

objects and people are in the cartoon as well as what the caption says. The next level of activities asks students to decide which objects in the cartoon are symbols and what they represent. They also have to decide which word or phrases in the cartoon are most important as well as list adjectives that describe the emotions portrayed by the cartoon. The most advanced level of listed activities in the study of political cartoons suggests that teachers ask students to describe what action is taking place in the cartoon and explain how the words in the cartoon clarify the meanings of the symbols in the cartoons. Students at this level should also be able to describe the political cartoon's message in their own words and decide what special interest groups would either agree or disagree with it. Suggested follow-up activities include having the students write paragraphs that explain the cartoon, having them collect their own cartoons to analyze, or having students draw their own cartoons illustrating their opinions on an issue important to them.

These documents and suggested activities provide teachers with excellent ideas about teaching their students both content and critical thinking skills. Using primary source material only adds to student interest, and this collection is a superior example of such primary document collections for use with high school students. Some activities could also be adapted for use with middle school students.

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**Richard Nelson Current.** *Those Terrible Carpetbaggers.* New York: Oxford University Press, 1988. Pp. xii, 475. Paper, \$12.95.

Richard Nelson Current is University Distinguished Professor of History, Emeritus, at the University of North Carolina at Greensboro, former president of the Southern Historical Association, and author of numerous books covering the Civil War and Reconstruction. In this ironically titled work, Current presents the period from 1865 to 1881 through an examination of the careers of ten carpetbaggers, men who featured prominently in the reconstruction of Louisiana, Florida, Alabama, Mississippi, the Carolinas, and Arkansas. By focusing on these individuals, Current hopes to reveal "the human beings hidden behind the [carpetbagger] stereotype."

Until very recently, most histories of Reconstruction were written by conservative southern Democrats or their sympathizers, who were all too ready to agree that the attempt to grant political equality to blacks had been, at best, a tragic mistake, and equally ready to ascribe the worst of motives (and actions) to its proponents. Such histories superimpose the carpetbagger stereotype (and its companion, the image of the scalawag) on their accounts of the South during Reconstruction. In contrast, Current tells the story through the eyes of the participants. Current proposed to let generalizations about Reconstruction, the South, and the role of the carpetbaggers to be inferred from the experiences of his chosen sample rather than superimpose his own judgment—although a reader is left in no doubt regarding Current's own sympathies.

Using contemporary documents, Current leads the reader to the inescapable conclusion that the only kind of Reconstruction that would be tolerated by southern whites was one that restored the full *status quo ante bellum*—political, economic, racial. Revisionist historians of Reconstruction generally hold that the "sin" of the carpetbagger was involvement in Republican politics and championing the cause of freedmen. Current shows that *any* northerner who came to the South after 1860—whether propertied or penniless, politically active or uninvolved, in favor of black equality, against it, or neutral—met such harsh conditions, antagonism, and open violence that Congressional Reconstruction became inevitable.

Current weaves the biographical details of his chosen individuals together with narrative that keeps the reader mindful of the larger historical context of Reconstruction. Thus, for example, he points out that of the more than 1,000 delegates to the 1867-1868 constitutional conventions in the 10 states that went through Congressional Reconstruction, fewer than 200 were post-1860 arrivals from the North, and only about 250 were blacks. The remainder were southern whites.

Current's volume should shatter the myth of carpetbaggers as venal political opportunists who plundered the South at will and shamelessly used the freedmen to their own advantage. At the same time, he is not trying to portray them as saints: They were not. But most were persons of reasonable honesty, some of unquestionable integrity, aspiring "to reconstruct their respective states economically as well as politically," trying to make their homes in the South, working to make the place better than they found it—and many were disillusioned by the experience. In judging these men, and the remaining carpetbaggers not included in this book, Current asks that the reader "refrain from comparing realistic representations of these men with an idealized picture of their southern white opponents." That seems only fair.

*Those Terrible Carpetbaggers* is well written and filled with important, useful information and startling insights. Current, for example, is the first historian in this reviewer's experience to suggest a similarity between those who went South to improve their lives during and after the Civil War and those who went to California in the 1840s—or came to America in the 1600s—for the same purpose. Graduate students of American history and anyone teaching (or preparing to teach) either the American history survey or an advanced undergraduate course in Civil War and Reconstruction will profit from this book. The organization of the material, however, makes it difficult to assign to undergraduates. It would be easier if the material were organized either by state or by person; but it is presented chronologically, and there is some overlap in time periods among the chapters. It is thus difficult to divide the book into sections for collateral reading assignments—and in any case, it is necessary to read the entire book to gain the full import of Current's argument.

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**David Kaiser. *Politics and War: European Conflict from Philip II to Hitler*. Cambridge: Harvard University Press, 1990. Pp. vi, 433. Cloth, \$29.95.**

David Kaiser, professor of history at Carnegie Mellon University, has tackled the historical problem of the origin and manifestation of war from a new perspective. He views European war in the modern era not as an attempt of one power or coalition to gain an advantage over others, but rather he places conflict in the embrace of the contemporary European domestic and political climate. Kaiser argues that warfare reflects a common set of European political developments intrinsic to a specific era and that these structures have changed over time.

He supports his contention by reviewing four periods since the sixteenth century: the era of civil and religious war, 1559-1659; the age of Louis XIV; the generation of the French Revolution and Napoleon; and the twentieth century experience of two world wars, 1914-1945. Kaiser believes that the century of war 1559-1659 was characterized by tensions between aristocratic factions seeking to resist the efforts of monarchs to impose authority throughout their realms. In this setting, religious change did not undermine order but actually reinforced monarchical goals of unified kingdoms. Kaiser breaks with tradition by claiming that the French Wars of Religion and the English Civil War are bound by similar developments, that is to say,