

trends that made up the movement. The collection is also arranged in a format convenient for use in college classrooms.

Women's suffrage was at once a struggle to gain the vote for women and also a significant series of lessons on political strategy, constitutional interpretation, and the difficulties of achieving and sustaining momentum over the seventy years of struggle. Women's suffrage began with consciousness-raising during the anti-slavery conventions and debates. The movement continued, albeit with shifting strategies, through the mid and late nineteenth century. Leadership of the movement debated whether the issue was one of many for which women ought to advocate or whether suffrage should be the sole focus of their efforts. They debated, too, over whether the issue was best addressed through each of the fifty states or through a single national approach. The leadership also learned from but risked strategic danger in recognizing that women's suffrage had trans-Atlantic implications. There were substantive differences over tactics with petitions, marches, sit-ins, and more all tried at one time or another. The triumph but also the beginning came with the passage of the nineteenth amendment in 1920.

The essays are grouped into sections on the origins of the movement, the formative years, the tactical issues, the opposition, the final triumph, and the impact of the constitutional amendment. Each group contains an overview, interpretive essays, and selections from historical documents that illustrate the theme. Represented in the essays are most of the major contributors to the interpretation of women's history. The essays sensitively look at issues of ideology, ethnicity, gender, and political strategy. A final section of the book reprints 25 documents illustrative of aspects of the women's suffrage effort and gives readers a full chronology of the movement. There are also questions for discussion. As a volume designed to present the important strands that made up the women's suffrage movement and its history, this is an excellent volume. If anything is overlooked in the documents, it is the sometimes virulent rhetoric of the opposition. And too, the essays are notably lacking in biographical treatments of the champions of the suffrage movement. These do not, however, detract from the overall usefulness of the volume as a vehicle for teaching a major turning point in world development.

Texas Wesleyan University

Thomas F. Armstrong

Jennifer A. Hurley. *The 1960s*. San Diego: Greenhaven Press, Inc., 2000. Pp. 143. Cloth, \$18.95; ISBN 0-7377-0211-7. Paper, \$14.95; ISBN 0-7377-0210-9.

The 1960s is a book designed primarily for the junior high school grades. The format of the book, as with the series (Opposing Viewpoints Digests), is to take an important topic and present the pros and cons on specific subtopics. Jennifer

Hurley's hot topics include the Vietnam war, civil rights and feminism, and the larger cultural impact of the 1960s on contemporary American culture.

The text is divided into three sections. The first section deals with "activism and social movements," defined as the antiwar movement and "the hippies." The "viewpoints" offered here (for and against) offer an overly one-dimensional rendition of the arguments. In this simplistic retelling, it would be very easy for a seventh grader to dismiss the hippies (never really defined) as immoral drug users and the antiwar activists as unpatriotic. I do not believe that that was the author's intention, but a careful reading of the arguments leads me to that conclusion.

The section on liberation movements, civil rights, and feminism is equally one-sided. Here, however, the civil rights movement and feminism win. The opposing views are so poorly constructed as to be laughable. I say this as a committed feminist and civil libertarian. The real argument against civil rights--from the neoconservatives at least--is never addressed. The problem with this is that if students are to be able to argue for or against an important issue, they should have the best of the opposing arguments. Only knowing one side, even if you believe it is correct, is dangerous. What we hope is that our children will learn all sides (and here is another point one could make about the series--sometimes there are more than two sides) and then make informed decisions.

The last section on the legacy is also one-sided. The arguments about promiscuity, immorality, drug use, and the decline of the family are presented in a more powerful way than the material on the "noble vision" of the great society and the success of social justice. Students are not reading this in a vacuum. The news they watch and the politics presented make it hard for students to understand the 1960s. Presenting these arguments in the most simplistic way does a disservice to them.

There is a saving grace for this book and it is the appendices. The author has compiled an interesting set of questions that try to engage students in larger debates. But by far the best feature is the collection of primary source material. Here we have government documents, statements and proclamations from activists, speeches, and interviews with Richard Nixon and Malcolm X. A teacher could do a lot with this.

The 1960s offers at best an incomplete description of this important period. At worst, it presents an overly simplistic and one-sided account of the major events. If used in the junior high classroom, I suggest that the teacher use the excellent primary sources collected at the end of the book. They offer a more engaging history.