

performed as well as many African Americans had expected. Still, by drawing upon personal correspondence, interviews, and official documents from the army and the National Archives, Morehouse presents the reader with a rare glimpse into the African-American experience during the war.

But *Fighting in the Jim Crow Army* is more than a simple military history, since the author also focuses her attention upon how the conflict altered future racial relations at home. Never again, the author believes, could African-American GIs accept a return to their previous status after their arrival at Fort Huachuca, Arizona. Harry Truman, perhaps better than many others, realized the changing circumstances and began the process that ended segregation of the armed forces in 1947. *Fighting in the Jim Crow Army* helps readers discover, for those who forgot, when the first steps were made along the long road to racial equality.

The book is an important source for those teaching African-American history, World War II (particularly if the instructor seeks to offer a component concerning race relations), and ethnic studies. High school students and undergraduates will find this a worthy source for research papers or in a junior or senior seminar. Unfortunately, the book is only available in a cloth edition; however, it will be a valuable addition to any college or public school library.

Emporia State University

Christopher C. Lovett

Paul W. Winters, ed. *The Civil Rights Movement*. San Diego: Greenhaven Press, Inc., 2000. Pp. 287. Paper, \$14.96; ISBN 0-7377-0216-8.

Thomas Siebold, ed. *Martin Luther King, Jr.* San Diego: Greenhaven Press, Inc., 2000. Pp. 224. Paper, \$14.96; ISBN 0-7377-0226-5.

These two anthologies from Greenhaven Press focus on the modern civil rights movement. *The Civil Rights Movement* focuses on the period from 1954 to the present, and *Martin Luther King, Jr.* on the impact of Martin Luther King, Jr. on that movement. Both anthologies work to provide some useful information on civil rights for a high school or introductory-level college audience.

The Civil Rights Movement is part of Greenhaven Press's "Turning Points in World History" series that analyzes pivotal past events. In this anthology, editor Paul Winters has sought to show the evolution of the United States's civil rights movement through the present day. To this end, he provides an introductory chapter to the anthology entitled "A Brief History of the Civil Rights Movement" that places the modern movement in the larger context of Reconstruction, Jim Crow, Homer Plessy's case against segregation, the founding of the NAACP, and the Brotherhood of Sleeping Car Porters, as well as other seminal events and legal battles. Following Winters's brief history, the book is broken down into four chapters, each containing a set of easy-to-read secondary source essays that fit within the theme of the chapter. The four

chapters are "The Fight for Rights Begins," "Peaceful Demonstrations and Radical Tactics," "From Protest to Politics," and "The Fight for Rights Continues." Each chapter is preceded with a summary of the author's main points and has accompanying discussion questions listed near the end of the anthology in a separate section. An appendix of excerpted primary source documents, a chronology, and a bibliography to aid in further research follow the chapters.

Martin Luther King, Jr. is similarly organized and fits within Greenhaven Press's "People Who Made History" series. Like *The Civil Rights Movement*, this book contains an introductory essay by its editor, Thomas Siebold, and then is broken into four chapters with accompanying essays: "The Shaping of King's Activism," "King's Social and Political Ideology," "King's Role in the Civil Rights Movement," and "King's Legacy." As in *The Civil Rights Movement*, these chapters are followed by discussion questions, primary source documents, a chronology, and a bibliography.

The Civil Rights Movement is the more useful of the two anthologies. The introduction is succinct but excellent, providing students with needed background information. Each of the essays fits nicely into the chapter theme, and most date from the 1990s. The anthology also includes a few essays written in the 1960s by people with firsthand experience in the movement. Although these are presented like any other secondary source essay, it would be useful to use them as primary source documents in the classroom. These include Jan Howard's "The Ineffectiveness of Nonviolence," originally published in 1966. In this essay she examined the way in which the civil rights movement used the tactic of provoking segregationists to violence. This essay would provide a useful starting point for a classroom discussion about the various tactics of the civil rights movement and the meaning of nonviolent protest. The other essay that fits into the category of a primary source document and could be similarly used is Murray Kempton's "The March on Washington," reprinted from his 1963 *New Republic* article. The more recent essays, however, would be equally useful in provoking classroom discussion, and the discussion questions near the end of the book, although few, are excellent starting points.

Martin Luther King, Jr. is useful in some of the same ways as it also provides accessible secondary source essays. Despite the usefulness of these essays, overall this anthology is weaker. The introduction was pedestrian and contained some inconsistencies, including one factual error that stated the 11-month Montgomery bus boycott lasted 381 days. In what was perhaps an attempt to humanize these figures, who might seem to a high school or college audience to come out of the distant past, Siebold sometimes referred to them by their last names ("Dr. King" or "Mrs. Parks") and sometimes by their first names ("Martin" or "Rosa"). This was more confusing than humanizing and worked to make the writing in the introduction too simplistic. If students can understand essays such as the first one by Aldon Morris in which he instructs the reader to situate King's leadership "within [the] social context of domination," they can also understand a more complex and sophisticated introduction.

Most alarmingly, the introduction ignores much of the real history of the Montgomery Bus Boycott and the equally important people who organized it and worked to keep it successful. At one place Siebold states, "The city's black leadership asked King and other ministers to organize a bus boycott." In another he states that King was initially reluctant to participate and follows this with the statement, "But Martin acquiesced and initiated the boycott by distributing forty thousand leaflets encouraging blacks to avoid the buses starting on Monday, December 5." Both of these statements do injustice to those who worked on civil rights in Montgomery for years, laying the groundwork for a bus boycott, and to those people—mostly women—who distributed the leaflets and did so with amazing speed and efficiency. King, obviously, became vitally important to the boycott and the movement, but he could not have done it without the backbreaking, ground-breaking work of others. He helped provide vision; others distributed the leaflets.

The introduction aside, the essays provide insight into King's leadership of the civil rights movement and the many ways he worked to shape it. The essays vary in publication date from 1959 to 1997, and like *The Civil Rights Movement* contain some that could function also as primary source documents. In fact, Samuel DuBois Cook's 1971 essay, originally titled, "Is Martin Luther King Jr. Irrelevant?" is retitled, "King's Relevance Today," an inappropriate title for a 1971 essay. Although King does remain relevant, our world has changed drastically since 1971. Therefore this essay needed to be set into the proper historical context of the early 1970s so that it could be used to start discussion about the subsequent changes in our society rather than passed off as current debate.

Both of these anthologies could be used to good effect in both the high school and college classroom, although *Martin Luther King, Jr.* would need to be used with more caution by teachers and students. The essays in both anthologies provide needed background for students for whom the modern civil rights movement is part of a distant past.

Mesa State College

Sarah L. Swedberg