

## BOOK REVIEWS

Robert William Fogel and G.R. Elton. Which Road to the Past? Two Views of History. New Haven and London: Yale University Press, 1983. Pp. vii, 136. Cloth, \$14.95.

History is "an argument without end," according to Pieter Geyl. That philosophy turned many of us historians on to history early in our academic careers, convincing us that we could make our mark by challenging the accepted wisdom of the past, by revising standard and long-accepted interpretations. During the past several decades historians have argued as much about methods as they have about interpretations. In Which Road to the Past? Robert William Fogel and G.R. Elton compare and contrast the "cliometric" and "traditional" approaches to historical investigation.

Fogel of the University of Chicago represents "scientific" or "cliometric" history in a point-counterpoint "debate" on the two approaches. After tracing the nineteenth-century quest for a "scientific" history and the promotion of "new history" by James Harvey Robinson in the early 1900s, Fogel cites the growing attraction of economic, sociological, and anthropological ideas for historians--including Charles Beard, U.B. Phillips, Richard Hofstadter, and Oscar Handlin--as the trigger for cliometric history in the 1950s. "Born of the marriage contracted between historical problems and advanced statistical analysis, with economic theory as bridesmaid and the computer as best man," cliometric history offered an alternative paradigm to historians who favored mathematical models and computers over "traditional" investigative techniques to digest and understand mounds of data about categories of people, institutions, and events. According to Fogel, this new history provided models that were explicit and subject to rigorous empirical verification.

Elton of Cambridge University responds by using Fogel's six chosen categories to define points of difference between cliometric and traditional history: These include subject matter, preferred types of evidence, standards of proof, the role of controversy, attitudes toward collaboration, and communication with the history-reading public. In his commentary, Elton reveals some disagreement on the basic characteristics, the strengths and weaknesses, and the applicability of the two "roads" to the past, but in the end he begs off from any heated dialogue or confrontation with Fogel. "We are all historians," he notes, "differing only in what questions interest us and what methods we find useful in answering them."

After more than a hundred pages, the reader is left to his or her own preference as to the "road" to take, because both Fogel and Elton opt for compromise. Fogel concludes that focusing on the differences between the two approaches will simply "obscure their more numerous and more fundamental affinities and complementarities." Elton echoes that "the two sorts of historians . . . share far more common ground than they have differences." In the introduction the authors promised "a dispassionate review," a "debate" but "no bloodbath." And that is what we get. This reviewer would have preferred a bit of emotion, a bit of passion, perhaps even a drop of blood or two.

Despite its "bloodlessness," Which Road to the Past? provides interesting and important reading--although sometimes dull--that would be useful in honors, upper-division, or graduate courses in historiography or version of the book will be available soon for students to purchase.

The School of the Ozarks

Stephen Kneeshaw

Emmanuel LeRoy Ladurie. The Mind and Method of the Historian. Translated by Sian Reynolds and Ben Reynolds. Chicago: University of Chicago Press, 1981. Pp. v, 310. Paper, \$9.95.

Reuven Brenner. History--The Human Gamble. Chicago: University of Chicago Press, 1983. Pp. xiv, 247. Cloth, \$17.50.

Students of history today must confront a paradox: while history in the schools dies a slow death as students at all levels, middle school through university, vote with their feet against history courses, history in the community with its museums and historical and genealogical societies is robust; and history as research--especially as it assimilates the social sciences--has never been more creative.

The two books under review here abundantly demonstrate that creativity. Brenner, a Université de Montréal economist, argues that typical history/social science theories fragment man in that they shed light on only selected aspects of the whole human experience. His solution: a Faustian effort to offer a "general theory of behavior." At bottom, his theory is a variation on Toynbee's stimulus-response mechanism. Risk-taking, a willingness to gamble on new ideas, revolutions--but more than that--man's evolution from small, primitive cultures based on religion, family ties, and face to face transactions to larger, more complicated market/contract societies should be viewed as responses to perceived changes in the relative distribution of wealth which in turn are due to increases in population. That is, Brenner believes that we are hyper-sensitive to our relative position in the distribution of wealth. Increases in population affect that position quite directly. With changes in our relative position, we become more willing to adopt new ideas and new institutions--to gamble--and thus, to bring about change. Ideas in history are best seen as responses to threats to the stable distribution of wealth. Other responses, Brenner argues, are criminality, anti-Semitism (scapegoatism), and artistic activity. Replete with statistical tables and formulations and grounded in wide reading in the social sciences, this is indeed an impressive book. The fundamental question it raises for the classroom is the same question Toynbee's theory raises: Brenner identifies responses--change in history--but does he have the stimuli (causes) right? Could there be explanations other than his? What are they?

Like Brenner, the Frenchman Le Roy Ladurie is intrigued by totalist, non-political history. In this collection of disparate essays on population history and French rural life, he displays the typical approach of the French Annales school of social history. Mass history, popular consciousness, and rural population are the key topics. More than that, he deploys today's concerns and references--the environmental crisis, nuclear/bacteriological war, and third world development problems--in his efforts to connect past and present. Last, he seeks out models by which understanding may be heightened. For example, in a study of the court of Louis XIV, the utility line infrastructure of a city, molecular biology, a clock, and billiards are suggested as images of that court's social dynamics. In the same vein, Ladurie is drawn to the notion of crisis as yet another organizing principle of human experience. For him, crisis can be short-term--the energy crisis which began in 1973--or long-term, such as Amerindian genocide, 1500-1650, when a huge percentage of the Aztec and Inca populations died after exposure to old world diseases.

There is so much for the classroom in these two books. With Brenner, the history/social studies teacher will have a general theory of historical

causation that can provocatively be compared to other such theories as the Marxist and the cyclical. Red meat for curious minds! Both student and teacher can profit from Ladurie's book. In it, he alternates from case study to sweeping generalization, from the past to the present. As the most recent attempts to make a good marriage of history and the social sciences, these studies stand a good chance at closing the gap between research and writing and classroom teaching of those subjects, for they are at once accessible and they lend themselves to classroom use, either in whole or in part.

Ohio University

Richard Harvey

John E. O'Connor, ed. American History/American Television: Interpreting the Video Past. New York: Frederick Ungar Publishing Company, 1983. Pp. 463. Cloth, \$17.50; Paper, \$8.95.

Popular culture courses are now commonly taught in history departments and interdisciplinary programs at the college and university levels. The rise and influence of television must certainly be addressed in these courses, but how is it best to teach such material? American History/American Television is an ideal teacher's aid. This anthology was a product of a year-long seminar at Columbia University on Cinema and Interdisciplinary Interpretation. Each of the fourteen essays covers a special television program or series. They range widely, from "Amos and Andy," "Milton Berle," and "Victory at Sea" to "Brian's Song," "The Selling of the Pentagon," and "The Guiding Light." A twenty-three page chronology of major events in television's history follows the essays. The racist aspects of "Amos and Andy" and "Roots" are explored. The role of television in political campaigns, helping Richard Nixon when he made his famous Checkers speech and hurting Edward Kennedy during his 1980 campaign, are singled out for special attention. The impact of McCarthyism on the networks is discussed in several essays. The battle between CBS censors and the Smothers Brothers is a useful case study for teachers wanting to examine the shifts in values in the 1960s.

American History/American Television will become the standard work for teachers who attempt to relate the video past to recent American cultural history.

Indiana University

D'Ann Campbell

Foster Rhea Dulles & Melvyn Dubofsky. Labor in America: A History. Arlington Heights, Illinois: Harlan Davidson, Inc., 1984. 4th edition. Pp. ix, 425. Cloth, \$25.95. Paper, \$15.95.

Shortly after it initially appeared in 1949, Foster Rhea Dulles's Labor in America became a staple among survey studies of the "history of American workers and their labor movements from colonial times to the present." Before he died in 1970, Dulles had revised and reissued his book twice, lastly in 1966. Now, due both to a resurgence of interest in labor affairs and the conscientious efforts of Melvyn Dubofsky, a fourth edition of this classic work is available. Indeed, much to Dubofsky's credit, this volume represents the best of two worlds. Not only does the text reflect recent scholarship, perspective, and bibliographical material, but much of the original organization, style, and substance that made the three previous printings so successful has been retained.



Perhaps the real value of a book of this caliber and kind resides in its versatility. First and foremost, this text can be viewed as fundamental fare for an assortment of specialty classes dealing with labor-related subjects, be they historic, economic, or social based. Beyond the obvious, there is wider application for Labor in America within the academic sector. Several chapters readily and appropriately lend themselves to supplementary reading requirements in American survey courses. For example, Chapter One, which deals with the colonial period, should help the student achieve a comprehensive grasp of both the general and integrated realities of life, labor, and society during those early times. Chapters Eight and Ten, which focus on the Knights of Labor and the Homestead and Pullman strikes, do much to reduce the forces, factors, and personalities of that Robber Baron-Classic Capitalist era to understandable terms.

It is also possible that individuals outside academe will find use for the book, if for no other reason than it will serve as a handy tool with which to better assess economic and labor trends within a historic context.

Ultimately a fifth edition of Labor in America will be written. When it is, hopefully it will feature greater reference to the role of minorities and Southern and agrarian unionism.

Bainbridge Junior College

Robert W. Dubay

Karen Ordahl Kupperman. Roanoke: The Abandoned Colony. Totowa, New Jersey: Rowman & Allanheld, 1984. Pp. viii, 182. Cloth, \$24.95; Paper, \$12.50.

Professor Kupperman has written a timely monograph on the first English colony in North America, for 1984 is the quadricentennial of the founding of Roanoke. The author provides us with a concise overview of the origins, development, personalities, and, ultimately, the tragedy of this colony.

As the author points out, the initial purpose in founding the colony was to provide a base for privateering against Spain's treasure fleet. To men like Sir Walter Raleigh, Roanoke's primary sponsor, privateering offered the promise of glory for England and personal enrichment. Under his leadership two expeditions were dispatched to North America for this purpose. The first, in 1584, a reconnaissance mission under Philip Amadas and Arthur Barlow, returned full of enthusiasm for Roanoke. The second, in 1585, under Sir Richard Greenville and Ralph Lane, was to establish a permanent settlement. Lane and his men spent the winter of 1585-86 on the island, while Greenville returned to England for supplies. Difficulties with Indians and lack of a permanent source of supply led Lane to abandon the colony when Sir Francis Drake arrived in 1586, only a few weeks before Greenville's return.

The final expedition set out in 1587 under John White. Raleigh, due to difficulties in England, was not directly involved. White's expedition, although it ended in tragedy, was to serve as the prototype for future colonization. The colony was based on agricultural self-sufficiency, the development of products for the English market, and the encouragement of families to settle rather than soldiers or adventurers. White reluctantly returned to England for supplies, and, when he returned in 1590, the colonists had disappeared. Their fate has remained a mystery for centuries.

In tracing the details of these expeditions, Kupperman has provided a skillful reconstruction of the events and personalities that shaped Roanoke. The description of the Carolina Indians on the eve of colonization and the crucial role they played in the rise and fall of the colony are especially helpful in understanding the period.

Roanoke is a good, short monograph that can be recommended for reading on the undergraduate level. However, the lack of original sources lessens its value on the graduate level. The addition of more maps (only two are provided) and illustrations, such as those of the North Carolina Indians by John White, and a better organized presentation of each expedition would be helpful to the general reader.

Mount Saint Mary College

John T. Reilly

Kevin O'Reilly. Critical Thinking in American History: Exploration to Constitution. South Hamilton, Massachusetts: Hamilton-Wenham Regional High School, 1983. Pp. 86. Paper, \$2.95. Teacher's Guides: Pp. 180. Paper, \$12.95.

Kevin O'Reilly. Critical Thinking in American History: New Republic to Civil War. South Hamilton, Massachusetts: Hamilton-Wenham Regional High School, 1984. Pp. 106. Paper, \$2.95. Teacher's Guide: Pp. 190. Paper, \$12.95.

Most students of United States history at whatever level believe that their primary purpose in taking the course is to know the facts. Their teachers, on the other hand, believe that students must understand relationships, recognize inferences, test hypotheses, and evaluate evidence. What teachers want to do, then, is take their students beyond the mere acquisition and comprehension of knowledge to the exercise of higher order thinking skills. And that is the whole point of Kevin O'Reilly's packet of material on American history. He establishes from the outset that "there is more to history than information." Students explore the "why" of history and view the past through the use of analytical processes.

There are three components in the program. The crucial one is the teachers' guide, which is a carefully laid out, step-by-step manual presenting in detail the precise methodology one must use to teach critical thinking a la O'Reilly. He uses as his model the higher order skills of analysis and evaluation in Bloom's taxonomy. Toward this end, the author has developed some clever and creative lessons. The student manual is tied in to the teacher's book through a coding system that initially looks complicated but makes sense as one starts to use the materials. The final element is an envelope containing worksheets, readings, debate materials, and tests that can be photocopied for classroom use.

Apart from its creativity, this program has a number of benefits. Certainly it confronts students with more than the facts of the American experience. They are forced to inquire and evaluate by examining inferences, testing assumptions, and working at inductive and deductive thinking. Each lesson is designed to make students active participants in the learning experience because they are presented with problems rather than told information. In addition, once a teacher understands the project's rationale, he can select those lessons and apply them to his own curriculum. Flexibility, then, is a characteristic that will make these materials appealing to teachers who seek regularly to refresh their courses.

Through exposure to this project students will certainly get a clear sense of the historian's craft. They will be forced to interpret more, to write more, and to react more skeptically than students in the traditional text-oriented programs. While not the answer to all our questions on how to teach critical thinking, teachers will find O'Reilly's work a helpful supplement to the regular U.S. history course at the high school level.

New Trier Township High School  
Winnetka, Illinois

James F. Marran

Michael J. Cassity, ed. Chains of Fear: American Race Relations Since Reconstruction. Westport, Connecticut: Greenwood Press, 1984. Pp. xxxv, 253. Cloth, \$35.00.

Michael J. Cassity has ambitiously attempted to delineate the history of post-Reconstruction race relations in a collection of sixty-two documents with a twenty-three page introduction. He seeks to place race relations into the social context of the times and argues that market forces were a major determinant of that context. Like other aspects of society, race relations were affected by the transformation from pre-market conditions to an industrial world. Cassity sees no inevitable pattern of change, however; rather he argues that people of both races often made decisions with little understanding of how social and economic forces would affect their consequences. He concludes that in some cases, such as the civil rights movement in the 1950s and 1960s, black leaders, as well as their white opponents, seemed to be combatting modernization as they failed to realize that only economic improvements could bring genuine equality.

Cassity divides the documents into three sections: "The Market and the Conditions of Freedom" (1877-1919), "A Modernizing Society" (1920-1968), and "The Malaise of Race and Society in Modern America." Each document has an introduction with an analysis of its contents and an explanation of the historical setting. The selections are drawn from a variety of sources, including newspapers, magazines, and interviews. Many of the topics, such as sharecropping or the influence of Martin Luther King, are anticipated ones. Others relate to less expected themes, including voodoo, music, and religion; Cassity suggests that these cultural forms exhibited either "pre-market" qualities or "anti-market tensions."

In any brief work of this type it is easy to criticize the author's choice of documents. There are, however, some curious omissions for a work dealing with the influence of market forces upon race relations. Cassity makes no mention of the Populist Party, with its rhetoric of political and economic cooperation between the races; certainly this party's activities had considerable impact upon the South's race relations. There is only passing reference to Booker T. Washington, whose theories, influential throughout the country, were influenced to some degree by market forces. Cassity might have expanded his volume to include these topics and others; in addition, he might have added documents to several sections in which he illustrates a controversial point with only one.

While Chains of Fear is a highly selective set of documents, it could be used profitably in upper-level classes in black history, social history, or economic history. Students could certainly learn from the connections Cassity makes between market forces and the racial climate, and they could discuss whether or not they agree with his analyses. The theories may be



too difficult for beginning students to grasp. Greenwood should issue the book in paperback; students might justly complain about its cloth price.

Kennesaw College

Ann W. Ellis

L.P. Morris. Eastern Europe Since 1945. London and Exeter, New Hampshire: Heinemann Educational Books, 1984. Pp. 211. Paper, \$10.00.

This latest volume in the Studies in Modern History series provides a well-informed introduction to the internal developments of seven countries: Poland, Czechoslovakia, Yugoslavia, Hungary, Romania, Bulgaria, and the Democratic Republic of Germany. Organized topically, the book has chapters devoted to the historical background, the political system, economic change, communist society, and eastern European culture. With an emphasis on the similarities and parallels in the countries, it focuses upon the "remarkable transformation" from a dominant peasant society into a modern, industrialized one.

Although hostile to Marxist-Leninist "totalitarianism," Morris presents a balanced and fair account of the achievements as well as the weaknesses of the eastern European governments. He emphasizes the significant influences of both the Stalinist model and the Cold War, and he gives insightful descriptions of the political dynamics of democratic centralism, the patronage associated with nomenklatura, the real privileges of political orthodoxy, and the strong pressures in support of conformity. "Without the checks and balances of pluralistic parliamentary democracy," concludes Morris, "the communist political system offered a continual temptation to use power in place of persuasion and to meet dissent or disagreement with repression." On the other hand, he observes that the governments did not ignore public opinion, that standards of living did rise impressively, that by 1980 communist governments were widely accepted (except in Poland), and that Marxist policies did eliminate glaring class distinctions.

This book should serve as a welcome supplement to many college courses in modern European and eastern European history. Clearly written and well-organized, each chapter has an appropriate list of recommended works in English. The provocative generalizations should stimulate many students to want to know more about this strategically important region of the world. The limitations of the book appear to be inherent in any attempt to deal with an extensive and complex field in a short synthesis. One would wish to have more than one page about the Hungarian and Czechoslovakian reforms that led to Soviet intervention. Morris might have made the book more interesting if he had included character sketches of the major personalities who are only briefly mentioned. Also, it would be nice to have illustrations, but this would make the book more expensive.

Mount Senario College

Thomas T. Lewis

John Marks. Science and the Making of the Modern World. Portsmouth, New Hampshire: Heinemann Educational Books, Inc., 1983. Pp. xii, 507. Paper, \$25.00.

At first it seems that this is just a rather uninspired history of science. Beginning with a very brief chapter on the Greeks, continuing with a traditional coverage of Copernicus, Brahe, Kepler, Galileo, and a little fuller treatment of Newton, the book then deals with geology, medicine,

chemistry, biology, physics, and mathematics. However, the author, John Marks, Professor at the Polytechnic of North London, England, then reveals his technique, which is first to present some details of the history of science, and then to make philosophical and sociological generalizations. The latter are what make the book distinctive and give it special value.

Marks's generalizations reveal his personal values that are presented in a non-argumentative, judicious manner. He explains how science has flourished in relatively open societies where scientists have been free to pursue their various interests and to exchange ideas through associations and publications. He contrasts the Soviet Union's infamous Lysenko biological fiasco and the recent persecution of A.D. Sakharov, as well as China's disastrous Great Proletarian Revolution, with the liberal democratic-capitalistic societies. The latter, he asserts, provide the optimum environment for science to flourish. His solution to environmental and health problems brought on by science, technology, and industry is free and open discussion of issues and problems, with public opinion taken into account, resulting in rational decisions that are relatively free from political considerations. Marks sees science as an intrinsic and necessary part of the modern world, the basis of rising living standards, containing its own means of self-correction.

Some liberal readers may dislike Marks's conservative proclivities. Following the ideas of F.A. Hayek, Marks explains that science has its own rules of logic, coherence, and use of available relevant evidence, and that government direction and control can do nothing but undermine. Since science pervades modern society, it follows that governmental activities should be held to a minimum. The good society is free, spontaneous, and undirected; it is liberal in the sense of classical laissez-faire economics. Others may fret about the book's selection of topics and emphasis. I, for one, wondered why the author failed to explain, even briefly, Einstein's general theory of relativity. Everything considered, however, this is an excellent book, that I intend to adopt for my History of Science course.

Winston-Salem State University

Howard A. Barnes

Kenneth G. Alferts, Cecil Larry Pool, William F. Mugleston, eds. America's Second Century: Topical Readings, 1865-Present. Dubuque, Iowa: Kendall/Hunt Publishing Co., 1984. Pp. viii, 381. Paper, \$8.95.

Professors Alferts, Pool, and Mugleston of Mountain View College have compiled a book of readings, largely, but not exclusively, drawn from the pages of American Heritage magazine. The book is intended as an adjunct to the secondary or college level survey course where these topical readings could be used to supplement textbook assignments, monographs, or lectures.

The intent of the editors was to choose articles that would be enjoyable as well as informative, readable as well as scholarly, and to this end they have succeeded, though the reliance on American Heritage is nowhere mentioned in the introduction. The articles are secondary sources with the exceptions of a fascinating interview with feminist and suffragist leader Alice Paul and a reminiscence of growing up on a farm by novelist Richard Rhodes. Both of these primary sources are highlights of the collection.

Altogether the book includes some thirty articles if one includes the excellent epilogue by Henry Steele Commager. The articles are arranged topically under four headings: economic developments, politics, diplomacy,



and social issues. However, not all the articles fit neatly into their assigned rubric, with the apparent overlap of political, social, and economic problems in some cases. Given the recent national attention to the lack of sufficient chronological awareness by high school and college age students, this arrangement gives one pause.

Nonetheless, America's Second Century should receive wide dissemination. It contains some of the most interesting and well-written articles that an instructor could provide in support of a survey course in American studies or history. Perhaps if more students were exposed to the kind of general interest subjects and the kind of unencumbered, enthusiastic writing that predominates in American Heritage, the problem of attracting students to history might be solved. Alfors, Pool, and Mugleston have done a real service by making these excellent articles so eminently available in an attractive and affordable package.

Phillips Exeter Academy

Richard D. Schubart

Sam C. Sarkesian. America's Forgotten Wars: The Counterrevolutionary Past and Lessons for the Future. Westport, Connecticut: Greenwood Press, 1984. Pp. xiv, 265. Cloth, \$29.95.

There have been numerous books written about America's wars. Just a short bibliography would include: The History of America's Wars from Colonial Times to World War I by T. Harry Williams (1981); The Wars of America by Robert Leckie (1981); and The History of the United States Army by Russell F. Weigley (1967). A well-known history book club recently offered a new title, For the Common Defense: A Military History of the United States of America by Allan R. Millett and Peter Maslowski. All are excellent, and all make basically the same claim to combine "the political, social, and economic aspects involved in the formulation of military policy and the impact of that policy on domestic and international developments."

So why another work on U.S. military history at this time? Part of the answer can be found in the title of Sam C. Sarkesian's America's Forgotten Wars. The title alone draws the curious reader into the work. As one who teaches one or both sections of the U.S. survey every semester, this reviewer was not aware that any wars in our 200 year history had been "forgotten." But the subtitle clears up a lot of the mystery; the book is really about "the counterrevolutionary past and lessons for the future." Now that does sound boring and pedantic, like a "how-to" manual for future administrations facing Third World uprisings. Military history should be written with lots of blood and thunder. There is none of that here. What is here is a fine synthesis of American political, economic, and social history viewed from a military perspective. The novelty seems to be casting the United States as a counterrevolutionary power, not just in modern times, but throughout history.

As it turns out, the "Forgotten Wars" for Sarkesian are four in number: the Second Seminole War (1840-1842), the Philippine Insurrection (1898-1901), the Punitive Expedition into Mexico (1915-1916), and the "American experience" in Vietnam. Obviously, these not-so-splendid little wars have not been forgotten at all, just overshadowed by their nearest neighbors, the Mexican War, the Spanish-American War, World War I, and World War II.

The Vietnam War may be the weakest link in the book's chain of "forgotten wars." For one thing, it is too recent, too close to America's

emotional center to be objectively analyzed. All the information is still not in, as demonstrated by the revelations in the Westmoreland vs. CBS trial. A much better case can be made for the inclusion of the final war against the Plains Indians, 1862-1890, undoubtedly the most successful "counterrevolutionary" war in American history. Its very success, if not its duration, may be the reason it was not included.

Yet the book begins with a discussion of Vietnam, and comes full circle to end with this same war 252 pages later. The Vietnam experience and the so-called "lessons of Vietnam" are obviously the seed from which the book sprang. There is nothing wrong with this unless one is tired of reading about Vietnam and does not want the Vietnam brush applied to a number of America's minor wars (translate that, "forgotten wars").

Although "counterrevolutionary" is the principal buzzword throughout the book, Sarkesian borrows heavily from the jargon of the Pentagon, West Point, and the Army War College. Fortunately for the uninitiated, he also explains such terms as "low-intensity conflict" and the Clausewitzian vs. Sun Tzu views of war. At first glance, the book appears to be aimed at the professional military audience and their civilian bosses. This point is underscored when the author states that his purpose is not to be "historical" but to "be relevant not only to democratic systems but also to any political system in general." Sarkesian believes firmly in the admonition of George Santayana, "Those who do not learn from the mistakes of the past are destined to repeat them." In fact, he believes so firmly that he frequently uses the oft-abused phrase "the lessons of history."

As one reads deeper into the book, however, it becomes evident that his real audience is the history professor teaching seminars in military history and wanting a supplemental text to use with one of the standard texts mentioned earlier. The material is simply and logically organized so that every point is made, then made again, then summed up in "Summaries" at the end of every chapter--the kind that students like to read instead of plowing through the whole chapter.

For the most part, there is nothing in America's Forgotten Wars that cannot be found in any standard U.S. history text such as Bailey or Garraty. The bibliography contains nothing new or surprising, and the extensive endnotes quote the standard sources on America's various eras: Robert Remini on the Jacksonian period; Frank Friedel on the Spanish-American War; Arthur Link on Wilson's presidency, etc.

Neither is there much in the way of a story here. Sarkesian uses the analytical model of the political scientist or the quantitative historian, which is not surprising since he is a Professor of Political Science at Loyola University. More disturbing are some of the lapses in the historical and political background of the military events described. For instance, he calls the Jeffersonian Republican party of 1824 the "Democratic-Republicans" when that term did not come into use until 1828. He also credits Charles D. Warner as the only author of The Gilded Age, to the detriment of Mark Twain's literary reputation. Admittedly, these are minor points. The main criticism of Sarkesian's book is that he spends most of his time summarizing 200 years of American history rather than developing his main thesis, which is that America applied the lessons of the Civil War, World War I, and World War II to Vietnam when what it should have used were the experiences from the Second Seminole War, the Philippine Insurrection, and the Punitive Expedition into Mexico; and we had better not make that same mistake in the



future. The rest makes an interesting and quite readable synthesis, but there is nothing new offered.

For the typical student, Chapter 3 will be the best part of the book, with its discussion of the evolution of American military doctrine. Sarkesian summarizes in 50 pages what Russell Weigley spends a whole book explaining. Students and those of us in a hurry to get a grip on a very complex subject will be grateful.

In the end, Sarkesian concedes that much of his information is "well told in a variety of sources and need not be repeated here." For an in-depth treatment of the historical and military background discussed in America's Forgotten Wars, the reader is referred to the works cited at the beginning of this review. But for an original thesis and an interesting synthesis, the reader should definitely pick up America's Forgotten Wars.

Mountain View College

Richard Selcer

Edward Wagenknecht. Daughters of the Covenant: Portraits of Six Jewish Women. Amherst: University of Massachusetts Press, 1983. Pp. viii, 192. Cloth, \$17.50.

Edward Wagenknecht, professor emeritus at Boston University, has an extensive list of reputable titles in literary criticism to his credit. It is all the more lamentable, then, that this volume, while occasionally graceful and elegant in style, is exceedingly limited in substance. It is a rambling, diffuse collection of biographical sketches of six nineteenth and twentieth-century Jewish women, five American and one English. The subjects are Rebecca Gratz, daughter of a wealthy Philadelphia mercantile family who initiated the Hebrew Sunday School movement; Emma Lazarus, a minor literary figure whose name now endures as the author of those verses imprinted on the Statue of Liberty's pedestal; Amy Levy, an obscure, melancholy late-Victorian writer who committed suicide at the age of twenty-eight; Lillian Wald, founder of the Lower East Side's Henry Street Settlement and an indefatigable social reformer; Emma Goldman, the quixotic and subsequently disillusioned anarchist; and Henrietta Szold, among the founders of Hadassah, the Jewish women's service organization, and a dedicated Zionist.

What principle of unity brings these figures together as "daughters of the Covenant," particularly since several slighted their Jewish identity? The author apologizes that he was already well along in his work when he realized these women were hardly "representative of Jewish womanhood in general." Nevertheless, Wagenknecht claims they may "illustrate various types of Jewish womanhood," though this typology remains undefined.

Wagenknecht professes to be more concerned with "character and personality" than with the actual work of his subjects. Consequently, the novice will remain uninformed about Lillian Wald's crusade against child labor and advocacy of trade unionism or of the cultural foundations of Henrietta Szold's Zionism. What commends most of his subjects to the author is their universalism, their generosity of spirit, and their aesthetic sensibilities. His concentration upon these matters often results in Wagenknecht's preoccupation with the trivial. So we are told that Henrietta Szold "responded warmly to Botticelli, Rembrandt, and Velasquez, and cared much less for Rubens and Veronese," that Rebecca Gratz "clearly enjoyed reading novels," and that Emma Goldman "admired Rodin, Jacob Epstein, Jo Davidson, and others." What analysis there is remains far too simplistic,

as in the conclusion that Goldman's anarchism was ultimately derived from the social contract theory of government.

Despite the effort to avoid hagiography, the essays are often didactic, saccharine, and banal, as in Wagenknecht's tribute to Goldman "as a watchdog for liberty" or his encomium of Rebecca Gratz, "that we may well be better men and women for having known her." In sum, an old-fashioned work that offers little for the scholar and is unsuitable for the novice.

Memphis State University

Abraham D. Kriegel

Morton Borden. Jews, Turks, and Infidels. Chapel Hill and London: University of North Carolina Press, 1984. Pp. x, 163. Cloth, \$17.95.

Jews, Turks, and Infidels is about Judaism in the United States. The main theme is that Jews have had to cope with Christian prejudice into the twentieth century. Five chapters treat various attempts to exclude Jews from U.S. political life. The bases of these exclusionary practices are tracked in the formation of federal and state governments and, within the federal government, in executive, legislative, and judicial decisions. The presentation is scholarly and well-documented.

But simple scholarship is not enough, for, in the final analysis, scholarship does serve values. Choosing a textbook is a judgment based on values. The secular/non-secular dichotomy merits recognition for Borden. The suitability of Borden for teaching about Jewish coping depends on the teaching environment, whether secular or non-secular, whether graduate or undergraduate. This study is too sophisticated for general use at the secondary level.

In an undergraduate secular environment, Borden enables the student to relate to Judaism in a positive, rather than negative, manner. Black relationships between Judaism and civil liberties make up a useful subtheme. In a graduate-level secular environment, Borden is very suitable for using the Jewish experience to clarify the meaning of civil rights.

In an undergraduate non-secular environment, Borden is useful for helping students, both Jewish and gentile, to come to terms with Judaism as a part of religious identity. Borden presents a struggle useful for enhancing a faith already well-laid, not for developing an incipient faith. Basically, this is a history of sin, that is, behavior not conforming with religious standards, rather than the opposite. This is about how Jews coped with Christian intolerance, some by preserving, others by abandoning Judaism.

While Borden gives primary emphasis to those who fought to preserve Judaism, he does not reach beyond the base level of religious survival toward further faith development. In the non-secular graduate-level environment, Borden is useful for developing a sophisticated understanding of tolerating error within a religious network. The Catholic problem for tolerating Judaism forms a relevant subtheme.

In summary, Borden presents a scholarly study concerning how an important minority people, Jews, have struggled for civil liberties in the United States of America.

Thomas Nelson Community College

Raymond J. Jirran



Richard Schlatter, ed. Recent Views on British History: Essays on Historical Writing Since 1966. New Brunswick: Rutgers University Press, 1984. Pp. xiii, 524. Cloth, \$50.00.

Students of British history will recognize Recent Views on British History as a companion to Changing Views of British History (1966). Both are volumes of historiographical essays published under the auspices of the North American Conference on British Studies and intended to provide an up-to-date look at trends and bibliography in the writing of British history.

The essays in Recent Views on British History are all written by recognized scholars. They are uniformly well written, though the style of some is more appealing than others. Stephen Baxter's acerbic remarks on later Stuart historiography are perhaps the most fun to read. Baxter hesitates neither to praise nor to condemn. He finds military history, for instance, generally lackluster and does not think that many of its practitioners are of top quality. Henry Snyder, writing about the early Georgian period, feels, however, that "military and naval history appears [sic] to be undergoing a Renaissance." Such disagreements are rare, and, outside of Baxter, the authors tend to be rather bland in their assessments of the books and articles they consider.

The major trend described in the book is the continued growth of interest in social and economic history. Several authors comment specifically on this development, and despite the fact that no format was set, almost all open with social/economic studies and then move to more traditional fields. The overall impression, however, is that the new has joined, not supplanted the old, for as Robert Smith remarks concerning the eighteenth century, "political history . . . of quite a traditional sort has remained surprisingly popular and of high quality." Smith's remark, for all of the invasion of quantification and social science methodology, seems applicable to the whole of British historical scholarship.

The essays are very similar in structure. Although there is individual variation, such as Bryce Lyon surveying journals that publish articles on the early Middle Ages, the authors have generally attempted to identify the major themes that concern historians of their periods. Perhaps the most effective are Wallace MacCaffrey, who divides his essay on Tudor studies into four distinct sections by theme and publications, and Henry Winkler, who writes a more uniform essay by weaving the four major themes he identifies in writings about the twentieth century and his bibliographic comments into one piece. The odd man out is Peter Stansky who, having cited bibliographic sources for 1870-1914, makes a very personal comment on recent books that have influenced him. Although such information on a major scholar is worthwhile, this volume should provide a reference for the study of recent British historiography generally. This is the only point where the lack of a set format proves a problem.

Other authors and topics are Barbara Hanawalt on the later Middle Ages, David Underdown on the early Stuarts, and D.C. Moore on the period 1820 to 1870. Breaking with the chronological structure, Maurice Lee looks at Scottish historiography, L.P. Curtis at Irish, and Robin W. Winks at the Empire-Commonwealth.

Recent Views on British History is a major contribution to students and teachers of British history. It will provide an invaluable guide to materials for research and classroom presentations. Like the earlier volume in this series, it belongs in the hands of every serious student of

Britain's past. The two books are undoubtedly the stuff of graduate comprehensive examinations and can be ignored by students of other areas of Europe only at their peril.

Fort Valley State College

Fred R. van Hartesveldt

Simon Hornblower. The Greek World, 479-323 B.C. London and New York: Methuen, 1983. Pp. xi, 354. Cloth, \$24.00; Paper, \$11.95.

Ancient Greece presents great opportunities and great challenges to high school history teachers. Many of the opportunities are obvious: Athens and Sparta with their familiar opening into political philosophy, for starters. Athens alone presents a plethora of possibilities for exploring the glories and perils of democratic life. That's where the challenge comes in. How to make it as exciting for students as it is for you--what approach and what class materials will do that job best?

This book, the first in a Methuen series to cover the entire history of "classical civilizations," certainly will help any teacher know more about what to teach. It is full of interesting tidbits (Aeschylus's politics, Hyperbolus' undeserved bad rap, etc.), and Hornblower's nuanced discussion of the socioeconomic circumstances of Greek life beneath the tumult of familiar great events is nothing short of masterful (e.g., how mercenaries affected Greek life during the Peloponnesian War and how the "fourth century is indeed an age of professionalism in general"). But, despite being both thoughtful and well written, it is just too arcane for secondary use. References to obscure and other primary sources are encrusted to the text like barnacles, and a surfeit of place and proper names without adequate elucidation marks this clearly as a work in which scholarship, not classroom pedagogy, is the primary aim.

But the very thing that makes it less than ideal for the students can make it particularly useful for their teachers. All the outside references are there because Hornblower is not content to tell just another version of Greek history. He does that, with a bit too heavy an emphasis on diplomatic and military maneuvering for my taste. But the real value of this book is his constant questioning of sources, his weighing of alternative conclusions. How many of his potential readers know, for instance, why Thucydides' accounts are not the most interesting of ancient histories--or even the most accurate? Hornblower does and he explains why, too. His assessment of historical evidence shows a professional historian at work and can help classroom teachers of history to be better historians themselves as just another standard history perhaps cannot.

Thayer Academy  
Braintree, Massachusetts

Dan Levinson

H.R. Kedward. Resistance in Vichy France. New York: Oxford University Press, 1978. Paper edition 1983. Pp. ix, 311. Paper, \$13.95.

Few subjects are as emotionally charged as the French Resistance during World War II. The great achievement of this interesting and insightful study of the ideas and motivations of the Resistance in Vichy France is its author's ability to resist oversimplification and to appreciate the ambiguities of history and the divergent motivations of its actors.



The initial response of the vast majority of Frenchmen to defeat and the German occupation of the north was one of confusion. Across the political spectrum, the French looked to Marshal Petain out of a sense of relief and hope. Realism and patriotism joined to dictate the acceptance of German military superiority and subservience to an authoritarian regime that promised peace, stability, unity, and national renewal.

Insofar as Pétainism meant quiescence and acceptance of simplistic answers, resistance meant perpetuating or reintroducing more complex alternatives to the internal policies of Vichy and its collaboration with the Nazis. This was effected only gradually and haltingly by a "plurality of individuals and groups, for a plurality of motivations and in a plurality of ways."

Using personal interviews and more conventional documentation, Kedward emphasizes the importance of the early resistants who continued into Vichy their fervent nationalism or repugnance to Nazi values. From Communists and Christian Socialists on the Left to militant nationalists on the Right, these resisters, in a variety of small ways, showed that resistance was possible. Yet, only gradually did most of these individuals and groups come to see Vichy as well as Germany as the enemy.

Most who resisted Vichy did so because of the German invasion of Russia and the internal policies of Vichy. The honeymoon borne of hope and relief dissolved as French resources were stripped by Germany, as veteran groups, then freemasons, then unions were prohibited, as Jews were rounded up by French police, as the promise of national unity became Vichy politics. In this atmosphere Frenchmen from Right to Left rediscovered their Republican values of patriotism, individual freedom, equality, and human dignity.

Still, most Frenchmen chose not to join the Resistance. Kedward finds no adequate typology to explain why some joined a resistance group and others did not. He prefers to use his fascinating individual and collective stories to remind us that history is made up of individual actors who under ambiguous circumstances make difficult choices based on a combination of personal interest, morality, and pig-headedness. This is an important lesson for many of our students afflicted by political apathy and a sense of powerlessness.

State University of New York at Cortland

Sanford J. Gutman

#### CALL FOR REVIEWERS FOR BOOKS AND MEDIA

TEACHING HISTORY would like to invite you to join us in the work of the journal by becoming a reviewer of books and media materials. For book reviews we are interested especially in reviewers of non-American materials (Africa, Asia, and Middle East).

For media reviews (see this issue for example) we hope to offer reviews of video materials that would be useful in the classroom. We would ask you to suggest possible topics or materials for review.

If you are interested in providing book or media reviews for TEACHING HISTORY, please contact William Muggleston, Book Review Editor of TEACHING HISTORY, Mountain View College, 4849 W. Illinois Avenue, Dallas, TX 75211.

Back Issues of TEACHING HISTORY Available

Until February 1, 1986, individual subscribers may purchase back issues at the older rate of \$1.50 per issue. Institutions and non-subscribers may purchase back issues at \$3.00 per issue. After February 1, back issues will be available at the rate of \$2.50 per issue for individual subscribers and \$5.00 for institutions and non-subscribers.

Only a few copies of the first four listed are available. Interested parties may write for a list of the articles contained in each issue. Remit payment to: Samuel E. Dicks

Teaching History  
Division of Social Sciences--Box 32  
Emporia State University  
Emporia, KS 66801

Available issues:

- Volume II, No. 2 (Fall, 1977)
- Volume III, No. 2 (Fall, 1978)
- Volume IV, No. 1 (Spring, 1979)
- Volume IV, No. 2 (Fall, 1979)
- Volume V, No. 1 (Spring, 1980)
- Volume V, No. 2 (Fall, 1980)
- Volume VI, No. 1 (Spring, 1981)
- Volume VI, No. 2 (Fall, 1981)
- Volume VII, No. 1 (Spring, 1982)
- Volume VII, No. 2 (Fall, 1982)
- Volume VIII, No. 1 (Spring 1983)
- Volume VIII, No. 2 (Fall, 1983)
- Volume IX, No. 1 (Spring, 1984)
- Volume IX, No. 2 (Fall, 1984)
- Volume X, No. 1 (Spring, 1985)



We are confident you will welcome  
**THE HISTORY AND SOCIAL SCIENCE TEACHER**  
A Quarterly Journal for History Teachers  
So—we will send you the next

**2 issues free**

.....  
Yes, please send me TWO FREE ISSUES of H.S.S.T.!

YOUR NAME: \_\_\_\_\_

ADDRESS: \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ CODE: \_\_\_\_\_

RETURN TO: Business Manager, *The History and Social Science Teacher*, Faculty of Education, The University of Western Ontario, 1137 Western Road, London, Ontario, Canada N6G 1G7.