

Professor of History at the University of Florida and prolific scholar concentrating on labor history, Zieger does not rely on standard military history views of the war, but constructs his own arrangement of the events. His narrative is not, therefore, one that will please xenophobic patriots as he describes America's unpreparedness, reliance on French military equipment, the breakdown of its supply system, and mistreatment of African-Americans who were ready to fight for their country. Into his story he further weaves the social, economic, and psychological costs of the war such as the fight for the League of Nations, the struggles of labor, and the retaliation of the government against those who opposed the conflict.

Those who wish a more detailed study of purely military aspects of World War I will be disappointed and should continue to consult sources such as Edward M. Coffman's *The War to End All Wars*. However as the standard text for use in undergraduate history courses, Zieger's book is the right choice. It can be used too as a reference for lecture preparation or as a common text for use by students who are preparing more detailed examinations of other aspects of the conflict. It is a great read and should become a standard text for future classroom examinations of the United States in the Great War.

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**Erica Harth, ed. *Last Witness: Reflections on the Wartime Internment of Japanese Americans*. New York: Palgrave MacMillan, 2003. Pp. 303. Paper, \$16.95; ISBN 1-4039-6230-8.**

Immediately after September 11, 2001, many compared that event with Pearl Harbor and its aftermath, when all persons of Japanese ancestry living on the West Coast of the United States were imprisoned. Did national security require such action and, is it necessary, in the current situation, to take similar measures against persons with connections to a perceived enemy? A recent publication argues that the imprisonment of Japanese Americans in 1942 was justified and that similar measures should be taken today in defense of the country. (See Michelle Malkin, in *Defense of Internment: The Case for "Racial Profiling" in World War II and the War on Terror*, 2004.)

That such a notion could be considered seriously constitutes a failure of historical memory that this present volume seeks to address. In the view of the editor, the experience of Japanese Americans in that time "may well be the most documented and least known miscarriage of justice in our history," and yet there are those who neglect the historical record and are vulnerable to the sway of myths about that experience and time.

Erica Harth asks the reader to remember that the internment of Japanese Americans affected and continues to affect all Americans and that "the story of the internment will not be over until we take full responsibility not only for the injustice but

for the precedent it set." Those are the basic premises of this book of essays. Those "witnessing" in this volume include not only some who were imprisoned during the war, but others as well. For instance, children of parents who had that experience, while they were not in the camps themselves, were nonetheless affected. As Jeni Yamada writes in her essay, "Legacy of Silence (II)," "I didn't live the camp experience. But I didn't escape it either," and her essay continues to explain that observation. Erica Harth, the editor of this volume, did "experience" the camp as the young white daughter of a first-grade teacher at one of the camps and she adds her "witness" to this collection as well. Other contributors, eighteen in all, add important perspectives as they address a variety of questions about that experience: "What stories do we want to make known now? How do we begin to think about the implications of the internment for the era of the 'war on terrorism'? What strains of American life run through and beyond the wartime history? How can unlearning and coming to speak on the internment help us to further the causes of social justice and human rights in the twenty-first century?" Even those who had no personal or family connections to the internment can discover that there are important emotional and political connections and anyone reading this volume is forced "to come face to face with one of the most significant betrayals of American ideals."

It is important that students read these essays in order to keep historical memory alive and engage in "dialogue, reflection, [and] active engagement with the issues" involved. Teachers will serve their students well if they take up the challenge to do this. All of the essays are appropriate for middle and high school students and present such a wide variety of perspectives on the topic that teachers would have flexibility in how they might use them in their classes.

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**Melvin Small.** *Antiwarriors: The Vietnam War and the Battle for America's Hearts and Minds.* Wilmington, DE: SR Books, 2002. Pp. xiv, 183. Paper, \$19.95; ISBN 0-8420-2896-X. Cloth, \$65.00; ISBN 0-8420-2896-X.

The intrusion of the Vietnam war into the 2004 presidential campaign demonstrates, if such evidence were further needed, the staying power of the most divisive military conflict in the nation's history since the Civil War. In *Antiwarriors*, Melvin Small of Wayne State University provides an overview of the antiwar movement of the Johnson and Nixon years.

Several themes emerge. Although dozens of organizations sprang up to protest the war in various ways (and the author categorizes them nicely), they were much too amorphous and ill-structured to have much "organization" to them. Dues were nonexistent, there were no membership rolls, and leaders often quarreled bitterly among themselves over tactics and strategy. Moreover, groups advocating peaceful civil disobedience were unable to exclude more radical and fringe elements ready to be