

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

bomb against Japan. But no collection, of course, will include every document or topic of interest of every teacher, and this collection is so broad as to leave relatively few gaps.

Evaluation of these two volumes must note three key omissions or weaknesses. First, Chester's collection does *not* include any commentary or debate by other historians, and he provides only a relatively brief narrative introduction to each document. Students using the collection must depend almost entirely upon the teacher and textbook to place the documents into any meaningful perspective. Second, the author frequently cites the source for a document without specifically identifying it. To provide only one example, the student will read an 1871 document in which Secretary of State Hamilton Fish specifically charges that Senator Charles Sumner is insane. The author cites Allan Nevins's *Hamilton Fish* as the source but does not indicate if the document is from a letter, a speech, or a diary, nor does Chester indicate the original audience for the document. Third, Chester's aversion to including treaties in his collection (because, he asserts, students find them "boring") seems—to say the least—idiosyncratic.

Yet other characteristics render this a very appealing collection. The Third World focus does, in fact, effectively supplement the more traditional material and enhance the value of both volumes. In reading the documents, students will clearly see the long-standing conflict between realism and idealism in America's foreign policy. Thus, numerous speeches, editorials, letters, and statements of public and private policy reflect our concern for promoting and protecting America's commercial interests around the world. To many diplomats and businessmen alike, this was a legitimate promotion of our national interest, though to today's eyes a tendency toward economic exploitation and cultural or racial bias may seem distressingly common. Other documents, however, reflect America's idealistic (some would say "moralistic") commitment to advancing the cause of freedom—at least as we understand it—throughout the world. Those teachers who stress the complexities and paradoxes within American foreign policy will thus find Chester's collection to be appealing.

On balance, then, these two volumes are noteworthy primarily for the breadth of topics, documents, and perspectives included. For at least some teachers, that will make them an attractive alternative to such collections as Thomas Paterson's *Major Problems in American Foreign Policy*.

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Kermit L. Hall, William M. Wiecek, and Paul Finkelman. *American Legal History: Cases and Materials*. New York: Oxford University Press, 1991. Pp. xxiv, 589. \$49.95. Includes Teacher's Manual.

This book brings together approximately 200 documents covering the span of American history from 1620 to the 1980s. Much of this material is heavily excerpted. Types of documents presented include colonial and state constitutions and laws, Federalists and anti-Federalist papers, political platforms and speeches, Supreme Court decisions and dissents, presidential veto messages, parts of legal treatises (Cesare Beccaria, John Cobb, Thomas M. Cooley, Christopher G. Tiedemann, O. W. Holmes), Black Codes, and more. The material is classified into chapters covering fairly broad historical periods, e.g., colonial (beginnings to 1760), revolutionary (1760-1815), antebellum (1812-1860), and so on. Two chapters, organized thematically, are devoted to "Nineteenth Century Law and Society, 1800-1900," and "Bench, Bar and Legal Reform in the Nineteenth Century." Types of law presented include constitutional and criminal law; the law of slavery, contracts, and torts; labor, civil rights, and family law; women's law; and jurisprudence. There is an Index of Cases but no general index and no