

Martyn Lyons. *Napoleon Bonaparte and the Legacy of the French Revolution*. New York: St. Martin's Press, 1994. Pp. iv, 344. Cloth, \$45.00. ISBN 0-312-12122-9. Paper, \$17.95. ISBN 0-312-12123-7.

In this clear and compact book Martyn Lyons demonstrates how Napoleon tamed, reshaped, reformed, and preserved the achievements of the French Revolution and created the centralized administrative system that has persisted in France to this day. Here we learn why after Waterloo people referred to revolution and Napoleon almost in the same breath. In the world after 1815 the remnants of the first had been submerged into the stunning accomplishments of the second. This is Napoleonic history with the battles mostly left out, one that explains how Napoleon solidified the secular state, the revolutionary land question, transformed nascent democracy into plebiscitary dictatorship, and set the standard for governing elites who have dominated France since 1815, no matter what the regime.

Lyons fleshes out what other historians have said many times: Napoleon's was *not* a military dictatorship, although its success in part stemmed from his winning battles. Rather it was a bureaucratic or administrative dictatorship, based on an elite of what the French call "les notables" and on a centralized structure that Louis XIV would have envied. Education policy—the new *lycees* and the *Institut de France*—was planned to produce and reward the elites. Economic policy—tariff protection for new businesses and the privately financed Bank of France—was designed to attach the upper bourgeoisie to the regime. A very interesting chapter in Lyons's book is "Masses of Granite: The Sociology of an Elite." It included, as he points out, "landowners, functionaries, and soldiers" along with the already existing "revolutionary bourgeoisie of administrators and professionals."

Lyons presents a Napoleon who was always at some level a republican and revolutionary, but one who sought to restrain, channel, and manage what remained of France's great upheaval of 1789-1799. The real end of revolution, as Lyons sees it, came not with the Brumaire coup of 1799 but with Bonaparte's assumption of the life consulate in 1802. And revolutionary traditions could be resurrected and exploited as needed, something Napoleon actually did in 1814 when the allies invaded. Millions of French peasants supported the Emperor then because they thought the return of the Bourbons would mean that the church and emigres would take back lands confiscated from them in the Revolution. The same situation existed in 1815, and Napoleon exploited it. Upon his return from Elba, he announced he had come "to save Frenchmen from the slavery in which priests and nobles wished to plunge them."

Martyn Lyons, whose *France under the Directory* published twenty years ago is still the best short book on the subject, has given teachers and students of the French Revolution-Napoleonic period real food for thought in his newest work. Like the older *Napoleonic Revolution* by Robert Holtman, Lyons's book concentrates on what was left of Napoleon's achievements after the smoke of battle cleared away. The Napoleonic era was not outside of the legacy of revolution but very much within it, although it transformed what that legacy meant permanently.

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Joseph T. Criscenti, ed. *Sarmiento and His Argentina*. Boulder and London: Lynne Rienner Publishers, 1993. Pp. viii, 216. Cloth, \$25.00.

Alfred Stepan, ed. *Americas: New Interpretive Essays*. New York and Oxford: Oxford University Press, 1992. Pp. x, 327. Cloth, \$45.00; paper, \$14.95.

Although both of these books are anthologies of scholarly writing on topics concerning Latin America, they differ in purpose and ease of reading. *Americas: New Interpretive Essays* was written "for the general reading public" and as a support work for the "Americas" television course on PBS. The authors, all well-known Latin American specialists, suggest new ways of understanding the region.



*Sarmiento and His Argentina*, while also an anthology of scholarly essays, is more integrated, for it concentrates on the life and work of a specific historical person.

The general reading public is unlikely to find *Americas* interesting. One needs a considerable amount of prior knowledge of Latin America and an understanding of the technical vocabulary used by the authors. The essays were written by specialists for specialists. Each essay could have been published independently of the others; some or all of the book could be assigned to upper-level undergraduates or to graduate students in order to challenge them to reconsider the views they encountered in the television program or from textbooks. Alfred Stepan, the editor, facilitates such a use of the book by subdividing it into three parts and providing an introductory essay.

Part I, *Contested States*, is largely historical analysis. Franklin Knight compares the quite different histories of the concept of sovereignty between Latin America and the United States. Peter H. Smith explains the major roles the state has played in economic development throughout Latin American history. In another essay, Smith joins Margaret Crahan in tracing the history of Latin American revolutions and in concluding that classic revolution is not imminent in the region. Albert Fishlow advocates an activist state in Brazil but of a quite different kind from that experienced in Brazil's past. This part is unified by its focus on the nature and role of the state.

Part II, *New Voices/New Visions*, contains two essays on feminism, one on the role of religion and the Roman Catholic church, and one explaining the development of cultural studies. Helen Safa and Cornelia Butler Flora argue that women have become more gender conscious and have gained more power; Marysa Navarro-Aranguren also sees a rising feminist identity. Margaret Crahan explores the dilemmas of the Roman Catholic church as it tries to retain its institutional strength while wrestling with how to become a "people's church." Jean Franco sees Latin Americans drawing from the knowledge and techniques of a variety of disciplines in an effort to understand their cultures better.

Part III, *American Identities in Formation*, comes closest to fulfilling the promise of the title of the book, for it addresses issues in all regions of the Americas except Canada. Kay Warren explains how some Mayas are redefining themselves and the problems they face in resisting the power of U.S. anthropologists to define them in ways that might not be accurate. Implicitly, Warren's essay demonstrates the problem of ethnocentric or guild bias inherent in the creation of anthologies such as *Americas*. The essay by Patricia Fernandez Kelly and Alejandro Portes on immigration and refugees dispels the common myth in the United States that most Latin American migrants move to the U.S. Rubén Rumbaut examined what happens to those who did move to the U.S. Anthony Maingot also clarifies Caribbean societies by explaining that individual leaders still make a difference and that racially plural societies are still desired.

Joseph Criscenti had a much easier task in the Sarmiento book. He and his co-authors were only concerned with the life and work of Domingo Faustino Sarmiento, a man known to anyone who has studied Latin American history. Criscenti provides an excellent essay on Sarmiento's activities during the long dictatorship of Rosas, the period that most of the other authors address in one way or another. Had this essay immediately followed Criscenti's introduction to the volume, it would have been much easier for the reader to follow Solomon Lipp's explanation of Sarmiento's loyalty to his home state of San Juan, Tulio Halperin Donghi's explanation of *Recuerdos de Provincia*, William Katra's analysis of Sarmiento's hatred of José Artigas, and Erfain Kristal's piece on the ideological debate between Sarmiento and Bello when the former was in exile in Chile.

Sarmiento wrote so much for so many years and also served as president of his nation that he eventually became a mythic as well as a real person. His admirers are forced to explain his inconsistencies or the unintended consequences of his work. Some Argentine nationalists have had difficulties with the work of this national hero. Nicolas Shumway explains that Sarmiento did advocate the adoption of foreign models. Georgette M. Dorn details how Sarmiento so rejected Argentine pedagogy that he imported teachers from the United States! Kristin Jones explains that Sarmiento was not anti-Indian but how his ideas eventually were used to justify military campaigns against Indians. Although Sarmiento was a strong advocate of immigration as a means of "civilizing" Argentina, Samuel Baily points out that he never addressed the issue of the assimilation of immigrants, and Kristin Ruggiero explains that the immigrants



never integrated fully into Argentine culture. Diana Sorensen Goodrich shows how Leopoldo Lugones turned Sarmiento's ideas upside down in the 1930s to create his own nationalist vision. Sarmiento believed that education was essential to modernization but did not understand, according to Noel McGinn, that his educational views were inappropriate to the economy that was emerging while he was president. Although Laura Monti sees him as a pioneer for women's rights, some contemporary Argentines might see him as a paternalistic male. Although Sarmiento overlooked many of the shortcomings of the United States, a country he deeply admired, he did, as Michael A. Rockland notes, recognize that the U.S. would have difficulty preventing liberty from sliding into license. The value of the Sarmiento volume is that it enables a reader to understand the complexity of the man and the importance of understanding him within the period of time in which he lived.

Both books are valuable works of scholarship and deserved to be published. The Sarmiento book could be used in a variety of courses, whereas *Americas* is most appropriate for social science courses of an advanced nature.

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James A. Henretta, W. Elliot Brownlee, David Brody, Susan Ware. *America's History*. New York: Worth Publishers, 1993. 2nd edition. Vol. 1 - To 1877. Pp. xxix, 511. Paper, \$31.95. ISBN 0-87901-628-0.

With every major publisher offering a survey text in American history, why should an instructor adopt this volume? Because it is very well organized, encyclopedic in content, utilizes several instructional strategies, and is accompanied by various supplemental materials that aid both the student and instructor in maximizing the book's educational potential. This easily read text, which covers the pre-Columbian Era through the conclusion of Reconstruction, has a "democratic" approach, "one not confined to the deeds of the great and powerful, but concerned also with the experiences of ordinary women and men." While maintaining this thematic focus, the text does not become so fragmented and diluted by such concern for various "average" people and minority groups that the primary topics discussed are obscured. The book also presents the nation's history within the larger context of the world community. The American Revolution is explained in depth as an event that can be understood only when considered in the context of European imperial rivalries; the Civil War's international consequences are similarly discussed.

This second edition (from a new publisher) has several changes from the original. The American Revolution is given greater coverage, as is the national formative period when the states and central government were drafting their constitutions. The Civil War is given expanded description and now is chapter length. A more detailed discussion is also given various social groups, from the Wilderness Indians and Continental Army officers to the construction tradesmen and new liberated bondsmen.

*America's History* is divided into sixteen chapters, each approximately thirty pages long. The chapters, in turn, are grouped into three chronological "Parts": "The Creation of American Society, 1450-1775" (chapters 1-5), "The New Republic, 1775-1820" (chapters 6-9), and "Early Industrialization and the Sectional Crisis, 1820-1877" (chapters 10-16). A two-page overview introduces each "Part" and includes a thematic timeline and brief explanatory essay. The timeline includes events and achievements in the economy, society, government, culture, and foreign affairs. The "Part" essay focuses on a "critical engine of historical change" (primarily political or economic) that significantly impacted American national life. These two supplements to the narrative text of the chapter should enable students to assimilate both the micro and macro aspects that became the amalgam of American history.

The text focus on both the individual and collective experience of Americans is also supported by two additional features: "American Voices" and "American Lives." Every chapter has at least two "Voices" derived from a diary, letter, or other personal source; these breathe life into the topic discussed by enabling the reader to confront primary sources and gain a glimpse of lives and thoughts of average