

Origins of the Montgomery Bus Boycott" are equally laudable in volume two. Secondly, this work is distinguished by its editing. All of the eleven parts, which begin with "Peopling the New World" and continue through today's "Post-war Society," are introduced by an excellent three-to-four page overview of the era, and each article is preceded by a page of editorial comment, serving to give unity and continuity to the entire work. Finally, a word should be said about the short but select bibliographies, that follow the introductory sections as well as each article: they are excellent, abreast of present scholarship, and judiciously chosen.

There is little to criticize in this fine anthology, though some readers may find themselves longing for the inclusion of footnotes that would locate the sources of these fascinating exercises in social history. On the whole, the work is remarkably free of error, historical or typographical, and the writing is good and generally interesting, a quality undergraduates sometimes find missing from "common people" history. Professor Hewitt has provided us a text that deserves close consideration for adoption in women, family, and survey American history courses.

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**John Anthony Scott.** *Settlers on the Eastern Shore: The British Colonies in North America, 1607-1750.* New York and Oxford: Facts on File, 1991. Pp. x, 133. Cloth, \$16.95.

John Anthony Scott, known to many in education for *Teaching for a Change*, but also the author of numerous historical works, is both the author of this volume and the editor of the series of which it is a part, the "Library of American History." (*Settlers on the Eastern Shore* was originally published in a different form by Knopf in 1967.)

In the preface, Scott refers to Frances FitzGerald's 1979 critique of textbooks, *America Revised*, and speaks of "growing dissatisfaction" with "supremely dull and uninteresting" standard textbooks. Our history "ought to arouse wonder, compassion and delight," Scott rightly contends, and one of the reasons this so-seldom happens "is that the texts do not often draw upon the marvelous original sources that this nation inherits, which constitute the lifeblood of history, and which are indispensable to its study, no matter what age of the student."

The only problem with all this is that the *idea*, as Scott sets it forth, sounds better than this book actually is. Scott does indeed make the effort to weave "original sources . . . throughout . . . the narrative." But it is not clear to me that the end product will automatically produce the "wonder, compassion and delight" he seeks. Certainly if one goes to *Settlers on the Eastern Shore*, as I did, based in part on the subtitle, expecting a comprehensive history of colonial times designed for any age level, disappointment must result. The intended target is apparently high school students, and I don't work at that level, but I would say if this book were going to succeed, it would have to be a part of a package deal and used by a very good teacher. But then the much-and-appropriately-maligned "standard textbooks," while they may supply the comprehensive coverage, have seldom inspired "wonder, compassion and delight" either, and probably never without being used by an excellent teacher.

*Settlers on the Eastern Shore* consists of ten chapters, each basically an "episode" from the colonial era. "The Weatherbeaten Shore," for example, deals with the Pilgrims, and William Bradford's *Of Plymouth Plantation* is the primary source. "The Captivity of Mary Rowlandson" has its chapter--which might raise questions in some about priorities--based, of course, on her narrative. "Outposts of Empire" is the chapter on Virginia--placed rather strangely *after* such later-developed colonies as Plymouth and Pennsylvania--and draws on a greater variety of sources. The Zenger trial has its chapter, as does Jonathan Edwards and the Great Awakening, and the last chapter on popular songs reflects Scott's earlier interest in that subject. The conclusion, while a remarkably brief (two-page) overview of colonial America, seems to convey no sense of the tragedy of the era for Native Americans and Africans. (While there is a "Black History" chapter, it is mostly on the slave trade, and among other problems exaggerates the role of Africans in that trade.)



I enjoyed reading this book. But then I already have a sense of wonder, etc., about our past. I hope this book will be successful in conveying it to high school students. As someone who's been reading, writing, and teaching history for some twenty-five years now, I both have trouble understanding why the wonder is not there automatically for all upon exposure to the incredible human past, and in knowing best how to stimulate it in those who don't have it. These days, reading more and more in Will and Ariel Durant's *Story of Civilization* and Page Smith's *People's History of the United States*, I am inclined to think big, broad, narrative history in the grand classic tradition might have the most potential--at all levels.

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**Robert F. Dalzell, Jr.** *Enterprising Elite: The Boston Associates and the World They Made.* Cambridge & London: Harvard University Press, 1987. Pp. xviii, 298. Cloth, \$27.50.

In this fine collective biography of the merchants-turned-industrialists who developed the famed Waltham-Lowell system of textile manufacture, Robert F. Dalzell has produced a book of considerable importance in the history of American industrialization, entrepreneurship, and philanthropy. Dalzell presents a well-researched and lucid study of this wealthy, closely knit group of businessmen, a study that appropriately places these men and their activities in the broad socio-cultural setting. The Boston Associates, according to Dalzell, were industrial pioneers who introduced integrated innovations on a hitherto unparalleled scale, but whose motivation was essentially conservative.

In the first three chapters, which account for about one-third of the book, Dalzell traces the origins, beginnings, and expansion of the Waltham-Lowell system. The success that the associates enjoyed in textile manufacturing and the demands of that enterprise itself led these entrepreneurs to expand their efforts to transportation, banking, and insurance. Dalzell deftly presents these interrelated developments in the fourth chapter. He demonstrates that, while the associates introduced an impressive range of structural innovations in these fields, their central objectives in such endeavors were the protection and development of the textile industry and the preservation of their traditional family interests. The final two chapters are devoted to the associates' philanthropic and political activities. In philanthropy and politics alike, their objectives centered on supporting and developing social and political harmony.

By the early 1840s the Boston Associates' influence was broad indeed, affecting not only diverse elements of the economy but social, cultural, and political institutions as well. The world that these enterprising elite had made seemed secure. In the ensuing years, however, much of this world disintegrated. Although fortunes that the associates had secured for their children were not lost, the control that this innovative but conservative group exercised in the economic, social, and political order waned. They were no more able to control the changing social and political realities than they were to prevent overproduction in the textile industry. By the time of the Civil War, the world envisioned by the founders of the Waltham-Lowell system was gone. Nevertheless, as Dalzell points out in the epilogue, the associates had demonstrated the value of the corporate form and had secured for their families "a remarkably durable position at the top of the social order."

This book is well-organized and gracefully written. The first three chapters (on the rise of the Waltham-Lowell system) are organized essentially chronologically. The rest of the book is organized topically, but with sufficient referencing between topics to tell the story clearly. Dalzell has included excellent illustrations supporting the text. The diverse but interconnected economic interests of almost eighty associates are clearly presented in a useful appendix.

*Enterprising Elite* is an important book that should be included at least as suggested reading in coursework on the social and economic history of the United States in the nineteenth century. Those teaching specialized courses in the business history of the period may well wish to include it as required reading, not only because of its important content but also as a model of excellent work in business history.

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