

Spiegelman's *Maus* are excerpted and analyzed. Compelling poetry, such as "Written in Pencil in the Sealed Railway Car," is also reproduced here. In a chapter dedicated to monuments and memorials, the reader is presented with photographs of the Warsaw Ghetto monument and the Treblinka memorial and is challenged to consider whether death camps should be left to decay or be restored and maintained as tourist sites. Section II also explores Holocaust photography and film.

The book's third section addresses "Other Genocides," each introduced by an informative essay that places events in the Ottoman Empire, Bosnia and Kosovo, and Rwanda in their historical and cultural context. As with the Holocaust sections, these chapters include compelling documents.

The book's final chapter, entitled "Ethical Questioning," is particularly valuable. Here Smith offers insightful commentary in essays such as "Is Prejudice a Prelude to Annihilation?" "What is a Choiceless Choice and the Extent of Moral Blame?" "What are the Limits of Forgiveness and Reconciliation?" "How Have Christians Responded to the Holocaust?" and "What is the Relationship Between Ethics and Remembrance?" These engaging commentaries raise more questions than they answer, and no doubt that is Smith's goal.

Each of the book's chapters opens with a concise, accessible essay that lays the foundation for the documents that follow. Two of the volume's most useful features are the thought-provoking questions linked to each of the documents and cross-references that tie each document to others in the book. The volume also includes timelines and glossaries specific to each instance of genocide. A teacher's guide written by Paul Fleming is available from the Tennessee Holocaust Commission and provides additional helpful material.

The Holocaust and Other Genocides is most appropriate for undergraduate students, although it could be used with advanced high school students. Helmut Walser Smith has assembled an outstanding array of documents and essays that treat genocide with the gravity it deserves and that challenge the reader to consider this subject from a variety of different perspectives.

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Christopher Read, ed. *The Stalin Years: A Reader*. New York: Palgrave Macmillan, 2003. Pp. xviii, 241. Paper, \$22.95; ISBN 0-333-96343-1.

Christopher Read contributes a very good study of the years Joseph Stalin dominated the Soviet Union. In a short, yet exceptionally written first chapter, Read deals with the "main currents of interpretation of Stalin and the Stalin years." Read summarizes his strategy and the focus of his book in his "Preface," emphasizing what he is going to do and presents his two-fold aim—he leads "a self-contained journey

through the Stalin years, focusing in detail on the main events" and, second, he samples new historiographical views emerging from Russian Archives.

A very good glossary of terms provides satisfactory definitions and explanations. Read also includes a chronology generally outlining Stalin's life and work by period, including the formative periods in Stalin's life. There is a good bibliography, including a representative list of general works on the historical period, and a list of specialized works on Stalin. This bibliography can be helpful to beginning students and to new faculty in Russian-Soviet studies. There is an adequate and useful index that aids in identifying individuals, geographical areas, movements, events, ideas, and topics.

For the serious student of this period in Russian-Soviet history, Read's work provides a variety of resources and studies, supplying interpretative and definitive explanations of the man, his following, and his contributions both negative and positive. The controversial questions associated with Stalin are addressed, although some are not resolved, such as the number of victims in what is termed "The Great Terror." Read argues that this calculation remains "distastefully political and polemical as much as academic" (15-16).

Faculty can use this volume in a variety of ways, both in the classroom and in the preparation of lectures, discussions, and seminars on the work and contribution of Stalin, his supporters, and his opponents. The opening chapter is an excellent summary of the historical setting, the technical elements involved in studying Stalin's work, and the related historiography. This chapter is a good example of how to approach this period from the perspective of an important, key figure in the Soviet Union. After this general survey of Stalin's life and times, there follow five chapters that cover key facets of the development of Soviet Russia, and the cultural revolution aiming to socially modernize Russia, primarily efforts to modernize Russian motherhood between 1917 and 1937.

Daniel Peris's work on efforts in Soviet Russia to oppose religion, focuses on the 1929 "Congress of the Godless." Read turns next to the efforts to industrialize Soviet production and to collectivize agriculture by giving concentrated attention to the peasants and how this trend played itself out particularly during the famine of 1932-1933. He draws material from the work of Kurt S. Schultz on the Nizhnii-Novgorod Automobile Factory in 1927-1932 and on what Stalin and his comrades tried to do in the early 1930s with the peasantry in the scholarly work of R.W. Davies, M.B. Tauger, and S.G. Wheatcroft.

In a similar approach Read selects two scholars who have contributed significant studies on "The Great Terror" of 1937. The Second World War is covered in a selection from the work of John Erickson on "Soviet Women at War."

Brief explanations give the basic framework and strategic approach Read employs for presenting his summary of Stalin's life and work. Read provides a good basis for both the student and the faculty member. Especially graduate students, beginning to develop their style and approach to instruction, can use this small book as a foundation for analyses, conversations, and lectures on Stalin. The approach that Read has applied

in the development of this volume serves as an excellent example for developing studies of Stalin's leadership.

Introductory analytical essays prepare one to consider the scholarly studies used. These explain key issues, policies, leaders, and historical interpretations associated with the period. These can assist both the student and the faculty member in providing summary and analytical statements for discussion and lecture.

Each of the chapters and scholarly articles included have extensive endnotes of sources, documents, and important secondary studies. These notes are a good basis for bibliography on the subject being studied.

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Minor Myers, Jr. *Liberty without Anarchy: A History of the Society of the Cincinnati*. Charlottesville: University of Virginia Press, 2005. Pp. xvi, 280. Paper, \$16.95; ISBN 0-8139-2311-5.

This is an unrevised reprint of Myers's study of the Society of the Cincinnati first published in 1983. The only new material is a short Foreword by Jay Wayne Jackson, President General of the Society of the Cincinnati, discussing the commendable career of the late Dr. Myers and, very briefly, the history of the Society in the years since the book first appeared. The Foreword is inconsequential as a contribution to understanding the Society.

Myers was a member of the Society of the Cincinnati—in addition to being a political scientist, professor, and university president at the time of his death—but his membership does not seem to have skewed his work on the first Society—formed out of the Continental Army officer corps in the aftermath of the Newburgh Conspiracy. It might have colored his view of the current society and its origins, as I will develop below. This is a well-researched, nicely written study of an important organization that has not received the attention it deserves. This is especially true of the Society that emerged from the War for Independence.

There are, of course, two Societies of the Cincinnati as Myers acknowledges. The first grew out of the American War for Independence, while the second, a "revival" of the first, developed during the formation of hereditary, patriotic societies later in the nation's history. Myers' discussion of the first society is much richer and fuller than his discussion of the second. His discussion of the first Society is the largest part of the book.

Those who teach the era of the American Revolution and the formation of the United States will find much of value in Myers' discussion of the beginnings of the society in the final stages of the War for Independence. His discussion of the events at Newburgh and their aftermath, both immediate and lingering, is based on very wide