

of nature and individuals cannot adequately enforce it, people form a civil society by entering a social compact to establish a government. If the government becomes oppressive, it has dissolved itself and the people can enter into a new compact. Thus the people are more important than the government: another revolutionary idea.

Again Locke *assumes* that reasonable men can agree on what constitutes natural law, and he is inadequate also when he argues that men acquired property by combining their labor with it in the state of nature. He does not explain how some people deserve to have property to which they do not apply their labor; he accepted slavery and even invested in the Royal African Company; and he advocated the dispossession of the native Americans.

Though Spellman oversimplifies Locke and is inadequate on the inconsistencies of this brave man, both of these books should be useful to history teachers on any level as well as to the best high-school students and in upper-level courses in college. In the case of Locke, however, there should always be a teacher who can point out, as Spellman does not, that the state of nature is a fiction, the social compact a myth, and the concept of natural law useful only as an excuse for fruitless intellectualizing.

The drawback of these books is that both are overpriced and thus too expensive to ask undergraduates to buy.

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Hannah Barker and Elaine Chalus, eds. *Gender in Eighteenth-Century England: Roles, Representations and Responsibilities*. London: Addison Wesley Longman, Inc., 1997. Pp. xi, 266. Paper, \$17.75.

Sarah Shaver Hughes and Brady Hughes, eds. *Women in World History*. Armonk, NY: M.E. Sharpe, 1997. Vol. 2--Readings from 1500 to the Present. Pp. xviii, 275. Paper, \$22.95.

These two works are aimed at the women's history classroom, but are very different in format and execution. With the surge in enthusiasm in women's history, both of these books should provoke great interest; however, they represent very different models of thought and application to the classroom.

Gender in Eighteenth-Century England is a collection of secondary sources covering the role of women in areas such as gender relations, working life, politics, and society. The work is divided into four parts: Social Reputations; Work and Poverty; Politics and the Political Elite; and Periodicals and the Printed Image. Each section contains either two or three articles. Most of the articles are based on case studies of one or several women, although there is some valuable demographic information given.

Barker and Chalus's introduction offers a wealth of historiographical information. It includes a thorough summary of the growth and development of gender history, as well as most of the important historians in the field. They look at several models of change that illustrated the progress of this relatively new area--some models they like and some they do not. Wonderful use is made of the footnotes, providing even more insight into the best (and sometimes) only works in a given area.

Gender in Eighteenth-Century England would be very useful for an upper-level course--a women's history course or an English history course. It would find less use in a survey course. The articles are too esoteric for the average freshman or sophomore to sink their teeth into and too narrowly focused to serve a general course. It is perfect, however, for advanced work, especially for those instructors looking for revisionist material. The vast majority of the nine articles center on the importance of women in eighteenth-century life. There is no doubt that, as stated in the introduction, gender in this period lacks current scholarship. When compared with the seventeenth and nineteenth centuries, this middle zone needs more thorough research. However, in six of the nine articles, great effort is given within the conclusion to put forth the idea that each topic is not the aberration previously thought, but a common societal occurrence that has simply been ignored over the ages. In some cases, this might well be true, but the instructor must be careful not to imply to students that, for example, the political role of Georgiana, Duchess of Devonshire, was one shared by large numbers of women in the eighteenth century, which was not the case.

A refreshing trait of this work is that equal attention is given to all classes. Most articles, in fact, rely heavily on information dealing with middle and lower-class women. Part One: Social Reputations seems to be the weakest section. The two articles deal with fops and prostitutes, neither of which successfully conveys the points that the authors lay out in the introduction. Part Two: Work and Poverty is more effective. Containing an article by Barker, this unit describes occupations available to women. The final article delves into the tricky and tenuous position held in community life by impoverished, usually single women. Part Three: Politics and the Political Elite, containing an article by Chalus, works very well. It combines political interest from the general female community with a detailed description of the life and work of Duchess Georgiana with the Whig party. Finally, Part Four: Periodicals and the Printed Image looks into the coverage of women's lives in papers and magazines.

Gender in Eighteenth-Century England is well written and thoroughly researched. Any student of the period will appreciate the book and might even find it invaluable in their work. My only reservation is its highly revisionist nature. As a scholar whose field is sixteenth-century women and feminism, I am continually gratified to see new works on any subject related to women. Yet, when most of the articles go to such great pains to stress the importance of their topic, whether it is fops or prostitutes or the *tete-a-tete* series in *Town and Country Magazine*, I feel a need to justify their confidence. This says nothing, however, of the quality of the scholarship. All of the articles are

highly interesting and meticulous in their research. It would be a useful addition to the proper upper-level course.

Women in World History, Vol. 2, is a collection of secondary sources; however, these sources make extensive use of primary material. This work is perfect for the survey women's history course, but could also fit well into a general survey classroom, if balanced with other types of readings. The selections cover society, culture, and politics very nicely, and the strong introductory sections provide ample information on the general state of affairs of each period. The introduction to the book does a fine job of outlining the position of women in history, as well as how that position has changed due to the development of the modern period. There are also some suggested further readings, but I would have liked to see more historiographic material.

Volume Two is divided into two parts, from 1500-1800 and from 1800 to the present. Each part contains six regional sections, which in turn contain several excerpts. The regional sections are China and Japan, the Middle East, India, Europe, the Americas, and Africa. Each excerpt, as well as each section, includes a thorough introduction. These sections, which easily equal one-third to one-half of the book, are instrumental to the student's understanding of the era. The flavor of the time is handily given, of course emphasizing women, but retaining the common ideas and threads running throughout society. There is a tremendous amount of basic information that will help the student put the readings into perspective. Follow-up is also provided to give closure to each section.

Although most of the excerpts come from historians such as Jonathan Spence, Leslie Pierce, and Gisela Bock, there are primary sources from people such as Voltaire, Frederick the Great, and George Sand. The historians also include a variety of primary material in their work. Jonathan Spence, for example, uses a seventeenth-century account of a woman after the Qing conquest of China to illustrate changes in rape laws of the era. Many sections contain retellings of folk tales and eyewitness accounts of events. The historians take on the role of facilitators when presenting the information. It is a wonderful mix of analyses and stories (incidentally, the stories are intriguing enough to keep even the most skeptical freshman interested).

At the end of each of the twelve sections are suggested further readings. In addition, there is a glossary of pertinent terms. I was very impressed by the flow of this work, and am convinced it has a dual role as a tool for women's history and the general survey. The writing is concise and appropriate for the student. Most of the excerpts are brief enough to look at in class and still have time to do some critical essays or paragraphs. Perhaps the greatest compliment I can give *Women in World History* is that, by the time a student has finished the book, they will have an excellent picture of world history that simply happens to be gender-balanced.