

## REVIEWS

**M.J. Lewis and Roger Lloyd-Jones. *Using Computers in History: A Practical Guide*. London & New York: Routledge, 1996. Pp. xiii, 248. Cloth, \$59.95; Paper, \$18.95.**

The advent of the computer allows the historian to manipulate data and extract meaningful information from a conglomeration of facts and figures. Unfortunately, there are few guides to the process of using a computer to manipulate data in a meaningful fashion. The writers of most computer manuals are more interested in presenting the how and why of computers and computer programs than in describing their use by real people. Few technical books on computers really guide the struggling reader through an actual example of their use. M.J. Lewis and Roger Lloyd-Jones have written a book that fills this void and bridges the gap between the technical writer and the user of computers. Beyond this, they have written a book that is easily read and followed through the intricacies of actually using a computer for a practical purpose.

*Using Computers in History* is a practical book designed to acquaint the historian with the use of spreadsheets and databases in the study of history. This is a worthwhile book because it not only covers the theory of spreadsheets and databases; it also has several practical exercises that take the reader through the use and presentation of historical data using the concepts described earlier in the book. While the book is based on the Windows 3.1 operating system, the writing is so clear that users of DOS programs and Windows 95 can easily follow the text and complete the practical application.

It needs to be emphasized: This book describes the use of computers and then provides examples of how to use the information presented. This is something usually left out of most books on computers. It was written for British readers, and the examples used are British.

*Using Computers in History* introduces the reader to the theory behind spreadsheets and their application to Clio's art. It describes a number of purposes or functions of spreadsheets for historians. These functions include the storage and retrieval of data, the calculation of results from original data, and the presentation of these results in a graphical form. The practical application exercise allows the reader to test several propositions about the standard of living in nineteenth-century England by using spreadsheets. Similar exercises allow the reader to present data using graphs and charts.

The latter half of the book is dedicated to using a database to organize and manage historical information. The practical application builds a database of information on cinemas in Sheffield, England, circa 1931. Exercises require the reader to construct the database and to answer several questions based on the information in it.

*Using Computers in History* could be used in an upper-level undergraduate class in the historian's method or as a supplementary text for a project based on extracting

meaning from various historical data. The book is also a valuable tool for the teaching historian, as it provides the necessary background for the actual use of computers in history.

Tidewater Community College & Saint Leo College

John R. Moore

**Peter Waldron.** *The End of Imperial Russia, 1855-1917*. New York: St. Martin's Press, 1997. Pp. viii, 189. Cloth, \$49.95; ISBN 0-312-16536-6. Paper, \$18.95; ISBN 0-312-16537-4.

*The End of Imperial Russia, 1855-1917*, which is part of St. Martin's European History in Perspective series, analyzes the decades leading to the Bolshevik revolution in 1917. Peter Waldron focuses his attention on one of the most important and controversial eras in Russian history. Most historians of Russia agree that the changes and turmoil of the late nineteenth and early twentieth centuries set the stage for the events of 1917 and afterwards. In this work, Waldron divides his era into five major themes.

First, the Russian autocracy, often seen as one and the same with the state in Imperial Russia, initiates reform and counterreform. The author clearly shows that the nobility was not united, especially during the reign of Nicholas II (1894-1917). Some of the nobility supported reform, while others vehemently opposed it. Waldron emphasizes the reign of Nicholas II, while leaving the reform efforts of Alexander II (1855-1881) and the counterreform initiatives of Alexander III (1881-1894) relatively unexplored. A fuller explanation of the Great Reform era (1860s) and the Counterreform era (1880s) would have provided the reader with a better understanding when analyzing the end of the Romanov monarchy.

The second theme is that of the economic sector, both agricultural and industrial. This is a well-balanced chapter that provides a vivid picture of the economic realities facing peasant and working class Russia at the end of the century. Waldron dedicates much time to explaining the redemption payments that newly-freed serfs were required to pay, which resulted in many of them not truly being economically free.

Waldron's third theme addresses the social changes taking place in the last decades of Imperial Russia. He briefly discusses the changing role of women, the rural to urban shift, changes in the commune structure, the fading importance of the nobility, and the explosion in art, music, and literature. The Silver Age of Russian culture, especially literature, reflected many of the social changes taking place in Russia. Waldron emphasizes the works of Fedor Dostoevskii, Leo Tolstoi, and Anton Chekhov as a few examples of the artists who illuminated the changing world in front of them. It is unfortunate that the author compiles such a broad range of social topics into one brief section.

Empire and the end of the old order in Russia are the last two themes in this work. Russia's imperial borders were expanded from the era of Peter the Great (if not earlier) to the middle of the nineteenth century. However, it was evident by the beginning of the twentieth century that Russia's imperial status was fading. Russia experienced three military defeats (Crimean War 1854-56, Russo-Japanese War 1904-05, and World War I 1914-1918) in this era, which contributed mightily to the political, social, and military collapse of the empire, according to Waldron. The last chapter focuses most of its attention on the collapse during World War I. Unfortunately, Waldron does not give much attention to the rising radical/revolutionary movement that was active during this period and played a role in the fall of the Romanovs.

Aside from the problems already noted, there are two other drawbacks to this work. First, it is a thematic approach that might prove difficult for undergraduates. There are three distinct eras (Alexander II, Alexander III, and Nicholas II) covered in this text, and they differ greatly. Waldron discusses his various themes across the different eras that someone with some knowledge of Russian history might find interesting; however, most undergraduates would probably be confused. The second problem is there are no maps. Since Russia has had several military conflicts, boundary changes, and internal movements, it seems necessary to include at least one general map, if not more specific ones.

Overall, the work is very readable, well-researched (archival, primary, and secondary sources), and provides an excellent bibliography that includes books and articles. The articles are a nice addition to the bibliography. This work would be very good for advanced undergraduates and instructors refreshing themselves, but for beginners in Russian history the thematic approach might prove difficult.

College of DuPage

William B. Whisenhunt

**William J. Tompson.** *Khrushchev: A Political Life.* New York: St. Martin's Press, 1997. Pp. ix, 341. Paper, \$15.95; ISBN 0-312-16360-6.

**Mark Galeotti.** *Gorbachev and His Revolution.* New York: St. Martin's Press, 1997. Pp. ix, 142. Cloth, \$49.95; ISBN 0-312-16481-5. Paper, \$18.95; ISBN 0-312-16482-3.

In retrospect, the last fifty years of the Soviet Union's existence constitute a case study in the decline and fall of empire. The legacy of Stalin's systematic terror, the burdens of world war, economic and industrial decline, technological backwardness, a single-party regime that stifled innovation, and the burdens of maintaining a military-industrial system capable of propping up multinational empire seem insurmountable obstacles to reforming the unreformable. These two books join the flood of works

examining efforts at reforming the Soviet Union after Stalin's death. Both books approach their topics from the perspective of the Soviet leaders and their attempts to reform the Soviet Union from the top down. Tompson's political biography of Nikita Khrushchev offers a well-written, carefully researched narrative aimed at the general reader, while Galeotti's brief study is a simple, straightforward primer for students of the last ten years of the Soviet Union's existence.

Tompson makes good use of recently accessible materials in the All-Russian Center for the Preservation and Study of Documents of Recent History (formerly the Central Party Archive), the Central State Archive of Social Movements of the City of Moscow (formerly the Moscow Party Archive), and numerous Soviet newspapers and other periodicals. The author traces in great detail Khrushchev's career from his peasant origins in tsarist Russia through his forced retirement in October 1964. About half of the book carries the story to Stalin's death and the subsequent struggle for succession. From the wealth of detail Khrushchev emerges as one of the "new men" brought forward by the revolution and Stalin's rise to power. His devotion to the new regime was less intellectual than practical. His youthful experiences as a shepherd and metal fitter fixed in his mind a lifelong view of the evils of capitalism. With little formal education, Khrushchev joined the party and soon began his steady rise through the ranks with the aid of patrons such as Lazar M. Kaganovich and others. After some party schooling, he became Moscow First Secretary, helped direct construction of the Moscow Metro, and in 1938 oversaw party purges in Ukraine. Tompson uses newly available archival materials to illustrate how enthusiastically Khrushchev supported Stalin's terror and the purges of the 1930s.

The second half of Tompson's volume offers a meticulous look at Khrushchev's years in power. The author provides detailed accounts of Khrushchev's decision to deliver the famous secret speech of 1956 denouncing Stalin, the "Anti-Party" crisis of 1957, and Khrushchev's relations with provincial leaders whose political support he depended upon as a power base. There is also ample discussion of Khrushchev's foreign policy, emphasizing relations with Yugoslavia, China, the Soviet Bloc, and the United States--especially the U-2 Affair and the Cuban missile crisis. From Tompson's narrative emerges a Khrushchev who retained a fundamental faith in the Soviet system and whose diagnosis of its problems was superficial.

Galeotti's book offers a concise, crisply written analytical narrative of the last decade of the Soviet Union's existence. Brief chapters provide a telescoped discussion of the problems Russia's leaders--both tsarist and Soviet--faced in the struggle of the center to impose its authority upon the peoples and regions of an enormous and varied country. The author stresses the growing corruption of the Brezhnev era and Andropov's vital role in laying the groundwork for reforming and modernizing the party and state apparatus and his decision to bring Gorbachev to Moscow. Gorbachev is portrayed as a reluctant revolutionary who began his rule with a strong belief in the role of the party and the Soviet system. Galeotti argues that Gorbachev started out

with a very limited view of the changes required to reform the Soviet system, the ruling elite, and the party. He accelerated the efforts to streamline and modernize the system but did not want to change direction. When these policies made matters worse, Gorbachev looked beyond the party and the ruling elite to a role for the Soviet people. In doing so, Gorbachev broke with the decades-old policy of stressing party leadership. Galeotti concludes that Gorbachev grew as an evolutionary political leader who accepted the new realities that required reforms much more radical than he imagined initially.

Galeotti's account of Gorbachev's revolution will make an excellent text for twentieth-century Soviet history courses. There are helpful charts and diagrams, useful reading lists of works in English following each chapter, a bibliography for further reading, and appendices providing a chronology of events and capsule biographies of the main personalities. On the other hand, Tompson's political biography can be used as collateral reading for advanced courses and will be helpful in fleshing out lectures for nearly any twentieth-century history course.

The University of Southwestern Louisiana

Robert J. Gentry

**John W. Young.** *Britain and the World in the Twentieth Century.* London & New York: Arnold, 1997. Pp. xi, 250. Paper, \$19.95; ISBN 0-340-54013-3. Cloth, \$59.95; ISBN 0-340-69174-3.

*Britain and the World in the Twentieth Century* is a fine book. It is well written, well organized, and very informative. The work is part of a series titled "International Relations and the Great Powers," a series that includes *Japan and the World since 1868*, with titles such as *France and the World in the Twentieth Century*, and *The United States and the World in the Twentieth Century* forthcoming.

The author of *Britain and the World in the Twentieth Century*, John W. Young, Professor of Politics at the University of Leicester, also wrote *Britain and European Unity, 1945-92*, *Winston Churchill's Last Campaign*, and *Cold War Europe*. Professor Young has a firm grasp of the material and the ability to present it clearly. The author does presuppose a slight knowledge of twentieth-century English and European history on the part of the reader, but a detailed knowledge is not necessary.

After an excellent introduction to Britain at the turn of the century, the various chapters discuss the major divisions of English foreign policy from 1905 to 1997. Some examples: "Entente and Anglo-German Rivalry, 1905-1914," "Great War and Imperial Crisis, 1914-1924," "Third Power, 1945-1956," and "Reluctantly European, 1973-1997." Each section looks at the major policy makers, be they Foreign Secretary or Prime Minister, and those things that have tended to influence their decisions. The author discusses those aspects of English society that determine foreign policy

(psychological, social, historical, economic, etc.) and the policy itself. The contention is that Great Britain has not, as Dean Acheson said, become a country that "has lost an empire ... and not yet found a role," but a country whose role has changed over the century. Especially strong are the parts of the book in which the author discusses the difficulties England had in giving up her position as the world's major imperial power, her relations with the United States, and how hard it has been to decide what approach to take concerning the European Union and what role Britain should play in that Union.

The work contains a two-page list of abbreviations and what they stand for; in the modern world of "alphabet soup," this eliminates the difficulty of trying to remember what a certain collection of letters means. A very fine bibliographical essay discussing the major works on the topic of twentieth-century English foreign policy is included. This is a minor point, but it would be helpful if the author had provided a basic chronology and a list of Prime Ministers and Foreign Ministers with their party and dates.

The work is on too specific a topic to be used in high school or in a general college survey on England, but it is strongly recommended for any detailed course on modern England, English foreign policy, or modern European foreign policy. The book should be in the library of any historian who teaches English or European history and it will make a wonderful source for lecture notes. The work is a must-have for all college libraries.

*Britain and the World in the Twentieth Century* is a most impressive achievement. Hopefully the other books in the series will be as clear, concise, and informative as this one.

Kennesaw State University

K. Gird Romer

**Patrick Finney, ed. *The Origins of the Second World War*. London & New York: Arnold, 1997. Pp. xviii, 461. Cloth, \$59.95; ISBN 0-340-67641-8. Paper, \$18.95; ISBN 0-340-67640-X.**

This collection of readings, based upon recent research into various German, Japanese, Italian, Chinese, French, British, and American documents that were still classified during the 1960s, presents the basis for Finney's observation that the origins of World War II were very much more complex than the traditional Eurocentric or nationalistic scholarship written largely by the victors. The readings come from a selection of works by such historians as David Dilks, Sidney Aster, Anthony Adamthwaite, Tim Mason, and R.J. Overy in the section entitled "Interpretations and Debates." In "Germany, Italy, the USSR and Japan: Dictatorships and Revisionism," there is a sampling of the works of Ian Kershaw, MacGregor Knox, Teddy J. Uldricks,

and Hosoya Chihiro. R.A.C. Parker, Stephen A. Schuker, Arnold A. Offner, and Michael A. Barnhart contribute to "Great Britain, France, and the United States: The Democracies at War." The studies by Scott Newton, Williamson Murray, John Erickson, and Philip M. Taylor contribute to "Beyond Diplomacy: Economics, Strategy and Opinion." The final section, "The Approach of War," features selections from Willard C. Frank, Jr., Gerhard L. Weinberg, Anna M. Cienciala, and David Reynolds.

One of the Arnold Readers in History series, this book provides a starting point from which to synthesize the post-1960s historiography of the origins of the Second World War. Although useful as a reader for an undergraduate course on World War II, this work would also enable a United States history survey instructor to quickly glean notes for a lecture on the origins of World War II in that it provides a basis for understanding the issues surrounding the war's origins from a multinational perspective in a thematic framework. It would also be useful in a graduate readings course on the interwar years. Moreover, each section is prefaced with an excellent introduction and literature survey. The edited bibliography and notes are also quite good.

University of North Texas

Richard W. Byrd

**Robert D. Marcus and David Burner, eds. *America Firsthand*. Boston: Bedford Books, 1997. Vol. 1—*Readings from Settlement to Reconstruction*. Pp. xv, 308. ISBN 0-312-15349-X. Vol. II—*Readings from Reconstruction to the Present*. Pp. xv, 336. ISBN 0-312-15348-1. Paper, each \$27.32.**

The fourth edition of *America Firsthand* delivers exactly what it promises. It "gives voice to ordinary Americans," providing a wide range of eyewitness accounts that permit students to sample "a broad range of human experience." The selections are substantial enough, ranging from six to eight pages each, to allow students "to immerse themselves in each writer's perspective." *America Firsthand* is intended to help meet "the challenge of connecting traditional chronology with the new materials of social history." Both volumes are organized in accordance with "the traditional markers of United States history" and include accounts of the American Revolution, the Civil War and Reconstruction, the two World Wars, the Great Depression, and the Vietnam War. The editors' introduction to each part announces the theme and briefly explains the relationship of each selection to that theme. The equally concise headnotes preceding each reading are very informative and help contextualize the subject matter for the beginning student.

For instructors wishing to assign primary source readings, this reviewer has no hesitation in recommending that *America Firsthand* be given careful consideration. Of

the 44 selections contained in the first volume, I identified six that I thought most students would find fascinating--writings of Eliza Lucas Pinckney, letters from Abigail Adams to her husband, John, and son, John Quincy, a Mexican account of the Battle of the Alamo, the journals of Meriwether Lewis and William Clark, the autobiography of a female slave, Harriet Jacobs, and the autobiography of a Lowell mill girl, Harriet Hanson Robinson. I counted nine other selections that I believe most students will find very interesting. There were only five or six selections, primarily those in Part one, "Indians and Europeans: Cultural Conflict," that I thought my students might find uninteresting or difficult to move through.

Not surprisingly, I found the anticipated level of student interest in the selections in the more recent second volume even higher. I would rate eight of the 45 selections in the second volume truly outstanding, including the journal of slaveowner Henry William Ravenel at the end of the Civil War, James Rusling's description of Chinese immigrant life in the Far West in the early 1870s, J. Robert Oppenheimer's reflections on the Manhattan Project, the reminiscences of Fanny Christina Hill, an African American "Rosie the riveter," letters to the author of *The Feminine Mystique*, Betty Friedan, and conflicting perspectives on "The My Lai Incident (1968-70)." I think my students would probably find eleven more of the selections very interesting and only three or four difficult or uninteresting.

Each of the six parts of each volume begins with two differing "points of view" on a significant event or issue. As with any collection, these sections vary in quality and interest level from two fascinating accounts of the Battle of the Alamo (1836) to the more pedestrian descriptions of Sherman's "March to the Sea." One of the highlights of volume II is the section at the beginning of Part Six, "New Boundaries: Discontent and Yearning for Security," which presents the conflicting views on My Lai. The points of view on the building of the Atomic Bomb, which introduce Part Five, "Global Reach: War, Affluence, and Uncertainty," are also very interesting and informative, helping to make the section on the period 1942-1960 the strongest in either volume in my estimation.

As with any collection of primary sources, some parts of *America Firsthand* are more captivating and informative than others. Although Part Two of volume I contains several interesting selections from the late seventeenth and mid-eighteenth centuries, it is only with the section on the American Revolution and the Constitution, Part Three, that it really hits its stride. Part Four, which focuses on westward expansion, contains a few writings of very high interest (the journals of Lewis and Clark and the Mexican account of the Battle of the Alamo), but lacks thematic unity. Part Five, "An Age of Reform," excels in its accounts of slavery and women's rights. Part Six, covering the Civil War and Reconstruction, was the most disappointing of volume I, given the abundance of interesting source materials available for this period, through the Freedmen and Southern Society Project, for example.



Most of the selections in Part Six of volume II, which begins with the Port Huron Statement of the Students for a Democratic Society (1962) and ends with a piece about the Internet written in 1996, are also well worth assigning to students, although they are not closely related thematically. The remainder of volume II, although it contains a few outstanding selections such as Ravenel's reflections on the impact of emancipation and Rusling's description of Chinese immigrant life, does not live up to that high standard. For those instructors who wish to use the example of the Triangle Shirtwaist Fire (1911), part Three "Industrial America: Opportunity and Exploitation" presents two complementary perspectives. It also contains sage advice from Andrew Carnegie on how to succeed in business and a pointed critique of the Standard Oil Company by a competing oil refiner who was put out of business. However, the other three parts of volume II contain few selections which would awaken strong interest in my students.

As with any collection of primary sources, each instructor will have to decide how many of the readings in *America Firsthand* he or she finds suitable for the survey course. For those instructors who devote considerable attention to the institution of slavery and who wish to emphasize the everyday lives of African Americans and women, volume I deserves serious consideration. For those desirous of going into considerable depth about the United States since World War II, volume II offers an abundance of excellent sources. Those teachers fitting neither of the preceding descriptions should probably do their own detailed inventory in order to decide whether these carefully edited volumes should be added to their list of required reading.

Pembroke High School, Kansas City, MO

Carl R. Schulkin

**Richard S. Dunn and Laetitia Yeandle, eds. *The Journal of John Winthrop, 1630-1649*. Abridged Edition. Cambridge, MA & London: The Belknap Press of Harvard University Press, 1996. Pp. xxii, 354. Paper, \$19.95; ISBN 0-647-48427-4.**

Rather than a collection of daily introspections, John Winthrop consciously wrote his *Journal* as a history, with entries that sometimes follow a daily course, and others that omit large periods of time. Some occurrences are more fully treated than others, based on the importance accorded them by Winthrop. As a central character in the political events of the Massachusetts Bay colony, he often offered accounts that either defended or justified his position. Nonetheless, the journal does offer an intriguing view of the society of early Massachusetts.

Winthrop's journal often fails to provide a full account of the events it refers to. The fact that this is an abridged edition, representing approximately forty percent of

the original journal, undoubtedly magnifies this effect. The reader is aided in contextualizing the material by Dunn and Yeandle's excellent informational footnotes. Most students, unless they possess an intimate knowledge of Puritan New England, would quickly get lost in the plethora of names and places introduced by Winthrop. The notes, however, cannot fix the rather disjointed nature of Winthrop's narrative. The editors' updating of the language has made it fairly user-friendly, but the content tends to jump from one subject to the next, and a number of episodes that Winthrop raises are never satisfactorily concluded. This flaw, of course, belongs to Winthrop, but if one is looking for continuity of narrative, it is difficult to find here.

The great value of this edition of Winthrop's journal is not so much in its depiction of the standard major events such as the Pequot War or the controversies with Roger Williams and Anne Hutchinson. In fact, a reader seeking definitive information on these events would be better served going elsewhere. However, the journal does shine by providing insight into Massachusetts's relations with neighboring Indian tribes and the social and political dynamics of life in New England. The kinds of interactions that usually are missing from the standard texts come to the surface in the journal. A thoughtful reading reveals the complexity of white-Indian relations in early New England, as well as the complex intersections between the secular and spiritual lives of the colonists. Another advantage of the journal is how well it reflects the Puritan conception of a God who intercedes in daily affairs. Miscarriages, storms, accidents, and other dramatic episodes are related to the reader as messages from God, lessons in the consequence of sin, or signs of God's favor. There was nothing distant about the Puritan's God.

*The Journal of John Winthrop* would be used best in advanced history courses that focus on colonial New England or devote a good portion of the semester to its study. Students would benefit, however, by using this book in conjunction with fuller treatments of colonial Massachusetts that would provide greater context and a more balanced perspective of Puritan society. From an instructor's point of view, the journal is full of material that can be used in preparing lectures on colonial Massachusetts, including numerous examples that show that the inhabitants of New England were all too human. The colonists engaged in struggles for political power, quarreled over stray pigs, committed adultery, became involved in other sexual scandals, and even committed murder. Also potentially valuable for instructors and students are Winthrop's discussions of the nature of government, and his responses to a growing population's demands for broader political representation. For those concerned with the political development of the nation, these episodes offer an interesting glimpse into the social conditions that would later lead to the establishment of a democratic republic in the United States.

**Bruce C. Daniels.** *Puritans at Play: Leisure and Recreation in Colonial New England.* New York: St. Martin's Press, 1996. Pp. xiv, 271. Paper, \$14.95; ISBN 0-312-16124-7.

*Puritans at Play* will be welcome by those looking for a supplementary reading to break down the stereotypical view of the gloomy, repressed Puritans and help students see them as real people. In *Puritans at Play* Bruce Daniels of the University of Winnipeg develops a neglected aspect of colonial New England society—how people spent their leisure time and what they did for fun. The first section of the book poses the question directly—“Did Puritans Like Fun?” Daniels’s answer is a well developed and finely nuanced yes. He begins by reviewing the literature of “modern” Puritan studies with the seminal works that began the reevaluation of Puritanism and Puritan life, Samuel Eliot Morison’s *Builders of the Bay Colony* (1930) and Perry Miller’s *The New England Mind in the Seventeenth Century* (1939). The limited degree to which the more balanced image of the Puritans Morison and Miller presented has replaced the joyless, prudish Puritans of earlier scholars and Hawthorne’s *The Scarlet Letter* in the popular imagination is testimony to the powerful appeal the image has.

Daniels draws heavily on scholarship on New England communities and families since the emergence of the new social history in the late 1960s and the rich recent literature on Puritanism. He also goes back to the diaries and sermons of both prominent and obscure Puritans of the seventeenth century—before the jeremiad preachers of the eighteenth century. He also displays familiarity with recent intellectual histories of Puritanism, especially the increasing awareness among scholars of the diversity of thought within Puritanism about nearly all issues of their day. The first chapter serves as an excellent introduction to the scholarly literature on Puritan society and thought without requiring a high degree of familiarity with that literature.

The following chapters take a thematic approach that is both appropriate and effectively executed to cover a full range of leisure activities from reading to sex and courtship, alcohol and taverns, and gender, age, and class. The Puritans who emerge from Daniels’s book are flesh and blood people, enjoying this life while concerned about the next.

The final chapter attempts to sum up the place leisure played in Puritan lives and to assess the extent to which Puritan ideas have affected the way American society has looked at leisure and pleasure up until today. Rather than stern and dour opponents of pleasure, Daniels’s Puritans sought balance in their pursuit of pleasure and their leisure pursuits. For the Puritan everything in a person’s life should be focused on the larger goal of humanity—eternal salvation. “Leisure and recreation activities had to take place within the framework of the moral community; they had to be interwoven with Scripture, workplace, village, meeting-house, home, family, and all the other parts of godly life that collectively constitute the only acceptable ritual in New England.”

There is a great deal in this book about the daily lives of Puritans. They emerge as people trying to balance a demanding view of the world and of man's relationship to God with the human impulses to love, provide for children, relax, and enjoy the many good things life offers.

The book will serve well as an introduction to Puritanism in a survey course or an upper-level colonial history course. It is engagingly written and informed by an impressive command of both the literature and sources on colonial New England and Puritanism.

Murray State University

William H. Mulligan, Jr.

**Don Nardo. *The Bill of Rights*. San Diego, CA: Greenhaven Press, 1998. Pp. 128. Paper, \$12.95; ISBN 1-56510-740-3.**

Opposing viewpoints readers are among the most established of all forms of supplementary reading in the history classroom. By presenting history in the form of discourse, and demonstrating the steps in the process through which we move in constructing an interpretation of the past, a good interpretive reader can help students appreciate historical method. This type of assignment often facilitates student participation, from one-on-one discussions to teams in mock legislatures, conventions, and courts. With a bit of guidance from a good moderator, it's a proven path to student involvement.

*The Bill of Rights* is part of a larger series of digests being produced by Greenhaven Press. Style and length suggest a target audience of high school and community college readers, although the author is careful not to speak down to the audience. Nardo first devotes some fifteen pages to summarizing the ideas and events that surrounded James Madison as he led the fight to amend the Constitution between 1788 and 1791. Then Nardo moves through six point/counterpoint debates, each about ten pages in length, where he separately summarizes the pro and con arguments on the need for a written Bill of Rights, the limitation on free speech, the censorship of the press, the inclusiveness of due process, the death penalty as cruel and unusual punishment, and the restriction of civil liberties in wartime. Each section thus contains two briefing sheets, each with short documentary quotations, that a student could present with little editing in class discourse. A thirteen-page appendix provides the text of the Bill of Rights and excerpts from ten other documents, four of which were considered by Madison in preparing his proposed amendments and five of which relate to twentieth-century legal cases. Both the text and the more modern documents lean strongly toward debates on civil rights and liberties in wartime and other emergency situations. A short chronology, a list of study questions, and two brief bibliographies complete the supporting materials.

The volume strives to suggest the role historical understanding can contribute to debates over contemporary issues. Thus, while it devotes a fair portion of its content to eighteenth-century affairs, it will probably be more useful if used in connection with course modules where twentieth-century figures are placed in the situation of looking back in time to debate the extent and meaning of original intent within the Constitution. If you enjoy drawing your students into discussions of the contemporary relevance of the Madisonian view of politics, this could serve you well. Be cautioned, however, that Nardo's summaries presuppose that each question has one basic positive and one basic negative argument--presented in summaries so carefully prepared that students may be tempted to deliver, rather than to formulate, a position. In that important sense the book may serve debates better than discussions.

Butler University

George W. Geib

**Eve Kornfeld. *Margaret Fuller: A Brief Biography with Documents*. Boston & New York: Bedford Books, 1997. Pp. xiii, 252. Paper, \$8.50; ISBN 0-312-12009-5.**

Margaret Fuller was well known in early nineteenth-century America as a writer, philosopher, feminist, and activist. She was part of the Transcendentalist movement, a friend and colleague (and often a critic) of Ralph Waldo Emerson, the first editor of the Transcendentalists' journal, the *Dial*, and the first American woman journalist to serve as a foreign correspondent. Yet she remains virtually unknown to Americans today. In this brief biography, Eve Kornfeld, professor of history at San Diego State University, attempts to convey the essential elements of Fuller's life and her struggle to create a personal identity that would enable her to live a "fully human life" without what she considered to be artificial constraints based on gender, class, or race.

The first seven chapters of the book describe Fuller's childhood and education, her involvement with the Transcendentalists, the development of her feminist social vision, her work as literary critic for the *Dial* and Horace Greeley's *New York Daily Tribune*, and her sojourn in Rome during the Italian Revolution. Kornfeld admirably weaves background information about the time period together with an analysis of events in Fuller's life to produce a balanced account that still allows for diverse interpretation. Yet, because this is a brief biography, several areas of her life and times are not fully covered, leaving open possibilities for inquiring students to do further research. The second half of the book contains samples of the letters and writings by Fuller and contemporary responses to her.

Clearly, Kornfeld wrote this book for use in undergraduate classes. Her crisp, precise, jargon-free writing conveys the complexity of Fuller's philosophy without sounding patronizing. In particular, Kornfeld's excellent summary of Transcendental philosophy and Fuller's feminist critique of the central core values of

Transcendentalism are written in such a way as to be accessible to undergraduate students. In the appendix, Kornfeld includes a chronology of Fuller's life, a concise bibliography, and questions for consideration.

Kornfeld's explanatory footnotes are also a very welcome addition. Fuller often included references in her writing to figures from ancient Greece and Rome which many students today most likely would not recognize. In her *Woman in the Nineteenth Century*, for example, Fuller writes: "More obvious is the meaning of these three forms, the Diana, Minerva, and Vesta." Without Kornfeld's footnote explaining the origin of these references in Roman mythology, the significance of this allusion might not be "obvious" to today's students.

To increase the impact and foster greater class discussion, instructors might find it useful to require students to read the documents together with the section of the biography to which they pertain rather than reading all the biography and then all the documents. While the biographical section describes, assesses, and analyzes her life, the documents reveal Margaret Fuller the person--her recollections, thoughts, emotions, and personality. By juxtaposing historical analysis and interpretation with primary documents, students can gain a greater understanding of both Margaret Fuller and the historian's craft.

This is an excellent book for use in American history, American studies, and women's studies classes.

Central Arizona College

Sue Warner

**Kenneth G. Alfers, C. Larry Pool, William Muggleston, eds. *Perspectives on America, Volume 2: Readings in United States History From 1877.* New York: American Heritage Custom Publishing, 1997. Pp. v, 234. Paper, \$22.97; ISBN 0-8281-0097-1.**

In *Readings in United States History* editors Kenneth G. Alfers, C. Larry Pool, and William Muggleston have compiled articles that include some very well-known events and people in American history, such as George Armstrong Custer and the Battle of the Little Big Horn, steel magnate Andrew Carnegie and his influence on American society and the Industrial Revolution, the Populist Movement of the 1890s, the causes and consequences of the Stock Market Crash of 1929, the "man of the century"—Franklin D. Roosevelt, the controversial Lydon B. Johnson, and finally the equally frustrating war conducted by LBJ—the Vietnam War.

In addition to the more obvious choices, the editors have included stories of lesser known events and their heroes and heroines. Some examples here would be Mary Ellen McCormack and her case that began the legal struggle for protection against child abuse, the Supreme Court's decision that undermined the Civil Rights Act

of 1875 and ushered in Jim Crow segregation, Dr. Harvey Wiley's crusade to clean up the nation's food supply, women's suffrage advocate Alice Paul, the General Motors Strike of 1937, and the significance of immigration on the recent past.

The text is a collection of twenty-four such articles focusing primarily on the social and political history of the U.S. from 1877 to the present. The book is divided into three parts: part one contains readings covering the period from 1877 to 1900; part two focuses on the years 1900 to 1945; and part three looks at America after 1945. Each unit is introduced by a brief overview of the period with an effort made to touch upon those specific topics to be addressed in the succeeding articles.

The readings are generally written in a lively, crisp manner. A couple of them deserve special mention. John F. McCormack, Jr.'s, "Hell on Saturday Afternoon" is a brief but engaging look at the Great Triangle Fire of 1911. McCormack is not only able to capture the chaos of that tragic March day, but he also illustrates well the darker side of American industrial growth in the early twentieth century. In addition, Kenneth G. Alfors's own article "I Am Not a Crook! Corruption in Presidential Politics" succeeds in placing the issue of presidential corruption in a broader historical context than merely the past few decades.

Although these articles have the potential to encourage classroom discussion, perhaps a list of questions to consider might have been placed either in the introduction to the article or immediately following the reading. This could aid students in isolating major ideas within the readings more effectively and might further encourage them to make connections to broader themes in the time periods.

In sum, for a collection of articles to be a useful pedagogical tool, it must be readable and, at the same time, challenge students to think in historical context. *Perspectives on America* has the potential to achieve both tasks and, therefore, might be an option for instructors seeking a supplemental text for the second half of the U.S. history survey course.

Northwest Nazarene College

William R. Wantland

**Colin G. Calloway, ed. *Our Hearts Fell to the Ground: Plains Indian Views of How the West Was Lost*. Boston & New York: Bedford Books of St. Martin's Press, 1996. Pp. xiv, 226. Paper, \$7.50; ISBN 0-312-13354-5.**

*Our Hearts Fell to the Ground* follows the fate of Plains Indian people as they recoiled from, resisted, and accommodated the dramatic and devastating effects of military campaigns, forced removals, and cultural terrorism during the nineteenth century. Both a companion volume to Calloway's earlier *The World Turned Upside Down: Indian Voices from Early America* (1994) and a collection of native voices able to stand on its own, this latest addition to the Bedford Series on History and Culture

is clearly aimed at a community college and four-year undergraduate audience and less obviously directed at people interested in American Indian issues.

Colin Calloway, professor of history and Native American studies at Dartmouth College and author most recently of *New Worlds for All* (1998), contributes a rich collection of native voices that tell a riveting and sorrowful story about relations between indigenous people and American settlers, government officials, reformers, and missionaries. Two elements contribute to the successful presentation of Indian insights and voices in *Our Hearts Fell to the Ground*. First, there are Calloway's wonderfully-crafted thirty-page introduction and fifty-plus pages of contextual material. Considered together, these eighty pages suggest that army bullets, transcontinental railroads, and gold rushes were experienced by native people as suppressions of local autonomy, as thefts of ancestral homelands, and as deaths of friends and family members. Within the setting developed by Calloway—the American conquest of the Plains—readers can probably acknowledge the relevance of hearing and listening to native voices.

Second, there is Calloway's excellent collection of texts and images. Through these materials, Calloway captures traces of indigenous idioms elucidated in oral tales and vision stories, inscribed in native naming practices, chronicled in winter counts, buffalo robes, and sketchbooks, and mediated through autobiographical texts. Twenty-seven black-and-white illustrations add visual support to a book that privileges a native standpoint on events in the nineteenth century. Calloway's authoritative scholarly voice, the many native voices, and the several images that make up *Our Hearts Fell to the Ground* haunt the overly-congratulatory nationalistic and popular tale of how the West was won which, shamefully, too many Americans accept as the only truth. In a three-page epilogue, Calloway suggests that Indian people not only survived the extermination campaigns and forced assimilation policies of federal officials, reformers, and missionaries, but today "continue to fight to hold on to things they deem essential to their survival as a people."

Professors and teachers could (and should) make *Our Hearts Fell to the Ground* required reading in surveys of U.S. history, in beginning American Studies courses, and in advanced undergraduate seminars, such as courses that concentrate on ethnicity, manhood and nationhood, colonialism, and subaltern political and cultural struggles and resistances. The introductory materials and the documents are short and readable enough to serve as foundations for reasonable one-week assignments aimed at training students to construct arguments from primary sources. In addition, *Our Hearts Fell to the Ground*, when used with Calloway's notes and selected bibliography, might facilitate semester-long projects wherein students further investigate Plains warfare, assimilation campaigns, and forms and criticisms of native self-narrations. Calloway's work also might encourage deeper appreciation of those native voices today that admonish sport teams whose mascots lampoon real Indian people and that insist plastic



shamans and non-Indian artists continue an American tradition of robbing native people of their cultural capital.

University of Kansas

David Anthony Ty-ee-me Clark

**Robert W. Cherny.** *American Politics in the Gilded Age, 1868-1900.* Wheeling, IL: Harlan Davidson, Inc., 1997. Pp. Xi, 167. Paper, \$11.95; ISBN 0-88295-933-6.

Robert Cherny, a member of the Department of History at San Francisco State University, has written a comprehensive overview of American politics from the immediate post-Civil War period to the Progressive Era. In a lively prose style, he reviews major political happenings and suggests ways to interpret this spirited period.

Cherny contends that American voters principally responded to issues of ethnicity, religion, and race. At times a strong sense of class identity influenced behavior at the polls. Generally, Republicans represented a more homogeneous coalition of voters, who embraced Protestantism, promoted moral values, and endorsed a positive expectation that government could accomplish a limited number of social and economic goals. Democrats, on the other hand, showed greater religious heterogeneity, represented by Roman Catholics in the North and old-stock Protestants in the South, but they shared common opposition to the strong use of government. As Cherny suggests, Democrats were part of the "personal liberty party," carrying on the tradition of the Jeffersonian-Jacksonians. Moreover, there existed considerable popular interest in politics, resulting at times in fierce competition between the two major parties. Any effort to enact a national party agenda was doomed, given the need to win approval from two houses of Congress and the White House. After all, it was unusual for either Democrats or Republicans to dominate this all-powerful political trinity. And Cherny cogently argues that political assumptions, strategies, and events of the Gilded Age helped to establish the essential foundation for twentieth-century politics.

This is a solid piece of work. Cherny has crafted a readable monograph that is ideally suited for classroom use, especially upper-division courses on the Gilded Age or the Populist crusade. Perhaps, too, this book might find a place in a post-Civil War survey class. Cherny consistently explains complicated political events in a clear and interesting fashion; his review of the Greenback movement is a good illustration of such coverage. An imaginative appendix, which includes tables on such topics as farm production, crop prices, and popular and electoral votes for the presidency, should assist readers to understand this "watershed" period in the nation's political life. A bibliographical essay is also helpful; it is extensive and up-to-date. If there is a weakness, it surely involves some of the poorly reproduced illustrations. Nevertheless, quality and price make *American Politics in the Gilded Age* a smart choice for

classroom adoption. Instructors, too, will discover that this book is an ideal way to refresh their own memories about the Gilded Age.

Clemson University

H. Roger Grant

**Maria Sturken.** *Tangled Memories: The Vietnam War, the AIDS Epidemic, and the Politics of Remembering.* Berkeley: University of California Press, 1997. Pp. x, 358. Cloth, \$45.00; Paper, \$16.95.

*Tangled Memories* is a challenging piece of cultural criticism that explores how a nation remembers its past and what the political battles over the construction of those memories mean for the present. The book operates on two levels. First, it has a rather dense theoretical discussion of the relationship between memory and history. Sturken, assistant professor at the Annenberg School of Communication, University of Southern California, uses psychological theory, mostly Freudian, of how an individual remembers and forgets to suggest that a culture and/or a nation selectively shapes its memory of past events to define itself and give meaning to those events for the present. These events might be specific, such as the Kennedy assassination or the Challenger disaster, or in a series like the Vietnam war or the AIDS epidemic. In either case, they produce artifacts that both memorialize and become the focus of debates on the meaning of these events.

The book is at its best when it moves from theory to analysis of specific cultural artifacts, as in the chapters on movies about the Vietnam War, the fight over the design and construction of the Vietnam veterans memorial, and the display of the AIDS quilt on the Mall in Washington, D.C. Sturken convincingly argues that both the movies and the memorial show a nation deeply conflicted over the meaning of the Vietnam war, particularly that its loss represented a weakening of American masculinity. On the other hand, she shows how a very traditional form of folk art (quilts) becomes politicized when it is used to memorialize those who have died of AIDS and exhibited at the symbolic heart of the nation. It is disappointing that AIDS movies and tele dramas did not receive the same careful attention as the Vietnam movies. Productions like *An Early Frost*, first broadcast in 1985, *Parting Glances* (1986), and *Longtime Companion* (1990) contributed to documenting the early response to AIDS, particularly its devastating impact among gay men. While these three films never had the ratings or the box office receipts of the overhyped and dramatically inferior *Philadelphia* and thus did little to shape the debate over AIDS, they nonetheless deserve analysis as artifacts that are still available to influence how the nation remembers AIDS.

Uses for this book in the classroom are limited. It could be used most effectively in courses on twentieth-century America, though it presupposes a thorough knowledge

of post-1960 American politics and society. In a historiography or historical methods course, the introduction and first chapter would stimulate a lively discussion on the relationship between memory and history and the historians' role in helping a nation remember its past. Finally, of the three chapters mentioned above, the best is the one on the Vietnam veterans memorial. It is an excellent case study of the debates surrounding the meaning of war, its impact on American society, and on the healing of national wounds.

Mississippi University for Women

William R. Glass

**Jacqueline Jones Royster, ed. *Southern Horrors and Other Writings: The Anti-Lynching Campaign of Ida B. Wells, 1892-1900*. Boston & New York: Bedford Books, 1997. Pp. xi, 228. Paper, \$8.50.**

*Southern Horrors and Other Writings*, edited by Jacqueline Jones Royster, is a new addition to the "Bedford Series in History and Culture," a collection of texts designed to give readers the opportunity to study the past the way historians do. Each text in the series focuses on a specific topic within a specific historical period. Also, each text includes a set of historical documents with the aim of facilitating a critical understanding of the documents and the social context within which they are produced. Born into slavery in 1862, Wells went on to achieve national and international fame as an investigative journalist, public speaker, and anti-lynching crusader. The documents collected in this volume represent Wells's major writings during her anti-lynching campaign period, 1892 to 1900. The purpose of this text, according to the editor, is to initiate a much needed dialogue on the phenomenon of lynching as a disquieting aspect of race relations in the American experience.

*Southern Horrors and Other Writings* is divided into two parts with an appendix. In Part One, Royster critically examines the politics of the post-Reconstruction era and illuminates the backdrop it provides for mob violence against African Americans. Royster's insightful analysis of the sociopolitical matrix of the post bellum South enables the reader to discern "lynching's complex relationships to systems of power and domination, to public discourse, and to social activism, including the activism of African American women."

Part Two contains three documents chronicling Ida B. Wells's major writings on lynching viz., *Southern Horrors: Lynch Laws in All its Phases, A Red Record and Mob Rule in New Orleans*. Each document provides vivid and disquieting portrayal of actual acts of lynching. More importantly, Wells unravels the social and political complexities of lynching and identifies several basic inconsistencies between the rationale for lynching and its actual execution. In the three documents, Wells rejects the notion that lynching is a spontaneous albeit understandable act of punishment for

the heinous crime of rape and assault of white women by feral black males. For Wells, lynching is a ritualized act of violence and intimidation designed with the specific purpose of retarding the progress of African Americans in their efforts to participate in the social, political, and economic life of the nation.

In *A Red Record* and *Southern Horrors: Lynch Law in All Its Phases*, Wells explicates the nexus of lynching as an extra legal system of justice and social control. She ironically notes that acts of lynching occurred in places with established systems of law and order. Furthermore, Wells brings to the fore the fact that the so-called “crimes” that necessitate the lynching of African Americans include “personal achievements” by hardworking African Americans, failure by African Americans to be appropriately deferential to whites, or attempts by African Americans to exercise some constitutionally guaranteed civil rights. But more revealing for Wells is the fact that in many instances of “rape” the alleged rapist often happens to be in consensual liaison with the victim. Of the three documents, *Mob Rule in New Orleans* is, in my opinion, the most illuminating of the incendiary nature of lynching. The document is a case study that dramatically details an individual incident of discrimination as it escalates in the absence of law, order, and the application of justice to become a paradigm of what Wells refers to as “southern horror.”

In reviewing the impact of Wells’s crusade against lynching, Royster notes that Wells deemed her primary task to be the recasting of lynching in the public eye so that “it was no longer perceived as an understandable though unpleasant response to heinous acts but as a crime itself, a crime against American values.” And that this purpose can be accomplished by presenting the “facts” of lynching to the American people, and to an international audience. Wells’s strategy, therefore, is to intervene boldly in public discourse and to change public opinion so that the application of justice for all could prevail.

*Southern Horrors and Other Writings* has two salient merits. First, the editor presents Wells’s writings in their original form, a useful strategy that enables the reader to appreciate Wells’s insight and perception of the sociopolitical circumstances from which she is able to launch the most successful of the early anti-lynching campaigns. And second, the appendix contains a chronology of Wells’s works and accomplishments, a set of examination questions for students, and an excellent bibliography on topics such as lynching, post-civil war history, women’s history, and education. No doubt teachers and students will find this section extremely useful as a resource base. However, because of its topical orientation, *Southern Horrors and Other Writings* is best suited as a corollary text for courses in African-American history, American history, and Women studies. I strongly recommend it.

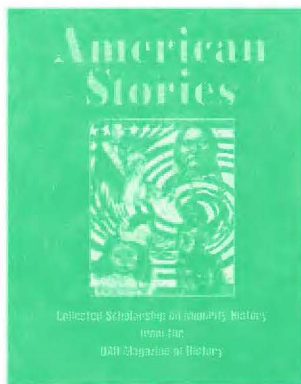
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