

*Legacy of Silence* would not be as helpful in courses on the Nazi period, simply because so much of the book deals with the lives of the interviewees after 1945. However, several chapters in the book might make useful supplementary readings, especially chapter nine, "Small Hills Covered With Trees," which presents some fascinating glimpses of family life in the Third Reich as well as a moving eyewitness account of mass murder in occupied Russia. *Legacy of Silence* deserves a place on course reading lists and in libraries, as a valuable source for students interested in doing research on the lives of the children of Nazi officials.

The first edition of Ian Kershaw's *The Nazi Dictatorship*, published in 1985, was immediately recognized as the best brief introduction to the current state of historical research on Nazism. In the second edition, Kershaw not only updates his earlier book but adds two new chapters on the major historical-political-moral controversies surrounding the Nazi period that have erupted in Germany in recent years. Given the rapid pace of political changes in both West and East Germany in the past year, Kershaw's book is not only valuable for understanding Germany's past but also her present and future.

Kershaw discusses several major "problems" in the study of Nazism: the fascist vs. totalitarian paradigms for understanding the role of Hitler in administration, Jewish policy, foreign policy, and the social effects of Nazism. Although Kershaw does not hesitate to present his own views—he believes fascism to be a better characterization of Nazism than totalitarianism, for example—his treatment of the conflicting opinions on each issue is fair and even-handed. While Kershaw's main focus is on West German scholarship, he does discuss the contributions of non-German writers as well, thus making *The Nazi Dictatorship* valuable as a general historiographical survey.

The second edition seems somewhat clearer on several points than the first. Unfortunately, Kershaw's two new chapters are not as easy to follow as the remainder of the book, perhaps because they treat very recent and thus still evolving controversies. In the first of the new chapters, Kershaw discusses the "Historikerstreit" (historians' dispute), the controversy over the historicization of Nazism. Now that more than forty years have passed, is it time for historians to treat the Nazi period in the same way they treat other historical periods? Or does this "trivialize" Nazism and thus reduce its political and moral implications? In the second new chapter, Kershaw takes up the "revisionist" views of conservative historians, Ernst Nolte, Andreas Hillgruber, and Michael Sturmer. Kershaw points out that the three are not pursuing identical paths and need to be understood—and, in Kershaw's view, refuted—separately. While these chapters are a valuable addition, one may hope that in a future edition the arguments in them will be expressed more clearly. (The two new chapters in Kershaw's book make interesting reading in conjunction with Bar-On's *Legacy of Silence*, since both, in different ways, are about Germans' attempts to come to terms with their past.)

*The Nazi Dictatorship* should be required reading in upper division undergraduate and graduate courses on the Nazi period. It could be used in conjunction with two other recent books—the third edition of *The Nazi Revolution* (D. C. Heath, 1990), edited by Alan Mitchell, and *Life in the Third Reich* (Oxford University Press, 1987), edited by Richard Bessel—to provide a sound and stimulating introduction to recent historical research on Nazism. Kershaw's book, however, probably will not be useful in lower-division undergraduate courses. Kershaw assumes background knowledge (both on Nazism and on historiographical thinking) that few first and second-year students possess. Instructors of courses on Nazism at all levels will find the book a valuable resource, and indeed it should be read by anyone involved in teaching courses in modern European history.

Broome Community College

Lorenz J. Firsching

Donald R. Wright. *African Americans in the Colonial Era: From African Origins Through the American Revolution*. Arlington Heights, IL: Harlan Davidson, Inc., 1990. Pp. x, 184. Paper, \$8.95.

Historians familiar with the Harlan Davidson American History Series have come to expect succinct summary statements and strong bibliographic essays. Donald Wright's book will thus be a welcome addition to the series. The series' editors identified a gap in the survey literature on African-American history. Colonial America has simply not been addressed in a meaningful fashion.



The monographic literature is often too widely scattered to be of much value to the undergraduate reader, and when the subject of slavery is broached, it has all too often been the slavery of the cotton belt between 1830 and 1860. Wright ably summarizes the origins of slavery and the mechanics of slave trade; he looks sensitively at the issue of the origins of slavery as well as the origins of racism, carefully addressing both the presence of Anthony Johnson and other free blacks like him, but noting that patterns of discrimination toward blacks existed from the beginning of European and African colonization of the New World. The author looks at the development of the Chesapeake tobacco regime but also notes the expansion of slavery into coastal Carolina and Georgia as well as its presence in the colonies to the north of Maryland. Regional patterns as well as local differences are mentioned. There is a solid discussion of the development of Afro-American communities including attention to family patterns, religious patterns, and acculturation. The book concludes with an important discussion of the rhetoric and the limits of freedom during the revolutionary era. Students who seek clues to additional sources will find a good and up-to-date reading list in the bibliographical essay. To the credit of the author, studies that elicit comparative understanding of slavery are included along with colony specific monographs that have appeared in the last two decades.

A strength of this series, and of this book in particular, will be its utility for the classroom teacher. Teachers of the American history survey will find it a useful supplement to a standard text, as will those who teach the colonial course. For the instructor of black history this slender volume could provide a good text covering the colonial period that could be supplemented by monographs for other chronological eras. Finally one must note that the text departs from many works of history and includes very useful and carefully presented maps that help to illustrate particular points about the slave trade and the patterns of colonial settlement. For those who seek a survey from which to begin an inquiry about African-American life, this book will prove an excellent choice.

Georgia College

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**Sterling Stuckey. *Slave Culture: Nationalist Theory and the Foundations of Black America*. New York: Oxford University Press, 1987. Pp. 425. Cloth, \$27.50.**

*Slave Culture* is a stimulating and well researched study into the social history of black America since the early colonial period up to the late 1930s. Professor Stuckey writes with the ease and clarity rarely found in more recent texts of black history. *Slave Culture* provides meaningful elaboration and examination of black society both in pre- and post-slavery America. In addition to an indepth overview of black culture and society, the author provides the reader with useful and relevant case studies of selected black Americans. The major figures included in the book are David Walker, Henry Highland Garnet, W.E.B. DuBois, and Paul Robeson.

In chapter four, entitled "Identity and Ideology: The Names Controversy," Stuckey provides the reader with a thorough, yet concise, interpretation of the philosophic definition and evolution of the terms "Colored American," "Negro American," and "Afro-American," and how each reflected American society of that time period. *Slave Culture* provides the student of American history a meaningful and accurate portrayal of the socio-intellectual history of black culture in America. The text is a valuable resource for teachers and instructors of American history. The ease of its readability coupled with the scholarly and research-focused content makes *Slave Culture* an important, recent contribution to the historical and cultural study of black Americans. As a student of black history, the reviewer found Professor Stuckey's book motivating for the reader and stimulating for historical inquiry. *Slave Culture* should be mandatory reading for all students of black American history, and students interested in the socio-cultural history of the American nation.

For the teacher, the text will benefit the history classroom by facilitating discussion of both historical and contemporary myths and stereotypes of black culture that have persisted throughout the history of the American nation.

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