

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.

Despite those problems, *Revolutions* can be useful to many readers of *Teaching History*. For one thing, it is a source teachers can consult for specific information on American efforts in the Revolution to define equality. It gives information on the way in which a number of Americans reacted to overseas revolutions and how that reaction constrained our own development. The chapter on the American reaction to the French Revolution is especially useful, making accessible some little-known points about that topic. Beyond the text, teachers will find that the many endnotes contain important information as well as excellent historiographical essays and bibliographies on many topics.

Davis's book could also be valuable by helping teachers focus on the United States's response to exterior events. This would help teachers broaden their course's perspective of the American experience and put American history into a wider context. In view of the growing emphasis in the teaching of history on worldwide and multicultural perspectives, it could be helpful to see that American beliefs and behavior are at least partly shaped by exterior forces.

What *Revolutions* will not be useful for is as an assignment to students; the book assumes much knowledge and would not be an appropriate assignment at any level below upper-division college courses.

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Edward W. Chester ed. *The Scope and Variety of U.S. Diplomatic History*. Englewood Cliffs, NJ: Prentice Hall, 1990. Volume I: *Readings to 1913*. Pp. xviii, 248. Paper, \$22.20; Volume II: *Readings since 1900*. Pp. xviii, 297. Paper, \$22.20.

Given the plethora of supplementary readings and documentary collections available to history teachers today, the burden of proof would seem to be on authors to demonstrate that any new collection meets some demonstrable need. Edward Chester attempts to meet that requirement by asserting that his book, unlike others, places an "appropriate" emphasis on America's relations with Third World countries and includes a considerable amount of nontraditional source material (particularly private correspondence, newspaper editorials, and Congressional speeches). Moreover, Chester has chosen to expand the number as well as the variety of topics covered by editing most documents to eliminate extraneous material and by excluding virtually all formal treaties. The result is a two-volume collection likely to elicit a very mixed reaction from teachers of diplomatic history courses. That is not necessarily a bad thing, of course, and at least some instructors will find this to be a collection that suits their needs and preferences better than anything else currently available.

Since the two volumes include over three hundred documents divided into fifty different chapters, no brief summary can do justice to the rich variety of sources included. Volume one begins with the American Revolution (Chester does not include any introductory chapter on the nature or goals of American foreign policy) and covers material through the Taft Administration. It includes especially good chapters on the Manifest Destiny issue of the 1840s and 1850s and on America's emergence as a significant world power in the late nineteenth century.

Volume two begins with the Theodore Roosevelt Administration (thus repeating four chapters) and includes material through the Iran-Contra affair and a 1987 speech by Gorbachev on arms control and better U.S.-Soviet relations (coverage thus ends prior to the dramatic events of 1989-91). It includes excellent selections on such topics as World War I and the Versailles settlement, on the origins of the containment policy following World War II, and on the Vietnam war. Disappointing, in my view, is the brief coverage given to the Cuban Missile Crisis and the omission of any material on the decision by President Truman to use the atomic