

that never existed in the nineteenth century. The pedagogy embedded in the readers discouraged inquiring into alternative ideas.

All social history, popular culture, or history of childhood courses might profit from this volume. It provides highly accessible insights into images and ideas that millions of children consumed. Through its introduction, it also provides insights into the silences and omissions that helped shape their consciousness. Gorn is on the mark when he describes the Readers as "Educating America."

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**Robert D. Schulzinger.** *U.S. Diplomacy Since 1900.* New York, NY & Oxford, UK, 1998. Fourth edition. Pp. ix, 437. Cloth, \$21.95; ISBN 0-19-510631-8.

Robert Schulzinger has done it again. In this, the fourth edition of his survey of United States diplomacy in the twentieth century, he has provided a text remarkable in its combination of breadth and readability. In this book's tightly packed sixteen chapters, Schulzinger manages to provide a classic account of United States foreign relations since the turn of the century.

Schulzinger begins his book with a look at "The Setting of American Foreign Policy." In addition to an examination of makers of foreign policy and the influence of "outsiders" on national policy, this chapter provides a retrospective look at the century. This is one of the most important contributions of the book. Benefiting from hindsight possible only at the end of the century, Schulzinger is able to assess one hundred years of American foreign relations. It has been, as he points out, an "Age of Interdependence and Imperialism."

The twin themes of imperialism and interdependence serve as connective tissue drawing the whole work together. Schulzinger takes a balanced look at the policy with which the United States pursued its imperial interests, both political and economic, in the rest of the world. Through this pursuit, he notes, the United States created a sense of interdependence between this country and those with which we have dealt.

One of the most rewarding aspects of this book is its readability and balance. Schulzinger manages to analyze complex issues in accessible prose, which he packs with anecdotes certain to enliven the most torpid reader. The balanced nature of the work is clear in that he examines various perspectives of controversial issues. He considers numerous influences in foreign relations, from revisionism to domestic politics and public opinion. Finally, he provides frequent historiographical analyses of issues that foster comparison between his assessments of particular topics and those of other historians.

This latest edition of Schulzinger's book benefits from an illustrious pedigree. His earlier editions of the text have been long recognized as among the most



comprehensive and accessible classroom texts on U.S. foreign relations. The fourth edition reflects similar attributes, yet includes coverage of the last years of this century, making the current edition still more useful in the classroom than its predecessors. Unfortunately, the editorial effort in the book, particularly in the later chapters, seems to have waned, as evidenced by typographical errors. These shortcomings, however, are not Schulzinger's own. His work is first rate.

This book would be particularly appropriate as a text for diplomatic history or twentieth century American politics courses. Its breadth and readability make it useful for students in advanced secondary or undergraduate college or university courses. Perhaps the most advantageous element of this book for a teacher is that it introduces a plethora of topics that could be expanded through classroom lectures, discussions, or research projects. It will continue to serve, as have previous editions, as a standard work in the history of the foreign relations of the United States.

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**Robert H. Abzug. *America Views the Holocaust, 1933-1945: A Brief Documentary History.* Boston & New York: Bedford/St. Martin's Press, 1999. Pp. xv, 236. Cloth, \$39.95; ISBN 0-312-21819-2.**

**Renata Polt, trans. and ed. *A Thousand Kisses: A Grandmother's Holocaust Letters.* Tuscaloosa & London: University of Alabama Press, 1999. Pp. xvii, 210. Cloth, \$29.95; ISBN 0-8173-0930-6.**

The contemporaries of the Holocaust are often divided into three categories: victims, perpetrators, and bystanders. While each category is problematic, this nonetheless is a useful approach for teachers working with students just beginning to study the Holocaust. Each category can be studied through primary sources, although, as Raul Hilberg has pointed out, each raises its own particular problems. (See Hilberg's essay in Michael Berenbaum and Abraham Peck, eds., *The Holocaust and History*, Indiana University Press, 1998, for a discussion of "Sources and Their Uses.") The two books under consideration here present primary source documents related to the experiences of victims and bystanders.

*A Thousand Kisses* presents the letters of Henriette Pollatschek, who was born in Bohemia in 1870. Although she was not a practicing Jew, and indeed converted to Catholicism in 1939, Henriette--known to her family as Mamina--was classified as a Jew by the Nazi conquerors of Czechoslovakia. She suffered from the increasing legal and social discrimination against Czech Jews before being transported to Treblinka in October 1942.

The story of Henriette Pollatschek illuminates two relatively neglected areas of the Holocaust experience: the fate of the elderly and obstacles to emigration. The two