

## BOOK REVIEWS

Anthony Esler. *The Human Venture*. Englewood Cliffs, NJ: Prentice-Hall, 1986. Volume I: *The Great Enterprise, a World History to 1500*. Pp. xii, 340. Volume II: *The Globe Encompassed, A World History since 1500*. Pp. xii, 399. Paper, \$20.95 each.

Anthony Esler, a historian at the College of William and Mary, has created an impressive work of synthesis in *The Human Venture*. This book has a lot to recommend it as a text for college courses in world history. First, it is relatively brief for a survey of the whole human experience, globally, from the dawn of historic times to the present. Many instructors and all students will see this brevity as a strength. The book consists of two volumes, each less than 400 pages, printed in double column format on 8½ by 11 sheets, with reasonably large type. Most students complained that there was already far too much information in the old western civilization sequence. With the switch to world history courses, many texts (and courses) simply added more factual data about the non-western world to an existing "Western Civ" base. The result--in both books and classes--has all too often been a confusing welter of names, dates, events, and movements. Esler has avoided this problem by limiting the quantity of factual information. In so doing he has turned the study of world history into a more manageable enterprise for college freshmen. He has also improved the ratio of analysis to data. Such compression does occasionally cause problems, as with the elliptical treatment of Roman art and architecture or of the Merovingian monarchy. Those instructors who believe that improving the cultural literacy of their students requires exposing them to a much larger array of facts will prefer such texts as Craig *et al.*, *The Heritage of World Civilizations* (Macmillan), Chodorow, *et al.*, *A History of the World* (Harcourt), or the forthcoming Cannistraro, *et al.*, *The Human Experience* (Harper & Row).

A thorough integration of all material--western and non-western--is another significant strength of this work. Several texts in this field are simply old Western Civilization tomes, "up-gunned" with a chapter here and a section there on the rest of the planet. In contrast, *The Human Venture* employs numerous global and regional themes as well as frequent use of comparison and contrast to tell the story of human life on earth as a unified whole. Esler's book thus joins those of Craig, Chodorow, and Cannistraro on the short list of works originally conceived as world civilization textbooks. Esler has also done an especially good job of weaving the history of preliterate, migratory, and non-urban peoples into the better known stories of city-building cultures.

The quality of research, conceptualization, narration, and writing constitutes another strength of *The Human Venture*. While most other texts in this field are the products of large teams of authors, this work is the achievement of a single imagination. Esler has mastered and synthesized an amazing quantity of specialized literature on every period and field of history. The author's writing is also profitably informed by insights from anthropology and other social sciences. His work is strongly rooted in geography. There are good descriptions of land forms and population distributions throughout the text.

Finally, *The Human Venture* is a well balanced textbook. The proportion of western to non-western material seems to be about 60/40. The periods before and after 1500 AD are treated in approximately equal detail, while the post-1500 volume devotes half its space to the twentieth century. The mixture of political, economic and social history varies from chapter to chapter, but seems appropriate overall. Esler also incorporates women's history into the story of humankind, insofar as available monographic research permits. Instructors who choose to emphasize intellectual and artistic developments may be disappointed, since

traditional "high culture" receives somewhat less attention than socio-economic and political-diplomatic topics. For example, the chapter on classical China devotes only two of its 13 pages to the origins of Confucianism, Taoism, and Legalism.

College freshmen with good to average reading skills should enjoy this clearly and vigorously written work; students with significant reading deficiencies will have problems with it. For this matter, how many students (even good ones) will understand what is meant by calling Charlemagne a "toper" and a "trencherman"? While *The Human Venture* does not have all the features (chronologies, time lines, extensive reprinting of historical documents, etc.) found in some of the larger world history texts, it does have excellent maps and black and white illustrations. Each chapter ends with a useful summary and a well chosen selection of suggested readings. With its strengths decidedly overbalancing its weaknesses, *The Human Venture* seems likely to become one of the more widely assigned world civilization textbooks.

University of North Carolina at Asheville

Teddy J. Uldricks

H. Stuart Hughes and James Wilkinson. *Contemporary Europe: A History*. Englewood Cliffs, NJ: Prentice-Hall, 1987. Sixth edition. Pp. xiii, 615. Cloth, \$35.33.

Since it was first published in 1961, *Contemporary Europe: A History* has been a very popular textbook for courses on twentieth-century Europe on the college and university level. Its author, H. Stuart Hughes, for many years a professor of European intellectual history at Harvard and since 1975 a professor at the University of California at San Diego, has written numerous books, including *Consciousness and Society*, *The Obstructed Path*, and *The Sea Change*, three highly acclaimed works on intellectual history. Noted for his literary style, thorough scholarship, sound and balanced judgments, and ability to separate the essential from the nonessential in historical explanation, Hughes was well qualified to write a survey of twentieth-century European history. This, plus his ability to integrate intellectual and political developments, gave this work the distinction that it deserves.

Hughes tells the story of a twofold transformation of Europe: from mainly an aristocratic society before World War I to the mixed society of today, and from a position of preeminence in the world to living in the shadows of the superpowers. This "end of the European age" is recounted in 22 chapters that take the reader from World War I through the Russian Revolution, the Fascist regimes and Stalinist system of the interwar years, World War II, the loss of colonies after the war, the Cold War, and to Europe's struggle to regain confidence and a degree of self-mastery in recent years.

The popularity of this work is verified by the fact that it went through five editions between 1961 and 1981. Despite its many attributes, *Contemporary Europe* had some flaws as a teaching tool. Each of the first five editions contained only five maps, exclusive of the maps on the front and back covers, and they were not of the best quality. While these early editions contained many excellent photographs of key figures and events in twentieth-century Europe, they were not integrated with the text, which greatly weakened their usefulness. In addition, four chapters were without bibliographies.

James D. Wilkinson, a former student of Hughes and author of *The Intellectual Resistance in Europe* published in 1981, has eliminated many of the pedagogic weaknesses, while keeping the many strengths of earlier editions. Wilkinson states in the preface that he "attempted to respect both the structure and the tone of the earlier editions, and to make additions discreetly enough so as to retain the harmony of the whole." He has

admirably accomplished this and produced an updated and instructionally more useful textbook.

While Wilkinson has made minor changes throughout the text in order to incorporate recent scholarship and interpretation, the sixth edition maintains the organization of earlier editions with the addition of a new and final chapter entitled "The Uncertain 1980s" that brings the European story up to the mid 1980s. The co-author's erudition and half a dozen years residence in Western and Central Europe enable him to write a concluding chapter that matches the earlier chapters in style and interpretive quality.

In addition to the editing and updating, maps have been increased from five to thirteen and upgraded in quality. However, maps showing the changes in the European colonial world after World War II are still lacking. Photographs have been integrated with the text that refers to them and a few helpful graphs have been added, such as one showing German unemployment statistics from the onset of the Depression to the eve of World War II. All of the chapter bibliographies have been updated and enlarged and bibliographies added to the four chapters that lacked them in earlier editions. These additions were made without increasing the number of pages of text--600 pages--by using a slightly smaller print and by condensing some of the material.

Those of us who have long held *Contemporary Europe* in high esteem for its scholarly and literary quality owe a debt of gratitude to James Wilkinson for updating it and making it an even better textbook for college and university courses in twentieth-century Europe. However, this book should not be limited to the classroom audience. Its literary style and the importance of its content for understanding the age in which we live make it a highly recommended book for the individual trying to make sense of the world in the last quarter of the twentieth century.

East Texas State University

Harry E. Wade

Ellen K. Rothman. *Hands and Hearts: A History of Courtship in America*. Cambridge and London: Harvard University Press, 1987. Pp. xi, 370. Paper, \$8.95.

This book uses reminiscences, diaries, and letters of 350 American, Protestant, white, middle-class women and men who reached adulthood between 1770 and 1920 to examine courtship. It probes the feelings, experiences, and behavior of people as they made the transition to marriage. *Courting* meant socializing between unmarried men and women, whereas the intention to marry was explicit in *courtship*. Topics include: expectation, experience, and conventions involved in courtship; social visiting, flirtation, sexual intimacy, decision to marry, the exchange of vows. In tracing the history of courtship in America, one theme is clear: "Marriage continues to represent the ideal expression of romantic love and sexual fidelity."

The author attempts to reconstruct courtship by exploring its trends and developments in four periods: 1770-1840, 1830-1880, 1870-1920, and 1920-1980. During the first period, middle-class Americans enjoyed considerable autonomy in courtship and in their choice of a mate. Love and friendship were essential elements in a marriage. For young men, marriage meant a chance to have a home that they were expected to provide. For young women, marriage meant separation from home: confinement, struggle, and loss characterized this relationship. They provided the furnishings, linens, and clothing needed to set up housekeeping. Civil marriages were the norm and weddings were held at the

bride's home. The couple received gifts of cash or property from close relatives and they visited around after the ceremony.

By the mid-nineteenth century, certain rituals and conventions began to change. Falling in love became part of middle-class courtship. Rings accompanied engagements. Church weddings became popular and wedding attendants were the norm. Other family members and friends gave gifts at weddings. The bridal trip or nuptial journey (the honeymoon) became common.

At the end of the nineteenth century, elaborate wedding rituals and extensive preparations had become part of American life. This period marked the advent of "going somewhere." Young men and women went outside the local community via train or streetcar to see a show, ride a carousel, or dance in a cabaret. Such settings invited sexual experimentation, not emotional openness. Many young men and women abandoned old standards of conduct as a result of World War I. There was an increase in public and personal discussion about sex. Most women still viewed marriage as their natural destiny, although with smaller families and a higher standard of living, their ties to the home were loosening. They were more confident in entering marriage than their mothers had been because of the growing acceptance of contraception. In addition, marriage no longer meant separation from one's home and isolation in another.

In her overview of the recent past, Rothman uses information from social scientists, survey researchers, and commentators to explain trends in courtship. Two significant developments include dating and the increased use of the automobile by young people. World War II disrupted the normal process and pace of social relationships and afterwards the marriage age dropped. Men no longer had to shoulder the responsibility of a home alone. Government-subsidized mortgages, GI benefits, working wives, and generous parents gave assistance. During this time, getting pinned or engaged to be engaged was the ritual at college. By the 1960s, the double standard was declining: premarital sex rates had increased dramatically. Most women had sexual experiences prior to becoming engaged although "permissiveness with affection" was still the standard. By 1980, cohabitation became part of the courtship process for many.

This book would be appropriate (along with other books) in upper-level history classes, especially those that focus on women or the family. Since some background in history is needed to fully understand this book, I would not use it in a survey class except as part of a list of suggested books for assigned student book reviews. It has the potential to generate much classroom discussion because it focuses on developments and rituals that are timeless. For example, students can relate to Carol Drayton's diary entries that make reference to her desire for marriage and children. Students may be surprised to learn that in the last century men were willing to alter career plans to hasten marriage and most preferred home life over fame and fortune.

The strength of this work is that it shows students that while changes in courtship practices took place over time, marriage, home, and family life are still cultural ideals.

Bernard Lewis, ed. *Islam: from the Prophet Muhammad to the Capture of Constantinople*. Oxford and New York: Oxford University Press, 1987. Volume I: *Politics and War*. Pp. xxxvii, 226. Paper, \$9.95. Volume II: *Religion and Society*. Pp. xxxix, 310. Paper, \$10.95.

These two volumes, originally published in a hardbound edition in 1974, offer 167 translated selections from over 110 sources, mostly from Arabic but a few from Persian, Turkish, and Hebrew. All have been translated by Bernard Lewis, arguably the premier orientalist in the world today, and most are available here in English for the first time. Common to both volumes are an 11-page introduction that places the readings into a very general context, a chronology, bibliography of sources used, and a glossary of terms found throughout the text. Each section of the books has a brief introduction, and each volume has its own index.

Volume I deals with politics and war with sections devoted to "Events," "Government," and "War and Conquest." The readings in the historical section cover the period from the death of Muhammad in 632 to the conquest of Constantinople in 1453. The emphasis is on the central Islamic world, but Lewis also presents material from Spain and Central Asia. Fortunately, Lewis includes both the *isnads* or chains of transmission and variant accounts presented by his sources. This serves to introduce the reader to an important feature of medieval Muslim historiography and to give the student valuable insight into primary source materials. The section on government is more theoretical, including extracts from both the *Qur'an* and *Hadith* (traditions of the Prophet Muhammad) as well as writings on the Shi'a imamate, Persian theories of statecraft, and descriptions of administration. Warfare also combines theoretical materials, such as the explanation of holy war (*jihad*) from the *Qur'an* and *Hadith*, with descriptions of early conquests and various techniques of warfare down through the fourteenth century.

In Volume II Lewis turns his attention to social and intellectual topics, once again drawing on sources from throughout the Muslim world. The first section, "Religion," offers materials on worship and faith and the law. "Heresy and Revolt" presents *Qur'anic* and *Hadith* warnings about future rulers, mostly of the evil kind, with descriptions of revolts in later Muslim history. "The Lands of Islam and Beyond" opens with a description of Baghdad but includes a number of accounts of Africa, and one each from the eastern, northern, and western frontiers of the Muslim world, all from the perspective of medieval Muslim travelers. Discussions of taxes, markets, prices, and even an early commercial are included in the section on "The Economy." "Poets, Scholars, and Physicians" is the most disappointing section of the book because of the few number of translations included. Conversely, "Race, Creed, and Condition of Servitude" is perhaps the most valuable section with material on Muslim concepts of race, non-Muslims, and slavery. The book concludes with an enjoyable section entitled "Social and Personal," a potpourri of materials, including several jokes.

This is a very useful set of books. Most general readers know the Middle East only through *The Thousand and One Nights* and, maybe, the *Rubiyat* or a few Sufi poets, all in many ways atypical literature. Even those with more than a passing interest in the region rarely get beyond the history of al-Tabari and the *adab* (belles lettres) of al-Jahiz. Lewis has gone well beyond that, perhaps explaining why so little poetry or literature has been included, drawing on a much wider variety and range of materials. Obviously, both volumes could be used in a survey of Middle East civilization. However, volume II (either in its entirety or selectively) would be an excellent supplementary text in world civilizations as its

selections give the reader a strong sense of what Muslim people thought and did during their "golden age."

The School of the Ozarks

Calvin H. Allen, Jr.

**Michael Stanford.** *The Nature of Historical Knowledge.* New York: Basil Blackwell, 1986. Pp. vii, 196. Cloth, \$45.00; paper, \$14.95.

Multiple Choice Question: Which of the following sentences come from *The Nature of Historical Knowledge*?

- a. "Hence, if SR in A's triangle is equivalent to SR in B's triangle, then AS is identical with Bs and AR with BR."
- b. "The locutionary act may seem fairly clear . . . . What illocutionary and perlocutionary acts may also be performed by the writer is more difficult to establish . . . ."
- c. "Stated formally, a necessary condition is 'If E, then C.' We may not, however, deduce either 'If C, then E' . . . or, 'If not E, then not C.'" (Spacing altered by reviewer.)
- d. All of the above. (The correct answer.)

I must admit that it is a trifle unfair to begin a review by taking an author's sentences out of context. Yet the multiple choice question above reveals much about the strengths and weaknesses of Michael Stanford's new inquiry into the nature of historical knowledge.

Until 1983 Michael Stanford was Senior Lecturer in History at Bristol Polytechnic, and this book is clearly the product of many years of teaching and scholarship. The author begins with the observation that, although history lacks the formal theoretical structure of most academic disciplines, it does not lack structures. His aim, therefore, is "to identify the structures involved in history, and to see how they relate to one another." Moreover, he wants to do this for "history" in both senses of the word: history-as-events and history-as-account. He states: "I hope to outline a sort of map or schema of history which shows where every element is located--archive and lecture course as much as war or civilization."

Stanford's "map" takes the reader on a path that leads from the historical event to the evidence, from the evidence to the construction of the historian's account, and ultimately (and this is the innovative feature of this book) from the account to its impact on the public mind *and* public actions. Such "public actions" are in turn the events that will become the subject of the next generation of historical accounts. It is this dialectical interplay between event and account, account and event that, in Stanford's opinion, bridges the conceptual gulf that separates the two meanings of the word "history."

What of the book's potential in the classroom or as a primer for teachers? As might be surmised from the multiple choice question above, this is not a book for novices. The author displays an impressive breadth of learning as he attempts to synthesize the insights of philosophers, historians, logicians, and linguists. To his credit he also attempts to show the relevance of his analysis to the teaching of history. Yet (as the excerpted sentences also show) the level of philosophical abstraction and the unnecessary proliferation of highly technical and often arcane terms will defeat most students and daunt not a few professors.

I might add here that the book is very Eurocentric, even Anglocentric, in its focus, since most of the author's examples are drawn from British and European history.

This book will be of most interest to those who teach historical methodology or philosophy of history. Professor Stanford's unrelenting philosophical rationalism and his passion for precise definitions and categories will help some teachers clarify their own positions regarding the nature of their discipline. Yet I can't help but feel that many professional readers will be disappointed--like guests who are led to the banquet table but forbidden to eat. Professor Stanford admits: "in working through these stages [from event, to account, to the public mind] I have come across a number of problems. In only a few cases have I suggested how these may be tackled." This is precisely true, and to my mind summarizes the most prominent flaw in the book. Professor Stanford often simply lists interesting questions that he doesn't attempt to answer. As a result the reader feels mildly cheated upon finishing the book--at least this reader did.

In summary, the book does have its merits, but readers without a firm grounding in the analytical philosophy of history (and European historiography in general) would be well advised to turn somewhere else. Professor Stanford's book pays frequent tribute to the methodological and philosophical writings of such well-known British historians as E. H. Carr, Herbert Butterfield, G. Kitson Clark, J. H. Plumb, G. R. Elton, and R. G. Collingwood. These writers remain the class of the field, and deserve to keep their lofty position on any list of recommended works.

Webster University

Michael J. Salevouris

David Stricklin and Rebecca Sharpless, eds. *The Past Meets The Present: Essays On Oral History*. Lanham, MD: University Press of America, 1988. Pp. 151. Paper, \$11.50.

This collection of papers results from a symposium held in 1985 at Baylor University, in honor of the institution's centennial and, also, the fifteenth anniversary observance of the Institute for Oral History. The editors, unidentified in the text or list of contributors, have sought to assemble answers to the question of "what happens when two people sit down together in the setting of the oral history interview?" The answers are derived from some of the leading practitioners of oral history. William Moss is an archivist of the Smithsonian Institution. Barbara Allen teaches folklore at the University of Notre Dame. Eliot Wigginton teaches high school English and heads the Foxfire project. Vivian Perlis heads the Oral History, American Music archive at Yale University. Cullom Davis teaches history and heads the Oral History Office at Sangamon State University.

The volume is organized topically into four sections, punctuated by two panel discussions. What is the nature of oral history? Moss says that oral history is not easy to define. It is neither documentary history nor oral tradition. Moss says, "Oral history focuses on the direct life experiences of individuals, and the collector of oral history participates directly in a joint and cooperative effort with the narrator to examine and record the life experiences." In short, oral history is a means of mastering the past and of coming to terms with our ignorance.

Allen discusses the relationship between oral history and folklore. She says that "folklore defined as creative forms of expression" and oral history defined "as a body of elicited memories" are not the same. One difference between them is expressed in their labels for sources: memorist (used by oral historians) emphasizes content (i.e., memories), while narrator (used by folklorists) emphasizes form (i.e., narrative). What this means is that

"not all oral history is folkloric in form, nor all folklore historical in content, but the convergence of the two allows the past to survive into the present."

Wigginton's experience with Foxfire illuminates how his use of oral history with high school students has led to the development of "some fairly important values." He cites examples from twenty years experience: close friendships develop; students discover their own culture; students appreciate the resilience and strength of people; relationships between older and younger persons emerge.

Perlis speaks of oral history as biography. She tells about her encounters with major figures in American music, especially the lessons learned from Charles Ives and Aaron Copland projects.

In section two, the state of the craft, Davis (the symposium's keynote speaker) issues an alarm about what the popularity of oral history has led to. "Popular abuse and excess in the use of interviews for dubious historical purposes" has spawned three spurious products: instant history, vanity history, and sensory history. Davis urges his colleagues to help consumers "differentiate between genuine oral history and its spurious popularizers."

Section three of the collection contains three case studies showing relevant perspectives on oral history. Allen talks about keeping American Studies honest by employing oral history as a tool. Wigginton discusses how Foxfire methods could be used to teach skills to students as part of state guidelines. One of his students, Christopher Crawford, provides a perspective. Perlis's views on modern American music rounds out the section. Since this talk was presented for a different purpose, one may well question its inclusion in this volume.

The final section on the prospects of oral history contains one talk by Moss, whither oral history? Moss details several developments and trends. He concludes on an optimistic note: oral history "remains a technique in the service of many disciplines." A second panel discussion concludes the volume.

Within a brief compass, the editors have admirably accomplished their goal. This collection could easily be read with profit by teachers and students. When the present encounters the past as through these essays on oral history, then we are presented with a key to unlock the treasure house of community memory.

The Pennsylvania State University

Jacob L. Susskind

Peter N. Stearns. *World History: Patterns of Change and Continuity*. New York: Harper and Row, 1987. Pp. viii, 598. paper, \$27.00.

Theodore H. Von Laue. *The World Revolution of Westernization: The Twentieth Century in Global Perspective*. New York: Oxford University Press, 1987. Pp. xx, 396. Cloth, \$24.95.

According to Theodore H. Von Laue and Peter N. Stearns, westernization has been the principal shaping force of the modern era. The West has undermined and discredited non-western cultures by creating universal standards and interdependence through conquest, colonization, and trade. Von Laue concentrates on the political domination of the West and the triumph of modernization models throughout the world. Stearns places western civilization within the broad context of world history and sees industrialization as one of the West's major contributions to the twentieth century.



Von Laue, a distinguished historian of modern European history, believes that the west has successfully imposed its standards on the entire world. Cultural self-determination and local traditions increasingly have been replaced by the idea of modernization based on western concepts of political power, economic growth, and cultural expression. The world, Von Laue concludes, has been westernized to the deepest recesses of government and society. Even the counterrevolutions of the twentieth century (communism and fascism) and the decolonized states of the third world have paid homage to westernization while claiming to condemn or supersede it.

Although Von Laue argues that his book "offers a novel look at the conditions of the anarchic world community in which we live," his chronological approach and political orientation will be familiar to students of twentieth-century Europe. He begins by defining the world revolution of westernization and then traces events from World War I through the Cold War with an emphasis in the later chapters on third world decolonization, independence, and development. Throughout these pages, Von Laue illustrates his thesis with deftly drawn portraits of Hitler, Stalin, Mao Zedong, Kwame Nkrumah, Jawaharlal Nehru, and many other political leaders. His book concludes with three chapters of philosophical reflections on the modern global age and his hope for peaceful cooperation built on interdependence and a shared sense of values.

Some readers will welcome Von Laue's political study of the twentieth century, but others may have two major concerns about his treatment of westernization. First, Von Laue portrays westernization as a relatively recent phenomenon, although Europe's overseas adventure really began in the late Middle Ages. His truncated perspective gives the mistaken impression that westernization has only become a world force since the Victorian era. And second, by concentrating solely on political movements and leaders, Von Laue fails to convey the powerful intellectual, cultural, and social impact of westernization. Examining the careers of Mao, Sukarno, and Nkrumah is not synonymous with explaining westernization in China, Indonesia, and Ghana. Despite its claims to originality, Von Laue's book is a rather straightforward political study of the West and the world in the twentieth century.

Stearns, an indefatigable social historian of Europe and America, has written a six hundred page world history textbook suitable for advanced high school students and undergraduates. His survey has many merits. The text is carefully organized, clearly written, and contains excellent maps, photographs, charts, and timelines. His chronological sequence imaginatively balances a variety of approaches with an emphasis on geography, religion, politics, and economics. In addition, Stearns makes a conscious effort to establish common themes and instructive comparisons among a great variety of epochs and peoples.

Stearns is most concerned about the development of civilizations, which he associates with cities, economic specialization, literacy, and empire. Consequently, he rapidly covers humanity's origins and the neolithic revolution to concentrate on classical China, India, Greece, and Rome. Next Stearns traces the spread of civilization from 600 to 1400 A.D. through the development of Islam and the history of East Asia, Byzantium, the European Middle Ages, and kingdoms in Africa and the New World.

In the book's last two units, Stearns turns his attention to the westernization of the world since 1450. Trade, imperialism, the spread of western culture, and industrialization are his major themes. Stearns devotes the final chapters to the third world and conclude with a thoughtful essay on the continuing tension between separate traditions and common patterns in the shaping of world history.

Stearns's book has a number of attractive features, but readers may question its definition of civilization. Since Stearns does not consider hunting and gathering peoples and

tribal agricultural societies civilized, his text hardly examines central Asia, southeast Asia before the arrival of the Chinese and Europeans, Oceania, sub-Sahara Africa before European penetration, and the Americas prior to Columbus. Stearns's book may inadvertently encourage some students to dismiss many of the world's most interesting and important cultures because they are not sufficiently "advanced."

Westernization, Von Laue and Stearns convincingly argue, has been an enormously influential process in world history. Ironically, they have also demonstrated that while the West is no longer the only part of the globe that should be studied in the classroom, the rest of the world has been remade in the image of the West with profound consequences in politics, economics, and culture.

National Endowment for the Humanities

Jayne A. Sokolow

Marilyn J. Boxer and Jean H. Quataert, eds. *Connecting Spheres: Women in the Western World, 1500 to the Present*. New York and Oxford: Oxford University Press, 1987. Pp. xvii, 281. Cloth, \$29.95; Paper, \$10.95.

The number of works in women's history that look at the place of women in social, religious, or economic history (rather than at suffragist movements or related civil rights movements) has increased significantly. This is not a work about feminist political movements; it is rather an attempt to reconstruct the history of western humanity by incorporating women's influences and experiences. The editors have assembled thirteen articles that reflect varied aspects of women's history in a larger context.

Approximately half the work consists of the introduction and "overviews" by the editors of three major time periods (1500-1750, 1750-1890, and 1890 to present). Each overview of 35 or 40 pages summarizes the main themes in women's history and places these in the context of general political, social, economic, or religious history. These "overviews" stand alone as a useful brief history of women in western society during the past five centuries. Each overview also acts as an introduction to three to five articles on an extremely wide variety of topics.

These articles by twelve women and one man are too varied to discuss in detail here. Most of them have not appeared in print before. Topics include prostitution and the world economy in twentieth-century Nairobi, how the sixteenth-century French government increased family control over married women as it moved towards absolutism, the French and Russian Revolutions and women's rights, domestic work in nineteenth-century Britain and Germany, Rousseau on domesticity, women in industrial working classes or as part of a class of leisure and comfort, and women in social service as nuns and nurses.

Women were never part of a private sphere unrelated to the politics of men. The female spheres and the male spheres were tied together. The impact of these "connecting spheres" on each other increases our understanding, not only of women's history, but of the history of all humanity.

This work would serve well as a supplement in a modern civilization survey class, but might be of greater use to more specialized classes emphasizing social or economic history. This is not a collection of disjointed articles (although a cursory glance might suggest this); it is thoughtfully organized and would be of interest to all teachers of modern western history.

Dietrich Orlow. *A History of Modern Germany: 1870 to Present*. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1987. Pp. xi, 371. Paper, \$24.33.

German history continues to fascinate Americans, even though they are entering the second generation after World War II. Prentice-Hall, therefore, is to be commended for bringing out this fully new college-level textbook, written by an acknowledged scholar in the field. The subtitle may lead one to the conclusion that the book deals only with the most recent 115 years of German history; actually, the first chapter of the book is devoted to the period 1815-1871. If one needs a textbook that dips back to the middle ages or treats the Reformation, this book will not do; but for a course on "modern" Germany, starting at any point during the nineteenth century, the book is chronologically appropriate. It cannot go into as much depth as Gordon Craig's *Germany: 1866-1945* (1978), which treats a shorter period in twice as many pages; and it lacks the very wide chronological scope of Donald S. Detwiler's *Germany: A Short History* (1976), which runs from antiquity to the 1970s in only 273 pages. By filling a gap between these two books, Orlow's text should fill a genuine need in the academic market place.

Didactically and historiographically the most interesting aspect of this book is its periodization. Of some 350 pages of text only 60 are devoted to the Nazi period. Many students (and their teachers) are first attracted to the study of German history because of the questions raised by the Hitler era. Indeed Orlow himself has written his major book on the Nazi Party. Yet in this book the horrors of Nazism--though by no means white-washed--are seen as one more phase in the broader patterns of the most recent century and a half of Germany history. The key, he sees, is the "phenomenon of asymmetrical modernization" that has characterized German development.

Orlow takes a clearly *kleindeutsch* view of German history, virtually excluding German-speaking populations outside the borders of Bismarck's *Reich*. Some might find this regrettably anachronistic. Since 1945 Austria does seem to have found its unique and separate identity, but throughout most of the history of the German people the residents of Austria have played a very large part indeed. On the positive side, the book certainly gives East Germany excellent coverage in the post-World War II period, thus correcting the bias of many students and commentators who seem to equate Germany with the Federal Republic. When Orlow writes that *both* the Federal Republic and the German Democratic Republic have been "the most successful societies in modern German history" he is no doubt overstating his case. But one must admit that they have both been with us now for some forty years, and they are likely soon to have outlasted Bismarck's *Kaiserreich* without causing a major conflagration. That is, no doubt, one measure of success.

As a teaching tool the book would have been enhanced by better maps and by some charts or graphs to summarize election results, economic trends, and the like. There is no glossary to help students with the German language terms that are inevitably a part of the story and with the bewildering alphabet soup of party labels. The bibliography, on the other hand, is excellent for the undergraduate. It would make a good checklist for college libraries seeking to improve their holdings. If some students were to find Orlow's prose so restrained and straightforward as to appear dull, they can always turn to more lively and thought provoking books on special aspects of German history. After all, this is a textbook designed to be relatively brief and clear and not a complete view of German history in all its beauty and terror. As a textbook it accomplishes its task very well.

Gail Braybon and Penny Summerfield. *Out of the Cage: Women's Experiences in Two World Wars*. Pandora: London and New York, 1987. Pp. xiii, 330. Paper, \$14.95.

The title of this excellent little volume is somewhat misleading since the authors' scope is limited to British women, with the emphasis on those in England. Within that limit, however, close attention is given to a wide range of topics relating to women from the pre-World War I period to the era of demobilization after World War II. Making admirable use of the Imperial War Museum's Department of Sound Records and the Oral History Project on Women's War Work at Southampton Museum, Braybon and Summerfield examine women's position in British society from the eve of World War I to 1950, stressing the war years, emphasizing the vital role women played in making the victories possible, and graphically demonstrating the price they paid in privations, long hours, unequal pay, and disruption of family life. Primarily about working class women, *Out of the Cage* is suitable for use in either the advanced high school or college classroom, and is a good complement to Susan M. Hartmann, *The Home Front and Beyond: American Women in the 1940s* (1982), and John Costello, *Virtue Under Fire: How World War II Changed Our Social and Sexual Attitudes* (1985).

The authors have a twofold purpose. The first is simply to let the voices of British women from this period be heard. Their frequent and effective use of oral history and other primary sources achieves the purpose and makes for very interesting reading. Secondly, they wish to expose the discrimination women encountered in the workplace--in assignments, in pay, in promotions, and in job evaluations. The authors' thesis is that, despite women's outstanding contributions to winning the wars and their growing presence in the work force, basic British attitudes about women and their role in society did not change. Indeed, the old doctrine of separate spheres continued alive and well in Britain: the man on the job and the woman, if at all possible, in the home. In either case, the woman remained primarily responsible for home life, and her mate had minimal domestic responsibilities. In *The American Woman: Her Changing Social, Economic, and Political Role, 1920-1970* (1972), William H. Chafe maintains that the institutional changes of the 1940s--far greater numbers of women working and participating in household financial decisions--lay the groundwork for the ideological changes associated with the Women's Liberation Movement of the 1960s. Braybon and Summerfield do not find such a positive causation in the British wartime experience.

While the general wartime activities of British and American women are very similar, there are also striking contrasts. Close proximity to the battlefield in an age of total war made the British participation far different than the American. About 30,000 women died in air raids on Great Britain and 624 of her servicewomen were killed in World War II. Braybon and Summerfield also point out that women in the munitions industry suffered greatly from the highly poisonous TNT, many actually turning yellow and some dying from its toxic effects, while countless others worked in hot, poorly-ventilated shops that were tightly closed to prevent light escaping and attracting bombers. It should be noted, too, that the British home front, unlike the American, suffered privations in food and clothing, compounded by the destruction of thousands of dwellings. High divorce rates and over three hundred thousand illegitimate children were evidence of the strain on marriage and virtue caused by six years of war and the long absences of males in the armed forces. Despite the hardships and separations of the two wars, women, in Britain as in America, developed far greater self-confidence through their jobs and found their experiences liberating, like being let out of a cage, after being confined by middle-class standards or working class housewifery.

This excellent little volume, a shining tribute to British women, is long on sound, straightforward history and relatively short on interpretation. It does an excellent job of telling us what these women accomplished in two World Wars and how many of them felt about their roles during these years. It is less successful in showing why the accumulative effect of women's war work was to bring suffrage after the first great conflict and to lay the foundations during World War II for the educational and professional advances women have made since the 1960s. But this is a small reservation about a volume to be read with profit and much pleasure by anyone interested in British or women's history.

Transylvania University

Paul E. Fuller

**Moshe Lewin.** *The Gorbachev Phenomenon: A Historical Interpretation.* Berkeley and Los Angeles: University of California Press, 1988. Pp. xii, 176. Cloth, \$16.95.

**David A. Dyker, ed.** *The Soviet Union Under Gorbachev: Prospects for Reform.* London & New York: Croom Helm, 1987. Pp. 227. Cloth, \$35.00.

In the fast-changing picture of the Soviet Union, it is difficult to produce a book that will remain relevant. Nevertheless, a multitude of books have appeared that attempt to explore the dimensions of the Gorbachev revolution. Both Lewin and Dyker have attempted to write such analyses, however, with different degrees of success.

Lewin has tried to place "the Gorbachev phenomenon" in historical context. Much of the book is devoted to a survey of the changes that have characterized the Soviet Union in the years since the 1917 Revolution. Lewin chronicles the move from countryside to city and the impact this has had on urban life. He focuses especially on changes that have occurred in the social structure of the city as second and third generation sons and daughters of peasants have become increasingly urbanized. He sees in these social changes the preparing of the ground for the political changes now emerging in the Gorbachev era. Today's urban population, for example, is better educated than in the past and, therefore, quicker to demand greater choice of profession, freedom of movement, and other liberties. He suggests that many historians focus on leaders and, consequently, miss these subtle changes taking place among the masses. He concludes that "the principal historical lesson before us is to fully appreciate the radical and irreversible changes that have already taken place . . . . The coalescence of a civil society capable of extracurricular action and opinion making, independent of the wishes of the state, marks the start of a new age, from which there is no turning back." Thus Lewin sees Gorbachev as the culmination of a process that has long been underway.

Dyker's volume, on the other hand, concludes that Gorbachev represents more of a continuation of the past than a departure from it. Three other writers join with Dyker to present an examination of Gorbachev's domestic and foreign policies. Except for one chapter, the focus of the book is on economic programs—in industry, agriculture and foreign trade. Each chapter lays out the policies of the pre-Gorbachev years and then attempts to determine whether the initiatives taken by Gorbachev in 1985 and 1986 represent a continuation of or a break with the past. In nearly every instance, the authors see Gorbachev more as a tinkerer with the system than a reformer of it.

Dyker and his co-authors have a tendency to define reform in Soviet economics only as movement in the direction of a Western market economy. Anything less is dismissed as merely adjusting the existing system and therefore doomed to failure. Too often the

Gorbachev policies are compared with Western models and found wanting rather than contrasted with the policies of his predecessors.

The major problem with the Dyker approach, however, is that, apart from a postscript that slightly modifies some of the earlier conclusions, much of the material is now out of date. Even the postscript does not contemplate such things as an early Soviet withdrawal from Afghanistan or an INF treaty, for example. Thus, while the book provides some good insights into past policies and chronicles the gradualist approach of the early Gorbachev period, it does not adequately prepare the reader for many of the more recent developments. The pessimism that the authors hold with regard to Gorbachev's *ability* to bring significant change may turn out to be well-founded. It seems less likely that their pessimism about his *desire* to bring real change will be substantiated.

The Lewin book has avoided being so quickly outdated by its more historical and sociological approach. It remains to be seen whether the irreversible process of change posited by Lewin will be as inevitable as he believes.

*Perestroika* and *glasnost* are not frequently mentioned in either book. Lewin suggests that popular slogans such as *glasnost* are inadequate to express the complexity of the Soviet situation and consequently avoids them. Dyker mentions the terms only infrequently in the text, primarily to point out their limits. In his conclusion he does acknowledge that *glasnost*, at least, represents a break with the past, although he does not anticipate that media openness will evolve into political openness.

Both books are carefully researched and show familiarity with a wide range of Soviet materials, and there is much to be learned from both. However, they would be difficult reading for the uninitiated. Both Lewin and Dyker assume a considerable amount of background knowledge of Soviet history and politics. In addition, Lewin uses a great deal of sociological terminology, while the Dyker book is filled with economic jargon. Thus, neither would be suitable for an introductory course on Soviet affairs. Possibly more advanced students would find them more useful. Perhaps their greatest value will come only in the future, when historians begin to analyze the Sovietologists' interpretations of the Gorbachev era!

Northern Essex Community College

Elizabeth J. Wilcoxson

**Charles D. Smith, *Palestine and the Arab-Israeli Conflict*. New York: St. Martin's Press, 1988. Pp. viii, 308. Cloth, \$35.00.**

This text is offered as an introduction to the study of Palestine, for college students and the general reader. The whole character of the book does imply that such users should bring to it some initial background and motivation for the study. Given that, the author provides a thorough and insightful review of events.

One of Smith's stated aims is to produce a handy, focused introductory work on Palestine; he feels this has not been done despite the immense output of recent writing on the Middle East. Another purpose has been to develop awareness of periods he believes have been left obscure to general readers. These are the ancient, medieval and early modern Middle East, and especially the century just before 1948. How well, then, has this aim been achieved? For the ancient period the account is brief but effective on the Roman influence; the early medieval section is especially interesting on Muslim policy toward Christians and Jews. There could have been more exposition of the deep religious cleavage between Sunni and Shi-ite; the fall of Jerusalem would have more impact if seen against

a sharper description of the rapid wipe-out of the Crusader States. The Ottomans' role is made clear, but the treatment is less than they deserve.

The nineteenth and twentieth century events up to 1948 are well developed. Intrusive policies of the European powers are well shown; an English diplomat helped write the Ottoman reform edict, the Hatti Sharif of Gulhane. Lebanese instability was made worse by the continual struggle of French-backed Maronites against British-supported Druses. The frustrations of European Jews, which brought on Zionism, are well explained; so is the complete lack of concern for Arab rights, in the diplomatic agreements of the World War I period. The 1920s and 1930s saw increasing clashes between Zionist and Arab in Palestine, with the situation aggravated by the shifts of British policy. Followed through to 1948, the story brings home the disadvantaged plight of the Arabs and the uncompromising thrusts of Zionism. It reminds the reader that the struggle had been going on, long before Hitler, long before Arafat.

The text gives concise but effective development of the recent struggles of the Middle East, and especially Palestine. Such events include the Eisenhower Doctrine, the rise of Nasser, the fall of the Iraqi monarchy, the advent of the P.L.O., the Six Day War, Kissinger diplomacy, the Camp David Accords, the Khomeini movement, terrorism and hostage-taking, and Syrian and Israeli aggression into Lebanon. These are "front-page" events, which prompt the news-watcher or reader to think of the Middle East as a "continual brawl" or a "quicksand." The author's exposition and analysis bring home in depth the impact of such metaphors. He shows how, on all sides, factionalism brought uncertainty in diplomatic initiatives. Israeli leaders constantly disagreed as to what acquired territories to return or retain. Soviet diplomats and party heads wanted negotiation on Palestine, but their military feared this would lose bases just occupied in Egypt. The U.S. was "hampered by rivalry between Kissinger and Secretary of State Rogers." The latter wanted to work with Russia toward a joint stance on the Middle East, while Kissinger would exclude the Soviets and have complete U.S. dominance of the process. Perhaps the best living symbols of the situation are those survivors' survivors, King Husayn and Yasir Arafat. U.N. Resolution 242, the "official basis" for negotiation on the Palestine territories, is termed a "deliberate ambiguity" by the author. At the book's end, he deplores the "hypocrisy" of the Reagan administration's "anti-terrorist rhetoric," which may cause it to lose its Arab allies, "and much of the influence it still possesses."

As to overall format, the book is plain in style but agreeable to handle and read. Chapters are headed by short summary statements and have sub-sections of three pages or less, with clear titles. The eight maps, in gray and white, will clarify political and geographical relations, but a physical-features map of Palestine would have been helpful. Although some students might prefer larger type, this reader likes the small clear style that allows plenty of coverage per page. On the whole, the format is helpful to understanding.

This text is a solid contribution to college instruction on Palestine. But it is not an "easy read," and that is no fault of the author. It is a tough book because he has taken a thorough look into some of the most violent, slippery, and heart-breaking situations in recent history. It has no heroes, and if used for students having some sense of past history or current affairs, it will bring forth both heat and light.

Stephen G. Rabe. *Eisenhower and Latin America: The Foreign Policy of Anticommunism*. Chapel Hill & London: The University of North Carolina Press, 1988. Pp. 237. Cloth \$29.95; paper, \$9.95.

The United States rarely takes Latin America seriously. U.S. attention is drawn to the region only when its citizens oust one dictator for another or Washington chooses to make Latin American events a domestic political issue or, rarely, when true revolution occurs or threatens to occur. As part of the American "empire," Latinos are supposed to keep quiet and follow Washington's dictates. Few in the United States know or want to know much about the region and its incredible diversity.

Those who have been paying attention to the recent Latin American policy of the United States will find striking similarities between Reagan's and Eisenhower's approach to the region. They both tended to see Latin America as little more than a battleground between the U.S. and the Soviet blocs, in other words, in Cold War terms. For them, Communism was the cause of unrest and radicalism, not chronic poverty, underdevelopment, and nationalism. Thus, both also feared economic statism because they saw it as socialism and feared that the use of the state to meet basic economic and social needs was little more than another way to create Soviet-dominated regimes. Neither understood that capitalism, foreign or domestic, was not the same thing in Latin America as it had been in the United States. Latin American capitalists did not understand that raising general living standards or reinvestment in their economies was to their own benefit. Instead, they often relied upon the military to keep order. If they did not want to spend their own resources to pay the costs of social control, they could and did assert that social disorder was caused by Communists, and demand that U.S. citizens spend their money to aid Latin American military dictatorships. The strategy worked.

Eisenhower not only backed the military regimes and worked against reformist political movements; he also tried to encourage nations to increase foreign investment as the best solution to their economic ills. He believed, as did the Reagan administration, that private capitalism is the only true generator of wealth and, therefore, development. Latin American nations, allies in World War II and the Cold War, wanted a Marshall Plan for their region. They believed that they had earned that help and were dismayed when the United States aided its recent opponents instead. From their perspective, foreign investment brought political dangers and did not always go into the activities most needed by the host nation. Government to government loans and credits were less risky and more easily directed.

Rabe argues, with convincing archival evidence, that Eisenhower was a strong president in control of his Latin American policy and that he knew what he wanted to do with Latin America. He was a fervent Cold Warrior committed to the virtues of private capitalism. He wanted and sought a democratic and economically developed Latin America but could only see the region in terms of the East-West conflict. Thus, he helped overthrow a reform government in Guatemala in 1954 out of fear that it was a Communist regime and, in doing so, taught Fidel Castro to make radical changes and to get a powerful protector before the U.S. could react. He backed dictators such as Trujillo, Somoza, and Batista since they were anti-communist. That Eisenhower's goals and actions were sometimes incongruent does not mean that he was weak and vacillating in his Latin American policy.

Part of Rabe's proof that Eisenhower was in command comes from his analysis of Ike's change in policy during his second administration. The stoning of Vice President Nixon during his Latin American tour forced Ike to reexamine his policies. The rise of Castro and



the quickness with which Cuba became an anti-U.S. state sealed this reconsideration. Eisenhower increased economic and military aid and went to South America on a goodwill tour as proof that the U.S. was not taking the region seriously.

Eisenhower's Latin American policy was a failure and that is a major reason to read this book. The policy helped produce contemporary Cuba and Nicaragua because it was based on faulty assumptions. Although many Latin American circumstances have changed, most have not. Fortunately, Rabe writes so lucidly and rationally that one can readily understand what happened under Eisenhower and why current Latin American policy indicates that we have learned little from that experience.

Mississippi State University

Donald J. Mabry

Earl Black and Merle Black. *Politics and Society in the South*. Cambridge and London: Harvard University Press, 1987. Pp. ix, 363. Cloth, \$25.00.

When V.O. Key, Jr., published his masterful *Southern Politics in State and Nation* in 1949, he was, whether he realized it or not, writing about a South that was on the verge of vast changes. Key's book, though still valuable for understanding the South of 1920 to 1949, is no longer adequate for the study of contemporary Southern society and politics.

Now, a generation later, Earl Black and Merle Black have produced what they clearly regard as a modern version of Key's study: a "broad synthesis" of Southern society and politics since 1950 that reflects and interprets those vast changes.

Unlike Key, Black and Black do not attempt to describe the politics of individual states; nor do they limn major Southern politicians or specific political events and incidents. These, they promise, will be treated in their future books. Instead, Black and Black argue, what is most needed now is a comprehensive analysis of the social forces that are realigning Southern politics and an examination of the changes and continuities in Southern society, economics, race relations, public opinion--and politics.

Black and Black begin with succinct descriptions of the old Southern politics that was dominated by whites in the black-belt areas and of the changes that occurred beginning in the 1950s. They go on to show how the South has in fact changed: how the percentage of blacks within the South's population has declined, how the political influence of whites in the black-belt areas has diminished, how the relocation of whites from outside the region into at least some sections of the South has taken place, and how a new generation lacking personal experience with traditional Southern politics has emerged. Rapid economic development, the rise of a middle class, and the proliferation of Southern cities--all of these have brought substantial change to the South, and to its politics.

Even if this latest "new South" does not exactly resemble the non-South, neither does it resemble the South that was controlled by rural, "county-seat elites." Many elements of the characteristics and thinking of the "old South" remain, especially in those sections where the impact of broad demographic, economic, and other changes has been less evident; but, say Black and Black, there is no mistaking the fact that the South today is controlled by the values and beliefs of its (white) urban middle class.

The centerpiece of *Politics and Society in the South* is an extended summary of the nature and evolution of racial relations within the South. Incorporating a short history of the civil rights movement, Black and Black examine in considerable detail this topic, which, they argue, is the polestar of Southern politics. Indeed, the reader sometimes questions if this section, although able and interesting, does not stray a bit from the central purpose of

the book. In the concluding section of *Politics and Society in the South*, though, Black and Black pull together the analysis of racial relations they have just completed and regional trends in politics at the presidential and state levels. The authors outline the emergence of bipartisan politics within the region, leaving us to wonder if their volume marks the end of another key stage in the South's history or just another transitional account.

There is much to commend this book. It uses statistical information to good advantage, and for once this information is blended with an open and readable style so that *Politics and Society in the South* is both authoritative and accessible. Black and Black, while maintaining a scholarly tone, nevertheless pepper their text with enough asides that the reader is aware that the book was written by real people. References to other scholarship abound and yet are not obtrusive. The analysis is sound and avoids over-generalization. On the whole, the book is, if not gripping, nevertheless clearly written and well-illustrated with tables, charts, and maps.

*Politics and Society in the South* would be most suitable for advanced courses in American politics or the history of the South, and for seminars on political analysis. It would also be a useful addition to a bibliography for an introductory course in United States history or politics.

Society of American Archivists

Donn C. Neal

***The Lessons of the Vietnam War: A Modular Textbook.*** Pittsburgh: Center for Social Studies Education, 1988. Teacher edition (includes 64-page *Teacher's Manual* and twelve curricular units of 31-32 pages each), \$39.95; student edition, \$34.95; individual units, \$3.00 each. Order from Center for Social Studies Education, 115 Mayfair Drive, Pittsburgh, PA 15228.

Is there a hotter subject for history teachers in the late 1980s than the Vietnam War? The recent and remarkable outpouring of popular films, television programs, and books that have as their focus the U.S. experience in Vietnam indicate an enormous and continuing interest in "America's longest war."

Thus the modular textbook, *The Lessons of the Vietnam War*, appears at a most timely moment. Conceived and edited by Jerold M. Starr, Professor of Sociology at West Virginia University and Director of the Center for Social Studies Education in Pittsburgh, these loose-leaf bound curricular units are designed to be used in a comprehensive semester course on the War in either high schools or colleges.

The first of the modules, the *Teacher's Manual*, is particularly well done. It provides an introduction to the entire collection and also contains innovative projects and classroom activities for each of the units, an annotated bibliography of films, an inclusive list of organizations that provide speakers on the War, and sample handouts suitable for classroom use.

The succeeding twelve curricular units examine the following subjects: (1) the history and culture of Vietnam; (2) key U.S. decisions in Vietnam; (3) the legality or illegality of U.S. policy; (4) the social and racial composition of the U.S. military forces; (5) U.S. military strategy and tactics; (6) the My Lai massacre; (7) the anti-war movement; (8) media coverage of the War; (9) the War in American literature; (10) the costs of the War to the U.S. and Vietnam; (11) the "boat people"; and (12) the lessons of the war. The modules include a generous selection of black-and-white photos, maps, graphs, official

documents, and cartoons as well as a substantial number of drawings and poems by both U.S. soldiers and Vietnamese; each unit also includes a bibliography.

Apart from the *Teacher's Manual*, I found the materials on the legality of U.S. policy, the make-up of U.S. forces, the massacre at My Lai, the anti-war movement, the media, and the costs of the War to be the most useful. Each of these units provides very useful information about crucial aspects of the War and several of them raise important (and controversial) issues in ways that allow students to examine genuinely contradictory points of view. To cite only a few of many possible examples: In the unit on the legality of U.S. policy, students will read selections from a wide range of fascinating official documents relating to this issue. The module on the sociology of U.S. forces contains excerpts; from the diary of an American soldier and that of an NLF fighter. In the unit on the media, the coverage of the War in the mainstream press (the *New York Times*, *Time*, *Newsweek*, etc.) is weighed against that in publications such as the *New Republic*, the *Guardian* and the *New Statesman*. The module on the costs of the War includes an examination of the horrific impact of U.S. policy on Vietnam. It is refreshing to discover materials intended for the classroom that squarely face some of the most disturbing aspects of the War.

The remaining units struck me as somewhat less insightful and less thought-provoking. Moreover, there are inconsistencies of fact that will require some editorial work prior to the next printing. How many GIs served in Vietnam? We are given different answers in 4:5 (2.1 million) and 11:4 (4 million). How many people did the communists execute at Hue during the Tet Offensive? We are told that there were 2-3,000 victims in 5:19 but only "hundreds" in 6:28. Finally, some teachers of college-level courses will find that the writing in several of the units is pitched too low. Indeed, overall, this collection does seem to have been aimed primarily at the secondary school student. However, I would urge everyone who teaches a course on the War to look carefully at these materials. There is a great deal of value here.

University of Wisconsin-Eau Claire

Stephen S. Gosch

### MEDIA REVIEWS

Carol Kammen. *On Doing Local History*. Videotape (VHS). 45 minutes. Presented at SUNY-Brockport's Institute of Local Studies First Annual Symposium, September 1987. \$29.95 prepaid. (Order from: Dr. Ronald W. Herlan, Director, Institute of Local Studies, Room 180, Faculty Office Bldg., SUNY-Brockport, Brockport, NY 14420.)

Carol Kammen was the appropriate person to deliver the keynote address at the First Annual Symposium of the Institute of Local Studies at SUNY-Brockport. Although not a career academician, she teaches local history at Cornell University. She has written a respected text on the subject (*On Doing Local History*, 1986), and has experience adapting the story of the past to the stage for general audiences (First Street Playhouse Historical Series). She is articulate and familiar with the rich history of New York State. In fact, as the moderator of the forum commented in her introductory remarks, if New York had a state historian Kammen would be a logical choice for the post.

Kammen performed her task well. Her talk, which along with audience questions makes up the content of this videotape, provided sound advice and inspiration for the attending community historians. Kammen urged the audience to reject the type of

"hometown history" that clutters library shelves: booster volumes that celebrate the accomplishments of the elite; filiopietistic tributes to local institutions; laundry lists of events without pattern; and narratives of colorful characters and institutions. She called for a conversion to the concepts and techniques of the new social history. Such a perspective would produce history that is pluralistic because it would include the experience of women, blacks, ethnics, and other neglected groups; interpretive, where facts are marshalled in support of ideas; and comparative, placing localized events in a national or regional context. While this is a familiar message to scholars, it was delivered to assembled volunteer public historians with clarity and gusto.

My only quibble with the content of Kammen's remarks concerns her advice not to try to tell everything at once but to focus on narrower topics such as leadership, education, or family relationships in a local context. Admittedly such limited studies are still badly needed on the local level. However, some reference should have been made to the current concern of historians for synthesis rather than endless repetition of discrete studies (cf. Thomas Bender, "Wholes and Parts: The Need for Synthesis in American History," and "A Round Table: Synthesis in American History," *Journal of American History* [June 1986, June 1987]). As one who is struggling to illuminate the past of a New England mill town, I am sensitive to the difficulty of pulling together into an intelligible whole all the diverse strands that make up the fabric of a community.

Granted that Kammen pointed historians who assembled in western New York in the fall of 1987 in the right direction, can a videotape of her remarks help teachers in other parts of the country? Very little, I conclude. First, she makes no direct comment about education except, in answer to a question, to rightfully criticize New York State's bureaucratic decision to introduce all 4th grade students to local history by the examination of written primary documents. Kammen contends that a more effective method would be to expose young students to the streets, buildings, neighborhoods, and maps of the world around them. Otherwise, because she did not conceive of teachers as her primary audience, Kammen gives no attention to the problems and possibilities of using local history in the school classroom. Finally, the format and cost of the material seriously limits its utility to teachers. The time needed to listen to the speech and extract the content by notetaking is uneconomical. It would be much more efficient to be able to read the essay in printed form. Little is added by seeing the speaker in head and shoulder frames with an occasional pan shot of the backs of her listeners.

Western Connecticut State University

Herbert Janick