

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

Thomas F. Armstrong

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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