

BOOK REVIEWS

Mark T. Gilderhus. History & Historians: A Historiographical Introduction. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1987. Pp. 132. Paper, \$10.00.

This succinct and well written book by Mark Gilderhus is designed as a survey to introduce undergraduate history students to Western historical thinking. The author discusses historiography and some of the historiographical issues and problems that historians must consider, and relates these issues and problems to the various schools of historical thought. A single chapter is devoted to historical methods for the students.

The aims and purposes of history are discussed in the initial chapter. The second chapter, "The Beginning of Historical Consciousness," begins the historiographical survey. From the Jews, Greeks, Romans, and early Christians, the author quickly takes the reader to Otto of Freising and Matthew Paris, ending the chapter with Jean Froissart. The chapter concludes with the late Middle Ages when the Church chroniclers included supernatural powers in their writing, thus undermining the quest for truth in historical writing. The material is presented succinctly and with clarity, and Gilderhus captures the essence of the early historians.

The fourteenth through nineteenth centuries are included in the chapter on "Historical Consciousness in the Modern Age." The period is characterized by the introduction of secular explanations of history and the development of "scientific" history. Gilderhus uses Francesco Petrarca to show the break between the historiography of the Middle Ages and that of the Renaissance. The Reformation and Enlightenment are discussed, with more emphasis on the historical thinking of the Enlightenment. The Romantic and Nationalistic periods are covered, beginning with Jules Michelet and ending with Leopold von Ranke. The chapter concludes with a discussion of the impact of Karl Marx.

Chapters four and five on the "speculative approaches" and the "analytical approaches" to the philosophy of history are excellent. The "speculative" approach considers the past and how it may lead to certain expectations for the future, while the "analytical" approach is more concerned with methodology. The analysis and comment in the two chapters are excellent and will provide the undergraduate history student with an understanding of how people write history and how history is used by people, as well as the concern that historians have over verification of the record and objectivity. Undergraduates will understand that the debate goes on.

The chapter on "Reading, Writing, and Research" is good and is specifically written at a level designed for the undergraduate history student. All important aspects are covered, although only in a cursory manner.

The concluding chapter describes "Professional History in Recent Times," and covers essentially the period since Frederick Jackson Turner. Gilderhus describes the quest for reliable methods, the expansion of the boundaries of historical study, the application of social science methodology, and, more recently, extensive specialization and the resulting pluralistic philosophy that is found in contemporary studies. Undergraduates are introduced to various schools of thought, and the conceptual problems with each school are discussed. Gilderhus concludes with the conceptual problems caused by women's history. The issues raised

in the concluding chapter give the undergraduate a good understanding of the conceptual and methodological problems faced by historians today.

This book is an excellent choice for an undergraduate course that includes historiography and historical methods. The historical methods teacher needs a small volume that captures the essence of historiography, and this book achieves that need.

The single chapter on writing history and research methods only introduces the student to these two topics. A teacher using this book will have to lecture extensively on formal writing by historians, how research topics are chosen, how research is accomplished, and how the research paper is documented. For instance, R. J. Shafer, A Guide to Historical Method (1969), provides much greater detail on research methods. However, the author did not design the book to be all inclusive, and the actual teaching of historical methods is better left to the teacher than to a textbook.

This book should be considered by all historical methods teachers. It provides a historiographical survey that is the best available as an introduction for undergraduates. The book is highly recommended for use in a historical methods class.

Fort Hays State University

James L. Forsythe

William H. McNeill. Mythistory and Other Essays. Chicago and London: University of Chicago Press, 1986. Pp. ix, 226. Cloth, \$19.95.

One of the most exciting developments in history teaching during the 1980s has been the emergence of the survey course in world history. Increasing numbers of historians have begun to recognize the need for and the feasibility of a truly global approach to the study and teaching of how things got to be the way they are. The founding of the World History Association, the publication of a host of good history textbooks, and the recent appearance of several readers designed for the world history course attest to the strength of the trend.

No one has contributed more to the growth of the new sub-field than William H. McNeill. In The Rise of the West (1963), Plagues and Peoples (1976), The Pursuit of Power (1982), and a long list of other scholarly works and textbooks, McNeill has provided us with the tools to construct world history courses that are genuinely global, analytically sound, and workable in the classroom.

Now, in Mythistory and Other Essays, an intriguing little collection of ten pieces, seven of which have been published previously, McNeill sums up his thinking about the nature of history and the work of other historians. The first three chapters, including the title essay, explore the relationship between myth and history. McNeill's argument here is that since absolute truth is unknowable, historians should admit that we are basically "mythographers." While we seek the truth, what we obtain might be described better as "mythistory," the shared beliefs about the past that all groups require if they are to cohere and survive. According to McNeill, the key problem with mythistory is not that it is untrue, but rather that it is parochial and flatters one group, usually a nation, at the expense of all others. Thus historians help to enhance conflict between peoples, a dangerous matter in the nuclear age. The solution is to move toward an "ecumenical" history, one that will enable students to identify with

humanity as a whole. Indeed, McNeill sees this as the "moral duty" of the historical profession today.

Chapters four and five amplify the argument for world history. One of McNeill's central ideas is that the basic motor of social change in any society is the borrowing that goes on between civilizations. Just as Sumerian metallurgy and theology triggered massive changes among Indo-European pastoralists in the third millennium B.C., so, too, did Western technology and ideas have a profound impact on Japan after 1854. In each case borrowed techniques and beliefs were the agents of sweeping social change. Hence the need for "macrohistory," the approach that takes as its subject the interaction between civilizations.

The remaining five chapters of the book are a series of remarkable studies of a diverse group of historians: Lord Acton, Carl Becker, Arnold Toynbee (two chapters), and Fernand Braudel. The essays on Becker, Toynbee, and Braudel are of unusual interest because McNeill knew each of them; in discussing them he candidly reflects on his own growth as a historian. Becker, it turns out, was one of McNeill's graduate mentors at Cornell at the end of the 1930s. The filiation between "Everyman His Own Historian" and "mythistory" is clear. But it was a chance encounter with the first three volumes of Toynbee's A Study of History in the Cornell library that "transported" McNeill, opening him up to the possibility of world history. The story of McNeill's subsequent meeting with Toynbee (in the hills of Kentucky, of all places!) in 1947 and their collaboration in London during the 1950s makes fascinating reading and helps to explain why McNeill's current project is a biography of Toynbee. In the final chapter McNeill discusses the considerable impact that Marc Bloch had on his thinking; readers will find McNeill's ambivalence about the work of Braudel, the principal subject of this piece, worthy of note.

Every historian who has struggled over the issue of what to do in the basic survey course will find this book rewarding. While not all teachers will be persuaded--as this one is--by McNeill's call for world history, the fundamental issue that he raises could not be more important: What should the subject of the introductory course be?

The University of Wisconsin-Eau Claire

Stephen S. Gosch

Marvin Lazerson, ed. American Education in the Twentieth Century: A Documentary History. New York and London: Teachers College Press, 1987. Pp. xi, 205. Cloth, \$20.00; Paper, \$11.00.

Ronald E. Butchart. Local Schools: Exploring Their History. Nashville: The American Association for State and Local History, 1986. Pp. viii, 124. Paper, \$11.95; \$10.75 to AASLH members.

We teachers of history seldom devote much thought to the teaching of the methodology of our profession. In fact, the typical undergraduate program is successful, according to its practitioners, if it imparts to the students an "appreciation" of history and an ability to "think historically." We characteristically leave the teaching of the skills of "doing" history to the graduate programs. Whereas undergraduate science students "do" science as a concomitant to understanding it and social science students conduct case studies and empirical research in the regular course of instruction, we encourage our history students to understand and

even relish history without "doing" very much of it. Generally, we do not teach them how.

Into this breach comes Ronald E. Butchart with a masterfully done "how-to" guide to researching and writing about the history of local education. Despite its focus on the history of schools, students, teachers, and school systems, the book has much to offer potential historical detectives at any level and for any topic. Butchart discusses the importance and limitations of primary and secondary sources, oral history, private and public school records, student newspapers, church records, public pressure group records, and teacher organizations. In all of this, the author provides the wisdom and insight of an experienced researcher and writer. The most original chapter shares with us ways to evaluate and interpret material sources such as photographs, icons, and architecture. Student and professor alike will benefit from Butchart's provocative and useful ideas on these valuable but much neglected historical tools. I can think of no better book to guide students in developing projects and discovering the excitement of "doing" history.

Marvin Lazerson, by contrast, has edited a fine collection of 34 documents illustrative of major forces and problems (and their proposed solutions) molding twentieth-century education. The documents themselves have been selected with care and wisdom and they examine such themes as education for Afro-Americans, the impact of John Dewey, the changing role of teachers, the effects of the great depression and World War II (particularly the G.I. Bill of Rights), the growth of community colleges, the Sputnik crisis and the explosion of Federal influence under NDEA, EOP, and the Elementary and Secondary Education Act, and, finally, the controversies of the 1970s and 80s, such as the problems of sex discrimination, education for the handicapped, and bilingual schooling.

All of these issues and forces have been critical indeed in the twentieth century, and the author's suggestive fifty-page introductory essay does much to set the documents and topics in an understandable context. However, the author edits the entire collection of documents into the remaining 144 pages, an undertaking that does violence to many of the sources and vitiates their usefulness. Book-length studies and government reports are allowed excerpts of only a page or two. Many teachers will hope for a more generous and representative sampling of the excellent selections of sources if and when this volume is re-edited.

Ithaca College

Paul W. McBride

Russell Duncan. Freedom's Shore: Tunis Campbell and the Georgia Freedmen. Athens and London: University of Georgia Press, 1986. Pp. xiv, 175. Paper, \$9.95.

Jean Fagan Yellin, ed. Incidents in the Life of a Slave Girl, Written by Herself, by Harriet A. Jacobs. Cambridge and London: Harvard University Press, 1987. Pp. xxxiv, 306. Cloth, \$37.50; Paper, \$9.95.

These two books are similar in one respect--they both show very positive images of black Americans as they coped with the travails of white American racism in the nineteenth century. The books are very different in other ways. One is about Reconstruction and the other about slavery; one is a superbly edited primary source and the other is a short, less-than-satisfactory monograph. In both cases, however, they are good books to

assign secondary or college students, primarily because of the subject matter they illuminate, and because of the way they can help erode the stereotype of the Afro-American as a passive victim.

Freedom's Shore is the lesser of the two books. It is a brief monograph about a radical black leader in coastal Georgia during Reconstruction, Tunis Campbell, a highly educated, New Jersey-born Afro-American who became a minister and a missionary to Liberia. As northern troops conquered the coast of Georgia in 1863, Campbell went to the area to help the freed slaves. A man of considerable charisma, strength of character, and organizational talents, Campbell brought with him Jeffersonian ideals of individual liberty, economic self-sufficiency, and the importance of education. He worked to bring freed slaves independence, justice, and education. During Radical Reconstruction he served in a number of local and statewide offices and engineered the election to office of many other freedmen. In politics he fought hard for racial equality, protection from economic abuse, and to protect the lives of the blacks. He stressed education and led the fight to remove from the lawbooks language that made possible school segregation. In the process Campbell developed a loyal black following, including mobs that came to his defense at several points. Possibly because of his success in creating a black "machine" and his effectiveness in defending black rights, the whites in Georgia fought bitterly to remove him from the scene through trumped-up court cases. They finally succeeded in imprisoning him, and he left the area in 1877.

The story is an important one; too often Reconstruction texts and courses focus on the larger national scene and do not explain in detail the day-to-day trials of the former slaves in the South. Seldom do the usual materials deal with educated radical Afro-Americans who fought for the rights of the freedmen. The coverage of those topics makes this a significant book. On the other hand, Freedom's Shore is not without flaws. Apparently written while the author was a graduate student, the book shows some of the weaknesses of a beginning scholar. The book never comes to grips with its subject--we never really get to know Campbell, his personality, character, or even his mind. Probably that is because of the paucity of personal papers available. Nonetheless, there is enough printed material in speeches and other sources for the author to have given us some insights into the intellectual roots of Campbell's views. In addition, the book is too brief to explain fully many things, and the author has a tendency to make generalizations without sufficient evidence. Duncan says that he is writing the book to overcome the myth of Campbell as "a black carpetbagger who exploited black labor and confidence for his own benefit." While Duncan does much to revise the interpretation of Campbell, his book does at times sound more like a panegyric than history. The author never explores the mob action that Campbell used. He never tells us what Campbell's economic involvements were. He never really talks about the way Campbell always planted members of his family in major positions. Did Campbell come to the South to better the freedmen? Or to better himself and his family? Did he come just to help, or did he come to create a political machine for himself? The author's failure to explore some of these topics leaves his book one-dimensional and ultimately weakens his efforts to revise the historian's view of Campbell.

While there are some problems with Freedom's Shore, Incidents in the Life of a Slave Girl is almost without flaw. One of the most readable of the slave narratives, the text was first published in 1861, but for a long time was thought to be a fraud. Fuller research has proven that the story was indeed written by "Linda Brent" (pseudonym for Harriet A. Jacobs). One

of the major contributions of the editor of this edition has been to show without a doubt that the narrative was Jacobs's. Editor Yellin has included as an appendix correspondence of Jacobs that proves that she was the author, although it also shows that Maria Child did cut and rearrange the order of parts of the manuscript. This was probably done so the story would conform to the convention of what the era thought a slave narrative should be. (Frances Foster, in Witnessing Slavery: The Development of Ante-bellum Slave Narratives [1979], has shown conclusively that the slave narrative did follow a basic format.) The published correspondence also shows the evolution of Jacobs's writing style, thus proving that she was quite capable of writing in the polished-if-Victorian style of the Incidents. Yellin has also identified all the characters in the narrative and provided a chronology and a very helpful collection of illustrations.

The story told in the narrative is a fascinating one, told with the verve and skill of a master storyteller. It will hold the attention of almost any reader. Jacobs was a slave in North Carolina who resisted the overtures of her owner, and finally fled from his control. She spent seven years in a tiny space in her grandmother's attic before she was able to get to the North. There she experienced the white racism of that section and suffered the terrors of the fugitive slave laws, but persevered to become a factor in the antislavery crusade. She also saw her children brought North and educated.

The narrative has many unique qualities. It shows a special, very strong woman supported by a network of family and friends. As such, Jacobs had more freedom of action and more support than the average slave, so her story is not really typical. Nonetheless, it shows a slave who fought the institution of slavery to a standstill. Her narrative should go a long way toward eroding student stereotypes of passive "Sambo" slaves. The book is also valuable in describing the special horrors of slavery for the female slave; indeed it could be argued that Incidents is as much a feminist as an abolitionist tract! The author dwells upon the sexual abuse of the woman slave by the white master, the inability of the slave mother to protect her children, the eternal fear of separation from her children, and the refusal of the system to allow marriage. The crushing weight of these burdens is illustrated both by Jacobs's own experiences, and by the descriptions of the traumas suffered by her cohorts. As such, Jacobs's narrative fits well within the parameters of slave narratives of other black women discussed in Frances Foster's 1980 article in The Journal of American Culture, "Ultimate Victims: Black Women in Slave Narratives," and of recent accounts of slavery from the woman's point of view such as Deborah White's Ar'n't I a Woman?

The uniqueness of Jacobs's narrative and the quality of the editorial work by Jean Yellin are such that this edition of Incidents in the Life of a Slave Girl belongs in every school library in America.

San Diego State University

Raymond Starr

Robert L. Beisner. From the Old Diplomacy to the New, 1865-1900. Arlington Heights, Illinois: Harlan Davidson, Inc., 1986. Second edition. Pp. xi, 195. Paper, \$7.95.

Opening the second edition of Robert Beisner's From the Old Diplomacy to the New, 1865-1900 is like meeting an old friend again. The book has stood the test of time and remains a useful text for U.S. diplomatic history

classes. Beisner has left his argument basically unchanged although new scholarship is incorporated where appropriate. One of the Harlan Davidson History series, the book exhibits the characteristics of the series.

The Harlan Davidson books are designed to introduce students to material concerning a period or topic as well as allowing the author room to argue a thesis. Moreover, the books contain extensive bibliographies to guide advanced undergraduates in their reading. Robert Beisner's book describes the changes and continuities in American foreign policy during the years from the Civil War to 1900. He also advances the thesis that there was a change in outlook in the early nineties, rather than in 1898, that led the United States to follow an outward-directed foreign policy.

Beisner employs the concept of paradigm shifts derived from Thomas Kuhn to explain the change from the old, inner-directed diplomacy to the new, expansionist perspective. His explication of the Kuhn thesis is an adequate one for advanced undergraduates although some beginning students may find it a bit terse. He then uses this explanation as a means of providing a framework for analysis. Particularly important in this context is his assertion that the new diplomacy of the nineties was more than the sum of its parts, a condition found in most other paradigm shifts.

In the brief compass of his book Beisner first sketches out the "old diplomacy" of the period 1865-1889. He then describes the impact of changing conditions in 1890 that led to the paradigm shift. The author centers on the sense of social malaise and economic crisis domestically and the threat to U.S. export markets in Europe and China. These conditions led to the development of a new paradigm that emphasized expansion outside the continental boundaries. The consolidation of the new paradigm during the succeeding decade is then treated, with the Spanish-American War the capstone of the process.

It might be argued that Beisner tries to do too much in the space of a brief book intended for undergraduates. By trying to argue for a change in the American diplomatic outlook in 1890 as well as providing chronological coverage, the author unintentionally may confuse his readers. If used with care, this does not seem to be a valid criticism. Indeed, it is the ability to argue a thesis as well as cover material that provides spice to the Harlan Davidson series.

Beisner's book provides a good synoptic treatment of the post-Civil War era. When used with Reginald Horsman's Diplomacy of the New Republic, it would provide good textual coverage of the nineteenth century except for the gap from 1815 to 1865. The use of a general work to fill this lacuna could preclude the use of Beisner's book, as instructors might prefer a more specialized work instead. This is an unfortunate situation because Beisner's work is a useful synopsis, particularly with its strong bibliography. Courses that focus on the Spanish-American War as a diplomatic turning point might better utilize David Healy's U.S. Expansionism rather than From the Old Diplomacy to the New.

Robert Beisner has provided a good updating of an already solid work, and From the Old Diplomacy to the New can be recommended for a nineteenth-century diplomatic history course.

Martin V. Melosi. Coping with Abundance: Energy and Environment in Industrial America. New York: Alfred A. Knopf, 1985. Pp. xii, 355. Paper, \$11.25.

This is a very important book, something that has been long needed. As he points out in his preface, Martin Melosi calls his work "the first broad overview of United States energy history in the industrial age. It is essentially a synthesis of scholarship on energy history." Since the energy crisis of 1973, we, the American nation, have slowly become more and more conscious of energy's place in our history and now this single volume helps us to put that relationship into proper perspective.

For decades American students have learned little of the relationship between energy needs and industrial development. In fact, one often has the feeling that our children ingest economic development without pausing a wit. Unfortunately, we may have learned too late what the trade-offs have really been. However, that does not decrease the value of this volume.

I would recommend this work be used by the teacher in the high school American history course as an excellent resource. Students could also benefit from its use as supplemental reading on American energy policy or as a source for research in energy history. I would also utilize it in my own American business history course for undergraduates as an excellent parallel to the study of the oil business vis-a-vis the history of oil policy in general.

In general, Professor Melosi has given us a well-written "synthesis" as well as a readable discussion of the inter-relationship of oil policy development from an historical, economic, political, social, and environmental viewpoint. This is a valuable work that will help teacher, student, and the general public better understand the relationship of energy and environment in industrial America.

Northeastern University

Paul H. Tedesco

David E. Kyvig, ed. Law, Alcohol, and Order: Perspectives on National Prohibition. Westport, Connecticut and London: Greenwood Press, 1985. Pp. xiii, 218. Cloth, \$35.00.

This excellent collection of articles is the outgrowth of a 1983 conference marking the fiftieth anniversary of the repeal of prohibition. The first chapter, a reworking of his conference keynote address by David E. Kyvig, sets the tone for the remaining papers. Contemporary chronicles of prohibition and its repeal, suggests Kyvig, created "a powerful myth of national prohibition" that has been accepted widely by both historians and the general public. According to the myth, prohibition was "a foolish idea put over by . . . a few fanatical, conservative, small-town and rural" WASPS determined "to hold back the rising tide of urban immigrant America." Unenforceable, the prohibition amendment ushered in a lawless age that ironically made illegal drinking fashionable. Repeal, therefore, was a sensible response to an obvious and predictable failure from which little is to be learned other than the undesirability of similar efforts.

Against the myth, Kyvig counterposes an image of a reform impulse in the Progressive tradition that had broad public support and that achieved a significant reduction of liquor consumption in most of the nation. Repeal was anything but a foregone conclusion and was achieved through an

impressively orchestrated political effort that broke new ground in winning against the odds and in the process demonstrated that perceived errors in the Constitutional amendment process were correctable through democratic means. Properly understood, Kyvig contends, prohibition and repeal set in motion social and legal processes of continuing significance that reveal wisdom and folly on both sides of the question.

As is true of most such collections, the several articles are of varying approach and persuasiveness and were not necessarily intended by their authors to support the editor's thesis. Taken collectively, they nonetheless both sustain Kyvig's general argument that prohibition and repeal are worthy of scholarly attention and bring the era and its issue to life as a subject for thought and discussion.

A provocative piece by Nuala McGann Drescher explores the impact of prohibition upon organized labor. Presenting the United Brewery Workers as a pioneering industrial union of progressive bent, Drescher argues that its crippling by prohibition's destruction of the brewing industry may have altered the course of American labor history or, at the very least, delayed its evolution. Paul L. Murphy credits the public and judicial reaction to constitutionally questionable actions directed by law enforcement officials against the liquor traffic with a significant role in shaping an emerging consensus that the civil liberties guaranteed by the Constitution include a private sphere of activity beyond government intrusion.

Articles by Humbert S. Nelli and Mark H. Haller, although divergent in interpretation, jointly illuminate the growth of illegal enterprise to supply the demand for illicit alcohol during prohibition. Their summary accounts of the diversion of the profits of bootlegging into other "businesses," both legitimate and illegitimate, provide a compelling overview of crime "families" and their activities in major cities across the country from the 1920s to the present. Both authors find a culmination in the role of illegal profits in the establishment of Las Vegas and its casinos. Along the way the authors displace persisting ethnic stereotypes of American criminals through a demonstration of the multi-cultural appeal of bootlegging and its legacies.

Steven Goldberg explores the ramifications of the mobilization of the drs of scientific opinion, as represented by the American Medical Association, to justify constitutional change. Mark Keller places efforts to control alcohol consumption in the context of world history, and William F. Schwindler sets the Eighteenth Amendment within a framework of constitutional history. Clement E. Vose examines the political strategies and tactics of the successful advocates of repeal. A concluding article by Mark Edward Lender reviews the scholarly literature on repeal and identifies promising research opportunities.

This volume can be recommended both to teachers as a source of new approaches to a familiar era and to students at all levels as a stimulating supplement to a narrative text.

Allan M. Winkler. Home Front U.S.A.: America during World War II. Arlington Heights, Illinois: Harlan Davidson, Inc., 1986. Pp. xi, 115. Paper, \$7.95.

For overnight my hometown has become a teeming tide
Of trailers, trucks, and lumber, and folks from far and wide.

Yes, Seneca's a boom town, working for defense,
For Uncle Sam and Freedom, and the project is immense.

Everyone is making money, renting rooms and trailer space;
And it really is our duty to find these folks a place.
So I don't mean to be disloyal, but just between you and me,
I know I'll miss the easy ways of the town that used to be.

Everyone has made some money; some have saved and some have lost.
But the LSTs have given recompense for every cost.
So I revise my past opinion, and just between you and me,
It will be sort of hard to get used to the town that used to be!

(Studs Terkel, The Good War, 1984.)

Elsie Rossio wrote this poem for the Seneca, Illinois, newspaper in the fall of 1940. The changes she saw in that small town on the Illinois River were but a minor scene in the great drama that was the home front during World War II. In Home Front U.S.A., Allan Winkler has given us a clear, concise portrait of that time, written in a simple style that still imparts some of the flavor and tension of the period.

This book is part of an ambitious series of titles edited by John Hope Franklin and Abraham Eisenstadt, collectively called the American History Series. Thirty-nine titles are projected, with all the standard topics and some not so usual (The New Left: The 1960's, The Supreme Court Under Marshall and Taney, and Promised Land: The South Since 1945). As the editors note, each book "focuses upon a central theme or issue that has presented American historians with problems of interpretation." If all are of the quality of Home Front U.S.A., this is definitely a series to consider when searching for supplemental reading material.

Home Front U.S.A. could be used for above average and A.P. courses in secondary school, as well as for introductory courses in American history at the college level. It has a Fry readability level of G12. The vocabulary is appropriate and to the point and chapters are extremely well-organized, with block-print section headings for further ease of use.

Winkler has organized the book into four major chapters, each with several clearly delineated sections. "The Arsenal of Democracy" deals basically with mobilization and its effects on business, labor, and the financial system. The major focus is on how these elements of the economy all came together to provide the greatest economic support for war that the world had ever known. In "American Society at War," the focus shifts to the changing values and various dislocations that the war effort caused or increased. Everything and everyone "went to war": movies, music, comics, as well as the consumer who faced rationing and the rural migrant who was characterized as a "hillbilly." This topic flows smoothly into chapter three, "Outsiders and Ethnic Groups." Here Winkler outlines the impact of the war on a variety of minorities, from women and blacks, to Hispanics, native Americans, Italians, and Japanese. The role of each group in the war

effort is detailed, as well as the problems and prejudices they faced in a time of great change and shifting values. The final chapter is a chronological treatment of the "Politics of War," dealing with major national elections, expansion of executive power, and increasing power of the "conservative coalition" of Republicans and southern Democrats. The book ends with a brief bibliographical essay and a very adequate index.

There are three major attributes of this book that help to make it a readable and useful supplement to a survey course. These are its chapter introductions, its judicious use of quotes and interpretations from recent scholarship, and the bibliographical essay. Each chapter has a one or two-page introduction that neatly summarizes the content to follow, which with section headings makes the information in the book very accessible. Sprinkled appropriately through the book are short quotes and references to current scholarship in a particular area. These lend authenticity and relevancy to the work and are, not incidentally, good models through which to encourage students to use the same techniques in their own writing. Finally, the ten-page bibliographical essay is an excellent review of articles and books both recent and contemporary, so that the reader may follow up on a particular interest.

In summary, Home Front U.S.A. is a readable, useful supplement to any American history survey text. It is clear, concise, and well-written and contains no significant weaknesses. This book, and others from the series, should serve as valuable adjuncts to advanced high school and introductory college courses for many years to come.

Lebanon School District, Lebanon, NH

Arthur S. Pease

Samuel Kernell and Samuel L. Popkin, eds. Chief of Staff: Twenty-Five Years of Managing the Presidency. Berkeley: University of California Press, 1986. Pp. xx, 244. Cloth, \$15.95.

In the wake of Vietnam War deception, Watergate coverup, pork barrel congressional projects, Pentagon budget overruns, and an assortment of other modern scandals, many Americans have become cynical about politicians in general and about behind-the-scenes powerbrokers in particular. In the opinion of many citizens, it is not the elected officials who run the nation, but rather the myriad of special interest groups who have access to the president and influential congressmen. Perhaps no one seems more suspicious than the executive staff that surrounds the president and seemingly isolates him from the realities of life. At the top of this inner circle stands the chief of staff, a non-elected official who supposedly controls the flow of people and ideas into the Oval Office.

Despite the perceived importance of the chief of staff, his position remains largely unexamined by political scientists and historians. To bring a sharper focus to this subject, a two-day symposium was held at the University of California at San Diego during January of 1986. Eight former White House chiefs of staff, representing six presidential administrations from Harry Truman to Jimmy Carter, attended the meeting, which was moderated skillfully by NBC's John Chancellor. A videotape and transcript of the proceedings were prepared for public use, but, to date, these have reached only limited audiences. Hoping to attain a broader readership, Samuel Kernell and Samuel L. Popkin, professors of political science at the University of California at San Diego, have packaged the symposium

transcript into a book that has been augmented with explanatory footnotes, a detailed index, and two thoughtful essays by the editors.

Transcripts of panel discussions are often disorganized hodge-podges of incomplete and unrelated thoughts, but this case proves to be the exception. Chief of Staff: Twenty-Five Years of Managing the Presidency focuses upon a number of primary topics and fully develops them: (1) importance of centralization in the executive office; (2) influence of technology on decision-making; (3) relations with the media and impact on policy; (4) new guidelines for crisis management; and (5) unique stresses created during political campaigns. From the vantage point of insiders' perspectives, the reader not only sees the hidden mechanism at work, but also learns some of the personal anecdotes that escaped reporters' pens.

Surprisingly, all of the former chiefs of staffs agreed with the dictums laid down by the Louis Brownlow committee established by Franklin Roosevelt in 1936 to overhaul administrative management in the executive office. Chief among these recommendations had been the need for presidential aides to avoid the limelight, a desire to keep the White House staff small, and the primary duty of the chief of staff to make sure that the president hears a variety of viewpoints on major issues. The apparent discrepancy between professed creed and reality are especially evident in the Nixon administration when H.R. Haldeman and Alexander Haig presided over enormous expansions of power and numbers. When Presidents Gerald Ford and Jimmy Carter tried to dismantle some of this bloated structure and substitute a "spokes-of-the-wheel approach" radiating directly from the president, the results were not always positive. Carter, a man obsessed with even the minor details of daily procedures, allegedly lost his sense of proportion between the trivial and the crucial. Although no representative of Ronald Reagan attended the symposium, frequent mention of Reagan's style and his overdependence on Donald Regan appear throughout the discussions. In this vein, the editors address their book to future presidents and executive staffs in order that some of the traditional administrative mistakes can be eliminated.

Perhaps Chief of Staff will reach that select audience in the future, but for now it possesses only limited value for the college classroom. As an outside reading assignment for advanced students in history and political science courses, the book fills an important need. Its use as a required classroom text, however, is severely circumscribed by its cost and its narrow topical range. A less expensive paperback edition might find some adoptions in senior-level courses on the presidency and recent American history, but the rather limited chances for adoption probably preclude a special paperback printing. A viewing of the original two-hour videotape, available through the Extension Services of the University of California at San Diego, would be of greater value to students who could witness the interaction between these eight former chiefs of staff--an interaction not fully conveyed in the book format.

University of Nebraska at Omaha

Michael L. Tate

Gordon B. Dodds. The American Northwest: A History of Oregon and Washington. Arlington Heights, Illinois: The Forum Press, Inc., 1986. Pp. x, 359. Cloth, \$27.95; Paper, \$17.95.

Charles P. LeWarne. Washington State. Seattle and London: University of Washington Press, 1986. Pp. 411. Cloth, \$35.00.

Teachers of the history of the Pacific Northwest long have worked with limited resources and will welcome these two books. Gordon Dodds aims at a general adult audience, but the book would be a fine college text, and its straightforward clarity would make it readable for good high school students. Charles LeWarne's book is designed for high school readers but would be informative for college students and adults.

The authors are well qualified. Each has twenty years of teaching experience, LeWarne at Meadowdale High School in Edmonds, Washington, and Dodds at Portland State University. Each has extensive publications in regional history, and their books demonstrate sound scholarship.

Both books devote approximately half the space to the twentieth century, and both cover social and cultural themes, emphasizing the roles of women and minorities. Both try to balance chronological and topical coverage. However, while Dodds discusses the people, economy, and cultural life of the Northwest in several chapters on limited time spans, LeWarne tries to cover the same subjects in comprehensive chapters covering the region's entire history. Dodds's approach allows him greater success at integrating these themes into a unified history and permits him to develop more spirited interpretation. For example, Michael Graves's Portland Building is "a testimony to ossified bureaucracy." His discussion of cultural history offers an original summary and interpretation that will enlarge most readers' understanding of regional literature, art, and architecture. While LeWarne's treatment of formal culture is much thinner than Dodds's, he still notes some contributions Dodds ignores.

History teachers would be well advised to follow both authors and make greater use of cultural topics in their classrooms. We learn of several novels that would give students regional flavor. The discussions of architectural developments, perhaps combined with appropriate guides from the American Association for State and Local History, should help teachers develop lessons or units on the architectural history of their own communities.

LeWarne concludes each chapter with a useful review consisting of identification and definitions, occasional map exercises, brief factual questions, and broader discussion questions. The reviews are extensive, and the classroom teacher would have ample flexibility choosing which questions address the material deemed most important. The discussion questions should prove stimulating. Dodds provides suggestions for further reading, an important asset where students and teachers alike need direction to the few good resources on a surprisingly neglected region.

Foremost among the many strengths of Charles LeWarne's book is its readability. Each chapter begins with a brief historical narrative written in present tense. The narrative grabs attention and sets the stage for the material to follow. The first half of the book is especially successful in emphasizing a few developments and including enough information and illustrations to bring them to life. The chapter on pre-history, for example, skillfully mixes a discussion of the excitement of archaeological

discovery with an account of our knowledge about Washington's earliest inhabitants. Later chapters on the twentieth century tend to get a bit more bogged down in detail.

LeWarne successfully integrates the social sciences. He introduces his subject with a chapter on the state's geography. Separate chapters treat economics and government. They begin with a clear analytical introduction to the concepts. However, the specific discussion that follows tends to become a catalog of general economic activities, specific businesses, and government agencies. The volume of detail is suggested by the eighty-eight factual questions given for these two chapters compared to the thirty-one in the more engaging two chapters on native peoples and white settlers.

Dodds's book provides a clearer over-all theme that allows him to integrate a variety of topics into a coherent pattern. His northwesterners were and are a conservative lot, adapting traditions from elsewhere to the conditions of their new lives, rejecting radicalism, and generally settling for the adequate rather than pursuing excellence. He concludes that Caucasians in the Northwest have led comfortable lives. The region's natural abundance, its absence of conflict and tension, and its openness to common sense solutions to problems have fostered a "decent conservatism." Yet he ends on a note of warning. The ease of their historical experience may have left northwesterners unprepared to meet the future challenges of environmental stress, a growing population, increased social problems, and a changing economy.

These two fine books reaffirm the value of good regional history. Both successfully give their readers a sense of a place and its history within the broader context of the national experience. Sadly, Oregon offers no market for a state history of the quality of LeWarne's, for it has no requirement that its secondary students or its future teachers study state or regional history. Perhaps works of the quality of these will expand interest in regional history.

Eastern Oregon State College

Charles Coate

E. Bradford Burns. Latin America: A Concise Interpretive History. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1986. Fourth edition. Pp. x, 374. Paper, \$18.95.

Bradford Burns's text for survey courses in Latin American history leads the field in popularity, challenged only by Benjamin Keen and Mark Wasserman's Short History of Latin America (Houghton-Mifflin). Since the latter, with over 500 double-columned pages, is not as short as its title suggests, it is unsuitable for one-semester courses. Burns, on the other hand, can be adapted to either semester or year courses, supplemented or not by an anthology or collateral reading assignments. However, Burns is not getting any shorter--or cheaper. Its first edition's 235 pages of text have crept up to 352. Seven chapters have swelled to ten. It is past time for some abridgment.

Burns take a "developmental" approach to Latin American history. He reiterates throughout the book that "development... is the leitmotiv of contemporary Latin America." The alternative "dependency" concept, favored by many younger scholars, he believes is "frequently abused." Burns contends that most Latin Americans want only to enjoy more democracy, social

mobility, access to consumer goods, and other advantages of North American and Western European industrial society.

Burns has little sympathy with historians who claim that Latin American societies are basically conservative, paternalistic, and indisposed to change. Although he treats the long pre-independence period thoroughly (two chapters out of ten) and objectively, he has no nostalgia for it. Burns condemns nineteenth and twentieth-century Latin American caudillos and capitalists for neglecting to modernize colonial institutions, to keep abreast of the developing countries, and to stress development over mere growth.

The road to progress in Latin America, Burns argues, is grass-roots democracy combined with a centrally-administered national development plan: "identification between people and government must be complete." During the Lazaro Cardenas regime in Mexico (1934-40) something like this actually happened. Getulio Vargas in Brazil (1930-45) and Juan Peron in Argentina (1946-55), Burns maintains, were also genuine social reformers, but their regimes were seriously flawed by authoritarianism, corruption, and ill-defined goals.

As in his previous editions, Burns continues to speak highly of Cuba's Fidel Castro. Although admitting that Cuba is still dependent on a sugar monoculture, Burns blames this and its resort to Soviet aid on the American trade embargo. Castro's prison gulag and bureaucratic apparat--against which thousands of Cubans have voted with their feet--are overlooked in Burns's paean to the only Marxist regime in the Western Hemisphere. He goes on to praise Sandinista Nicaragua's "new independence and invigorated nationalism" and its "impressive strides toward development." Burns evidently discerns a symbiosis of rulers and ruled in Cuba and Nicaragua that was lacking in Argentina, Brazil, Mexico after Cardenas, and other Latin American nations.

Burns strongly condemns United States policy toward Latin America. He charges successive administrations with "confusing a struggle for change with a conflict between communism and capitalism," alienating reformers, hobnobbing with dictators, and upholding "those iniquitous institutions from the past that hobble Latin American progress." Philip Agee and other C.I.A. insiders are cited to document Burns's claim that "the Company" has frequently destabilized reformist governments and stabilized others maintaining the status quo. "The sad truth, emerging in abundant detail, is that U.S. foreign policy . . . has represented exclusively the interests of large multinational corporations."

Although he admires Fidel Castro and Nicaragua's Sandinistas, Burns's favorite Latin American politicians are social democrats like the Dominican Republic's Juan Bosch and El Salvador's Jose Napoleon Duarte who have "seized the initiative," plunged ahead with solid reforms, and defied entrenched oligarchies. Such "dictatorships with popular support," comparable to Mexico's great Cardenas regime, deserve to be cultivated rather than frustrated by Washington.

Burns eschews the chronological approach and uses case studies and thematic essays to interpret major topics in Latin American history. Although usually effective, this method sometimes results in loss of a narrative thread. For example, Mexican history is scattered through many chapters and can be pieced together with difficulty only by using the index.

As a Brazilian specialist, Burns understandably has worked more of this major country's history into his text than one finds in most such surveys. There is also considerable, and desirable, emphasis on ecology, literary and popular culture, life styles, and the roles of women and ethnic minorities. Paperbound, gracefully written, suitably illustrated with maps and pictures, and equipped with useful factual appendices, Burns still represents value for money.

University of Prince Edward Island

Don M. Cregier

John A. Peeler. Latin American Democracies: Colombia, Costa Rica, Venezuela. Chapel Hill and London: The University of North Carolina Press, 1985. Pp. viii, 193. Paper, \$8.95.

This short book is packed with potential for college courses in which it can be used in conjunction with other texts. Some suggestions for collateral readings appear in the remarks that follow.

Peeler's well-written monograph is thought-provoking and a helpful contribution to discussions about democracy now occurring in academia, journals of opinion, and public policy forums. Peeler's book will be most useful in classes dealing with contrasting interpretations of democratic political thought and with political change in the recent historical experience of Latin America. The book also relates to the study of the Latin American policy of the United States. It will assist students trying to evaluate this country's policy and the superficial and ahistorical ways of thinking that often characterize it.

Writing "in the spirit of the postbehavioral movement," Peeler criticizes pluralist theories that have "in effect justified and advocated . . . systems very far from the egalitarian and participatory ideals of democracy." Postbehaviorism insists that all research, even the most purely "objective," has value implications; that attention to values is unavoidable and desirable. Postbehaviorism would make explicit the normative aspects of political science. It is skeptical of the claimed worthiness of research studies that fail explicitly to consider the injustices and tragedies existing in countries undergoing study.

Peeler wishes to move democratic thought in the direction advocated by C.B. Macpherson. Macpherson faults liberal democratic theory and practice that focus nearly exclusively upon human liberation, opportunity for individuals competitively to maximize the satisfaction of their desires, and freedom from the arbitrary authority of government; without explicit attention to economic and social inequalities, this theory and practice provide a rationale for "immobilism and defense of privilege." Peeler argues that this is the case regarding Colombia, Costa Rica, and Venezuela.

Latin American Democracies, then, presents an informative and comparative political history of three states. Each country followed a separate path toward democracy. After establishing democratic regimes, the three exhibited significant similarities. These include an "accommodation of elites," maintenance of mixed capitalist economic systems, "ameliorative rather than structurally radical social programs," marginalization of political opposition from all extremes, and destabilizing susceptibility to foreign political and economic forces.

The book suggests possibilities for reforming and further stimulating democracy. However, increasingly just and egalitarian democratic societies will have to deal with predictable problems. Decentralization and broader political participation and decision-making will be in tension with some necessary forms of central coordination, planning, and means to adjudicate grievances and conflicts. Cautiously and somewhat ambiguously, Peeler tries to ward off pessimism about the travail of democracy in Latin America in general. He also strives, not completely successfully in this writer's opinion, to counter the arguments, notably of Guillermo O'Donnell, that bureaucratic authoritarianism is likely to characterize Latin American government, and the interpretations of Claudio Veliz and Howard J. Wiarda, who contend that the Iberian cultural ethos dominates Latin American political environments and makes Latin American states inhospitable to liberal democratic development.

This text may be assigned most appropriately within cross-disciplinary approaches to the history and political economy of Latin America and United States foreign relations. Peeler's book might be read in conjunction with E. Bradford Burns's excellent Latin America: A Concise Interpretive History; the more recent, multi-authored Latin America, Its Problems and Its Promise: A Multidisciplinary Approach, edited by Jan Knippers Black; and Latin American Politics and Development, edited by Howard J. Wiarda and Harvey F. Klein. Accessible theoretical perspectives are offered in Peter F. Klaren and Thomas J. Bossert, eds., Promise of Development: Theories of Change in Latin America, and New Directions in Comparative Politics, edited by Howard J. Wiarda. The United States foreign relations context can be found in Walter LaFeber's Inevitable Revolutions; the dated but still useful El Salvador: Central America in the New Cold War, edited by Marvin E. Gettleman and others (which includes the important article "Dictatorships and Double Standards," former U.N. Ambassador Jean Kirkpatrick's 1979 contribution to Reagan administration strategy); and many of the sophisticated analyses in Dominant Powers and Subordinate States: The United States in Latin America and the Soviet Union in Eastern Europe, edited by Jan F. Triska.

State University of New York
Empire State College

Robert N. Seidel

Christopher Coleman and David Starkey, eds. Revolution Reassessed: Revisions in the History of Tudor Government and Administration. Oxford: Clarendon Press, 1986. Pp. viii, 219. Cloth, \$37.50; paper, \$13.95.

Rosemary O'Day. The Debate on the English Reformation. London and New York: Methuen, 1986. Pp. x, 224. Cloth, \$29.95; paper, \$12.95.

Universalisms--such as the Empire and the Papacy during the Middle Ages--required legitimations to clothe their power and authority. So too did their successors, the nation-states of early modern times. The creation of such legitimations, especially in the linked areas of religion and politics, was the prime business of English people--really, the English intelligentsia as the keepers of the cultural flame--in the sixteenth and seventeenth centuries as England lost its medieval and acquired a national vocation.

In religion, the questions were: what was the national (as opposed to the universal) religion to be? Was the English Reformation of the sixteenth century a singular event that set for all time the character of that

religion, or did it only launch a process of never-ending reformation? How was the new church's relation to Holy Mother Church to be viewed, as loving daughter or as rebel? During that reformation, what were the relative roles of the monarch, the Parliament, the people, the ecclesiastical establishment (especially the bishops), and Protestant theology--and what were the implications of those roles for the future? That is, which would thereafter possess determinative power with respect to religious questions? Where would authority in religion and church lie? How did Parliament's involvement in the reform process from 1529 on and the infusion of Protestant individualist theology open doors to the development of democracy in England--a development subsequently exported to these shores? And how did that new-fangled English Protestantism powerfully stimulate Tudor nationalism--the English as the chosen people, the most exclusive club on earth, later globalized as Victoria's Pax Britannica?

O'Day, a lecturer in history for the Open University in Britain--Britain's unique and stupendously successful adult education effort--here offers essays that nicely, but rather unevenly, elucidate the process of how that island people in changing their religion used and abused history to legitimate that change. Thus, sensibly, her approach is historiographical: We are invited to observe how the Tudors themselves wrangled and wrote about the reformation of their own times, but also how historians subsequently, right into the twentieth century, did the same. Chapters on the historiography of the English Reformation, on the Reformation and the people, on interpretations of the Reformation from Fuller to Strype, and on the twentieth-century debate provide excellent coverage of those topics.

The Coleman (University College, London) and Starkey (London School of Economics) collection of essays is set in much the same context of early modern nation building. Political power--its control and its legitimation--was up for grabs. For England, Geoffrey Elton, in The Tudor Revolution in Government (1963) and in subsequent publications, argued that Thomas Cromwell used the special circumstances of the 1530s to shift administration from the personal servants of an itinerant royal household to bureaucratically organized departments in the service of the king--in the 1530s, Henry VIII--thus creating a modern state. These essays, save two--Dale Hoak's on the formation of the Marian privy council and Jennifer Loach's on the Elizabethan House of Commons--challenge Elton's views in virtually every conceivable manner. What was the linkage between bureaucratic reform and the concept of the sovereign state--itself partly the progeny of medieval Imperial-papal disputes? How was change legitimated? Did Cromwell alone mastermind bureaucratic reform? When did change occur, in the 1530s as Elton argues, in the pre-Tudor fifteenth century, or later in the sixteenth century? Was it an event or a process, creationist or evolutionist? Was administrative reform the fruit of a plan or the incremental product of pragmatic politics? Was statist, bureaucratic efficiency all that important to Tudor office holders, or are the Eltonics of the twentieth century--a bureaucracy saturated age--intruding their life circumstances into another period?

Pedagogically, we have here three useful polarities. First, history teachers need facts, but they also need intriguing interpretations. It is no good paying attention to the one and not the other. These essays, both for their facts and particularly for their interpretations, will be grist for their mills, whatever the level of instruction. Second, both sets can be set in a global, macro-historical context: the changing locus of power and authority within the early modern English nation-state and how that change was legitimated. But both sets of essays can also be examined for

the details on how, in a micro-historical, daily context, change occurred through individuals, through ideas, through institutions, and through specific events. And third, with these essays teachers can roam at will between past and present, as they labor to draw the young into that unique--and, more's the pity, lightly regarded, perspective on human experience, the historical.

O'Day appends a pretty good bibliography; Coleman and Starkey use footnotes to indicate collateral reading.

Ohio University

Richard Harvey

A PERSONAL NOTE---Don W. Wilson

On behalf of all of those associated with the production of this journal over the years, we wish to congratulate Don Wilson upon his appointment as Archivist of the United States. Many of us worked with Don during his years at the Eisenhower and Ford Libraries in arranging student internships and in numerous other programs. We are also proud of the fact that he has been a member of the Editorial Board of Teaching History: A Journal of Methods from the first issue in 1976 to the present. His excellent qualities of leadership will serve our profession and our nation well.

The Staff