

Jenkins' Ear. The third chapter points out Walpole's contribution to developing constitutional monarchy: teaching the first two Georges to work with parliament instead of against it. Black also describes Walpole's management of public opinion in the press, election contests, and political, religious, and commercial extra-parliamentary pressure groups.

In the next chapter Black takes issue with a number of historians on political party. He argues that Whig and Tory are meaningful terms if one considers the whole picture: court, parliament, and popular politics. He claims that the shift in party organization came in mid-century with the fall of Jacobitism and the accession of George III. In the fifth chapter, Black emphasizes the importance of the British dimension of political stability: the eradication of Jacobitism and some of the sectarian interests in Scotland and Ireland and the growing cultural hegemony of England.

Specialists in the field will find the arguments of Hughes and Black of interest. The books by Hughes and Seaward would be helpful to instructors preparing lectures on seventeenth-century Britain. The annotated bibliographies that these latter two provide would be useful for instructors constructing new syllabi as well as graduate students embarking on research. Both books could be assigned to upper-level students to supplement a basic textbook on the period. *The Restoration 1660-1688* would make good reading in a course on early modern Britain, while *The Causes of the English Civil War* might be more suitable for an historiography course if students had sufficient background in British history.

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Gale Stokes, ed. *From Stalinism to Pluralism: A Documentary History of Eastern Europe since 1945*. New York & Oxford: Oxford University Press, 1991. Pp. xi, 267. Cloth, \$35.00; Paper, \$12.95.

This book was created from documents Professor Stokes gathered to assist his students in understanding what had happened in the autumn of 1989 with the fall of the Berlin Wall and to help students realize that those events had not occurred spontaneously or in a vacuum. The volume should prove useful to both students and teachers, since many concepts of communism and Stalinism are difficult to understand. While to call the book timeless would be an exaggeration, Professor Stokes has provided a book that should continue to have relevance as events continue to unfold in the Soviet world. Though the volume deals only with the Soviet Bloc in Eastern Europe, countries that were sovereign states until Stalin annexed them after World War II, the documents help to show that what has been happening in those countries has application to help explain more recent events in the Soviet Union.

Many experts have spent years trying to unravel the enigma of Stalin's mind with varying degrees of success. For the high school or college student, Stalin can seem beyond comprehension. The first section of the book attempts to help the student gain some understanding of Stalin and his methods. Of particular interest in this section are the documents describing the purge trials, which seem to be difficult for students to understand.

Section one also contains the Yalta agreement, a document that in recent years has taken a real beating for "giving" Eastern Europe to Stalin. Giving the student access to the entire document, as well as Charles E. Bohlen's comments on both the Yalta and Teheran Conferences, should help the student gain a better understanding of what really took place.

From the Western standpoint, communism was doomed to failure, but for the average person, in the West, there seemed to be little to support that view. Section two gives evidence this view was also held by some in Eastern Europe. Of particular interest in this section are the essays on the Hungarian Revolt, the Prague Spring, and the New Class. The essay on the New

Class is particularly enlightening since westerners generally seem to have accepted the view that the common man controlled by communism did not see a new class in the bureaucracy. Brezhnev's Doctrine closes this section and is of interest because the Soviets had denied vehemently its very existence.

Highlights of the last two sections are the Helsinki Accords, Havel's essay on ethics, and documents on Solidarity. Havel's essay should help the student understand why this playwright was elected to be president of Czechoslovakia, while the other mentioned documents will give the student greater understanding of items frequently found mentioned in the media.

Overall, the book appears to be well edited with a minimum of explanatory text for each document. The other strong point concerning the editing is the extensive footnoting to make sure the student gains the fullest understanding from the documents. People or events mentioned in the text that are not common knowledge are fully explained in the footnotes. Some of the essays might be difficult to understand, but in a classroom setting understanding should be enhanced by discussion. Most of the essays should provide for lively discussions.

This book will not undo all the fear and suspicion of communism and the Soviet Union instilled in generations of westerners, but it does provide a concrete basis for hope that the two "sides" can live side by side with each giving and receiving help as needed in the future.

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David Brion Davis. *Revolutions: Reflections on American Equality and Foreign Liberations.* Cambridge: Harvard University Press, 1990. Pp. viii, 130. \$19.95.

The lecture/essay is one of this reviewer's favorite forms of history. Such works are usually by major, mature scholars, and give insights gained during a distinguished career. The author of *Revolutions: Reflections on American Equality and Foreign Liberations* is a notable presence in United States historiography. He has won the Pulitzer, Bancroft, and Beveridge prizes; his books, *The Problem of Slavery in Western Culture* and *The Problem of Slavery in the Age of Revolution*, would by themselves make him an important figure in intellectual, cultural, and social history. Thus, it is with considerable anticipation that one opens *Revolutions*, which is based on the 1989 Massey Lectures at Harvard and Davis's presidential address to the Organization of American Historians.

Unfortunately, the book does not quite live up to expectations. Davis's objective is to examine the connection between America's response to revolutions and the United States's definition of equality. He opens with an exploration of the concept of equality in the American revolutionary generation, coming to the conclusion that for Americans the term was defined primarily in relationship to slavery; in other words, equality was the opposite of slavery. Davis next examines the United States's response to the French Revolution, and its accompanying Haitian rebellion, using some fresh sources and making some enlightening comments. In the final chapter he explores the writings of a number of nineteenth-century American figures to note how the associations attached to the French Revolution and the corresponding acceptance of the canonization of the American Revolution as a conservative movements curtailed the spirit of liberty. That did not, however, prevent Americans from drawing on their own Revolutionary movement as a foundation for the workingmen's, anti-Mason, and women's movement, or to frame the aspirations of free African-Americans. Throughout, Davis describes well a number of aspects of the American responses to overseas liberation movements; he does not effectively relate that material to the American concept of equality raised in the first chapter, or pull it together to find some pattern or whole. Since this is but the beginning of a larger study, it is assumed Davis will do all of that in the completed project.