

The writing style of the work is appropriate for upper-level high-school students and undergraduates. Due to some assumed knowledge in some of the definitions, beginning high-school-level students might find it somewhat difficult, although the authors have made good use of the "see also" convention in order to allow readers searching for background or additional information to find it quickly. Although not considered a standard to glossaries, in some instances the entries would be improved if they included a pronunciation guide to assist students' familiarity with the word.

The glossary is lightweight and compact, making it a true pocket reference. Both students and educators will find it easy to use and a useful add-on to standard survey texts. *The Bedford Glossary for European History* is the type of reference work that is probably best used as classroom copies or as library reserve materials as opposed to being distributed to each student. Of course, this is completely dependent on the strength of the glossaries of the survey text in adoption for a course. If it appears to be lacking, then this offering from Bedford can certainly fill that void.

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**David F. Crew. *Hitler and the Nazis: A History in Documents*. New York: Oxford University Press, 2006. Pp. 176. Hardcover, \$36.95; ISBN 0-19-515285-9.**

Crew brings his expertise in modern German history to bear on this didactic and considerably arranged text aimed at secondary students, but useful even to introductory college courses in world, European, German, or comparative history. Crew does not immediately begin with the question of "Hitler and the Nazis," but rather by asking "What is a document?" By presenting Hitler and Nazism as "documents," the author successfully introduces a redemptive dimension to the at times horrible events recounted in them. Crew appropriately balances the images of dread with many images of hope, and overall the documents succeed in bringing further understanding to this human catastrophe. This is a "hands-on" history using numerous primary sources contextualized with concise secondary narrative. Each chapter begins with an overview followed by primary source excerpts relevant to the topics and including revealing images that enliven the collage of texts. The fascinating images comprise diverse and rare photographs, posters, maps, and diagrams, such as racial family trees, Gestapo photographs of suspected gay bars, and Roma prisoners in Belzec, for example.

Crew devotes his first chapter of narrative, documents, and images to the roots of German National Socialism and shows these originating under the lingering shadows of the Great War, contradictions within the Weimar Republic and Weimar culture, as well as the various economic disasters after 1918. Documents involving Hitler emerge in the second chapter from the ashes of the war, through his failed 1923 *Putsch* and subsequent electoral strategy. The book includes a "picture essay" on the Nazi propaganda, with which Crew shows how media was essential in the Nazi rise to

power, subsequent construction of a "Racial State," and the "social death" of German Jews up to 1939. With detailed documentation of *Kristallnacht*, the 1938 uprising against Jewish businesses that resulted in killings and beatings of individual Jews, synagogue burnings, and near-universal Jewish property destruction, Crew rightfully shows the event as a turning point in Nazi aggression towards German and other Jews living under National Socialist administration, including Austria, the Sudetenland, and later the remainder of Czechoslovakia.

With other selections and accompanying images, Crew demonstrates how anti-Semitism was at the heart of the Nazi racial worldview and that it provided the core ideology within the Nazi "Racial State" that was enforced, he shows, through the "Concentration Camp System." Race also provided the motivation for the War of Plunder," these documents show. Crew provides wide coverage of the Second World War, before the penultimate chapter on the Holocaust, which is the highlight of the book, proving in irrefutable documentary fashion how the Nazis carried out the destruction of European Jews. The final chapter furnishes documents about Germany after the Holocaust that reflect how it has attempted to come to terms with the past, ending thereby on another potential note of redemption.

Instructors and teachers could assign the book for a unit on the Great War, interwar, Depression, World War I, or any combination of these, because Crew's clear narratives and vital selections of documents help convey the important motives and realities surrounding Nazism. Marginal notes and descriptions of images guide readers' comprehension of the primary texts and in general the book is an excellent resource on Nazism for the classroom as a succinct chronological documentary account of "Hitler and the Nazis." A timeline, recommended further readings, and websites follow the narrative.

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**Kenneth Bridges, ed. *Freedom in America*. Upper Saddle River, NJ: Pearson Prentice Hall, 2008. Pp. 464. Paper, \$46.67; ISBN 13:9780136147343.**

*Freedom in America* is a collection of 95 documents from U.S. history that define and discuss the concept and practice of freedom. From the Charter of Virginia (1606) and the Mayflower Compact (1620) to speeches by Ronald Reagan (Tear Down This Wall, 1987) and Bill Clinton (Religious Liberty in America, 1995), students can explore through these primary sources how Americans' ideas about freedom, liberty, and justice have changed through the course of four centuries. After a one-page introduction, in which Kenneth Bridges stresses that despite all criticism, the documents' authors "exude a tremendous sense of optimism that the nation can overcome prejudice, repression, and whatever impediment that slows the progress of justice," the documents are presented with paragraph-long introductions. The three-