

## BOOK REVIEWS

Eliot Wigginton. Sometimes a Shining Moment: The Foxfire Experience -- Twenty Years in a High School Classroom. Garden City, New York: Anchor Press/Doubleday, 1985. Pp. xiv, 438. Cloth, \$19.95.

The public schools of the United States have been adrift since the demise of the Progressive Education Movement. Currently, our country develops critics in great abundance, but neither universities nor "schools of hard knocks" have produced a space-age philosopher to guide education to the end of the twentieth century and beginning of the twenty-first century. Looking for a scapegoat, politicians (and some of the public as well) are now blaming schools for the decline of intellectual and moral fiber in our youth. The intensity of criticism has divided school personnel: Superintendents and principals, who are paid two, three, and four times as much as those in the classroom, no longer communicate with the less educated, poorly-paid teacher-proletariat, creating a caste system. The teachers, in turn, blame the non-traditional home for the lower achievement test scores. Our curriculum is so mired in muck that only a remarkable man, a true American folk hero named Terrell Bell, could convince the country at large that the nation was at risk.

The genius of the American education system is often called the Horace Mann Compromise: that is, local control of the schools was the only way a national system of education could be built in a country as large and diverse as is the United States. Most people have assumed that local control applied only to administration. Not so, however, with the remarkable country schoolmaster, Eliot Wigginton. In his masterful memoir, Sometimes a Shining Moment, he gives evidence how local history and culture can be incorporated into a course of study that achieves national goals through examining community customs. A recent president of the United States once sent a copy of a chapter written by Sidney Hook to all university presidents. It is proposed here that each governor send a copy of the foxfire experience to every public schoolteacher in his or her state.

An account of twenty years in a high school classroom, Sometimes a Shining Moment is divided into three books. The first is a diary of a young schoolteacher who comes from Cornell University to teach at the Rabun Gap-Nacoochee School (RGNS) in Georgia at about the time President John F. Kennedy was assassinated. In spite of having three different preparations--plus some supervisory duties--Wigginton found time to begin the Foxfire Magazine and later to edit the Foxfire books published by Doubleday. But more importantly for himself and others, the author learned how to teach in a way that inspired the rural youth of Rabun Gap to lofty heights.

The second section of the manuscript recounts the principles--touchstones--or lessons that were learned by the instructor during his first generation in the trenches. Moreover, this section assesses the strengths and weaknesses of the teaching profession today and speculates on what can be done to create progressive change. Book Three, the final portion, deals with what Wigginton discovered about curriculum and teaching English in the classroom. Here the abstractions cease and the "nuts and bolts of teaching and learning" are stated and discussed.

To be totally honest, this writer should not have reviewed this manuscript for he has been a foxfire fan almost from the beginning of the project. This book, to me, is as much of a gem as the project itself! The unorthodox organization, the complete honesty, and the lively writing make Sometimes a Shining Moment: The Foxfire Experience a modern pedagogical

classic. Every educator--and concerned parent--ought to have a copy on the nightstand and a photograph of Eliot Wigginton on the wall.

Northern Arizona University

Philip Reed Rulon

Eugene Kuzirian and Larry Madaras, eds. Taking Sides: Clashing Views on Controversial Issues in American History. Vol. I: The Colonial Period to Reconstruction. Guilford, Connecticut: Dushkin Publishing Group, Inc., 1985. Pp. x, 255. Paper, \$8.95.

Today, students often enter post-secondary educational institutions with a painfully limited understanding of the American experience. As the editors of Taking Sides point out, in a recent survey of journalism majors at a university in southern California, students neither remembered any of the first ten amendments to the Constitution nor recognized that they constituted the Bill of Rights. One undergraduate thought the great depression occurred "right after World War II when Elvis Presley came along," and another benighted student believed that Stalin succeeded Roosevelt as President. It appears that many students' humanities education has neglected important documents, people, and events in American history.

Kuzirian and Madaras address these students in Taking Sides by boldly employing Carl Becker's concept of "Everyman his own historian" to highlight a variety of historical debates among scholars from the colonial period through Reconstruction. Part one examines the formation of the American national character, the Salem witch trials of 1692, relations among native Americans and settlers, the problem of identity in the eighteenth-century British colonies, slavery, and the American Revolution as a model for third world nations. Part two focuses upon the Founding Fathers and school prayer, Jefferson and civil liberties, and the changing status of women in the new nation. Part three addresses four historical issues--the election of 1828, the viability of nineteenth-century utopian communities, antebellum foreign policy, and the black slave family. Finally, the fourth section introduces students to controversies about southern sectionalism, the Lincoln Presidency, and Reconstruction.

All sixteen issues are organized in a similar manner. For example, issue number ten, "Did the Election of 1828 Represent a Democratic Revolt of the People?," begins with a clear summary of the historic debate over Jackson's victory. A five-page excerpt by Robert Remini follows that examines the 1828 Presidential election and the concomitant development of a responsive, nationally organized two-party political system. Richard P. McCormick is counterposed to Remini in a six-page selection from his influential 1960 article on Jacksonian politics. McCormick discounts the notion of a political revolution in 1828 and instead argues that the second American party system did not reach maturity until 1840. Issue ten culminates with a postscript by the editors and a brief discussion of further readings.

This contrapuntal approach has certain advantages for students. Taking Sides vividly demonstrates that history is not merely the orderly accumulation of evidence about the past. Interpretations, the editors show, inevitably involve important questions about methodology and perspective. Moreover, Kuzirian and Madaras highlight dramatic events (the Salem witch trials) and significant issues (slavery's impact on the black family) that usually receive scant attention in survey textbooks. Thus Taking Sides can

be used to supplement major readings and introduce students to important debates about American history.

Taking Sides, however, contains several pitfalls. Some important events deserving detailed historical attention, such as the framing of the Constitution, the political crisis of the 1850s, and the Civil War, are completely ignored in this anthology. In addition, many excerpts are so brief that students may experience difficulty in placing the issues within a historical context. Poorly prepared students need more, not less information, to understand historical events and interpretations. And finally, some of the text's approaches to historical issues appear idiosyncratic and dated. The debate on colonial slavery, to cite just one example, completely skirts the question of New World slavery's development and quotes U.B. Phillips and Kenneth Stampp when Winthrop Jordan, Peter Wood, or David Brion Davis would have been more germane to the topic.

Taking Sides is a lively book that may help students become more cognizant of the controversies that have shaped American history. The book, though, should be taught in conjunction with a good narrative text because many of its issues seem imbalanced or insufficiently developed.

National Endowment for the Humanities

Jayne A. Sokolow

Lois W. Banner. American Beauty. Chicago and London: University of Chicago Press, 1983. Pp. ix, 369. Paper, \$9.95.

Many students of human behavior have long recognized that for both men and women, appearance is a primary mark of identity, a signal of what individuals consider themselves to be. As Lois Banner argues in this encyclopedic survey, the pursuit of beauty and of its attendant features, fashion and dress, has been a significant factor binding together the women of different classes, regions, and ethnic groups. Conversely, varying standards of beauty and attire have been important historical factors in the differentiation of classes and groups. In this context, for example, we think of the plain style of dress of the eighteenth-century Quaker woman or the prescribed occupational uniform of the early twentieth-century domestic servant. Few historians, however, have investigated such commonplace topics of everyday life. Banner's social and cultural history of the changing perception of feminine beauty in America from 1800 to 1920 is an excellent attempt to rectify this myopia.

In Banner's analysis, American fashions of face and figure can be roughly divided into four periods. In the antebellum years, a "steel-engraving lady" predominates as the ideal of beauty. In the decades after the Civil War, this frail, pale, willowy woman (often enshrined in the lithographs of fashion magazines) is challenged by a more buxom, hardy, and heavy model of femininity who made her first major appearance on the British music hall stage and, then, came to the United States by way of a burlesque troupe known as the British Blondes. Banner sees Lillian Russell, the great star of the popular musical stage in the late nineteenth century, as the epitome of this idea. She calls this model the "voluptuous woman." In turn this beauty type is challenged by the tall, athletic, patrician Gibson girl of the 1890s, whose vogue is ultimately superseded in the 1910s by a small, boyish model of beauty exemplified by movie stars Mary Pickford and Clara Bow.

Although Banner ends her book with a brief chapter surveying the "history of women and beauty since 1921," her analysis actually concludes with the year 1921 as a pivotal date in the history of women's looks. Not only did a major shift in beauty standards occur about that time, she argues, but that year also marked the start of Atlantic City's Miss America pageant, the most famous and longest running of all American beauty contests. In her judgment this event is crucial in at least two respects: The event made a national ritual of the by then powerful notion that the pursuit of beauty ought to be a woman's primary goal, and it also marked a substantial triumph of the fashion culture over feminist reform.

The teaching historian will find this analysis of both the changing ideals of beauty and various currents of American social behavior to be useful in at least two important ways. For example, the book will be a valuable asset to any general cultural or social survey course, since it is not only a history of dress and cosmetics and beauty contests, but also a history of exercise and health reform, popular advertising, hair dressing, vaudeville, magazine illustration, the bicycling mania of the 1890s, and many other subjects. American secondary school and college students, a cadre for whom personal appearance is an extremely important issue, will immediately find much to identify with in the volume. They will also encounter a wealth of topics to further explore in research papers that might be assigned if this volume is used as supplementary reading.

Women's history courses are a second teaching area where this book will be of great value. The volume is useful in its exploration of the historical dimensions of gender, social behavior, and feminine roles in the nineteenth and early twentieth centuries. The book is also particularly insightful in its review of how the concept of beauty has been both a source of power for American women and also one of the most divisive and oppressive aspects of women's separate culture in this country.

University of Notre Dame

Thomas J. Schlereth

Alan Heimert and Andrew Delbanco, eds. The Puritans in America: A Narrative Anthology. Cambridge: Harvard University Press, 1985. Pp. xviii, 438. Cloth, \$25.00.

With the appearance of this volume, students of Puritanism in America now have a second major anthology of interpretive narrative and original source material which can conveniently and profitably be consulted. Differing in content and organization from the Perry Miller and Thomas Johnson sourcebook, and reflecting the half century of scholarship since the first appearance of that collection, this new work is destined more to supplement than replace its illustrious predecessor.

The Heimert and Delbanco volume contains 58 selections from 38 authors. While this is about half the number of selections, and two-thirds the number of authors, found in the Miller and Johnson text, these are numbers adequate to accomplish the somewhat different goals set by the authors. Whereas Miller and Johnson sought to present a broad portrait of Puritan society (thus including selections on science and social customs, for example, as well as on theology and government), Heimert and Delbanco openly concentrate upon the literary expressions of basic Puritan ideas. The authors admit that this work originated as teaching materials to be used in their classes in American literature. This is not intended to be a criticism, for the collection admirably serves that purpose; moreover, it can certainly be

argued that such an emphasis is entirely proper when seeking to understand what made Puritan New England demonstrably different from its seventeenth-century neighbors.

The selections are organized in a chronological pattern intended to reflect the diversity and the development of Puritan thought in America. Professors will find some familiar selections here--John Winthrop's A Model of Christian Charity, for example--but the authors have also included others perhaps less familiar--such as Thomas Shepard's The Parable of the Ten Virgins. Without reviewing each of the 58 selections, it might simply be said that this is a very effective sampling. Moreover, the authors' narrative, especially the excellent introduction, may well be the best brief discussion of Puritanism I have read. This combination of source material and narrative should provide a superlative introduction to the subject for the student and, I discovered, an enjoyable and profitable review for the professor.

Because of its length and price this volume will have more appeal for those teaching upper-level or graduate courses than for those teaching survey classes (though survey students might well be instructed to read at least some portions as part of their overall course requirements). Whether professors prefer this volume to the Miller and Johnson collection will depend upon personal preference and specific needs; certainly the Miller and Johnson collection will remain an indispensable resource. But Heimert and Delbanco have produced a volume that compares very favorably, and that in itself is a significant achievement. Professors are going to want to have a look at this book.

Northern Virginia Community College

Raymond C. Bailey

Clarence L. Mohr. On the Threshold of Freedom: Masters and Slaves in Civil War Georgia. Athens and London: The University of Georgia Press, 1986. Pp. xxi, 397. Cloth, \$35.00.

Often times in the teaching of history, especially survey courses, we must cover a staggering amount of material in a short period of time. With so much that is new and exciting happening in Afro-American and American history, it is not surprising that the basic survey course changes each year. Traditionally, supplementary texts are used to focus upon any significant changes in the field. But as we are all aware, specialization and fragmentation within the profession have sacrificed accessible and solid narrative history to the demands of minute detail and lofty abstraction.

The greatest strength of Clarence L. Mohr's study of masters and slaves in Civil War Georgia lies in its readability. Mohr has successfully merged a solid narrative style with a rigorous application of social history. Moreover, there is a clear interpretation throughout the book that can be used as a departure for classroom discussions.

Mohr's interpretation fits well within the ongoing developments in Afro-American history, especially slavery studies. While we have many important studies of black people in the antebellum and postbellum periods, Mohr's significant contribution is to place the most insightful themes of previous studies within the context of the Civil War. Although he chose to focus on the state of Georgia, much of what Mohr finds (and explicitly states) can be generalized for the whole South. For example "Slavery in all of its settings was a relationship which simultaneously forced human beings

together and drove them apart." And "instead of developing infantile personalities, Afro-Americans developed a fine sensitivity to human limits."

Clarence Mohr offers teachers and students a great deal of information and material to advance a more in-depth discussion of the tragic circumstances and consequences of the Civil War. More importantly, he sensitively examines the crucial changes in race relations that occurred as the war went on. While it is common knowledge that the slaves fled to the approaching Union Army, Mohr correctly reminds us that many slaves did not run off. Indeed, many were reluctant to leave their families behind. Even more interesting was the loyalty exhibited by blacks for their particular plantations and environs (often misinterpreted as an undying love for their masters) as well as the cultural world they created for themselves in uneasy tension with the dominant white plantation society. It is here that Mohr deftly weaves narrative and interpretation out of the dry demographics of social history. The results are stimulating historical writing and good reading.

And yet there is the crucial question of where to fit this book into a general survey of Afro-American or American history. It is obviously perfectly suitable for upper-level specialized courses in these areas. But it should also be used in survey courses when the Civil War period is presented.

One of the strengths of the volume is Mohr's ability to show how the secession of Georgia (and other southern states) was based on a desire to retain slavery and yet slavery was undermined, in various ways, by the slaveholders' dissolution of the system in order to further the War for Independence. Central to the breakdown of slavery and the plantation system were the blacks who were forced to labor for the war effort, and, late in the war, were conscripted. Conscription of the very people whose bondage the war was being fought to retain greatly aided in bringing down the master-slave relationship. Within this framework, Mohr's description and analysis of the fears, racism, and class disruptions on the part of whites along with the responses and actions on the part of enslaved blacks on the threshold of freedom provides a fresh reappraisal of the period.

There is much more that can be said about this work but perhaps the most important statement is that wherever possible it should be incorporated into the survey course. Clarence Mohr's work is a fine example of the ongoing scholarship of Afro-American history that is revitalizing and reshaping American history. Its use in the classroom should provide many lively discussions on the themes held to be exhausted.

Frederick Douglass Institute for African and African-American Studies, University of Rochester

Charles T. Banner-Haley

Francis Paul Prucha. The Indians in American Society: From the Revolutionary War to the Present. Berkeley: University of California Press, 1985. Pp. ix, 127. Cloth, \$15.95.

What is the rationale behind United States Indian policy? Some may find it difficult to see any logic. Francis Paul Prucha, Professor of American History at Marquette University, does a thorough job of distilling his past work into four key themes from lectures that he gave at Boston College between 1983 and 1985.

The chapter titles indicate the development of U.S. policy: Paternalism, Dependency, Indian Rights, and Self-determination. Policy did not flow smoothly from one step to another, however. Paternalism, fostering dependency, has not really been outgrown.

United States Indian policy was a product of Enlightenment thinking: All humans were created equal; therefore, Indians potentially were equal to whites. However, their primitive technology, hunting societies, and "pagan" religion rendered Indians inferior. True equality awaited a sufficient dose of "white" or European culture through education. Meanwhile, the United States government would be the father or guardian. Precedent was first established through treaty. After 1871, policy was set by congressional act, bureaucratic fiat, and court decision.

During the late nineteenth century the decision was to place Indians on reservations where they would learn to farm. Then the Indians would obtain the land, become U.S. citizens, and the Indian "problem" would disappear. This approach, like most of its successors, did not consider the diversity of Indian cultures or realities of Indian life, not to mention reservation geography. To prepare for "assimilation" the federal government cared for education and medical programs, assistance many Indians felt was owed them in return for giving up their lands. In the few cases where Indians received private land, it soon passed into non-Indian hands.

After 1920 prevailing philosophy began to view Indians as brothers in a pluralistic society, possessing a culture and heritage worth preserving. Some tribes were able to establish new constitutional governments. The federal government continued to keep a paternal eye on all.

The 1950s brought two disastrous experiments: Termination and relocation. The effort to end government supports and urbanize the Indian dismayed the Indian leaders, who used political skills developed in the constitutional experience to stop termination. Although termination only directly touched three percent of the population, the attempt left a fear that the government would suddenly withdraw services if Indians were to appear too competent.

The 1960s saw a proliferation of assistance programs. The 1970s produced new demonstrations of Indian issues, shown in the 1969 seizure of Alcatraz and the 1972 Washington protests. Emphasis was placed on tribal rule. Rights to some traditional natural resources were upheld in court. In conclusion, assimilation doesn't work for many. Self-sufficiency has not happened. Thus much paternalism remains. A future topic worth exploring would be the parallels in U.S. policy toward Indians at home and non-European nations abroad. In the late nineteenth century many Americans assumed that the Chinese, for example, wanted to be American, and they would be just fine after a dose of Christian education. Nixon's visit to China in 1972, a tacit recognition that the Chinese were their own people, coincided with Indian resurgence as a visible force in American politics.

The concise nature of this overview would assist any teacher in presenting an introduction to Indian policy. It would also be a useful survey for college or advanced secondary students. Although the accumulated wisdom could justify the price for a book this size, it might be more practical as a library resource than a text.

Barry D. Karl. The Uneasy State: The United States from 1915 to 1945. Chicago and London: University of Chicago Press, 1983. Pp. x, 257. Paper, \$7.95.

Robert D. Marcus and David Burner, eds. America Since 1945. New York: St. Martin's Press, 1985. Fourth edition. Pp. viii, 408. Paper, \$11.95.

Barry D. Karl is a professor of history at the University of Chicago whose research specialties are social science and public policy in the twentieth century and public administration. In addition to scholarly articles, his major publications include Executive Reorganization and Reform in the New Deal and Charles E. Merriam and the Study of Politics.

The Uneasy State is an essay examining the emergence of a public policy to deal with the crucial issues that faced the nation in the twentieth century. It is a well-written, nicely developed essay that traces both international and domestic factors that influenced American public policy. Starting with the Progressive Movement of World War I, Karl carries the reform struggle through its various currents to World War II.

The dominant theme in this essay is the American struggle, particularly among would-be reformers, between efficiency, planned economics, centralized programs, and American individualism. The Progressives' denouncement of corrupt local politicians led to demands for increasing national power and federal government efforts to curb abuses in banking, child labor, and civil service hiring. Yet, as Karl points out, nineteenth-century Americans expected the federal government to protect the democracy they preferred to act out at local statehouses and city halls. This was to be the dilemma of reformers in the twentieth century when faced with the social, economic, and political injustices that came along with the industrial nation-state. Progressive reformers decided the existing government, if used properly, could save democracy being threatened by industrialization, urbanization, and masses of new immigrants. The relationships between war and reform, nationalism and internationalism, traditional individualist democracy, and the centralized industrial state, continue to plague those who create public policy.

The chapters on the Great Depression and the roles of Herbert Hoover and Franklin Roosevelt in coping with it are perhaps the strongest in the book. The struggle between rational social science programs to cope with so vast an economic collapse and America's urge for individualism and the political necessity to deal with vocal constituencies was a challenge Hoover failed and Roosevelt handled. Karl argues that the issue is not whether Roosevelt saved capitalism. He maintains most Americans saw the government itself as the problem, not capitalist ideology. Roosevelt made the Constitution work through clever use of politics and presidential power that set the model for the next four decades. When crisis, international or domestic, required the use of heroic presidential power, congresses or courts would provide checks to protect the interests of the people back home.

This is an important book in the literature on American reform, politics, and public policy. It is a book most instructors would benefit from, but it may not be suitable for introductory students except in more selective colleges. It is a good book for advanced students in twentieth-century history or political science courses.



America Since 1945, fourth edition, edited by Robert P. Marcus and David Burner, is a collection of articles, speeches, and excerpts from primary and secondary sources. Some old classics, such as Garry Wills' evaluation of Richard Nixon's "Checkers" speech, Betty Friedan's The Feminine Mystique, and Michael Harrington's The Other America, are combined with excerpts from John F. Kennedy, Lyndon B. Johnson, Martin Luther King, Jr., and Malcolm X.

Marcus and Burner have added twelve new selections including Ernest May on Vietnam, Walter La Feber on Nicaragua, Ruth Cowan on More Work for Mother, and essays on Eisenhower and Kennedy. One of the more interesting of the new articles is Howell Raine's oral histories of participants in the Freedom Rides of the sixties.

For those who use readings books in their courses, this is a nicely balanced selection of documents and essays dealing with foreign and domestic issues, social and political, economic and cultural. There is a list of readings for those who want to read further on any topic.

Southwest State University, MN

David L. Nass

Michael P. Sullivan. The Vietnam War: A Study in the Making of American Policy. Lexington: The University Press of Kentucky, 1985. Pp. 198. Cloth, \$20.00.

Trying to understand and, in turn, teach about an event as complex and emotional as the Vietnam War is undeniably difficult. Many historians--most Americans, for that matter--who lived through the trauma of the 1960s and 1970s have vivid memories of the war and personal theories about why it occurred and, therefore, what its "lessons" are.

Michael Sullivan, a political scientist with interest in the making of foreign policy, believes that, for all the memories and debate, Americans collectively have ignored the war since the early 1970s, because there is "an unconscious wish to see the Vietnam War and American participation in it as an aberration as far as long-term and worldwide involvement of the United States is concerned."

Using "systematic empirical evidence" and a combination of case study techniques and social science theory, Sullivan attacks this neglect and this wish by approaching the war from various analytical perspectives. In the process, he hopes not so much to provide a single explanation of American involvement but to convince us that "the focus on failed policy as a function of aberrant decision making produces an extremely narrowly confined lesson."

Sullivan first considers changing American perceptions of the war and concludes that only after decisions were made to escalate U.S. involvement in Vietnam did decision makers and the public begin defining it as an area of high symbolic concern. Second, he argues that decision-making through the 1960s is subject to various interpretations; mistakes were made, but decision makers often acted to avoid even bigger mistakes, not because they knew where they were headed.

In addition, moving to more abstract levels, Sullivan attempts to put the Vietnam experience in the context of alternating moods of introversion and extroversion in U.S. foreign affairs, of the Cold War and East-West

confrontation, of shifts in global power relationships, and of possible cyclical patterns in international violence. Decision makers do not operate in a vacuum, do not construct entirely new contexts, so even when they err, historians must comprehend the delimiting framework in which they acted. And, in this case, the framework appears generally compatible with what happened.

Students without some prior knowledge of U.S. history in general and the Vietnam War in particular would probably not appreciate the interpretive significance of this essay. Therefore, I would recommend it as supplemental reading or as a text in advanced classes only.

In that setting, I find the book potentially useful in three ways: First, on a practical level, it makes abundantly clear how cautious one must be in ascribing either simple causes to historical events as complex as the Vietnam War or simple motives to world leaders who confront such events. Second, regarding theory building, it suggests the need to examine historical movements from various angles and to consider their interaction: for example, individual versus group behavior, short-term versus long-term trends, and unique versus patterned actions. Third, in methodological terms, it illustrates how historians (or political scientists or students doing term papers) can employ very basic sources for useful analytical insights: In particular, space and content analysis in editorials, speeches, government publications, etc.

This is not a definitive history of the Vietnam War, but it is a provocative essay with both specific content on U.S. involvement in Vietnam and larger theoretical conceptualizations relating to foreign policy formulation.

Clemson University

Joseph L. Arbena

N. Ray Hiner and Joseph M. Hawes, eds. Growing Up In America: Children in Historical Perspective. Urbana and Chicago: University of Illinois Press, 1985. Pp. xxv, 310. Cloth, \$27.50; Paper, \$9.95.

This collection of essays on American childhood history is worth reading. The editors have judiciously selected seventeen articles that best represent the field, covering colonial experiences through the age of Spock (Dr.). All three levels of childhood--infancy, latency, and adolescence--are covered but not in a systematic way. Some of the articles say more about the world of the adult than of the child. The readings include all classes of Americans, with more attention given to the lower and middle orders. As a counterpoint, four articles on black and native American children are included. Few will like all of the selections, but most readers will enjoy many.

For those unacquainted with childhood history, Hiner and Hawes have written a concise and clear introduction that helps to place each reading into context with the rapidly expanding body of childhood studies. In addition, each chapter has a short introduction that summarizes and synthesizes the following readings. Footnotes have been excluded, but the editors have included at the end of each chapter a list of selected readings. Each chapter is highlighted by a contemporary painting or photograph which shows how important pictures are as a source of history. The care with which this book has been put together makes this study also worthwhile for the experienced childhood historian.

A major purpose of this book is to raise more questions than it answers. It does. Many articles can be used as inspirations for ideas for the classroom teacher. For example, two articles discuss attitudes toward death at different times, the seventeenth century and at the end of the nineteenth century. These are natural springboards into explorations about current attitudes about death and how they compare to those of the past. Child rearing practices of Dr. Spock or the earlier Infant Care of the Children's Bureau in 1919 can be compared to the severe evangelical approach of Francis Wayland during the age of Jackson. A fine article on the play of slave children raises questions about the importance of games as reflections of the adult world. Certainly students will enjoy analyzing their own revered childhood games of hide and seek, red rover, or one potato. Childhood places take on special meanings that last a lifetime, as John G. Clarke's article, "The Stoop is the World," shows. His analysis of the stoop as an American folkway of New York streets of the 1930s and 1940s points the way to new territories to explore--the alleys, hideouts, clubhouses, basketball courts of the children in your classroom. The new perspectives presented by most of these articles still have the excitement and promise of new fields of exploration.

Teachers of many disciplines can use this book in their social studies classes, but college historians will probably find it most useful in a seminar or specialty class. High school instructors can acquaint or update themselves with this field, and the book will give everyone some new look at American history. Though some may argue that we never become adults in America, growing up is a rite of passage for us all. This is a good introduction to that process.

Lockport Central High School, Lockport, IL

Brian Boland

Linda A. Pollock. Forgotten Children: Parent-Child Relations from 1500 to 1900. Cambridge: Cambridge University Press, 1983. Pp. xi, 334. Cloth, \$49.50; Paper, \$16.95.

The history of child-rearing or of parenting has received increased attention since World War II. Psychohistorians, in particular, have emphasized parental neglect, harsh discipline, and even infanticide. Lloyd deMause (The History of Childhood, 1974), is among the most extreme in dwelling on child abuse and connecting this to the development of adult personalities.

Linda A. Pollock strongly rejects the conclusions of deMause and others with similar tendencies. While child abuse has always existed, Pollock asserts that it was only in a small minority of families whether one looks at those in the sixteenth or in the twentieth century. She has carefully examined hundreds of child diaries, adult diaries, and autobiographies, primarily British and American, and draws vastly different conclusions from those found in most other studies. Although such features as religious training or feeding practices have varied over the centuries, Pollock holds that most characteristics in child-rearing, including discipline and attitudes towards children, have remained fairly constant: "Children played, were taken to see whatever was interesting in their area, did their lessons, and from their diaries appear to have been happy, free from worry and certainly not oppressed or regimented."

Her work is extremely well annotated and documented. She also provides a detailed review and criticism of earlier studies on the history of

childhood. Her observations are limited to the literate classes, yet these include poor farmers, merchants, artisans, nobles, and many others, of various levels of society and of different religious faiths. There appears to be little distinction among the groups represented in such matters as discipline or in attitudes towards children.

She does not base her conclusions from the impressions one may have gained from the depictions of children or parents in fiction or art, but I believe she comes much closer to reflecting what is generally found there than do those who try to tie the history of childhood to the rise of democracy and public education and reform. This is a major contribution in its field that deserves wide attention. The work concludes with a useful combined bibliography and citation index, rather than a traditional index.

Emporia State University

Samuel E. Dicks

Yahya Armajani and Thomas M. Ricks. Middle East: Past and Present. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1986. Second edition. Pp. xiv, 466. Cloth, \$16.95.

Yahya Armajani's Middle East: Past and Present, first published in 1970, has long been a standard college-level text on Middle Eastern history and culture. In this second edition Armajani, emeritus professor of history at Macalester College, has been assisted by Thomas Ricks of Birzeit University in revising slightly the contents of the first edition, adding a new chapter on the Arabian Peninsula, necessitated by the increased importance of that area on world economic affairs, and updating the text through 1983.

This is a general survey of Middle Eastern history, culture, and politics from late pre-Islamic times. Armajani has defined the Middle East as Egypt, Turkey, Iran, the "Fertile Crescent," and Arabian Peninsula, a region that has for the past 1300 years been "the main arena for cultural, political, and economic activities which in turn influenced the outlying regions." In the introduction Armajani presents those factors that have contributed to diversity, including physical geography, linguistics, and religion, as well as those contributing to unity, such as social and economic patterns and nationalism. A sub-section entitled "Islam" does not explain that religion's basic beliefs and practices but presents it as the principal common denominator joining the various ethnic groups (Arab, Persian, and Turkish) together.

Armajani has divided the book into four sections. The first, "The Rise and Fall of the Islamic Empire," begins with a description of the Middle East before Islam and then discusses the life of Muhammad, the teachings of Islam, and the political events of the Orthodox, Umayyad, and Abbasid caliphates. This section concludes with a very nice summary of cultural and scientific developments under the Abbasids. Part two, "Heirs and Innovators of the Islamic Empire," focuses on late medieval/early modern times with the Turkish and Persian contributions to Muslim civilization under the Ottoman and Safavid empires and the beginnings of relations with Europe. Then follows a section on European imperialism and the Middle Eastern response during the eighteenth and nineteenth centuries, touching on such topics as Ottoman reform, Islamic reform and modernism, and the development of nationalism. Part four, "The Making of the Modern Middle East," surveys political developments of the twentieth century. This section begins with a concise discussion of events during World War I in the Middle East, with

emphasis on diplomacy and Zionism, and includes two chapters, one covering the interwar period and a second on post World War II, on each state in the region. Supplementing the text are sixteen maps, six more than in the first edition, an updated bibliography, with separate sections for each of the four general periods covered, and an index. A glossary has been added, but the photographs and chronology found in the first edition have been eliminated.

Aside from a few factual errors, especially in the new chapter on the Arabian Peninsula (for example, the imamate in Oman is based on Ibadism, not Shi'ism [p. 335]), and perhaps too much on Iran and Turkey and not enough on the Arab-Israeli question (although the authors consciously sought a "balance" among the three ethnic groups), Armajani and Ricks have given us a most useful book. The authors have directed it toward the undergraduate survey on Middle Eastern history, and it is appropriate for a one-semester, lower-level course. Its use in an advanced course, although proposed by Armajani, should be limited to general background and supplemented by more specialized readings. Furthermore, better single-volume surveys, especially of the modern period, exist. Two other groups that would benefit greatly from this volume are high school social studies teachers, especially those with little or no background in Middle Eastern civilization, and college instructors of world civilization survey courses who could also rely on it for accurate background information or as a reference for interested students. With this second edition, Middle East: Past and Present, will undoubtedly remain one of the standard general texts on that vital world region.

The School of the Ozarks

Calvin H. Allen, Jr.

Henry C. Boren. The Ancient World: An Historical Perspective. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1986. Pp. xx, 407. Paper, \$22.95.

The second edition of The Ancient World: An Historical Perspective, by Henry C. Boren, is a compact survey text that gives balanced exposition of social history, cultural developments, and political and military events. Two unifying themes are stated in the introduction. One of these is history as related to the struggle between group security and individual freedom; the other is the view that "in the world of mind," religion and Greco-Roman rationalism are "the principal strands that have controlled the nature and direction of western civilization." As the story develops, Greece is seen as achieving an unstable freedom, while Rome comes to embody security. Religion, always a dynamic factor, wove itself deeply into the story of imperial Rome. Archaeology is stressed, as Boren feels that "the history of the recovery of the past is important in itself." The principal themes, freedom, security, religion, and rationalism, are maintained throughout the book but not over-stated.

In this text, the usual topics of ancient history are handled in brief but solid style. However, many special points occur that should enhance student awareness of the depth and movement of history. Mesopotamian continuity is shown from an act of the Assyrian emperor Assurbanipal. While campaigning in Elam, he found a statue of Ishtar, and returned it to its former Sumerian location of 1500 years before. There is irony in Schliemann's story, as he dug through the real Troy to a much earlier (and more highly cultured) Aegean level. The Roman Republic is presented in profiles of its leaders, with a fine sketch of the sometimes hammy greatness

of Cicero. Some may enjoy the plight of the aging emperor Augustus, who pushed for respectability in society, while plagued by the jet-set antics of the two Julias, his daughter and grand-daughter. The tough humor of Vespasian and the high character of Marcus Aurelius leave lasting impressions. Such insights will arouse reader interest, and have value as openers for fuller explication in lectures, discussions, or collateral reading. For example, Augustus' trouble with the two frivolous Julias could lead into study of their rather gamy circle and their friend Ovid.

As to format, the volume is attractive. Topics are in concise sections with clear headings. Maps are done in an agreeable grey-and-white style that avoids irrelevant detail, and chronological charts are provided, from pre-history to the Roman Empire. Bibliographic emphasis is on suggestions for further reading, with relevant titles listed at the end of each chapter. These lists are a balanced mix of recent publications, currently prolific scholars like Michael Grant, and venerable references such as Rostovtsev, T.R. Glover, and Ronald Syme.

This text will prove very effective, if used within its limitations and according to the author's expressed intent. The thematic emphasis and the many keen insights may tempt readers to treat it as their main source of information, rather than as a guide. Its coverage of four thousand years in less than 400 pages, the brief topic sections, and the rather choppy closing chapter mark it as just one part of a system. In the introduction, the author proposes its use as an "orderly core," and reminds users that it is really "a scant summary, the merest introduction." If this admonition to balance the book's use with other course features is heeded, it will prove a fine instrument for instruction on the history of the ancient world.

Westmar College (Ret.)

Arthur Q. Larson

Geoffrey Treasure. The Making of Modern Europe, 1648-1780. London and New York: Methuen, 1985. Pp. xvii, 647. Cloth, \$35.00; Paper, \$16.95.

Geoffrey Treasure, senior history master at Harrow School (England) and author of numerous works on European history, has written a text that examines the major forces (except art and music) that he feels made "Modern Europe." Writing a text that covers the essential facts that occurred within Europe from the mid-seventeenth century to the decade before the French Revolution and that satisfies the needs of the student requires special skills. Treasure handles the first of these demands impeccably. Instead of interspersing the social, economic, religious, intellectual, and military forces within the descriptions of state politics, he has analyzed these complicated factors in separate chapters. They are marvels of synthesis. Three deserve special note. "God and Man" represents a skillful study of the turbulent nature of Jansenism, Quietism, and Pietism, and the Papal and Jesuit responses; "Questions of Authority" treats the unique nature of absolutism and constitutionalism, in addition to a sound discussion of the General Crisis Thesis; and "Diplomacy and War" shows how diplomats changed their conduct of international relations and their understanding of the new secular nature of warfare. All this occupies only one-third of the book. The remainder of the text is a chronological, country-by-country coverage of the major and a few minor states of Europe. One might cavil about the exclusion of some event or the sparse treatment of another, but those would only be idiosyncratic preferences. Treasure analyzes the information necessary for a sound understanding of the

historical development of each country and summarizes when appropriate. His clear and compact writing style enhances the text's readability.

One needs, however, to ask: What student needs does this text satisfy? Perhaps at the public school level in England but certainly not in a secondary school setting in the U.S. Moreover, its appropriateness as a text at a university could be questioned. Its bulk (647 pages) more than anything else destines it for the junior-senior level, but only then as an optional text or as reserve reading.

The Making of Europe includes excellent chapter readings of books and articles; they are well chosen, not the usual arcane bibliography found in most history texts. An occasional map appears, but too few. This work is not an appropriate text for most undergraduate history classes. Every library, however, should own it.

University of Montana

Robert Lindsay

Alexander Rudhart. Twentieth Century Europe. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1986. Pp. xiv, 462. Paper, \$22.95.

The foreign editor of the London Times once described the Austro-Hungarian Empire as a "carcass suffocating within the wrinkles of its parchment a number of young peoples striving to be born." Just such quotes enliven this text by Professor Rudhart whose earlier books on Modern European History and Europe in the Twentieth Century testify to his expertise. Rudhart has designed this work for a college-level class that focuses on political and diplomatic developments in Europe rather than intellectual, economic, or social. His decision to reverse the traditional focus on the early twentieth century and emphasize the post-war period and to carry the saga into the 1980s makes the book a valuable alternative to the texts now available. These criteria enable the author to discuss at some length World War II (39 pages) rather than World War I (15 pages), the role of Germany, the ramifications of the Cold War, and recent developments such as the EEC, Kadarism, nuclear escalation, Ostpolitik. The author analyzes developments in Germany particularly well but slights the issue of contemporary terrorism.

In a text of such breadth one can always quibble with some statements. One could argue, for example, that the German Schlieffen Plan did not succeed because it was not strictly followed, or dispute the economic advantages to the French of their colonial politics, or even argue about the impact of women's work on their quest for emancipation. Some of the sentences are rather convoluted. For example, he states that "The hope that a democratic suffrage would ease nationality tensions through the formation of popular mass parties emphasizing social above national issues was not fulfilled." The tight organization and generally clear style offset any such reservations. A guide to suggested readings and a number of maps guide the student. Some of the maps, such as the map on the European and Mediterranean Theaters in World War II, attempt to illustrate too many different factors. On another map an unwary student might locate the Soviet Socialist Republic of Georgia in Turkey or even in the Black Sea. A list of the maps scattered appropriately throughout the text should be appended. Nonetheless, the book fulfills the intentions of the author, who succeeds in

fitting the developments of modern Europe into what is always a Procrustean textbook format.

University of Montana

Linda Frey

Jonathan Powis. Aristocracy. New York: Basil Blackwell, 1984. Pp. ix, 110. Cloth, \$24.95; Paper, \$8.95.

Jonathan Powis, a specialist on the French aristocracy of the sixteenth century and a Fellow of Balliol College, Oxford, has written a brief but valuable essay on an often neglected topic. In Aristocracy, a title in the series "New Perspectives on the Past," edited by R.I. Moore, his subject is "aristocracy as a distinctive kind of power exercised by a distinctive group of people." Organized analytically rather than chronologically, the book examines the role, nature, and function of aristocracies in Western Europe from the eleventh to the twentieth centuries. Able to draw from a rich storehouse of telling examples culled from the histories of the major European nations, Powis argues that for some 900 years aristocracies successfully adapted to changing material and cultural circumstances, steadfastly holding onto a monopoly of political, social, and economic power. Their decline in the last two centuries came about as the result of a complex interplay of intellectual, social, and economic factors.

Following a brief introduction, in which Powis attempts to define aristocracy, come five chapters: "Status and Hierarchy;" "Family and Fortune;" "The Power of Command;" "Aristocracy and the State;" and "Challenge and Retreat." Throughout these chapters a number of themes recur, the most significant of which include: the importance of privileged birth as the source of aristocratic honor, rank, and power; the role of the aristocratic family; the political and social centrality of land ownership; the notion that a limited range of economic activities were open to aristocrats; and the overriding importance of wealth. Aristocracies maintained a firm grasp on power, Powis contends, largely because of their flexibility regarding the recruitment of talented newcomers; men could frequently attain aristocratic status by means of military success, public service, or the accumulation of wealth. In contrast to historians who view the rise of the secular nation state as a challenge to aristocratic power and who emphasize the inevitability of conflict between the two, Powis observes that for centuries the state was a "source of aristocratic opportunity" and that the identity of interests between governments and aristocrats generally obscured their differences. In his concluding chapter, Powis seeks to account for the decline of aristocratic power that began early in the nineteenth century, attributing it not to a failure of leadership but to changes in widely-held assumptions about the nature of leadership that originated during the Enlightenment and to changes in the distribution of wealth brought about by the Industrial Revolution.

Although the format of Aristocracy precludes footnotes, Powis does provide a short bibliographical essay; references and allusions in the text attest to his wide reading in the primary and secondary literature. The evident merits of this essay aside, a question remains as to its intended audience. Specialists will no doubt look askance at a book that covers so vast a subject in just over 100 pages, and undergraduates will likely find the book frustrating, owing both to its analytical framework and to the author's decision to disregard traditional chronological and geographical boundaries. Accordingly, Aristocracy is best suited for upper-level



undergraduate courses in European history since the Renaissance or for courses that focus on significant historiographical problems.

Pembroke State University

Robert W. Brown

A.J. Youngson. The Prince and the Pretender: A Study in the Writing of History. Dover, New Hampshire: Croom Helm, Ltd., 1985. Pp. 270. Cloth, \$29.00.

Historians with an affection for narrative often lament the lack of a coherent story in much *Annales* school sociological history. Readers of such a mind will be pleased that A.J. Youngson tells a story; sorry to say, he also tells one too many.

To be fair, The Prince and the Pretender does address a traditional methodological issue--bias in history--in an original fashion. In a short introductory chapter Youngson, a political economist who has also written extensively on Scottish history, argues that "selective perception" is a "universal principle" and the key to historical interpretation. Eye-witnesses remember events selectively and historians, confronted with mountains of contradictory and confusing sources, must be rigorously selective in choosing what to include in their accounts. Critical variables influencing this process, Youngson argues, are the historian's "personality" and "attitude to life." That is, personal temperament and political perspective determine (or at least strongly influence) how historians select "facts" and how they evaluate the motives and character of historical actors. As a result, radically different "true" accounts of the same event may be written by historians who use the same body of evidence. Youngson draws his examples primarily from histories of "the '45"--i.e., the 1745 Jacobite (Stuart) rebellion against Britain's Hanoverian king, George II.

None of this is especially new. What is original is that, after the introductory essay on historiography, Youngson attempts to illustrate the impact of selective perception by actually writing two parallel but contrasting accounts of the Jacobite rising. The first account is a Hanoverian (i.e., "establishment") history of the '45 that interprets the Jacobite rebellion as one episode in the geopolitical contest between Britain and France during the war of the Austrian Succession. The second "history" views the same events from a Jacobite point of view, and dwells on more purely Scottish matters: the Highland clan system, the history of Stuarts in Scotland and England, the personality and deeds of Charles Edward Stuart (Bonnie Prince Charlie), the leader of the rebellion.

While this approach to the problem of bias or "interest" in the writing of history is both ambitious and unusual, The Prince and the Pretender ultimately fails. First, it cannot be used as a text in methods or historiography. Only the introduction, a mere 27 pages, discusses the craft of history directly, while 230 pages are devoted to the two narratives of the Jacobite rebellion. These accounts, lamentably, say no more about the methodological problems discussed in the introduction.

Second, the book fails as narrative history. The primary problem is that the two accounts are artificial constructs written to prove a point that really doesn't need proving. Students of history know (or should know) that a given body of evidence can give rise to widely divergent interpretations. But such accounts usually represent honest disagreements about the how and the why of a given historical episode. They represent

legitimate (if admittedly flawed) attempts to get at the truth. The same cannot be said of the twin histories of the '45 in The Prince and the Pretender. Each account leaves out important elements, not because the author thought them irrelevant or unimportant, but because he wanted to illustrate his point. Neither account engages us, because neither is an account the author would be prepared to defend as his best attempt to tell us what happened and why. Since both accounts are exercises and cover essentially the same ground, the reader's interest will have flagged considerably by the time the Jacobites descend from the Highlands a second time.

Stylistically, the narratives don't tell the story in a very compelling fashion. The writing is dry and the paragraphs overlong; the sort of presentation that convinces students that history courses should be avoided at all costs. The book lacks a bibliography and in the notes Youngson repeatedly cites a relatively small number of standard histories. Finally, there are no maps, a serious omission in a book with large sections devoted to the detailed discussion of battles and military maneuvers.

Webster University

Michael J. Salevouris

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#### CALL FOR PAPERS

INTERFACE '87, the Eleventh Annual Humanities and Technology Conference, will be held October 22-23, 1987, at the Northwest Atlanta Hilton Hotel in Marietta, Georgia (metro Atlanta). Papers, panels, and presentations that examine the interaction of humanistic concerns and technological development are invited. One-page, single-spaced abstracts should reach Joan McCoy or Rex Recoulley (Department of Humanities and Social Sciences, Southern College of Technology, Marietta, GA 30060) by May 1, 1987.

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## OAH/FIPSE PROJECT WORKSHOPS

The Organization of American Historians' FIPSE Project for the Revitalization of the Teaching and Learning of American History has developed three workshops that focus on the history classroom.

Creative Use of Microcomputers in the History Classroom: Designed for both the novice and those with computer experience, this workshop will cover word processing, database manipulation, telecommunications and simulation techniques, all intended to enhance the teaching of history. The workshop will explore the ways the computer helps us to think differently about the past. There will be a review of the relevant software. Participants will discover how commercial software can be adapted to the curriculum. They will study computer simulation and will work in small teams to develop their own historical simulation package.

Integrating Public History Into the Curriculum: This workshop is designed for historians who do not specialize in public history. It will focus primarily on the local/regional aspects of public history, emphasizing the different ways in which architecture, oral history, local historical documents, and material culture artifacts can be worked into the curriculum and presented in the classroom.

Participants will receive an introduction to the meaning and techniques of public history, learn about the role public history might play in their department and discover the public history resources available to them in their region. Activities include assessing the significance of historic sites, evaluating museum exhibits for teaching purposes and a case study of history in the policy process. Part of the workshop will be held at a local historical society or an appropriate museum or historical site.

Active Learning in the Teaching of History: This workshop will seek to integrate the many ways in which historians teach with the many ways students learn. Emphasis will be given to concrete teaching/learning situations centering around models of oral and community history projects, the analysis of primary documents, material culture, classroom simulations, role-playing debates, small group activities, and innovative writing assignments.

While the workshop is designed to help participants discover a renewed sense of dedication to the challenge of teaching history, the emphasis is on the practical ideas and strategies that can be immediately applied in the classrooms, as well as built into future courses.

Each workshop will be held over a two-day period, although the programs can be expanded to cover three days. Participants will be mailed a modest pre-conference packet and will receive a comprehensive workshop kit upon registration.

Hosting a Workshop: Departments may host a regional workshop. In return for supplying meeting rooms and providing some organizational support, the department will be allowed to enroll two members free of charge. The OAH/FIPSE Project Office will undertake the recruitment of other attendees and will handle the application. Institutions or consortia may underwrite part or all of a workshop. In the latter case, the host group will receive any registration fees charged to non-members. OAH members will receive special fee consideration. For workshop information: Dr. William H.A. Williams, Director, OAH/FIPSE Project, OAH, Indiana University, 112 North Bryan Street, Bloomington, IN 47401. (812) 335-7311.

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