

BOOK REVIEWS

Michael B. Katz. Reconstructing American Education. Cambridge and London: Harvard University Press, 1987. Pp. viii, 212. Cloth, \$22.50.

E. D. Hirsch, Jr. Cultural Literacy: What Every American Needs to Know. Boston: Houghton Mifflin Co., 1987. Pp. xvii, 251. Cloth, \$16.45.

Diane Ravitch and Chester E. Finn, Jr. What Do Our 17-Year-Olds Know? A Report on the First National Assessment of History and Literature. New York: Harper & Row, 1987. Pp. ix, 293. Cloth, \$15.95.

In the past five years a series of essays, reviews, and reports detailing the status of American education have inundated public and academic communities. Some, such as A Nation at Risk, have attempted to set the tone and direction for educational policy at federal and state levels. Others, like John Goodlad's A Place Called School, have painted status and environmental pictures of schooling in America circa the late twentieth century. The three books that form the commentary of this essay, while differing in ideas as well as philosophical and intellectual tone, are all part of this same critical literature. As such, each offers its readers an analytic framework to judge the effectiveness, or ineffectiveness, of schooling in the United States.

For example, Michael Katz's work offers us an historical analysis of educational politics. Within his commentaries are insights and interpretations into how educational bureaucracies were formed, staffed, and maintained from their inceptions in the early nineteenth century. Katz relates to us that the evolution of these were in contradiction to the local control of education that publicly elected boards had previously maintained. The rise of the "schoolmen" eventually led to the development of professional school administrators. From Katz's perspective this new group of educational leaders wrested the schools from the controls of local residents and used them to forward their visions of education. These views, often in conflict with local needs, dominated the direction and style of American education for over a hundred years.

Hirsch's discussion of educational issues centers on problems he sees with the schools' curriculum as well as the teaching methods employed in public schools. While most discussions of Hirsch's work focus on the infamous list of names that "cultured and educated" citizens should be familiar with, it actually is only a small segment of Hirsch's criticisms about schools. His central thesis calls for a return to a classical curriculum with Western culture as its core. While many of his views have been embraced by a number of educational powerbrokers, including former Secretary of Education William Bennett, others have called Hirsch a cultural elitist. Those seeking to broaden intellectual as well as cultural perspectives have been particularly critical of Hirsch's views.

Finn and Ravitch's work is a report of tests given to high school students to determine their knowledge of history and literature. While the use of statistics often helps explain a perspective or point of view, the authors of this report have used them to an excess in order to make their point. After reading one or two item analyses, the authors' point is made; namely, our current group of school-aged children have not absorbed factual information. The authors decry this, again to excess, and attack both what is taught in history classes as well as the type of instruction that takes place inside them.

Taken together these works should make us take a long hard look at schooling no matter if one agrees or disagrees with any of the authors' premises. An examination of the directions school administrators have taken local schools is not only necessary but desirable. As more states seek to "reform" their schools, the role of local administrators as leaders and change agents is of great import. If these individuals are ineffective or do not respond to the needs of their constituents, they need to be changed.

A fresh look at both what we teach as well as how we teach it is important in all subject areas, but particularly in history classes. Many colleges and universities are now debating the direction that their freshman history survey classes should take. This same discussion should take place in the secondary schools as well. What type of historical knowledge should a high school graduate have at his or her fingertips? How can this graduate use this knowledge to better him or herself?

While each of these works differs in its outlook for the future of American education, they all raise issues that should be part of any debate over the direction of schooling in America. If there is a lasting legacy from any of these efforts it will not be the questions posed within them, but rather the answers that will come as a result of them.

The University of Texas at San Antonio

Richard A. Diem

Henry J. Steffens and Mary Jane Dickerson. Writer's Guide: History.
Lexington, Massachusetts, and Toronto: D. C. Heath and Company, 1987.
Pp. x, 211. Paper, \$6.95.

Writer's Guide: History can serve as an effective tool to get students to write--and to think--about history. This slim volume focuses on learning history through writing. Writing is regarded here as a process through which the student can both better grasp basic historical concepts and come to terms with history as a method and as a field. This sharp focus exclusively on history, however, comprises both the strength and the limitation of the guide.

Steffens and Dickerson offer the student and the instructor a concise guide to a variety of writing forms and to the application of these forms to the study of history. Writing samples accompany explication of each writing form. A brief introduction to the study of history and to the writing process in the opening chapters is followed by pointers on keeping journals and research logs and on how to initiate writing, in Chapters Two and Three respectively. Chapters Four and Five offer guidelines for writing reviews, for interpreting primary sources (including artifacts, sites, and oral histories), for writing final exams, and for preparing research papers. Chapters Six and Seven are devoted to an introduction to library research and to guidelines on documenting sources, respectively. Two closing chapters offer suggestions on basic usage and on punctuation.

Writer's Guide: History is designed to be self-instructive as well as to be adaptable to virtually any history course. Though aimed at the college level, Writer's Guide: History can serve as an excellent reference for the secondary history teacher looking for practical suggestions for making writing a central part of history instruction. While there are no lesson plans here, the skilled teacher can take much from this volume. Only advanced secondary students would benefit from hands-on use of this college-level manual.

In the final analysis, though, this text is written for research historians who also teach on the university level. It avoids language that suggests an educational tone and is written in terms of the student learning history, not with an eye toward a wider educational perspective. The student is offered few references for further reading; all of these are about the study of history. No further references about history or writing are offered for the instructor. By limiting its focus to the lone discipline, the volume forfeits the opportunity for suggesting ways to integrate history with other subjects through writing. Not only would this encourage students--and instructors--to realize the value of writing "across the curriculum," but an interdisciplinary approach would help students understand the wider applicability and relevance of the study of history, as well.

Writer's Guide: History, nevertheless, is an informative, practical resource that can go a long way toward improving the teaching and learning of history through writing, and vice versa.

Bernards Township Public Schools
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William G. Wraga

J. Kelley Sowards, ed. Makers of the Western Tradition: Portraits from History. New York: St. Martin's Press, 1987. Fourth edition. Vol. 1: Pp. ix, 306. Paper, \$12.70. Vol. 2: Pp. ix, 325. Paper, \$12.70.

In his classic work, The Hero in History, Sidney Hook postulated the existence of two sorts of historically significant individuals: the "eventful man," who, by making a crucial decision, determines the subsequent course of his epoch, and the "event-making man," who is instrumental in creating the conditions that make such a decision necessary. Sowards's interesting two volumes are devoted to twenty-seven figures who, for the most part, fit into Hook's second category; the several "eventful" subjects included--arguably Hammurabi, Eleanor of Aquitaine, Cecil Rhodes, and Eleanor Roosevelt--were symbols of the forces that shaped their eras. These are the people that college underclassmen remember from their history surveys; sometimes the thoughts or actions of these representatives of the past are compelling enough to inspire further research. Sowards's compendium is admirably designed to spark such interest. It is intended for use in two-semester, fifteen-week Western civilization courses and has clearly proven its value, for it is currently in a fourth edition.

Each section opens with a brief, thoughtful biography of the person in question, including sufficient analysis to focus the reader's attention on a particular problem suggested by that figure's activities. Thus, the section on Stalin probes the beginnings of the Cold War, while that dealing with Alexander the Great deals with the soundness of W. W. Tarn's defense of the conqueror. The body of each section consists of three brief selections, at least one of which is by the individual under scrutiny or a contemporary. Often a modern interpretation is contrasted with a traditional or classic one. Finally, there is an annotated bibliography for each "portrait from history," ably directing students to the better sources available.

Although many authors of textbooks and volumes of readings assume college freshmen are incapable of grappling with intellectual history save in the superficial, abbreviated manner, Sowards, to his credit, does not. Almost half of his "event-making" personalities made their marks in the areas of art or thought rather than in politics. Sowards respects his

readers enough to offer them the opportunity to come to terms with ideas and values, the very sinews of history. The section on Rousseau is exemplary, with its excerpts on the general will from The Social Contract and its debate about how far utopia can tolerate liberty. The Picasso section, a splendid addition to this edition, opens the question of the place of art in an age of dissolving certainties. If the section on Augustine threatens to confuse students with less than complete references to Neoplatonism, Manicheanism, Donatism, and Pelagianism, it nevertheless provides fine insight into the nature of religious faith and the complexities of evil.

Sowards has proven to be sensitive to the suggestions of his colleagues in the several editions of this work, replacing one historical figure with another or redoing the interpretive material, as seems salutary. He might give consideration to two further alterations when it is time for a fifth edition. First, the section on Eleanor Roosevelt is not really appropriate for use in a western civilization survey, nor can her work on Committee Three of the United Nations and her role as a representative of New Deal liberalism really be said to be of the same caliber as the achievements of the others included in the set. She seems to have been added to the list primarily to have a woman included in volume 2, although certainly there are better candidates. Even Hook, who in myopic fashion saw men as the architects of history, accorded Catherine the Great "event-making" status. Or, perhaps some agent of the industrial revolution could supplant Roosevelt, for that is one topic overlooked by the present edition. Second, Sowards may want to expand beyond the Western tradition to include nonwestern "event-making men" such as Confucius or Akbar in his book, thereby increasing its appeal.

Any world civilization or Western civilization survey course runs the danger of becoming so much an overview that the human component vanishes; people become ciphers, two-dimensional fronts for great forces that cross the generations. Sowards's books remind students of the flesh-and-blood creators of those forces. That is an invaluable service.

Fort Hays State University

Robert B. Luehrs

John L. Beatty and Oliver A. Johnson, eds. Heritage of Western Civilization. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1987. Sixth Edition. Volume I: Pp. xi, 465. Paper, \$16.00; Volume II: pp. xi, 404. Paper, \$16.00.

Books of readings in world history are extremely valuable to secondary school teachers, but extremely frustrating for them as well. The different approaches taken by editors and the many options open to book publishers leave teachers with a bewildering variety of choices. Basic organizational structure alone raises a number of critical issues:

- A book organized by chronology or topic?
- Readings that stress political or social and cultural history?
- An edition that includes just primary sources or historians' commentaries, too?
- Selections of lasting significance or more colorful sideviews?
- Short or long excerpts?

Of course structural questions alone don't determine a book's value. Some short passages are more truncated than to the point, some long ones more long-winded than aptly chosen to emphasize complexity and scope. And

there's still more--It may be the right passage and the right length, but the translation is laughably archaic and inaccessible. Because it is so hard to find one book that satisfies all these needs, many teachers just stick to frantic reading and photocopying from a plethora of books--the job that anthologies were supposed to relieve them of in the first place.

The sixth edition of Heritage of Western Civilization (more about changes from edition five later) makes no extreme choices, perhaps trying to find the best balance between all those competing priorities. As a result, it is sturdy but somewhat inflexible, safe but not inspiring, useful but not exciting. What follows are one teacher's views of its relative strengths and weaknesses.

Strengths first. The two-volume format makes it long enough to at least touch on a large number of time periods and topics. It runs from Egyptian Religious Hymns to Franz Fanon without any gross omissions. Within topics, a variety of material is covered: e.g. Burke, Wordsworth, Mill, Darwin, and Nietzsche in the nineteenth-century section. There's more than you might expect of some material--Code of Hammurabi, Francis Bacon's Novum Organum, and Epictetus's Enchiridion, for example--and these selections are made more inviting organized as short bites, with items separated by numbers or stars. A new translation of Einhard's Charlemagne is vastly more readable than the one in the fifth edition. Several pieces by more obscure writers (Eduard Bernstein on Socialism and William Graham Sumner on Darwinism) let students really see how the more famous works struck people at the time. The United States governmental report on the bombings of Hiroshima and Nagasaki makes cold, startling reading.

But too many of the strengths seem the happy result of a good individual choice, not consistent developments of any clear pattern. And the lack of consistency is probably the book's most persistent problem. If the Einhard translation is wonderfully colloquial, why rely on an archaic reading of Hammurabi that fussily translates noble or free man as seignior and an adulterous wife as a gadabout? And why a translation of Antigone that lets none of the language soar? The early Rousseau essay on the Moral Effects of the Arts and Sciences is fascinating for historians, but is it the best single piece to introduce students to his work? The fifth edition stuck with a well edited selection from The Social Contract. The few pieces that deal with effects rather than causes (like the A bomb selection or the Sadler report on child labor abuses) seem mere aberrations; there is too much--again, for one secondary teacher's tastes--abstruse Mazzini and Whitehead in segments that are too long.

Organization is haphazard: Material is grouped by specific place (Greece, Rome), vague place (ancient Near East), specific time (the nineteenth century) and vague time (Middle Ages), and by event (Renaissance and Reformation). Again, a personal preference, but I find books broken up by more specific topics (not the whole nineteenth century but liberalism, nationalism, imperialism, etc.--even the 1905 and 1917 Russian Revolutions!) and filled with a large variety of small pieces rather than a few longer ones more useful for my European history class. If the world can be divided between those who love large syntheses and particular exploration, then I fall into the latter camp and would rather have my students see more than neatly tie things together.

As a result, this new edition of Heritage of Western Civilization will be another of many books of readings that I find useful for my own study,

but it will not suit the needs of my students well enough for me to order it for them.

Thayer Academy, Braintree, Massachusetts

Dan Levinson

Lynn H. Nelson, ed. The Human Perspective: Readings in World Civilization. New York: Harcourt Brace Jovanovich, 1987. Vol. I: The Ancient World to the Early Modern Era. Pp. viii, 328. Paper, \$10.50. Vol. II: The Modern World Through the Twentieth Century. Pp. x, 386. Paper, \$10.50.

Belated efforts to establish the world as the proper unit of historical studies are a struggle for teachers, students, and textbook publishers. Teachers must deal with materials that go beyond their training and professional experience. Students must encounter clusters of abstract or foreign terminology, chronology, and place names that tend to crowd out reflection on substance. Publishers must try to present books that both teachers and students will find useful. The results are not completely satisfactory to anyone, but things are getting better. Teachers have a World History Association to help evolve new methodology and publishers are coming closer to producing real world history textbooks, after much tinkering with western civilization texts. Now suddenly comes a new generation of supplementary readings collections intended for college-level world history courses. Three sets have come to my attention in recent months--each of them with two volumes of 300-350 pages each.

Of these, Nelson's The Human Perspective seems most likely to appeal to undergraduate students and to teachers seeking to hold their attention. It has a logical scheme of organization. Each volume contains twenty-four selections arranged chronologically under three major historical divisions or parts. The parts in Volume I are The Ancient World: 3000 B.C. to A.D. 300; The Middle Ages: 300-1200; and The Pre-Modern Era: 1200-1660. Volume II offers The Early Modern Period: 1660-1789; Industrialism and Democracy: 1789-1914; and The Twentieth Century: 1914 to the Present. Each part contains readings on four western and four non-western cultures, with reference to individual persons, to technological innovations and their effects, and to education and recreation. Each part opens with an excellent chronological chart and historical explanation and closes with a set of thought-provoking discussion questions that tie disparate subjects to important ethical and political issues. Each selection also has a historical introduction and a short, annotated list of suggested readings. The selections are substantial and interesting, being chosen from books or magazines intended for non-specialists. The excerpts may be used to supplement assigned reading and to fuel discussions and writing exercises.

Geographically the topics are not evenly distributed. The first volume is overwhelmingly Eurasian, with little more emphasis on Africa or the Americas than one might find in a western civilization series: one item on the origins of writing, one on ancient Egypt, one on Mesoamerican ball games. The second volume has more regional balance, but is still predominantly western. Some topics appear at first to be trivial, but they are tied to serious social, economic, or political themes. The selections cover social history without sociological abstractions, women and minorities without special advocacy, personalities without elitism, technology without jargon.

These books can illustrate and stimulate, but they are not structured to serve as a basic world civilization text. They require a core textbook

and/or substantial lectures supplying the framework of chronology and geography, as well as political, economic, and cultural development. For able students the books will add meaning to the basic data of the world civilization course. Slower students may find it difficult to relate the readings to the basic data, but this would be true of any supplement to a demanding world civilization course.

Georgia State University

Gerald H. Davis

Gerald N. Grob and George Athan Billias, eds. Interpretations of American History: Patterns and Perspectives. New York: The Free Press, 1987. Fifth Edition. Volume I: Pp. xi, 499. Paper, \$20.00; Volume II: Pp. ix, 502. Paper, \$20.00.

In the early 1960s the paperback revolution led to the publication of the first series of inexpensive readers designed to accompany a hard-covered text in American history. Two of these readers were designed to engage the student in the critical thinking process. Sidney Fine and Gerald S. Brown edited thirty-three sets of conflicting interpretations of the "great issues" in The American Past, while Allan F. Davis and Harold D. Woodman organized their selections around the very general framework of Conflict or Consensus in American History. Both sets of readers worked better as supplements to traditional lecture courses than some of the other readers that were based on short random selections from primary and secondary sources.

Yet "Fine and Brown" and Conflict or Consensus were still not very satisfying as supplements. Textbooks provide students with only one interpretation of an historical event. "Fine and Brown" gave the students a choice. Reconstruction in the South was either the "Blackout of Honest Government" or the "Battle for Democracy." The Korean War became a conflict of who was right: Truman or MacArthur? The major weakness of the conflicting interpretations approach was that it forced students into reductionist patterns of thinking in which every issue became an either/or proposition.

In 1967 Gerald N. Grob and George Athan Billias made a major breakthrough in the organizational structure of supplemental readers with the publication of the first edition of their two-volume Interpretations of American History: Patterns and Perspectives. Avoiding the haphazard and reductionist approaches of the earlier collections, Grob and Billias adopted a more sophisticated approach. Interpretations was organized in a very different manner from the competitors. First, the authors wrote a sixteen-page introductory essay in which students were informed of the "three broad but distinct" stages through which American history has passed since its colonization in the seventeenth century: Puritans, Patricians, and Professionals; Then, fifteen issues were selected to reflect the major historiographical currents of twenty years ago. These included: the Puritans; British Mercantilism; the American Revolution; the Constitution; the Federal Era; Jacksonian Democracy; the Civil War; the Reconstruction Era; the American Businessman; America's entry into both World Wars; Progressivism and the New Deal; and Postwar America.

Finally, the editors introduced each of the individual issues with a twelve-page essay describing the various historiographical ways in which a particular topic has been interpreted. The introductory essays were followed by not two but three selections from professional historians. The

virtue of this approach was that students could assess an issue like the Civil War from several points of view and avoid reductionist modes of thinking.

Twenty years later "Grob and Billias" is still going strong. Last year the fifth edition was published. Interpretations of American History has maintained its high standards. Both the general introduction and the introduction to each issue have been updated to reflect the latest trends in historiography. Over the years some issues have been deleted while new issues have been added. The fifth edition, in particular, has included a number of new essays from the most recent generation of scholars.

Nevertheless, the most recent edition of Grob and Billias does not dominate the field of American history readers as it did twenty years ago. There are two reasons why this is so, neither of which is the fault of the authors. For one thing, Interpretations of American History has undergone a subtle but distinct metamorphosis over the past twenty years. In the third edition, published in 1978, the number of issues was raised from fifteen to twenty for the two volumes, while the number of essays for each issue was reduced from three to two. No doubt this was due to pressure from publishers who felt the competition from rival readers that contained more issues with less depth. This is unfortunate because it again puts students in the position of choosing between two supposedly opposing points of view.

Another reason why "Grob and Billias" no longer stands out as the major reader of its time is because its framework has become obsolete. As the editors point out in their expanded introductory essay to the fifth edition, "the new social history" now dominates the writing of American history. But only three such essays appear in the main body of the work. In the first volume only Michael B. Katz's new left essay on the "Origins of the Institutional State" and Lawrence W. Levine's exploration of "Slavery Songs and Slave Consciousness" represent the new social history. There are no social history essays on the colonial period, an area totally dominated by computer-oriented and family history approaches. In the second volume two well-written, historiographical essays on "Women in History" and "Black History Since 1865" accompanied by essays of Nancy F. Cott, Carl N. Degler, John Hope Franklin, and C. Vann Woodward only illustrate the difficulties that editors Grob and Billias have encountered in trying to integrate the new social historical approaches into their reader.

This is not to say that the current generation of historians is missing from the "Grob and Billias" fifth edition. Quite the contrary. The editors are very comfortable in integrating old approaches by current scholars in traditional fields. Thus, Alfred D. Chandler and Samuel P. Hays discuss the American business system and the progressive movement from an organizational perspective, while Samuel P. Huntington applies the same concept to the rise of the national security state in America after World War Two. The comparative approach to history is represented by George Frederickson's study on race relations in the American South, Jamaica, and South Africa after slavery ended. Finally, the editors include perhaps too many selections from the new intellectual historians. Philip F. Gura revises Perry Miller in his discussion of the intellectual diversity of Puritan thought, while Bernard Bailyn, Gordon Wood, Lance Banning, and Joyce Appleby analyze the ideological underpinnings of the American Revolution and the formation and operation of the government under the Constitution of 1787.

In spite of these caveats, however, this reviewer recommends that the fifth edition of Interpretations of American History be used by history

majors in undergraduate and graduate programs. The historiographical introductions to each issue also make this reader a worthwhile purchase for any high school or undergraduate history teacher who struggles to keep abreast of the latest scholarship in American History.

Howard Community College

Larry Madaras

Eugene Kuzirian and Larry Madaras, eds. Taking Sides: Clashing Views on Controversial Issues in American History--Volume II: Reconstruction to the Present. Guilford, Connecticut: The Dushkin Publishing Groups, Inc., 1987. Pp. xii, 384. Paper, \$9.50.

To find a good supplemental reader to use in most American history survey courses is a difficult chore. To find one that is inexpensive is even more challenging. Eugene Kuzirian and Larry Madaras, two college professors who obviously have been trained in the latest pedagogical techniques, have edited a readings book that might excite today's youth. Even the subtitle, Clashing Views on Controversial Issues, with its potent imagistic effect, was an obvious attempt by the authors to gain the eye and interest of the visually stimulated sophisticated student.

Although the editors somewhat overdramatize the nature of the inadequacies of the classroom participant (i.e., students couldn't name any of the first ten amendments to the Constitution or identify Vladimir Ilyich Lenin), they do plead a good case for making "Everyman His Own Historian." The introduction to Taking Sides reads very much like a high school social studies teacher's guide, containing such jargon as "process, evaluation, inquiry, and critical thinking." However, these terms clearly establish the active learning philosophy that the editors obviously espouse.

In an attempt to utilize essays that could illustrate opposing viewpoints in American history, the editors selected readings that balance well-known classics in the field with some works less acclaimed and of more recent origin. Many practitioners of Clio will recognize traditional historians and their works, especially excerpts from Richard Hoftstadter's The Age of Reform, Carl Degler's Out of Our Past, or Oscar Handlin's The Uprooted. What some readers may not recognize are materials drawn from periodicals such as American Heritage (five to be exact) and American History Illustrated, sources not commonly cited in undergraduate studies. The quality of these latter sources might be suspect at first, until the reader verifies the authorship and the intended use of the essay. Many of the articles selected for this collection are the types of readings that require the student to become an active reader and/or critical thinker in order to understand key points. One danger in excerpting articles for documentary readers such as Taking Sides is the creation of concept overload caused by the contraction of the material presented. To this end, the editors have done an admirable job in selecting articles for their intended audience, undergraduates who probably lack serious motivation towards the study of history.

While the sources may be uncommon, the format for Taking Sides is standard. An issue is introduced, for example, "Have Anti-trust Laws Preserved Competition?" and then opposing viewpoints are presented in a yes/no sequence. In an attempt to assist the reader's thinking, the writers briefly outline each opposing viewpoint. Each article, complete with footnotes, follows the outline, and then a unique "postscript" is added. Like Mark Twain, the editors too follow his old adage, "I tell you what I's

going to do. I's dos it. Then, I tells youse what I did." The postscript brings closure to the exercise presented while allowing students some food for further thought and study.

Although Taking Sides has excellent potential for classroom use, it does have some drawbacks. First, with the exception of the cover, the book is not very visual. Only four photographs are used. In this visually-oriented society in which today's educators must teach, the editors could have enhanced the aesthetic value of their work by adding more photographs to break up the monotony of the presentation. Second, the variety of type (caused, no doubt, by the reproduction process utilized) detracts from the visual quality of the book and may act as a turn-off for the users. Despite these drawbacks, Kuzirian and Madaras have produced an inexpensive, well-planned supplementary reader which can be used in high school advanced placement courses, community colleges, and many undergraduate programs. The editors have given teacher-historians another tool to add to our arsenal.

Anne Arundel County Public Schools
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James F. Adomanis

Joann P. Krieg, ed. To Know the Place: Teaching Local History. Hempstead, New York: Hofstra University Long Island Studies Institute, 1986. Pp. 30. Paper, \$4.95.

To Know the Place: Teaching Local History is a valuable contribution to both the regional history of Long Island and to local history methodology. Although the essays included in this eminently readable paperbound volume were originally read at a 1986 conference at Hofstra University, the insights they contain are timeless.

John A. Strong's piece on Eastern Long Island Indians' accommodations to colonial authority reflects the author's meticulous research and thorough understanding of Native Americans whose descendants still dwell on the island. Of special interest is Strong's exploration of Indian slavery. To some readers the sale of Indians from across the sea in New England may come as a surprise. By providing details of these transactions, which continued until 1712, Strong highlights a little known aspect of colonial life on Long Island.

The other two essays in this volume are first-rate how-to pieces. Laura Mac Dermeid, education curator of the Huntington Historical Society, describes the society's "Child's Work and Play" program, a three-hour tour and hands-on session. Particularly helpful is the information about the pre-visit packet and the follow-up. Educators and museum staff members contemplating the establishment of similar programs designed to acquaint young visitors with the past are well advised to read the Mac Dermeid article very carefully.

Another example of the kind of exciting development that can result from interaction between educators and historical societies is the local history journal written by Charles F. Howlett's students in Amityville. Howlett's well-written essay describes the evolution of the project from conceptualization to actualization. Excerpts from the published journal, including an article about the Amityville horror, testify to the success of Howlett's efforts. Under his direction students learned to gather, evaluate, write, and edit local history. Educators considering a similar project will derive inspiration from this essay, and both teachers and

museum staffers on Long Island and elsewhere will profit from the diverse and thoroughly useful material found between the covers of To Know the Place.

Pace University

Marilyn E. Weigold

Roger Lane, Roots of Violence in Black Philadelphia, 1860-1900. Cambridge, Massachusetts, and London: Harvard University Press, 1986. Pp. 213. Cloth, \$25.00.

In this investigation of the high level of criminality in the modern black community, Roger Lane lays claim to the legacy of W. E. B. DuBois. Like the great black historian and sociologist, Lane is concerned to locate the sources of serious social problems in African-American life, as opposed to the dominant historiographical fashion of the last few decades that seeks to elevate and celebrate black achievement or document its autonomy. Like DuBois, Lane knows that those social problems are due to social pathologies. Like DuBois, he knows that those pathologies are not the "tangle of pathologies" within the black community itself, such as the interpretation that made Daniel P. Moynihan famous and powerful. On the contrary, the pathologies that afflict black life are pathologies of white racism and industrial development.

Teachers in U.S. survey and Afro-American history courses will find this a useful book. It provides valuable interpretive material from a noted historian of America's urban police, crime, and violence. He documents and interprets the growth of black criminality during an age of declining white violence, providing numerous measurements of various forms of criminal and violent behavior. He sets behavioral change in concrete contexts. For whites in the last half of the nineteenth century, orderliness increased as economic stability and social predictability grew. For blacks, however, from 1860 to 1900 and beyond, social structures disintegrated. Not only were they systematically barred from the opportunities created by industrial capitalism, but they simultaneously lost their traditional occupations in services and crafts. Meanwhile, social vices were Jim Crowed into the black ghetto. The resulting social psychologies (Lane's formulation, not mine) of the black and white communities diverged, laying the foundation for twentieth-century black criminality.

While teachers will find value here, it is not a book for classroom use. In the first place, as with far too many university press books, this slender volume is criminally overpriced. Further, the book is closely argued, with a subtlety that will escape many undergraduates, while its drumbeat of statistics on black crime will provide confirmation for their unexamined racial, not to say racist, presumptions.

Finally, the book is pedagogically problematic for teachers who care about historiographical accuracy and introducing students to seminal thinkers, for Lane fails in his claim to DuBois's legacy. DuBois focused on race and class, the material conditions creating exploitation, and the nature and causes of racism. His scholarship flowed out of a commitment to progressive change. For Lane, the issue is race, not class; social psychology, ultimately indistinguishable from Moynihan's "tangle of pathologies," not exploitation; and lamentable but not quite impersonal industrialism, not racism as an historical and analyzable category of human activity. Lane is firmly committed to anti-racism, but can imagine no means to social and political change--"it is hard to predict whether [current

events] will change in ways that improve the position of the nation's impoverished blacks," he avers. The book cannot foster the level of critical thinking or action that follows from DuBois's legacy.

SUNY College at Cortland

Ronald E. Butchart

Pete Daniel. Breaking the Land: The Transformation of Cotton, Tobacco, and Rice Cultures since 1880. Urbana and Chicago: University of Illinois Press, 1985. Pp. xvi, 352. Paper, \$22.50.

Pete Daniel, Curator of Agriculture and Natural Resources at the National Museum of History, has produced a splendid work of note not only for its contribution to southern history but also for its approach to agricultural history. The key to his success is his definition of region and culture. He does not merely speak broadly of the South, but rather breaks it into regions according to major commodities. This is convenient but also profound, for what most defines an agricultural region is the commodity produced, and that commodity, in conjunction with setting, defines the human culture of the region. This seems obvious, but, unfortunately, it is not the common approach to agricultural history in the United States.

The three commodity cultures treated are cotton culture, which extends across the South as far west as the High Plains of Texas; flue-cured tobacco culture, which is largely confined to the southeastern states; and rice culture, which is characteristic of the Gulf coast and the Mississippi River valley. Daniel describes these cultures in rich detail, bringing out the human roles in commodity production--the tasks of men and women in curing and barning of tobacco, for instance, or the habits of farmers and auctioneers in tobacco warehouses. He also discusses environmental factors that shaped the cultures--the presence of ground water in the rice region, for example, or the advent of the boll weevil in the cotton belt.

The transforming agents of these cultures were the federal government and technology. Federal agricultural programs, from the time of the New Deal on, disrupted traditional patterns of cotton and tobacco farming and worked toward the dispossession of tenant farmers. Daniel does not mourn the demise of tenantry, but his tone implies that an opportunity was missed, that reform on the land might have been better than eviction from it. Federal policy was less disruptive of rice culture, because the government assigned allotments for production of that commodity to producers, not just to landowners. As for technology, it revolutionized cotton and rice culture through such instruments as the cotton-picker and the combine. Its impact on tobacco was less severe, because of the intricate hand labor there entailed.

Breaking the Land brings the cultures of southern agriculture to life. Its splendid photographs, from the National Archives and the Library of Congress, assist in this, but the main reason is that Daniel has done the basic research on methods of production and ways of life associated with southern commodities. He offers exactly what is missing from history textbooks and courses, whether elementary or college level, which contain only glib, liberal generalizations about tenantry, mechanization, or the Triple-A.

Daniel's book is a guide for those who would take their students beyond the generalities and into the regional cultures that surround them. These are accessible to students seeking subjects for independent research or

History Day projects--Daniel himself cites some student local history projects as sources. Regional agricultural history, as Breaking the Land shows, also is directly related to broader themes of American history, such as federal policy.

Emporia State University

Thomas S. Isern

Norman L. Rosenberg and Emily S. Rosenberg. In Our Times: America Since World War II. Englewood Cliffs, New Jersey: Prentice-Hall, 1987. Third edition. Pp. xi, 316. Paper, \$20.00.

William H. Chafe and Harvard Sitkoff, eds. A History of Our Time: Readings on Postwar America. New York: Oxford University Press, 1987. Second edition. Pp. xiii, 453. Paper, \$12.95.

The third edition of a brief textbook by Norman and Emily Rosenberg is designed to provide students and teachers with a framework within which they can expand their own views of the postwar United States. In this edition the authors maintain the basic chronological design of the earlier editions with obligatory chapters or sections on subjects such as the Cold War, reconversion, the Fair Deal, moderate Republicanism, the Third World, the New Frontier, the Great Society, and Vietnam. These are followed by three chapters that focus on events of the crucial decade surrounding the year 1970. Following these topical chapters are one on the 1970s and an entirely new one on the 1980s.

The Rosenbergs believe that the social and political movements of the late 1960s and early 1970s, as well as the cultural and economic themes of those years, "provide the keys to understanding the history of the United States in the postwar era." I agree. The backbone of this volume is in the three topical chapters covering those subjects during those years.

Except by length of coverage and implication, the authors devote little attention to interpretation of this complicated historical period. When their views show, they are revealed as moderate, not unusual for a textbook designed for general appeal. But one cannot expect a great deal of interpretation in a short textbook that must of necessity include much factual material.

One way to solve the shortcoming of this brief volume is to supplement it with a book of readings. Of the dozen or so choices available, a good possibility is one edited by William Chafe and Harvard Sitkoff. Theirs is a comprehensive anthology containing articles from differing political perspectives on major issues in the postwar era. The second edition includes essays on the politics of the 1950s and 1960s, the counterculture, the New Right, the triumph of conservatism under the Reagan administration, and the emergence of a new breed of poverty. In addition to articles by distinguished historians, the editors have selected first-person accounts by participants in each of the issues under discussion. Introductions to each section provide a frame of reference within which each of the articles can be read, offering interpretive insights on the key issues of the last forty years of United States history.

For teachers who want a brief factual account of recent United States history, the Rosenberg volume is recommended. For those who desire to go beyond the facts for interpretation, stimulation, contrasting opinions, alternative perspectives, and debate, the Chafe and Sitkoff volume would be

an excellent companion. These volumes are designed for the college classroom, but advanced high school students could profit by reading and discussing them.

New Mexico State University

Monroe Billington

Frank W. Porter III, ed. Strategies for Survival: American Indians in the Eastern United States. New York, Westport, Connecticut, and London: Greenwood Press, 1986. Pp. xvi, 232. Cloth, \$35.00.

The familiar story of the American Indian known to every schoolchild, although generally true, overlooks those who refused to leave their native lands. This book grew out of the struggle of many of these tribal remnants for official government recognition. Each chapter has been written by an expert on a particular Indian tribal group.

The book will not be suitable for basic high school or college classes as a general reading, although it would be a good supplement for the instructor. Teachers will find information about what happened to Powhatan's once proud confederacy in Virginia, and the demise of the southern New England tribes after the end of King Philip's War. Strategies for Survival could be read profitably by students for a book review or as a stimulus to investigation of a surviving local tribe.

The first chapter, written by the editor, points out that, although the Bureau of Indian Affairs serves 290 Indian tribes, over a hundred other tribes are unrecognized. These tribes represent approximately 115,000 Indians. The effect this non-recognition has had on Indians has been uniformly destructive. They have not received even the limited protection and support afforded recognized tribes and therefore have been exposed to the full play of racial bigotry, as well as social and economic exploitation. In the face of all this, many small bands have disappeared. Porter reviews American Indian policy from the colonial period to today. Most of the surviving Indian groups can be traced back to groups that consciously separated themselves from white society and also from their fellow tribesmen who were forceably removed to Indian reservations at distant locations. Surrounded by white society, most of these Indian groups adopted "white ways" and even lost their identity as Indians on census records and other official documents. But they were usually recognized by the surrounding community as Indians and continued to think of themselves as such. As the nineteenth century passed and the twentieth wore on, they increasingly sought to establish their identity as Indians.

Marshall Becker, an anthropologist from the University of Pennsylvania, describes the travails of the Okehocking band of the Lenape in southeastern Pennsylvania. Becker analyzes the reaction of the Okehocking and finds that they split into several small groups, each reacting in a different way to white society, some maintaining their Indian identity, others melding into the surrounding white culture.

The Wampanoag people of southeastern Massachusetts and Rhode Island are the subject of Laurie Weinstein. Tracing their history from the time of King Philip's War of 1675, Weinstein puts most of her effort into a fascinating description of the tribe's complex social life. Organized into districts, the tribal leaders cultivate ceremonies such as the Green Corn Festival and social organizations like the Unity Circle, where all members

pass the "talking stick" and take their turn discussing whatever they like. The result has been the revitalization of the tribe.

The most rigorous and understandable chapter focuses on the tribes that descended from Powhatan's confederation in seventeenth-century eastern Virginia. Helen C. Roundtree of Old Dominion University tells the story of Indians forced into confined areas and treated as outcasts, "people of colour" in the terminology of the nineteenth century. It is a story of adaptation to white patterns of land and agriculture tenure. But even after almost fully conforming to white culture, these "citizen Indians" maintained endogamous marriage patterns, their own schools, and churches. By 1900 the Chickahominy were even issuing tribal membership cards.

The editor has provided a useful bibliographic essay, concentrating on anthropological and sociological sources rather than historical journals and publications, and a chapter about the Nantico Indians of Maryland and Delaware.

St. Charles County Community College

Richard Robertson

Kevin Sharpe, ed. Faction & Parliament: Essays on Early Stuart History. London and New York: Methuen, 1985. Pp. xvii, 292. Paper, \$13.95.

Derek Hirst. Authority and Conflict: England, 1603-1658. Cambridge: Harvard University Press, 1986. Pp. viii, 390. Cloth, \$35.00.

These books are good examples of the revisionist school of seventeenth-century English history. They reflect the idea that historians have studied only those aspects that led to the constitutional crises of the middle and late seventeenth century and have not developed a well-rounded historical view of this period; i.e., the civil war was not inevitable. There is justification for this view. Both books are valuable in the study of seventeenth-century British history. They are well documented, show an excellent knowledge of the sources, are well written, and complement each other nicely. Hirst has a particularly persuasive and readable writing style that is a pleasure to read.

Authority and Conflict fits somewhere between the Oxford History of England and the Heath or Penguin series in length and detail. It persuasively argues the idea that cooperation and consensus were far more common than conflict between the various branches of government. Probably the key concepts are that Charles I was not a copy of James I and that the Charles/Laud reforms were considered radical by many Englishmen.

Faction & Parliament is a collection of essays on England from 1603 through 1629. The author's particular objection is to parliamentary history from the perspective of the Civil War and the study of events "significant" to the development of modern parliamentary government. The work suggests that King versus Parliament was not the only history of importance during this period; advisors, favorites, law courts, political assumptions, arguments within Parliament all played a major role.

Possible class use is an interesting question. The Hirst book could serve as a text for a specialized course in Stuart history and the Sharpe one as supplemental readings, but, probably, the books would be used most effectively in a seminar format as a starting point for discussion. High school students and college freshmen more than likely would be confused by

the approach. The cost should also be considered, because these books are expensive.

Both books are welcome additions to the study of seventeenth-century England and should be read by anyone interested in the topics, although both presuppose some prior knowledge. In the classroom, they can be used with profit for additional reading and can serve as examples of new approaches to traditional topics.

Kennesaw College

K. Gird Romer

N. F. R. Crafts. British Economic Growth During the Industrial Revolution. New York: Oxford University Press, 1985. Pp. 193. Paper, \$11.95.

Maxine Berg. The Age of Manufactures, 1700-1820. New York: Oxford University Press, 1985. Pp. 378. Paper, \$10.95.

Here are two books with information important enough to deserve better writing.

N. F. R. Crafts's main point in British Economic Growth During the Industrial Revolution is that "growth was considerably slower between 1780 and 1821-30" than earlier writers have believed. Actually economic growth was so slow during this period that strictly speaking there was no such thing as an industrial "revolution" at all, but economists and historians continue to use the term because it has come to be accepted as the identification of the period.

If it is true that economic change in England was slow and steady rather than sudden, W. W. Rostow has less evidence than he thought he had to support the comforting and popular theory of the "take-off" that he presents in The Stages of Economic Growth (1960), his famous "Non-Communist Manifesto." In that book he lists the "tentative, approximate" date of the "take-off" in England as 1783 to 1802, which is almost exactly the period that Crafts is writing about.

Crafts's evidence is that no "take-off" occurred in England during this time. If the same thing turns out to be as true of other countries as it appears to have been true of England, Rostow will have no evidence at all to support his optimistic and self-serving non-Communist manifesto.

While Crafts's book will be less interesting to the ordinary historian than to those very few people who are familiar with modern techniques of research in economics and the jargon that modern economists have to use to prove their erudition and their respectability, others can get his main points by skipping the formulas and the charts and by skimming the laborious writing and the gobbledegook that make reading this book far more difficult than it should be. Even if the reader gets nothing else out of the book, he should come away with an increased respect for the difficulty of knowing exactly what has happened in history, with an increased modesty about what he thinks he does know, and with a healthy suspicion of the rampant cocksure economic gurus, right, left, or center, and their journalistic and academic lackeys.

The title of Maxine Berg's The Age of Manufactures, 1700-1820, claims far more for her book than she intended to do. This is not a history of the

age, but rather a sort of summary of some of the research and writing on the British economy during those years.

For those who still believe in progress, reading this book should be another chastening experience. Even through Berg's almost impossibly obtuse language, it becomes clear that the attitudes and the interests of the eighteenth century are the attitudes and interests of the twentieth. We have come no place fast. Landlords and manufactures alike approved of unemployment and poverty so that workers, tenants, and servants would be easy to deal with in their insecurity, just as employers and businessmen like unemployment and poverty today. People in the eighteenth century had an almost religious faith that technology would solve all human problems. Of course, the naivete of the eighteenth century is more excusable than that of the twentieth, since people then had no evidence, as all informed and thoughtful people have today, that technology is destroying humanity rather than saving it.

It is not easy to figure out how much of Berg's book constitutes original research, although she appears to be much more interested in summarizing the work of others than in making any original contribution to the history of the industrial revolution. In her conclusion Berg claims much more for her book than she actually accomplishes. She claims that she has demonstrated, first, that "industrial growth took place over the whole of the eighteenth century, not just in the last quarter of it;" second, that "technical change started early and spread extensively through industry;" third, that "industrialization was about work organization" and that "decentralization, extended workshops, and sweating were equally new departures in the organization of production;" and, fourth, that the "impact of technical and industrial change on the division of labour, skills, employment, and regions" varied.

It is true that those are the things Berg tries to do, but her writing is so tedious and painful that she soon loses her reader. Much of the book consists of wordy summaries of industrial techniques and processes with little continuity and just as little synthesis that Berg succeeds only in making dull. The book is full of long, clumsy sentences and interminable quotations that she fails to connect to a context. The reader can figure her out, but he soon tires of trying to condense her verbiage to a language he quickly can understand. Berg's research is important enough to deserve better writing. More patience on her part would require less patience of her readers. Berg will lose most of her audience early on.

Since intelligent and objective people base their own modern economic and political judgments on history as they understand it, it is important that their access to that history be as easy as possible. The writing in these two books makes that access far more difficult than it should be.

SUNY College at Cortland

C. Ashley Ellefson

J. M. Thompson. The French Revolution. New York: Basil Blackwell, 1985 reissue. Pp. xvi, 544. Cloth, \$45.00; Paper, \$12.95.

As we approach the bicentennial of the French Revolution, it is significant that this forty-year-old classic on the period has been reissued. It reminds us, if nothing else, how far scholarship on the revolution has gone since the World War II years in which Thompson's book was published.

Thompson's work apparently grew out of his experience as don and lecturer in modern French history at Cambridge University in the years before the war. The revolution as discussed here extends only from the meeting of the Estates-General in May 1789 to the fall of Robespierre in Thermidor (July) 1794. In twenty-six marvelously detailed chapters, events such as the fall of the Bastille, the flight to Varennes, the arrest, trial, and execution of Louis XVI, the fall of the Girondins, and the Jacobin dictatorship are discussed thoroughly.

The importance of Thompson's text certainly was recognized by his contemporaries. Leo Gershop in the American Historical Review in 1945 wrote that "this synoptic and well-illustrated study . . . is the most valuable to appear . . . since the publication of Lord Acton's famous lectures." In the same year Geoffrey Bruun in Weekly Book Review noted: "Never has the day-to-day drama of the French Revolution been more deftly pieced together. Within its range this is the best single volume in English on the first five years of the crisis." And A. J. P. Taylor in a 1943 issue of the Manchester Guardian said that Thompson had "written what will be the most precise and satisfying history of the French Revolution for many years to come."

By 1987, though, it appears that Thompson's classic work has been superseded by other, more modern works. It has none of the economic perspective that one finds in Lefebvre, none of the social content of the works of Soboul, Rude, or Cobb, and none of the international dimensions of the revolution as they appear in the works of Palmer and Godechot. Of course, too, Thompson's work appeared before the great quarrel between Marxists and non-Marxists over the bourgeois origins of the revolution.

The text as published in this 1985 reissue is exactly like the 1944 second edition, with an updated bibliography of important works published since the 1940s, such as those mentioned above. For the student and teacher in the 1980s, Thompson's text could be used as a starting point for a study of how the historiography of the French Revolution has developed in recent times or as a classic text like those of Michelet, Lamartine, or Taine. But for the best treatment of the whole sweep of history in the French Revolutionary period, the teacher would probably want to choose a more up-to-date text.

West Georgia College

W. Benjamin Kennedy

J. P. T. Bury. France, 1814-1940. London and New York: Methuen, 1985. Fifth edition. Pp. viii, 288. Paper, \$13.95.

Roger Magraw. France, 1815-1914: The Bourgeois Century. New York and Oxford: Oxford University Press, 1985. Pp. 375. Cloth, \$24.95; Paper, \$9.95.

D. M. G. Sutherland. France, 1789-1815: Revolution and Counterrevolution. New York and Oxford: Oxford University Press, 1986. Pp. 242. Cloth, \$32.50; Paper, \$12.95.

Synthesis has become a dangerous project for historians. With the enormous growth in knowledge of detail and the explosion of scholarly publication, it has become increasingly difficult merely to describe the general thrust of a period's historiography, let alone prepare a general description of what is known about the era. Young historians wait eagerly for the chance to correct any mistake. Although the continuing and serious

interest in the past is welcome, it is unfortunate that synthesis is sometimes inhibited, for one of the most important aspects of a historian's labor is to teach, to impart a sense of continuity to the next generation. Such a sense is often best conveyed by a well-written general history that traces an idea, person, or nation over a period of time. The three books under consideration here are examples of just such general works.

The work of J. P. T. Bury is the easiest to assess. It is the fifth edition of a book originally written in 1949, and is, as the author himself says, "a straightforward and continuous survey of the vicissitudes of French history between 1814 and 1940." Such an approach is, in the days of modern social history, old fashioned, but it is far from lacking value. Built on a clear chronological framework with social, economic, and analytical comment worked into the flow, Bury's book provides students and teachers with the sort of basic introduction without which modern social history cannot be understood. Bury's book remains, what it has long been, a very good starting point for undergraduates studying the history of nineteenth-century France.

The books of Magraw and Sutherland reflect their more modern origins, although each retains a basic chronological structure. Each devotes much attention to the interrelationship of economic classes and their struggle for political power. Here they do not agree. Sutherland believes that the traditional class analysis of the 1789 revolution has become clouded and no longer acceptable without significant modification. Magraw suggests that the bourgeois revolution remains the only plausible interpretation and takes it as the foundation for his study of the nineteenth-century middle class. Sutherland concludes that the lack of national unity even at the end of 1789 suggests that the revolution had a narrow base, and he suggests the years of post-revolutionary economic struggles indicate that there was no middle-class capitalist triumph. During the whole period 1789-1815 there was little reward for the entrepreneur. Such considerations lead him to the theme of counterrevolution expressed in his subtitle.

Although Magraw's interest in the revolution is only introductory, his discussion of the bourgeoisie throughout the nineteenth century gives support to the idea of a middle-class revolution. He shows the economic and political rise of the bourgeoisie during the century, commenting on religious, racial, economic, and regional divisions in society that sometimes threatened to produce upheaval but were generally curbed. The improving economic status of most Frenchmen during the nineteenth century did much to keep various groups--aristocratic/clerical, petty bourgeois, peasant, working class--from reaching the point of rebellion jointly. Magraw concludes that the basic theme of nineteenth-century French history is the rise and dominance of the middle class.

These are three well-researched books (Sutherland and Magraw have good bibliographies) that will be of value to teachers and students working on modern France. Sutherland is probably best left to those at the graduate level, but Magraw could be profitably read by upper-level undergraduates. On the whole, Magraw's analysis is the more satisfying and the more clearly expressed. Sutherland, while thought provoking, might lead those without a solid background in the history of the revolution into some confusion.

Woodford McClellan. Russia: A History of the Soviet Period. Englewood Cliffs, New Jersey: Prentice-Hall, 1986. Pp. xi, 387. Paper, \$23.95.

Undergraduate teachers of Soviet history should welcome this recent addition to the textbook market. Authored by an American scholar who is also a member of the history faculty at the University of Virginia, the text possesses all the essential virtues of a good, useable textbook; that is, it is readable, balanced, comprehensive, accurate, and intellectually stimulating. McClellan's central thesis is that Russian historical experience and national traditions, not Marxism-Leninism, are the predominant forces that have shaped and continue to shape the contemporary USSR.

Although the text has considerable density and intellectual rigor, it is not so cumbersome or detailed as to discourage or confuse a student taking a first, introductory course on Soviet history. Part of McClellan's success may be attributed to his unusual combination of professional and personal credentials: a former U.S. military officer, a Ph.D. in Russian history, research experience in the Soviet Union, and Irina, his Russian wife, to whom the text is dedicated. Equally important is the fact that McClellan, as an historian, does have well grounded and convincing viewpoints on all major interpretive issues of the Soviet era. But he conveys his interpretations without compromising his principal objective--to give an undergraduate audience an overview and synthesis of the major developments of the Soviet era. For example, he manages to cover the entire period from the late nineteenth century through the 1980s, and yet he provides the reader with substantive treatments of politics, economics, culture, foreign relations, and social history. The latter is one of the more distinctive aspects of the text and takes varied forms. For instance, he includes in his treatment of the Stalin era (which comprises only a third of the text) a family history covering the period 1930-1980. McClellan also incorporates, throughout the text, material on several sociological topics (e.g., marriage, family life, education, popular culture) that are crucial to an understanding of the evolution of Soviet society since the Revolution. In terms of historical content, the text's best sections are those devoted to the Civil War, the Stalin era, the Great Patriotic War, the entire post-war period, including Soviet-American arms limitations negotiations and agreements, and its profile of contemporary Soviet society.

Yet, like any textbook, it does have some inevitable weaknesses. In some places, it can be assailed as superficial (e.g., the period between the 1905 revolution and the 1917 revolutions), and it has only a bare minimum of maps, graphs, and charts. These limitations are minor, however, for the text does have an excellent index and fine bibliographical information (provided at the end of every chapter), and McClellan also gives the reader a "retrospect" or summary at the close of each chapter that sums up the major themes of that chapter--a very helpful learning aid for undergraduate students.

McClellan's textbook is indeed a refreshing perspective on Soviet history, one long overdue and much needed in American classrooms. It is a text infused with a genuine respect and love for the Russian people and this attitude lends both coherence and insight to a history all too often grossly distorted, polemicized, or overly simplified. McClellan has avoided all the major pitfalls and in doing so has moved American writing on the Soviet period to a new plateau.

Ranbir Vohra. China's Path to Modernization: A Historical Review from 1800 to the Present. Englewood Cliffs, New Jersey: Prentice-Hall, 1987. Pp. xiii, 302. Paper, \$22.95.

Many teachers of modern Chinese history are likely to be pleased with the publication of Ranbir Vohra's text on modern China. Although it might seem that many texts on modern China exist, in the opinion of this reviewer, Vohra's work really has no competition. Heretofore, the market has been filled with works that were simply too basic for sophisticated classroom use, or works that, however otherwise wonderful, were simply too much for many undergraduates, e.g. I. C. Y. Hsu's The Rise of Modern China. This book, however, fits right in the middle, detailed enough to illuminate the material sufficiently, while not making it impossible to assign other worthwhile works at the same time. Another problem that many of us face is that too many books on modern China merely emphasize the twentieth century. One is reminded of John Moise's Modern China, for example. Yet for those whose conceptualization of China's modern experience begins with the interaction of traditional China with the "Western Challenge," a firm base in the nineteenth century is an absolute essential.

Vohra's work will not please everyone. He clearly sides with those who attempt to explain the rise of modern China through, to quote Vohra, "the complex interaction between Chinese cultural tradition and the forces of change emanating from the West." For those who have found this approach unacceptable, Vohra's principal themes may be questionable. Nevertheless, many courses do tend to approach matters with an emphasis on China's relationship with the outside world and highlight Chinese effort to seek their own version of modernity. For such courses Vohra's work will be very attractive as a classroom tool.

One should certainly mention that, though the book lacks illustrations, it is very well organized. The writing is clear and offers the occasional human interest story that helps carry the reader along. The basic introduction to Chinese history and culture is especially well done and just long enough to deal well with the material without losing the student.

Obviously the book is not without its weaknesses and occasional errors. Minor misconceptions do creep in. Guangzhou's occupation (1858-1861) was hardly as benign as the author suggests. In fact, it was opposed rather violently at times by the local Chinese. The private armies of Zeng, Li, and Zuo during the Taiping Rebellion were not as autonomous as Vohra attempts to suggest. Nevertheless, more often than not Vohra's interpretations are sound, rooted in the most recent scholarship, and very well presented. I highly recommend it.

Russell Sage College

Steven A. Leib

John King Fairbank. China Watch. Cambridge and London: Harvard University Press, 1987. Pp. viii, 219. Cloth, \$20.00.

The meaning of "expertise" when it comes to China has changed drastically over the past four decades. As Fairbank explains, "From 1950 to 1971 Washington sent more men to the moon than to China even though China is closer and more populous, and the trip less costly and dangerous." Thus in the 1960s "experts" were those hovering vulture-like in Hong Kong or Taiwan, grasping at whatever words, persons, or other flotsam and jetsam escaped China, or those, like myself, having taken a few courses to feel qualified

to offer interpretations of China to the lay public. Following the Nixon and Carter overtures in the 1970s the China "experts" became anyone with a camera, money enough to connect with a tour, and time enough to make the rounds of senior citizens' groups and pontificate on the "new" China. Above all these vicissitudes stand the true experts, and no one can be more correctly called expert than John K. Fairbank, whose experience with China spans at least six decades. In this volume Fairbank applies his expertise to evaluation and interpretation of the works of latter day experts--historians (Barbara W. Tuchman), journalists (James Reston), and wide-eyed tourists (Shirley MacLaine), among others.

China Watch is a collection of book reviews and commentaries published between 1970 and 1985, although the topics go back at least a century and a quarter more. This format makes the book useful on several levels: as an interpretation of Chinese developments, as an evaluation of the value of an author's works (useful for those adding to or subtracting from their bookshelves), or as a guideline for those seeking a standard to interpret future swings in Chinese policy.

The general themes that have created problems in U.S.-Chinese relationships are the most important points that Fairbank makes. These may be summarized as the issues of trade, a special relationship, civil liberties vs. civic duty, and the "Two Chinas" dilemma.

From the 1840s Europeans and Americans, seeing the sheer numbers of Chinese who lacked western manufactured goods, have had visions of a huge available market ripe for the picking. This market has largely been illusory, for the existence of people who lack something has not translated into consumers who desire or have the wherewithal to buy. Fairbank warns against again pursuing the dream too hard.

Since the 1840s when the Americans fit comfortably into the extraterritorial system established by the British without the guilt of the gunboat diplomacy that established it, the U.S. has felt it somehow was a protector of the Chinese. Open Door, educational opportunities, and cooperation with Chiang Kai-shek led to American expectations of Chinese friendship. When the anticipated outcome of the Chinese as cloned Americans did not follow, many were unable to understand what happened. Will relationships based on mutual discomfort with the Soviet Union lead to equal confusion?

Another point of confusion is the existence of "Two Chinas," although Fairbank does not refer to the same two Chinas throughout. He first distinguishes between the continental and maritime Chinas of the Ming dynasty, then the post-1949 political division of the People's Republic and the Republic of China, and finally the urban-rural division he perceives in China today. All these Chinas add to the difficulty of analyzing our relationship with China.

U.S. concern with individualism and civil liberties continues to be a mystery in a land where the group takes precedence over the individual and duty is more significant than right. Perhaps the best solution is Fairbank's suggestion "Let us grant that neither of us can be a model for the other and get down to the business of human survival together."

Although compact and easy to understand, the format does create a few minor problems: occasional redundancy and lack of continuity. In no one place are all the reviewed books listed which would have made the work a

more useful reference. The index appears to be an incomplete and inaccurate afterthought.

New Trier Township High School
Winnetka, Illinois

Darlene E. Fisher

Ronald Takaki, ed. From Different Shores: Perspectives on Race and Ethnicity in America. New York and Oxford: Oxford University Press, 1987. Pp. 253. Paper, \$13.95.

While analysis of America's ethnic and racial diversity has been a major item on the scholarly agenda for more than two decades, the 1980s have witnessed an intensified look at the country's multiple origins. This has resulted in a lively discourse as to the meaning of the nation's multiplicity. The questions guiding this discourse are, in the view of the editor of From Different Shores, ". . . what does it mean for America to have such a 'rich mixture of races,' and can racial inequality be overcome?" Utilizing the work of major participants in the debate over these questions, including Thomas Sowell, Nathan Glazer, Christopher Jencks, and Ronald Takaki, this collection of essays provides students with an opportunity to engage in the search for answers. This search involves two levels, for the book's title has a double meaning, referring both to the origins of the many groups making up America's racial and ethnic diversity and to the different perspectives scholars bring to the debate.

The volume contains over two dozen essays, primarily historical and sociological, which deal with the history and ideology of race relations in America, the influence of class and gender, and issues of public policy. The result is an excellent combination of essays which sets a standard for works of this sort. Both in the quality of the individual essays and in the manner in which they are combined, this volume stands above the great majority of such collections. It is a work which will challenge serious undergraduates and provide them with a strong basis for understanding some of the most important issues facing the nation. The work is particularly valuable in its treatment of the public policy issues inherent in the topic and it demonstrates that scholarship in the social sciences has an important role to play in elevating the quality of the public discourse on issues of race and ethnicity.

Boise State University

Robert C. Sims

UNDERGRADUATES AS HISTORIANS: A REVIEW NOTE

by

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Each year hundreds of undergraduate history majors produce senior theses that are rarely seen by anyone other than the authors and their faculty advisors. Professor Richard S. Dunn of the University of Pennsylvania realized that many of these essays are "imaginatively designed and well executed; some are truly original and significant; but even the best of them are usually treated as semi-private exercises." In an effort to give some deserved recognition, he approached editor Randall M. Miller and the Publications Committee of The Pennsylvania Magazine of History and Biography. The result is the April 1988 issue, entitled "Undergraduates as Historians: A Pennsylvania Sampler," devoted to five Penn senior essays produced in 1986. Each had to meet the normal criteria for acceptance by the journal. Prior to publication each underwent the normal review process by reviewers who were unaware that the authors were college students.

Without exception the essays are well written and scholarly sound. Some plow new ground entirely; others take fresh looks at old questions presumably "settled"; two of them make creative use of mountains of documents that have deterred previous investigators. Perhaps this recognition by a respected journal will encourage other history teachers to make it possible for worthy undergraduate essays to see the "published light of day."

In "American National Identity, 1750-1790: Samples from the Popular Press," Joseph M. Torsella examines selected newspapers and magazines from Boston, Philadelphia, and Virginia, and discovers in 1790 a distinctive and robust sense of national identity lacking forty and even twenty years earlier. It was the debate over the ratification of the new Constitution, he maintains, that forced Americans "to articulate, as they had never done before, the nature of their national community and their dreams for its future." "Now we are one people," exclaimed a 1790 writer.

The papers of Stephen Girard, Philadelphia merchant and banker, are so voluminous as to defy analysis in their totality. David S. Miller, in "The Polly: A Perspective on Merchant Stephen Girard," imaginatively tackles the problem by focusing on the eighteen voyages of one of Girard's ships, the Polly, from 1789-1794, as it plied the waters between Philadelphia and Marseilles, Charleston, and St. Domingue (Haiti). The commercial success of most of these voyages illustrated the business practices that made Girard so extraordinarily wealthy: specializing his cargoes, utilizing family ties and trustworthy agents to sell his goods, making rapid round trip voyages, always carrying insurance, and storing his commodities in warehouses if the Polly arrived when prices were low.

Using a sampling technique similar to Miller's, Mark Schneyer in "Mothers and Children, Poverty and Morality: A Social Worker's Priorities, 1915" looks at the records for that year from the extensive files of the Young Women's Union, a Jewish welfare agency in Philadelphia. He studies the problems and decision-making of social worker C. Marion Kohn as she struggled to keep mothers with their children and to maintain family bonds in an environment of poverty, disease, and depression.

In "What Price Victory? What Price Honor? Pennsylvania and the Formation of the Ivy League, 1950-1952," David L. Goldberg looks at a more

recent topic, sports at the University of Pennsylvania in the early fifties under the presidency of Harold E. Stassen. Stassen's efforts to maintain Pennsylvania as a major football power precipitated a debate with the other Ivy League colleges. The denouement was a newly organized Ivy League football conference with Penn as a member. Pennsylvania was still one of the elite American universities but no longer a leader in national intercollegiate athletics. "Pennsylvania's institutional identity was dramatically changed," Goldberg concludes. Students accustomed to the large role of college sports may be surprised at the politics of sports revealed in this essay.

Shifting to the national scene, Eva Moskowitz looks for "Lessons in Achievement in American History High School Textbooks of the 1950s and 1970s." Taking a more narrow focus than did Frances FitzGerald in America Revised, Moskowitz examines changes in the treatment of the industrial era, 1865-1920, in texts of the 1950s and 1970s. In the earlier period textbooks stressed the uninterrupted technological and industrial achievements of the era. In the more skeptical 1970s students were presented with the power of destruction inherent in technology and the limits of opportunity and access to the American dream confronted by many citizens, especially recent immigrants. The later textbooks also saw fewer epic heroes in our industrial past.

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

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