

appeasement, and points out how and why British and French officials arrived at this strategy for dealing with Hitler's escalating demands.

This book's strength is its focus on standard political and diplomatic history; Eubank states at the outset that his purpose is to "examine the policies, the outlook, and the experience of the statesmen and politicians who wrestled with Adolf Hitler's demands, as well as the military, political and economic conditions of their nations." Thus, for example, readers learn much of the thoughts and actions of British politicians Anthony Eden, Edward Halifax, and Neville Chamberlain, and their counterparts in Paris, Berlin, and Moscow. Eubank relies heavily on published volumes of foreign policy documents from Britain, France, and Germany to illuminate the high-level negotiations that culminated in Germany's September 1939 attack on Poland and the Allied declaration of war. On the other hand, we learn little of how civilians anywhere reacted to events, and the varied impacts of the 1930s economic depression on European politics only rarely are integrated into the narrative. Readers would be advised to use Eubank in conjunction with other books in order to gain a balanced assessment of the two decades prior to 1939.

How useful is this book for teaching about twentieth-century European history? Readable and relatively brief, *Origins of World War II* is most suitable for high school juniors and seniors and lower-level college undergraduates. Advanced college students would need to supplement this text with additional readings to better understand factors beyond foreign diplomacy and a British and French focus. There is an extensive bibliographical essay, but much of the scholarship is outdated and important recent titles are missing. But this book has another possible use: Because of its topical and chronological format, both high school and college faculty might find Eubank useful for background reading or preparing lecture material. "Mussolini and Ethiopia" and "The Popular Front and the Spanish Civil War" are examples of sections that work well in this regard.

In sum, this revised edition of Eubank's book could be a supplementary text in European history survey courses at high school and college levels. But it has its limitations, and faculty should carefully consider what other sources would be needed to provide a balanced interpretation of the crucial years between 1918–1939.

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Laura Marvel, ed. *The Salem Witch Trials*. San Diego: Greenhaven Press, 2003. Pp. 144. Cloth, \$28.70; ISBN 0-7377-0823-9.

The Salem Witch Trials, edited by Laura Marvel, is part of Greenhaven's Opposing Viewpoints series. The goal of this series is to elucidate various interpretive positions on controversial historical subjects, and serve both as a vehicle for and an example of scholarly debate. This latest addition to the series on the Salem witch trials

succeeds in fulfilling this mission; it would be highly useful as a source for class discussion or as a springboard for a paper, both on the trials themselves and on the nature of historical interpretation.

This slim volume of short essays begins with an effective introduction that sets the historical context of the trials, followed by three chapters that each present different arguments in response to a guiding historical question. Chapter one asks why the witch hunt occurred in Salem in 1692, chapter two tackles the question of what motivated the accusers, and chapter three explores why the accused innocents often confessed. Each chapter contains four or five secondary source essays, often from different academic disciplines (e.g. history, sociology, psychology, religious studies, political science), and at least one primary source document that speaks to the chapter's theme. The coverage of various scholarly interpretations of these trials is quite thorough. The variety illustrates the complexity of doing history using multiple narratives and vantage points, not to mention from various disciplinary perspectives. Some essays clearly contradict each other; many highlight different yet complementary factors affecting the trials. Students should enjoy trying to grapple with and reconcile the various positions.

Each essay is preceded by a short introduction that summarizes the essay's thesis argument. On the one hand, this ensures that students will know the various thesis arguments for the purpose of discussion; however, it also robs students of the exercise of learning to discern these themselves. These short pieces also focus on making an argument rather than supporting their assertions with extensive evidence; students interested in more information will need to seek out the full texts from which most of the essays are drawn. The essays generally are clearly and crisply written. Undergraduates should have little difficulty with this book. Topic headings within essays and boxes with highlighted key sentences help students zero in on main ideas. The book also contains tools for students to use for discussion and research, such as a detailed list of accusers and accused (names, ages, and dates), a chronology, a bibliography, and an index.

This book is small enough for a class to read within a week, and discussion of it would easily fill a class session with lively discourse. It would be suitable both for a lower-division survey course focusing on the first half of U.S. history or for an upper-division course on colonial or American religious history. Advanced high school classes could utilize this book as well. Teachers seeking a short synopsis of the historical scholarship on this subject for the purpose of lectures will find this book to be a valuable resource that can be quickly gleaned.