms in his data. He determines mathematically that wars among the Great Powers have become less frequent but more severe, a conclusion that will startle few historians. Less expected, however, was another conclusion--there is no relationship between the frequency of war in one period and the frequency of war in the following period. War does not beget war, nor is there statistically significant evidence of either positive or negative contagion.

General historians as well as cliometricians will find Levy's study rewarding. It may also present an opportunity for classroom exercises. Students might be put to refining Levy's data base on wars and then recalculating his statistics. On the whole, War in the Modern Great Power System offers to historians a useful and provocative set of generalizations.

North Texas State University

Bullitt Lowry

Lionel Kochan and Richard Abraham. The Making of Modern Russia. Second Edition. New York: Penguin Books, 1983. Pp. 544. Paper, \$7.95.

Although few would argue with the rationale for this second edition of a 1962 text (i.e., "new times bring new interests"), many may well be disappointed with the end product. An established British scholar, Kochan has set out to revise his much respected 1962 survey of Russian history with several new perspectives and issues in mind. Among the new interests cited are: the role of women in Russian social history; the status and role of the national minorities, including the Islamic peoples; Soviet relations with the People's Republic of China; Soviet economic dependence upon Western technology; and the renewed interest in the continuity of pre-revolutionary Russian political culture in the Soviet era. While these new interests do appear in the second edition, for the most part, their treatment tends to be episodic and generally superficial. This may be inevitable, for the text attempts to cover the entire sweep of Russian history, from its very beginnings in the ninth century down through the 1970s. As a result, the effort to add fresh perspectives and new material limps badly, due primarily to the enormity and complexity of the undertaking. In short, a two-volume revision, with one volume devoted entirely to twentieth-century Russia, might have been advisable.

Despite its failure to attain its stated goal, this second edition is still an eminently readable, balanced, and erudite textbook. In terms of specific topics that stand out for their liveliness and analytical quality, the following are especially noteworthy: Kievan Russia, the reigns of Ivan IV and Peter the Great, the entire eighteenth century, the Emancipation Decree (1861), foreign affairs in the 1930s, and the "Great Patriotic War" (World War II). At its best, the text weaves considerable factual information, literary allusions, eye-witness accounts, and biographical detail into an extremely lucid synthesis. Moreover, it offers more than a mere chronicle of events; interpretation abounds, adding a critical quality to the text that makes it far more stimulating and coherent.

The Making of Modern Russia, however, like any textbook or survey, is not without its flaws. Among its major weaknesses are its deterministic perspective on the Russian Revolution and Stalinism, its somewhat rambling treatment of the post-Stalin decades, as well as its almost exclusive emphasis upon political history. In addition, the text suffers from a dearth of teaching aids; it has only five maps (black & white), no charts, photos, graphs, tables, or glossary. For a high school teacher this may restrict its classroom use. Nonetheless, it is very readable and does have a fine index and bibliography; thus its shortcomings are not serious enough to warrant avoiding the book. For the college teacher who may prefer to concentrate upon the eighteenth and nineteenth centuries and only touch upon the Soviet period, this single volume survey could be ideal, particularly in view of its overall stylistic and scholarly rigor. And its modest price is not to be overlooked--it is a large format paperback of very high quality.

Fitchburg State College

Pasquale E. Micciche

D.C.B. Lieven. Russia and the Origins of the First World War. New York: St. Martin's Press, 1983. Pp. 213. Cloth, \$25.00.

Why another addition to the remarkably voluminous literature on the outbreak of World War I? The easy answer is that this is part of a series, "The Making of the Twentieth Century," which already has volumes on Britain, Germany, and Italy on the approach of the war. Fortunately, there is also a better answer: This is a truly illuminating and stimulating examination of the way foreign policy was made in Petersburg after the Russo-Japanese War, one which, by reason of its thorough consideration of primary sources and insightful treatment of themes outside the usual range of diplomatic history, deserves close attention.

Of the book's six chapters, one of which is a conclusion, the first, second, and fifth tackle the diplomatic origins of the war in a traditional way, with a chronological account of Russian foreign policy based on archival sources and published Soviet material accessible only to specialists fluent in Russian. The heart of the book, however, the third and fourth chapters, comprises two-thirds of its length and seeks explanation for the development of Russian foreign policy and its conduct during the crisis of July 1914 in the interplay of economic, geographic, geopolitical, and socio-political factors, providing at once an examination of the relationship of external and internal policy and a discussion of how the Russian system of government influenced the goals and methods of the Empire's foreign policy after the Russo-Japanese War. In particular, this section examines the interplay of two very different attitudes toward Germany: the one, advocated strenuously by P.N. Durnovo, seeking to deflect German eastward aggression by fostering Anglo-German rivalry and conflict; the other, propounded with equal vigor by Prince G.N. Trubetskoy, emphasizing deterrence of German aggression by a forceful display of Russian power and Anglo-Franco-Russian unity.

Conceptualizing and teaching the multiplex causation of the First World War is a difficult proposition, whether undertaken in a survey or more specialized course. Most teachers, shying away from the sort of reductionism that locates the origins of the war in the personal inadequacies of the handful of men who bungled matters in the summer of 1914, find their explanations relying to an excessive degree on the ponderous movement of impersonal forces. It is necessary to travel a via media, and Lieven's fine account of the views and efforts of Durnovo and Trubetsky and of the Emperor, the Court, the diplomats, the military, the parties, the press, and the public presents a most useful study of the balance of individual effort with large scale trends, tendencies, and forces in forging historical events.

Suffolk University

Joseph M. McCarthy

John F.V. Keiger. France and the Origins of the First World War. New York: St. Martin's Press, 1983. Pp. vii, 201. Cloth, \$25.00.

Drawing especially on the correspondence and private papers of diplomats and politicians, Keiger reassesses France's role in international affairs on the eve of the First World War. The result is a brief but valuable study that convincingly attacks a number of myths concerning French "war guilt" and reveals much about the fluidity and odd meanderings of prewar diplomacy in general, where nations sometimes found that on certain issues they had more in common with their supposed enemies than with their allies.

Keiger points out that French foreign policy was more often motivated by a desire for détente than open hostility toward Germany. La revanche vanished early as a noteworthy component in that policy, even for the inhabitants of Alsace-Lorraine. The famous nationalist revival in the decade prior to the war seems to have been confined largely to the urban bourgeoisie, with most of the populace demonstrating, at best, patriotism of a defensive sort. Indeed, during the Serbian crisis of July 1914, the chief interest of the French people was in a scandal involving the murder of a newspaper editor by the wife of the Finance Minister. Despite the arms race, relations between France and Germany from 1912 to 1914 were actually quite good, particularly in colonial matters where Anglo-French friction lingered.

Keiger's discussion of the disarray within both the Triple Alliance and the Triple Entente is excellent and should dispel any illusions about the two systems being somehow monolithic. Equally fascinating is his account of disarray in the French Foreign Ministry itself where, until the coming of Poincaré, weak Foreign Ministers, chauvinistic bureaucrats with a variety of hobbyhorses, and independently-minded ambassadors struggled for power. Much of Keiger's book naturally focuses on Poincaré, who endeavored to bring order into French diplomacy in the wake of Agadir as Premier and Foreign Minister and who continued to oversee foreign policy after his election as President in 1913. Because of the unusual authority he exercised over French foreign policy, Poincaré sometimes emerges as one of the villains of 1914. Keiger pictures him as suspicious of Germany but hardly bellicose. Poincaré worked for peaceful coexistence between the two blocs while seeking to strengthen the Entente and restrain Russian ambitions. Indeed, had Poincaré not been absent from France during the key days in July 1914, he might well have proven to be one of the significant forces for moderation. Instead, he was compelled to be a relatively passive figure, able only to react to a deteriorating situation that his policy of firming up alliances had unintentionally helped to produce.

Keiger's fine book fills a gap in our understanding of the origins of the First World War and, even more, provides some illuminating and disturbing

analyses of the conflicting influences that compete to shape a nation's foreign policy. It is a splendid corrective to textbook commonplaces about the blunders that led to the war and could be used with great effect in a college diplomatic history course.

Fort Hays State University

Robert B. Luehrs

E. Bradford Burns. The Poverty of Progress: Latin America in the Nineteenth Century. Berkeley: University of California Press, 1980. Pp. 185. Paper, \$6.95.

This is a marvelous book. Its small size (a mere 154 pages of narrative), clear organization, and readable style all make it ideally suited for undergraduates in Latin American or Third World Studies. At the same time, its speculative nature makes it necessary reading for Latin American scholars. Like Walter La Feber's excellent monograph, Inevitable Revolutions, this book presents a solid argument that the development of Latin America has been directly dependent upon economic activities in North America and Western Europe.

Professor Burns argues that modernization, pushed on Latin America by outsiders, together with the zeal exhibited by Latin American elites for this "civilizing" mission, has been largely counterproductive. Instead of development it has created a system that has ensured the deterioration of aboriginal lifestyles and the perpetuation of the region's backwardness. For example, railroads, introduced into Latin America mainly by the British and Americans, were designed to exploit natural resources for the export trade. While local leaders frequently supported modernization, they often failed to understand its consequences. Diversified agriculture gave way to monoculture (coffee or bananas in Central America), and local economies became dependent on the foreign dominated export trade. Peasants and small farmers lost their arable land while, at the same time, national capitals such as Guatemala City slavishly took on the appearance of Paris. In short, modernization, though enriching foreigners and Latin elites, severely exacerbated the problems of the masses. Burns convincingly demonstrates that in late nineteenth and twentieth-century Latin America "progress" in reality meant an intractable cycle of poverty for most of the population.

Because Burns successfully combines political history with an understanding of the folk culture of the region, Poverty of Progress is actually a study of anthropology as well as history. In separate chapters he demonstrates how members of the elite preferred North American culture to their own and how this aping of foreign style has been perpetuated by Latin American historiography. Burns balances this theme by presenting the views of a small minority of Latin Americans who actively opposed Europeanization. One Venezuelan novelist, in a satire on Don Quixote, created a "Dr. Quix of Manchester" who upon arrival in Venezuela "complete with pith helmet and bicycle" brought progress to its lowly, ignorant citizens. In due time, the good doctor's superficial improvements, which included a "hand-powered elevator for a two story building," filled the Venezuelans with pride and joy.

For the general reader this book provides an understanding of contemporary problems in Latin America; for the scholar it provokes thought for future investigation. It is especially valuable as a tool to inspire students to think critically about Latin America and to reexamine their preconceived ideas regarding this region.

Southern Technical Institute

Robert Fischer

Anthony Seldon and Joanna Pappworth. By Word of Mouth: Elite Oral History. London and New York: Methuen, 1983. Pp. xi, 258. Cloth, \$25.00; Paper, \$12.95.

An excellent introduction to the process of oral history, this book provides an overview to those wishing to interview the leaders. The authors, British schoolteachers, have conducted oral projects and directed oral archives. This book is a good place to start for oral historians of the "elite"--i.e., those who are eminent in their field.

The work is divided into four parts: the role of oral history; methodology and evaluation; case studies; individual books and oral archives. Two appendixes, dealing with legal considerations and video, are included. There is a complete set of end notes, but no index.

To ground this book on firm practical experience, the authors have consulted a broad range of oral historians. The first part of the book introduces the subject and relates criticisms and advantages of oral history. "Information transmitted orally, in a personal exchange, of a kind likely to be of historical or long-term value" has been around a long time, but only since the Second World War has it burgeoned. The authors distinguish three main oral history activities: individual researcher, oral project, and oral archive. Activities related to oral history include visiting physical locations, studying published memoirs, acquiring written recollections, and interviewing by telephone. The authors enumerate the limitations of oral history, including those associated with the interview process. Despite these several drawbacks, oral history has many advantages and presents splendid opportunities for historical research. It has possibilities to find facts not recorded in documents; it helps in the interpretation of personalities and events; and it aids in interpreting documents. The potential benefits of interviewing outweigh the difficulties associated with doing oral history.

The second part gives methodology--"the nuts and bolts"--of conducting the three branches of oral history for individual researchers, oral archives, and oral projects. A chapter on the evaluation and use of oral evidence concludes this practical section.

Case studies of how and where oral history has been used in books of modern and recent history, political science, and cultural history form the basis for this third part. The authors conclude with case studies of oral archives in Britain, media, and non-media.

Anyone wishing to think more deeply about oral evidence will find in this book a practical guide to the oral history of elite persons relevant to their needs.

The Pennsylvania State University  
The Capitol Campus

Jacob L. Susskind

*Letter to the Editor--*

Dear Editor:

In his review of The Ballad of America (Teaching History, Fall 1984, 89-90), George W. Geib states that The Ballad of America--originally published 1966 and reissued in a revised edition by Southern Illinois University Press 1983--was one of "a number of attractive anthologies of the melodies and lyrics that were winning a large public audience" during the folk music revival of the 1960's.

This characterization is not entirely accurate. Not more than 15% of the songs in my book were widely sung by and before popular audiences at that time. Indeed, the book's connection with the folk song revival was peripheral. It was one teacher's attempt to provide his youthful public with a lost, unknown, and largely forgotten heritage.

If all these songs had been widely known in the sixties, how fortunate I would have been! I would have been spared the years of effort spent in recovering these treasures--tramping fields and forests from New Brunswick to Georgia, listening to dusty tapes in congressional archives, poring over yellowing broadsides and tattered songsters in the great New England collections. All this research, such as it was, is detailed in my essay on Sources, pages 381-399 of my book.

The Ballad of America is an historical source developed both in the classroom and the archives for the use of history teachers at all levels. The challenge is for teachers to discover that such songs are incomparable original sources for the study of American history.

Sincerely,

John Anthony Scott

COMMITTEE ON HISTORY IN THE CLASSROOM

If you consider yourself both a teacher and an historian the Committee on History in the Classroom (CHC) is an organization designed for you. Founded in 1971 and affiliated with the American Historical Association in 1975, the CHC has the following goals:

1. To promote the "scholarship of teaching." We believe that the scholarly pursuit of the technique, content and philosophy of teaching history is just as important a function of the historian as to develop the scholarship of research.
2. To preserve the historical record in all its rich and diverse forms.
3. To facilitate discussion and to focus action on key issues within the profession.
4. To develop a communication network among individuals whose work is related to the teaching and study of history.

Our achievements include:

Initiating a series of joint sessions on teaching with the AHA;  
Mobilizing the AHA to preserve H.H. Richardson's world-famous Union Station in New London, Connecticut;  
Working with the Historians for Freedom of Information to join in the successful suit which forced the FBI to stop its indiscriminate destruction of records;  
Fighting against textbook censorship by the State of Mississippi in the landmark case of Loewen v Turnipseed;  
Providing leadership for the cooperative study of international textbooks;  
Sponsoring a pilot project for the development of training materials for Teaching Assistants.

If this commitment appeals to you, we urge you to join the Committee and participate in its work. Annual membership provides you with two issues of the Committee's newsletter, the CHC Bulletin and, given our close working relationship, a concurrent subscription to Teaching History.

-----  
TO: Ms. Miriarm Greenblatt  
550 Sheridan Square  
Evanston, IL 60602

Enclosed is a check for \$10.00 so that I might become a member of the Committee on History in the Classroom, thereby receiving annual subscriptions to the CHC Bulletin and Teaching History.

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SUMMER INSTITUTE IN HISTORICAL ARCHAEOLOGY 1985

*It would be impossible to measure how much I have learned this summer. I would like to see the opportunity that I have had extended to other college and public school teachers. I think that their students will greatly benefit.*

Dr. Jerry Long, Davis & Elkins  
College, Elkins, West Virginia

*I learned a lot during the Institute; it was an important academic experience for me. All of the lecture programs provided me with useful information - much of this I'm sharing with my students.*

George Brauer, Kenwood High School  
Baltimore, Maryland

These are just two of the many favorable comments from teachers who participated in the first Summer Institute in Historical Archaeology in 1984. This program, jointly sponsored by the National Endowment for the Humanities and the Flowerdew Hundred Foundation, is designed to provide teachers at the high school and college level with first hand experience in archaeology that will enrich their classroom teaching abilities. The Institute furnishes a valuable opportunity for history teachers to broaden their understanding of the American experience through working with material culture in an archaeological context, and in turn to convey the excitement of their discoveries to their students.

For information about the 1985 Institute (which is offered at no charge to participants) contact Edward Ayres, Director of Education, Flowerdew Hundred Foundation, 1617 Flowerdew Hundred Road, Hopewell, VA 23860 (804/541-8897).



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