

BOOK REVIEWS

Ralph Lee Woodward, Jr., Central America: A Nation Divided. New York: Oxford University Press, 1985. Pp. 390. Cloth, \$22.50; Paper \$8.95. Second Edition.

Lee Woodward, Professor of History at Tulane University, provides a timely, scholarly, and well-written account of Central American history in this second edition of a work originally published in 1976. With the United States spending millions of dollars trying to change the course of events in the region and Central Americans killing each other in a similar effort, this book is a welcome antidote to the massive propaganda campaigns being conducted by the various participants in the contemporary Central American tragedy and to the uninformed accounts rendered by journalists. Woodward, one of the world's foremost experts on Central America, draws from his massive research and reading in the histories of the five Central American republics (Guatemala, Honduras, El Salvador, Nicaragua, and Costa Rica) to write a coherent account of the region, an account that explains why the area is so troubled.

Woodward argues that the five nations quite naturally belong in a single nation, something they tried in the first decades after independence, because their similarities are greater than their differences and because unity would allow them to solve problems now beyond their reach because of their small size. All began their independent political lives under Conservative dictatorships and then came under the rule of the modernizing Liberal dictatorships. In the twentieth century, all, to varying degrees, have wrestled with the challenge of incorporating a larger portion of the masses into the political system. All are very dependent upon exports, and none is large enough to sustain a truly independent economy. Except for Costa Rica, each has been torn in recent decades by political strife and dominated by the military.

They are and are likely to remain separate nations, however, for their internal political histories have remained distinct in spite of their common colonial political unity and brief experience as a nation. The book's organization aptly demonstrates this paradox as the author traces the history of the region and the individual nations from the colonial beginnings through the early 1980s. The first three chapters treat the colonial period. Chapters four through eight trace these histories from independence through the triumph of the Liberal goals. Chapter nine focuses on "The Age of Social Revolution," the more recent efforts of those excluded from political and economic power to achieve full participation in the benefits of living in their societies. The last chapter is devoted to the most recent reasons why unity has not been achieved, particularly the role of the United States in the region.

Teachers and students will find this an extraordinarily important work in their efforts to understand Central America. Woodward finds the proper balance between detail and generalization, allowing one to gain more than a superficial knowledge of the subject while avoiding trivia. For those who want detailed political chronology, Woodward provides twenty-four pages of it as an appendix. For those who want to read more specifically on an individual country or on a general theme, there is an excellent fifty-four page bibliographical essay. Data on the economies, military expenditures, and population are summarized by tables provided.

Perhaps the best way to explain how well done this book is, whether for an audience of scholars, students, or the educated public, is to note that one can read just the last three chapters and understand why the Nicaraguan

Revolution and the Salvadoran civil war have occurred. Given the amount of nonsense one reads or hears from the press and policymakers in the United States, one could easily wish that this book were mandatory reading.

Mississippi State University

Donald J. Mabry

Edward M. Anson. A Civilization Primer. San Diego: Harcourt Brace Jovanovich, 1985. Pp. 121. Spiral bound, \$5.95.

Teachers of college freshman-level history courses often lament the inadequate preparation that a certain proportion of students bring to their classes. In spite of many years of social studies education, in various forms, too many of them seem entirely ignorant of the most basic concepts of history and its allied disciplines. Rather than joining the ranks of the inveterate hand-wringers, Edward M. Anson, history professor at the University of Arkansas at Little Rock, with specialties in ancient Greek and Roman history, has decided to do something about it. A Civilization Primer is not intended as a substitute for a history textbook, but rather as a supplement to it for students in need. "Many basic terms and ideas considered common knowledge by instructors and textbook authors are, in fact, unfamiliar to many students," he writes in his forward. This book is designed to fill the gap.

Professor Anson is to be commended for his constructive approach. The book is indeed clear, concise, and elementary without making any attempt to be cute. Definitions in common use by geographers, anthropologists, economists, and political scientists are boiled down and set forth in block letters, with historical examples briefly mentioned ranging from the Great Wall of China to Richard M. Nixon. Illustrative maps and charts and review questions with explanatory answers are included. The book has been classroom tested; Anson reports that students using it "succeeded in their freshmen history course at a significantly higher rate" than did a control group.

The greatest flaw in the book--and this may be a fatal flaw in the eyes of many--is that history is defined solely as a social science. The word "humanities" does not appear. "History is a science--a social science," says Anson, with the clarity and finality of a geometric theorem. He barely mentions the relationship of history to literature and the arts. "Culture" is given a firmly anthropological definition, with no hint that some historians use the word quite differently. (Could he be unaware of Peter Gay's Weimar Culture or Carl Schorske's prize-winning Fin de Siecle Vienna: Politics and Culture?) How would his students react to the statement of the Social Science History Association advertising itself as the place "where the social sciences and history meet?" Such a meeting would be impossible if Anson's rigid definition were correct.

Generally, the book leaves one with the impression that everything in history is as simple and clear as the block letter definitions of the primer. Differences among historians are possible, he says, but only because history, "like all sciences," permits various interpretations. Anson's goals would be better served if he were to add a chapter entitled "History and the Humanities." If he wishes to argue that history ought to be considered a social science, he has every right to do so; but he should let his students know that many historians do not share that view.

Students raised on a dozen or so years of social studies sometimes find it difficult to deal with college history courses. This primer, as it stands, may help such students sort out some basic principles of the social sciences. But they will be left with a rather one-sided view of history.

Purdue University

Gordon R. Mork

Stephen J. Lee. Aspects of European History, 1494-1789. Second edition. London & New York: Methuen, 1984. Pp. viii, 312. Paper, \$11.95.

Stephen J. Lee sets himself a broad task in Aspects of European History, 1494-1789, attempting "an interpretive approach to a wide range of topics in early modern European history." (Author and publisher have also produced a similar volume on 1789-1980.) The volume is intended to supplement standard textbooks in introductory college courses in European, Western, or World History. "The main intention," Lee writes, "is to stimulate thought and to assist in the preparation of essays and seminar papers by encouraging the student to develop an angle or argument." But one suspects a less noble temptation that author and publisher should have resisted: the desire of a hardworking teacher to publish classroom lectures he has polished carefully over the years. Indeed, this volume has all the strengths and weaknesses one would expect to find in such a collection.

In 37 workmanlike and sometimes provocative chapters averaging eight pages each, Lee discusses most of the topics covered in survey courses, concentrating on political issues but also touching briefly on economics, society, culture, and religion. Some readers will find Lee's approach and coverage unbalanced, just as professors often do when looking at each other's syllabi. There are five chapters dealing with the Reformation, for example, after only one on the Renaissance. Lee follows with the wars of the sixteenth and seventeenth centuries. Here one is pleased to find two good, if rather textbookish, chapters on the Ottoman Empire and another, "European Population Growth 1500-1800," that is nonstatistical enough for students to assimilate. With complex issues like the relationship between Calvinism and capitalism or the impact of the Thirty Years' War on Germany, Lee is judicious but confident as he threads his way through historiographical controversies. There follow three chapters on the Iberian empires. In this second edition, the publisher reports, Lee has substantially changed his chapter on the Spanish imperial economy, though I find it unremarkable. Sweden and the Dutch Republic receive a chapter apiece before Lee turns to more detailed coverage of the great powers, especially France, in the seventeenth and eighteenth centuries. Italian history is ignored apart from the Renaissance and the Habsburg-Valois wars, as are Scandinavian history aside from seventeenth-century Sweden and Spanish history after 1721. The crucial omission for most readers will be all of British history.

Some readers may find Lee's lectures a bit old-fashioned. Although the language is usually careful and concise, the tone tends to be rather stiff and formal, as does the pedagogy. He presents the past on its own terms, assuming not only that his readers are informed about but also interested in the material. Rarely does he take the trouble to point out the contemporary significance of past events or otherwise go out of his way to arouse the interest of students. Even devoted readers may begin to doze when the author starts listing things. Students may have difficulty with Lee's vocabulary, especially when he drops in Latin and German phrases and whole French sentences without translations or other explanations.

There are more serious problems as well. The exaggerations, excessively broad generalizations, doubtful personifications, Olympian second guessing of fateful decisions, and cavalier failures to prove controversial assertions that are perhaps forgivable when invoked in the heat of a classroom presentation appear more careless and negligent when encountered in print. Lee's bibliography and footnotes reveal more fully the limitations of this book. Here one finds primarily textbooks, popularizations, and student anthologies of documents and controversial interpretations, along with some major secondary works. All are in English. More often than not, the pithy quotations are taken from Will Durant's The Story of Civilisation [sic]. Although the publisher asserts that the bibliography has been updated for this edition, it contains few works published since 1970. Indeed, in the text Lee refers to works published twenty and thirty years ago as "recent research" and ignores some major new studies.

Since this is a collection of introductory college lectures, students taking such courses by correspondence, independent study, or advanced placement are the most obvious audience for this book. Teachers who prefer to use class time for films, discussions, or role-playing rather than lectures might assign it to fill the void. Also, apprentice lecturers might find useful models here. Experienced, practicing lecturers and their students, however, will find little to interest them in this volume.

The School of the Ozarks

Michael W. Howell

Roland N. Stromberg. European Intellectual History Since 1789. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1986. Fourth edition. Pp. x, 340. Paper, \$18.95.

In 1950 Crane Brinton published The Shaping of Modern Thought, a provocative work, followed in 1961 by George L. Mosse, The Culture of Western Europe, which emphasized the principal trends since 1815: romanticism, nationalism, conservatism, idealism, and socialism. Raymond Williams, W. Warren Wager, and Albert Salomon all have edited anthologies of essays by leading scholars of European intellectual history since the Enlightenment. Finally, Eugene Black, in the Posture of Europe, 1814-1940 (1964), published an excellent collection of source readings, but they focused on social and political ideas, not the whole spectrum of the liberal arts. Missing, of course, was a comprehensive and coherent account of Western thought since the seventeenth century. This "urgently felt need" impelled Stromberg to write such a book (which appeared in 1966 under the title An Intellectual History of Modern Europe), to revise it in 1968 and 1981, and also motivated Franklin L. Baumer to author the brilliant and suggestive Modern European Thought: Continuity and Change in Ideas, 1600-1950 (1977). The present volume--which covers approximately the second half of the period treated by Stromberg in the first edition of this textbook and by Baumer--is a worthy successor to the pioneering works of Brinton, Mosse, and others.

Stromberg's fourth edition has achieved a good balance among the disciplines that constitute the liberal arts, between the humanities and fine arts, and betwixt them and the natural sciences, and it has established a juste milieu for philosophy, religion, and psychology. The text is organized in eight chapters, each of which is divided into subsections that focus on particular eras, movements, philosophers, and ideologies. But gone are the marginal subheadings of earlier editions, no doubt having succumbed

to the high cost of publication. Stromberg also has a gift for writing graceful and often eloquent prose. His perceptive comments, germane anecdotes, terse quotations, and keen sense of humor, all spice a narrative that could have been pabulum.

But no human edifice is without flaw. Alas, many men who have made modern Europe what it is today are ignored in the text. Missing are such notables as:

- (1) Edward Jenner (1749-1823), British physician who introduced vaccination;
- (2) William Thomas Green Morton (1819-1868), American dentist who first used ether for anesthesia;
- (3) James Clerk Maxwell (1831-1879), Scottish physicist who proposed the electromagnetic theory of light and invented the "color box";
- (4) Sir Joseph Lister (1827-1912), created Baron Lister of Lyme Regis in 1883, the founder of antiseptic surgery;
- (5) Nikolaus August Otto (1832-1891), German engineer, who with Eugen Langen built the first successful four-cycle gas engine;
- (6) Rudolf Otto (1869-1937), German theologian and disciple of Kant and Fries, who developed the phenomenology of religion and showed how the religious a priori works in human experience;
- (7) Wilhelm Conrad Roentgen (1845-1923), German physicist who discovered X-rays and won the first Nobel prize in physics (1901);
- (8) Antoine Henry Becquerel (1852-1908), French physicist who discovered radioactivity in 1896 and shared the 1903 Nobel prize in physics with Pierre and Marie Curie;
- (9) Guglielmo Marconi (1874-1937), Italian pioneer of radio telegraphy who shared the 1909 Nobel prize in physics with Karl F. Braun;
- (10) Sir Alexander Fleming (1881-1955), British bacteriologist and co-discoverer of penicillin who shared the 1945 Nobel prize for medicine with Ernst B. Chain and Sir Howard W. Florey.

Other omissions could be cited, but this reviewer will stop at ten. The narrative, therefore, is weak in the fields of physics, physiology, medicine, and religion. But these sins are minor and easily forgiven; no author, however learned and succinct, can compress the universe into a single volume. And, after all, something must be left for the professor's lectures.

The highly selective bibliography, classified by subject, is unannotated in contrast to those of earlier editions which offered evaluative essays arranged by chapter. Thus, the current bibliography is inferior to those which preceded it. Missing, too, is the section on general works, but a critical essay on indexes, abstracts, bibliographies, retrospective guides, and other reference tools, including computerized "on-line" services, more than compensates for this deletion.

The two indexes, the first for names and the second for concepts, give easy access to the contents of the book; nonetheless, one still wishes for a single, detailed, comprehensive index, replete with cross-references.

Finally, this reviewer agrees with Stromberg and Julian Huxley that "contemporary society, despite its anti-intellectual crassness, consumes culture, as humanity never consumed it before, yet a vast amount of knowledge lies around unused, because it has not been converted into practical ideas and principles which will help man solve his problems."

This textbook, in sum, remains the best in its field and period.

North Texas State University

Irby C. Nichols, Jr.

R. W. Southern, Medieval Humanism and Other Studies. New York: Basil Blackwell, 1985. Pp. 261. Cloth, \$24.95; Paper, \$10.95.

Medieval Humanism is a collection of essays by one of the twentieth century's great medievalists. One may easily be deceived, however, by the title Medieval Humanism. The full title, which includes and Other Studies, does not appear on the cover of the book. Indeed, only half of the work applies directly to medieval humanism. The "Other Studies" have little or no direct relevance to the theme of medieval humanism. This latter point presents a number of problems for instructors who may wish to adopt the book for the classroom.

The text is divided into four sections. The first section, "Three Stages of European Experience," consists of essays on Bede, St. Anselm, and Meister Eckhart. All three essays are well written and enlightening. In a general manner the section is focused upon the developmental stages of European civilization as they are personified by Bede, Anselm, and Eckhart. Southern convincingly argues that Bede represented the "first scientific intellect produced by the Germanic peoples of Europe." In making the past accessible to his contemporaries, Bede represented the intellectual birth of a new Europe.

Sections II and II ("Aspects of Humanism" and "Europe and the Other World") consist of six essays that relate directly to medieval humanism and constitute what I consider to be the quintessential component of the work. An excellent example is "Humanism and the School of Chartres," outstanding for both its content and its value as a teaching tool. Southern has masterfully exposed the precarious foundation upon which the widely accepted greatness of the School of Chartres rests. The essay also has the pedagogic value of demonstrating to students the inherent dangers in historical interpretation, particularly interpretations based upon scarce and ambiguous evidence. Southern also demonstrates how difficult it is to dislodge an accepted historical interpretation (no matter how fragile the supporting evidence) once it has received general acceptance within the academic community.

Two additional essays, "England's First Entry into Europe" and "The Place of England in the Twelfth Century Renaissance," are equally cogent to the study of medieval humanism. In the former essay, Southern emphasizes England's cultural inferiority to France: "Academically, as well as in the mores of aristocratic life, England was a colony of the intellectual empire of France." The latter essay is focused on England's unique contributions

to the twelfth-century Renaissance in the fields of historiography, science, and the literature of secular government.

The final section of the work, "Three Types of Practical Wisdoms," deals with Ranulf Flambard, King Henry I, and Pope Adrian IV. All three essays focus on pragmatic abilities and policies that contributed to success: Flambard's economic and judicial expertise, which he used as a device for personal advancement; Henry's development and exploitation of patronage as a tool of government; and Adrian, the papal pragmatist.

Medieval Humanism and Other Studies represents the high quality of scholarship that historians have come to expect of a great medievalist like R. W. Southern. But, as I have already stated, the work does pose problems for classroom use. All of the essays are well written and can be read with ease and understanding by both undergraduates and precocious high school students. The difficulty is where to fit the book into a course syllabus. There is a limited degree of unity among the essays in Medieval Humanism. This characteristic of the work dictates a fragmentation of the book throughout a course syllabus (which can be done if one is teaching a survey course that covers at least the period from the seventh to fourteenth centuries).

In Section I, for example, we have material on Bede (seventh century), St. Anselm (eleventh century), and Meister Eckhart (fourteenth century). But even with this significant drawback, the book can be of significant value to students. If one has the luxury of requiring students to read a number of books for a course, Medieval Humanism deserves serious consideration for adoption.

Central Michigan University

Benjamin F. Taggie

H. T. Dickinson. British Radicalism and the French Revolution, 1789-1815. New York: Basil Blackwell, 1985. Pp. 88. Paper, \$6.95.

F. D. Dow. Radicalism in the English Revolution, 1640-1660. New York: Basil Blackwell, 1985. Pp. 90. Paper, \$6.95.

If you have been looking for books of less than a hundred pages that introduce students to the most recent research and debate on important topics in history, the Historical Association Studies series may be your answer. These two historiographic essays are among six titles so far published by Basil Blackwell for the British Historical Association and, according to the publisher's notice, written for students in high school and college. Due to brevity the essays do not provide chronological narratives of the periods under study but instead critically guide students through the most recent research on the issues that have stimulated the most debate among historians.

Of the two books, Radicalism in the English Revolution, 1640-1660 by F. D. Dow, a Lecturer in History at the University of Edinburgh, does a better job of organizing and presenting the historical debate on the topic. In the first chapter Dow succinctly reviews the recent conservative "revisionist" challenges to both the old "Whig-liberal" view of the English Revolution as a struggle against the Crown to protect the liberties of Englishmen and the more recent "Marxist" position of long-range economic and social forces culminating in a class conflict. The author contends that the "revisionists" have built a convincing case that the English Revolution was

not caused by individuals imbued with radical ideas of either a liberal or democratic stamp. However, he thinks the "revisionists" in down-playing the role of radicalism in the Revolution itself have overlooked the importance of radical ideas that were produced during the crisis. Radicalism was an important outcome of the crisis because it added a new dimension to the political, religious, and social debate of the time. The remaining four chapters show how the Parliamentarians, Levelers, Religious Radicals, and Diggers challenged the established order by devising new theories of the origin of government, by arguing for greater religious toleration and freedom of worship, and even, in the case of the Diggers, trying to establish a society based on the principle of equality. Dow concedes that these ideas were not the views of the majority of the leaders nor followers and that they had a limited impact on the events of the English Revolution, but they were, nevertheless, important for the contribution that radical ideas would later make to the political, religious, and social debate.

British radicalism during the French Revolutionary era has not received as much recent attention from historians as mid-seventeenth century radicalism and, thus, the issues are not as clear-cut with writers fitting neatly into various schools. For this reason British Radicalism and the French Revolution, 1789-1815 by H. T. Dickinson, a Professor of History at the University of Edinburgh, lacks the kind of thematic focus found in Dow's book.

Dickinson presents the positions of historians on the role of the French Revolution in the formation of British radicalism, the reasons for the failure of the reform movement during the 1790s, the extent to which England was threatened by revolution when some British Jacobins turned to conspiracy and violence in the last few years of the eighteenth and the early years of the nineteenth century, and how the radicals reacted to the growth of executive power and the "war establishment" that came with the extended war with France.

The author believes that some historians, by concentrating on the repressive measures of the British government, have overlooked other significant factors in the failure of the radical movement. Failure was also caused by a lack of agreement on goals, of tactics for pressuring the government, and especially an inability or unwillingness to rally the laboring poor to the radical cause. Dickinson also points out that the conservatives were able to counter radical ideas with a coherent ideology of their own that had considerable mass appeal, especially as the revolution in France went to excesses and England seemed to be threatened by French successes on the continent.

These two essays are written by scholars well-versed in the literature of the historical topics being reviewed. For students already interested in history and familiar with the English Revolution and England during the French Revolution and Napoleonic era, these books will serve a very useful purpose; i.e., introduce them to the key historical interpretations of each topic. However, most high school students and many undergraduate college students have neither the interest nor the background needed to profit from reading these essays. The books lean heavily toward analysis rather than narration, contain no illustrations, maps, or other learning aids, and are printed in small type. The authors make no attempt to lure the novice into the subject. Maybe British students can take history in straight doses, but most of the students encountered by this reviewer prefer some additives.

The books are ideally suited to graduate and undergraduate history majors with some knowledge of British history.

East Texas State University

Harry E. Wade

H. R. Kedward. Occupied France: Collaboration and Resistance 1940-1944. New York: Basil Blackwell, 1985. Pp. 88. \$6.95.

M. E. Chamberlain. Decolonization: The Fall of the European Empire. New York: Basil Blackwell, 1985. Pp. 86. \$6.95.

These two short books (or long pamphlets) published for the British Historical Association combine the virtues of brevity and thoroughness.

H. R. Kedward does a remarkable job in sketching in a few provocative pages what life was like under the German occupation. We learn that if workers bought the collaborationist press, "it was normally because the paper was good enough to roll up and use as a slow burning fuel in the single household stove." Kedward is equally good at dissecting the complicated, often contradictory political culture of Vichy. The reader learns why Vichy, supported almost unanimously by the French population in 1940, lost its appeal in the course of the war.

Like most of the recent scholarship on collaboration, Kedward's book argues that, far from doing its best to limit involvement with Germany, Vichy believed that French interest would be served best by convincing Germany to accept more French collaboration. What appears as realism when Germany was poised for victory in 1940 seemed very different after 1943. The author minimizes the extent of policy differences between Petain and Laval.

The book's main weakness for pedagogic purposes is that the author takes his mission of writing on "occupied France" too strictly; there is no background on the defeat of 1940 or its causes, and scarcely any attention to what followed at the Liberation. The style is dense and literate, perhaps too much so for the contemporary American student--but that is hardly the author's fault.

M. E. Chamberlain's book is weaker than Kedward's. Chamberlain quite rightly argues that it is necessary to examine decolonization both from the point of view of the colonizer's policies and the initiatives of the colonized. Recognizing that the way in which decolonization occurred depended to some extent on how colonization had taken place, he provides adequate background on the former.

Chamberlain, as an India specialist, sees India as a model for decolonization of the rest of the British Empire, as well as a spur to further decolonization. Indian nationalism is regarded as a significant influence on other nationalist movements. Chamberlain's treatment of Indian decolonization is by far his best (and most detailed); Ghana and Nigeria are also given attention. But just as the British lost interest in their Empire once they let those colonies go, so does Chamberlain lose interest in his narrative. His discussion of the remaining colonies becomes increasingly cavalier. The other colonial empires are rapidly dispatched. His treatment of the French Empire is inadequate (even the Algerian War is given short shrift); the rest reads like a laundry list (Spain is accorded 14 lines,

without even a mention of the problem of Ceuta and Melilla, which could be Spain's Falklands).

The text is clear and simpler than Kedward's. There is a good annotated bibliography and a set of maps.

Both books might be used profitably in an advanced undergraduate class as supplementary texts. Unfortunately, their small print and lack of illustrations reduce their appeal for the classroom; the price is also relatively high for such short works.

University of New Mexico

Steven Philip Kramer

Harriet Ward. World Powers in the Twentieth Century. London: British Broadcasting Corporation and Heinemann Educational Books, 1985. Second edition. Pp. xvii, 333. Paper, \$12.00.

It is easier to describe the contents than to discover the best use for this book. It surveys in separate parts the history of the United States since 1920, the USSR since 1917, China since 1911, and relations between the three since 1945. It intersperses study topics sporadically between chapters to help British students follow discussion of American government and economy, Soviet ideology and living conditions, China's responses to foreign (especially American and British) influences, communist successes, the commune, and the degree of reliability of statistics in non-Chinese sources. Oddly, a study topic on Fascism and Nazism appears in the part on the USSR. Discussion topics on world power relations address Cold War documents, nuclear weapons, and guerilla warfare. The style is chatty and bristles with quips and metaphors that occasionally override accuracy.

The intention is to explain the why of recent history, to provide a political education through a record of events and a set of concepts and terminology used in world affairs discourse. Ward's contrast of "American" ideals with the "reality" of less admirable behaviors of Americans does clarify some of the whys of American history. They would be more convincing if purged of oversimplification, excessive wisdom of hindsight, and factual inaccuracies. No credibility is gained by listing Mormons with Protestant fundamentalist sects, by identifying the doctrine of "good works" as a Protestant belief, or stating that "the original thirteen colonies (now states) banded together in 1787 to form the United States of America," or that the Supreme Court decides "at any time" on the constitutionality of a law.

Ward's balance of positive and negative aspects of Soviet development from Lenin through Brezhnev is intelligible and instructive for British and American students and teachers, although illustrative figures such as "The Tree of Socialism" are difficult to follow. So is her redundant two-chapter organization of the Russian civil war, which would be more readily understood with topics embedded in a firmly chronological narrative.

Her whys explaining the Chinese revolution and civil war, however, are one-sided and misleading. Western imperialism aligned with native "feudalism" of oppressive landlords contributed mightily to China's troubles in the twentieth century, but were not the only causes. Worldwide modernization, including nationalism and socialism as well as capitalist practices and imperialism, brought crisis to China. It is not clear why she ignores the western origins of nationalism and socialism while stressing the

alien nature of capitalism and industrial technology. Nor is it clear that German, Russian, and Japanese interventions and economic penetrations were at least as important as those of Great Britain and the United States. Ward's condemnation of Kuomintang ineptness and corruption harmonizes with the mainstream of current knowledge of the Chinese civil war, but evaluation of Mao is bland. The "Great Leap Forward" was a "Maoist experiment" that had some good results along with the bad; the "Great Proletarian Cultural Revolution" was "a nationwide argument over which 'road' China should follow." Allegations of atrocities and vast mortality caused by the policies of Mao or the Maoists are mentioned but considered unprovable and therefore not integrated into the evaluation.

This textbook grew out of an innovative course to prepare part-time and other nonconventional British students for secondary school-leaving exams at the "O" (Ordinary) level. The course was developed by the teachers at Kingsway-Princeton College in London. They dedicated themselves to reducing the tedium of examination preparation, addressing students with poor language skills, and crossing boundaries between academic subjects. The book was then adopted as the text for a BBC Further Education radio course administered in schools throughout the United Kingdom. The book has many useful features, including well-chosen photographs, glossaries, questions testing close reading, understanding, and formation of opinions, a list of appropriate-level books for further reading, chronology tables, a list of dates, and a comprehensive but not exhaustive index. Several years experience with this book in the United Kingdom appears to have been satisfactory, hence the second edition. It would not be useful for comparable student populations in the United States, however, since it contains too many examples of British usage and illustrative explanations that Americans who read at this level would not understand.

Georgia State University

Gerald H. Davis

Paul Preston, ed. Revolution and War in Spain, 1931-1939. London and New York: Methuen, 1984. Pp. xi, 299. Cloth, \$29.95; Paper, \$12.95.

Paul Preston is the latest of a series of English academics who have published mightily about the Spanish Civil War--Raymond Carr and Hugh Thomas are two more distinguished colleagues with the same passion--and who, from the perspective of the New Left (the practitioners of which, it might be noted, are now entering their fifties), write with radical bias about revolution and war in Spain during the 1930s. They all have a wistful admiration of most things Spanish during the decade, perhaps in penitence for English appeasement or the failure of their fathers to volunteer for such a romantic war. It is typical of Preston that he can collaborate with the commander of the British volunteers to the International Brigades in a scurrilous attack on George Orwell (Orwell and the Left, 1984), and also do this book, which is a very good analysis of the Spanish Republic and the civil war, a very good replacement, in fact, for Gabriel Jackson's book of the same title, now very much out-of-date.

The work, a collection of eleven contributors, is least successful when its chapters examine standard topics, such as Sholomo Ben-Ami's chapter on the Republican take-over in 1931 or Preston's own study of the agrarian war in the south; it finds its stride in examining the sectors of Spanish society that brought such fire to the struggle. Two good examples are Frances Lannon's study of the Church's crusade against the Republic and Martin Blinkhorn's examination of ultra-montane Navarre. Santos Julia's

chapter on Madrid and the rise of socialist politics is also very useful; Barcelona has claimed too much attention from scholars without corresponding work in the Castilian metropolis.

On the negative side, the survey of the Basque problem and on the financing of the civil war have been done better elsewhere. Ronald Fraser's essay on the popular experience of war and revolution makes interesting reading, but its pervading sense of futility contrasts oddly with his enthusiasm in Blood of Spain (1979), the only oral history of the civil war. There is no discussion of the anarchists or anarcho-syndicalists, or, even more surprisingly, of the socialists that Preston himself has chronicled.

What emerges, then, is a checkered collection that adds something to our rapidly growing knowledge of the Spanish Civil War, but it is not a book that can be recommended for supplementary college-level reading lists because of its lack of general continuity and its eclectic coverage.

University of New Mexico

Robert Kern

Glenn Blackburn. The West and the World Since 1945. New York: St. Martin's Press, 1985. Pp. vi, 152. Paper, \$9.95.

Glenn Blackburn opens his book with the question, "What should an intelligent citizen know about the world today?" The succeeding pages comprise an efficient and clear guide to events in the modern world since 1945. A project of such immense scope is tamed into a thematic structure based on four issues of global concern: "The Conflict between the Two Superpowers," "The Prosperity of the Western Nations," "The Rich Nations and the Poor Nations," and "The Western Spirit." The result is clear and assimilable, motivating the author to caution the reader that history itself is not so neat. He sprinkles his discussion with cross-references to related problems in other chapters, and in the epilogue he again emphasizes the interconnectedness of the various issues under analysis. As a working schema, the structure is a successful, logical integration of wide-ranging information.

The high school or beginning college student is provided with the means to enter into a discussion of contemporary issues. The author approaches each problem from a historical perspective, giving enough background data to account for attitudes and actions that likely would be incomprehensible to students with no previous exposure to world history. Another strong point of the book is its effective use of definitions. Whether woven into the text, set off by parentheses, or simply added in a note at the bottom of the page, the author manages gracefully to provide the necessary terminology for comprehension. Simpler terms such as "democratic nations," "cold war," and "economic development," as well as more demanding ones such as "green revolution," "samizdat," and "existentialism," are defined. In addition, a varied and comprehensive list of suggested reading accompanies each chapter.

This is a textbook for expanding awareness. The author points out historical examples where insufficient information or understanding has caused decision-makers to misapprehend a historical situation. He is careful to present differing opinions on major issues, such as the possibility and/or desirability of sustained economic growth in the face of increasing environmental fragility. This debate, like the one on the likelihood of nuclear war, is designed to challenge the student to think for himself and to provide him with the tools to do so.

Whether referring to the arms race, or to the problems of the North-South division of the economic world, the author is presenting us with an ethical problem. His statement that "Today one fundamental question permeates everything: Will technology be the means by which we destroy ourselves, or will it enable us to create the good life for most people?" is his common underlying theme. Besides peace and material prosperity, ideas and beliefs must be part of the search for the good life; the rich nations must decide what their responsibility is to the poor nations of the world. In his final chapter, the author presents the ideas and beliefs of thinkers who have tried to come to terms with the problems and challenges of the twentieth century.

This book would be useful for a variety of purposes. As the author points out, it would serve as a core text for a contemporary history course, to be used with supplemental reading on the basic themes. As a supplemental text for a western civilization or world civilization course, it would prove valuable in stimulating discussion. Because of its focus on the ethical dimension of contemporary world problems, it could be a useful tool in a humanities or ethics course.

Northern Arizona University

Victoria L. Enders

M. K. Dziewanowski. A History of Soviet Russia. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1985. Second edition. Pp. x, 406. Paper, \$22.95.

M. K. Dziewanowski first published A History of Soviet Russia in 1979. The major portion of the book remains an excellent introduction to this huge country and traces the political and economic implications of geographic realities. The fact-filled chapters that follow offer a well-organized and clearly written survey of the history of Soviet communism. Dziewanowski has successfully presented a balanced perspective, especially in dealing with the difficult Stalinist period. Numerous maps, illustrations, and suggestions for further reading complement each chapter.

The book has now been updated. The new material deals with the demise of Brezhnev and devotes about two and one-half pages to Andropov's tenure before concluding with the selection of Chernenko as General Secretary. It is obviously still too early to offer any definitive analysis of Andropov's administration. However, the attention given to him seems unnecessarily brief. Although some of the longstanding economic and social problems facing the USSR are examined in the section on Brezhnev, the new edition does not conclude with any observations on the future of the country.

Changes in the remainder of the text are minimal. Bibliographies at the end of earlier chapters have been revised to include recently published works, but the chapters themselves have not been altered to reflect the content of those works. In fact, except for the concluding chapter, the texts of the first and second editions are virtually identical. The lack of revision is particularly obvious in chapter 23 where Brezhnev is still referred to in the present tense and changes in the positions of other individuals have not been reflected. Nearly all of the illustrations in the original volume have been replaced. Unfortunately, many of the new photographs are of poorer quality and of less significant figures and events than those they replaced.

While A History of Soviet Russia remains overall one of the best textbooks of its kind, the new edition is weaker than the original. It is

especially disappointing that the impressive use of detail and thoughtful analysis obvious in the rest of the book is all too often absent in the newer section.

Northern Essex Community College

Elizabeth J. Wilcoxson

Peter L. Steinberg. The Great "Red Menace": United States Prosecution of American Communists, 1947-1952. Westport, CT: Greenwood Press, 1984. Pp. xiv, 311. Cloth, \$35.00.

Peter Steinberg, a social studies teacher at Louis D. Brandeis High School in New York City, has written an exceptionally well researched and well documented study focusing on the balance between individual liberty and the right of the state to protect itself.

Refreshingly, the author does not dwell on the well known stories of Whittaker Chambers, Alger Hiss, and Senator Joseph McCarthy. Rather, he concentrates on the July 1948 arrest of twelve leaders of the American Communist Party (CPUSA), their trial on charges of violating Section 3 of the Smith Act (i.e., conspiring to teach or advocate the violent overthrow of the United States government), and the Party's subsequent self-destructive decision to go underground.

The arrest and trial of the Communist Party leaders served as significant links connecting the external dangers of the Cold War with the perceived internal danger of communist subversion. As the red hysteria grew, President Truman found himself caught between right-wing charges of being "soft on communism" and his own often expressed desire not to let an "alien and sedition-type atmosphere" develop. The author convincingly demonstrates that the more Truman tried to prove his successes in dealing with the "Red Menace" (e.g., the loyalty program), the more threatening the menace seemed to become. Steinberg does not fault Truman's sincere effort to limit the growth of political hysteria, but he does charge him and other political leaders with a failure to protect adequately the essential freedoms included in the Bill of Rights. All Americans, even communists, have rights. As Steinberg says, "the government did not need to embrace the CP in order to defend its right to exist."

Even though J. Edgar Hoover went to great lengths to show otherwise, the author believes that "the American Communist Party may have been the smallest, least efficient minority ever to take on the proportions of a major enemy in the history of the United States." Steinberg's extensive analysis of the internal workings of the party reveals an organization wracked by internal divisions and inefficiency. The party's basic thesis of imminent world war and encroaching fascism within the United States was misguided and was never fully accepted within party ranks. Furthermore, the party's decision to remain closely tied to the Soviet Union rather than to pursue an "American road to socialism . . . alienated many potential supporters and others who otherwise might have supported its right to exist and operate freely."

Finally, Steinberg rejects the idea that the rise of McCarthyism was almost inevitable. He strongly states that "the essential elements in the development of McCarthyism were the internal security establishment's deliberate creation of a sense of panic among the American people and the use of that hysteria over the 'Red Menace' by self-seeking politicians." Rather than being inevitable, these events "were allowed to occur."

Clearly, by "the internal security establishment," the author primarily means J. Edgar Hoover. "General Douglas MacArthur was removed from his Korean command for exceeding his authority, but J. Edgar Hoover maintained his position until he died."

Even with all its merits, this book is not recommended for the survey course. Its focus makes it more useful in upper-division courses covering post-1945 America. In courses dealing specifically with the issue of American communism, it is a must. The cost of the book may preclude its wide distribution among students, but, at the very least, every college library should have a copy. The issues covered are too important and the story is too well told to be ignored.

Mountain View College.

Kenneth G. Alfors

Winthrop D. Jordan, Leon F. Litwack, Richard Hoftstadter, William Miller, Daniel Aaron. The United States: Brief Edition. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1985. Second edition. Pp. xiv, 513. Paper, \$19.95.

Authors of United States survey history texts are faced with a myriad of intellectual as well as technical problems in producing high quality material. Intellectual problems relate primarily to the topics that "need" to be included in any historical survey and the coverage that these topics receive as well as those subjects that "should" be part of even a cursory view of American history. There are obvious themes that must be included in all survey texts such as the colonial era, the civil war, industrial society, World War II, the Vietnam War, and the United States in the 1980s. Within these broad topics however, subset content such as race relations, business ethics, and political philosophies are most often interspaced. Editorial decisions regarding which of these subset content areas to include and the kind of coverage that each concept will receive can make or break a text.

The technical problems encountered by writers of survey texts range from such mundane items as what type of maps, graphs, and illustrations should be used to clarify the text, to the readability level of the textual material. As with the aforementioned intellectual problems, the way a text is presented in the technical sense can help a poorly written text or debilitate one that has a sound historical basis.

The Jordan, Litwack, et al. text is very well written. The broad scope of American history is presented in a clear, smoothly stated style. Throughout the text a pattern is developed wherein historical concepts are presented to the reader, examples are given to illustrate the concept, and summaries reinforcing the concept appear. The chapters are well documented and offer divergent points of view on several topics.

There is a strong emphasis on both the social and cultural aspects of American life throughout the text. The chapters on the twenties and the Great Depression are extremely well done in this respect and tell of both the obvious economic downfall and displacement of those times as well as some items that are often given little notice in many texts, such as the deepening racial violence that was part of the American social fabric of that era and the downside social effects of many New Deal policies. The ways in which the arts and technology influenced American thought and ideals

are also part of this text's pattern and help relate how technology has influenced our economic structure.

Had the technical aspects of this book been as impressive as the intellectual ones a vast variety of students, at all levels, could successfully use it as a sound survey text. However, given the lack of maps, illustrations, and graphic materials, many students would have problems relating to textual materials. The pictures that were used came from library files with little explanatory material attached. The few maps in the text were also lacking in graphic and factual content. Other students would find the lack of in-depth additional readings a hindrance in obtaining further information on a given topic.

An expanded version of this text, with more and better graphic materials, would be an excellent basic text for most United States survey classes at the freshman collegiate level. It could serve as a basis for presenting a series of topical discussions or as one of several texts used in a course. In its present form many less read and prepared students would have some problems fully understanding the scope of American history if this book served as a single reading source in a survey course.

The University of Texas at San Antonio

Richard A. Diem

Edwin J. Perkins and Gary M. Walton. A Prosperous People: The Growth of the American Economy. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1985. Pp. xiii, 240. Paper, \$14.95.

Economist Edwin J. Perkins and historian Gary M. Walton from the California University system have written an upbeat and up-to-date interpretative history of the American economy. With little pretense at writing a value-free history, the authors are unabashed proponents of the successes of American capitalism. In both the preface and concluding chapters of the book, Perkins and Walton argue that "despite its blemishes the United States economy has still outperformed every other national economy in the world by several standards of measurement." These include being among the world's leaders for most of our history in the following categories: (1) ownership of farmland and individual homes; (2) white per capita income; (3) standard of living; (4) GNP; (5) agricultural productivity and exports; (6) the low cost of food as a percentage of American personal income; (7) high energy consumption; (8) adapter of new technology; (9) more women in middle and lower management positions; and (10) overseas investments.

Fortunately the text is more balanced than the propositions advanced in the preface. While optimistic in its view of the growth of the American economy, Perkins and Walton have provided a synthesis of the latest scholarship in the field of economic history. This is important for college teachers of American history like myself who find that many of the controversies in economic history center around quantitative data presented in poorly written articles in journals often inaccessible except in large university libraries. Both authors are practitioners of cliometric history. Yet ironically enough their text presents the latest economic interpretations in simple language with few statistics and no charts or graphs.

In less than 250 pages of a loosely structured chronological framework, A Prosperous People presents the student with an interpretative history

of America's economic growth. Within the 21 narrative chapters the authors weave controversial issues into the text in three different ways. First, in areas where the authors have engaged in primary research such as the colonial period, they present both sides of an issue but favor one side. For example, while earlier historians argued for an economic interpretation of the American Revolution, Perkins and Walton believe that political issues were the major reasons why the Colonists broke with England. Secondly, where the authors feel that both sides of a research question have not been resolved by modern scholarship, they present the two views without drawing any conclusions. The authors, for example, believe it is unwise to make a "tentative judgement" as to whether extreme racism in the South caused "black incomes to stagnate or even decline in the last quarter of the nineteenth century." Finally, Perkins and Walton point out the global effects of America's economic cycle in the nineteenth century. The search for domestic reasons for the panics of 1819 and 1837 among contemporary politicians and later historians has been deemed irrelevant by the latest quantitative historians. It was the War of 1812 that curtailed the importation of British finished goods and set off an expansion in American manufacturing that crashed in 1819. Again in 1837 it was the large British cotton dealers who "could not meet their financial obligations and their failures triggered a chain of bankruptcies in the United States."

While this reviewer generally approves of the interpretative approaches in this text, there are some problems. Not all modern historians agree that the Bank of the United States acted as a quasi-Federal Reserve System in the early nineteenth century. Nor have all economic historians accepted the revisionist views of Thomas Cochran that the Civil War retarded our industrial expansion. Nor do the authors explain the impact of our economic expansion on world developments in the twentieth century as readily as they accept the influence of British policy on our own economy in the eighteenth and nineteenth centuries.

A Prosperous People is a well-written, inexpensive, interpretative text that should find its way into a one-semester course on American economic history. Teachers might want to use this book in conjunction with Douglas F. Dowd's more critical The Twisted Dream: Capitalist Development in the United States Since 1776, Second edition (Winthrop Publishers, 1977) or with the third edition of Douglas C. North's equally brief but more quantitatively oriented Growth and Welfare in the American Past: A New Economic History (Prentice-Hall, 1983). Perhaps the authors can convince Prentice-Hall to permit them to put together a collection of some of the readings listed in the bibliography as a supplement to this text.

Howard Community College

Larry Madaras

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