TEACHING HISTORY

Volume 15 Number 1
Spring 1990

A JOURNAL OF METHODS

TEACHING HISTORY
A JOURNAL OF METHODS

Teaching History: A Journal of Methods is published twice yearly in the Spring and Fall. *Teaching History* receives its chief financial support from the Division of Social Sciences and the College of Liberal Arts and Sciences of Emporia State University. It also receives support from The School of the Ozarks. Annual subscriptions in U.S. currency are $5.00 for individuals and $10.00 for libraries and institutions. Rates in Canadian currency are $6.00 and $12.00. All business communications, including subscriptions, should be sent to Sam Dicks, Campus Box 32, ESU, Emporia, KS 66801.

All correspondence in regard to contribution of manuscripts and editorial policies should be directed to Stephen Kneeshaw, Department of History, The School of the Ozarks, Point Lookout, MO 65726. All books for review and correspondence regarding book reviews should be sent to William Mugleston, Social Science & Technology Division, Mountain View College, Dallas, TX 75211. Manuscripts of articles submitted for publication should be accompanied by self-addressed envelopes with return postage. Manuscripts should be typed double space with footnotes on separate sheets.

ISSN 0730-1383

TEACHING HISTORY
A JOURNAL OF METHODS

Volume XV, Number 1, Spring, 1990

CONTENTS

REVIEWS

THE BRIEFING BOOK CONCEPT

Dean A. Minix
University of Houston-Downtown

Teaching at an open admissions public university affords a variety of frustrations and opportunities. In my setting, for example, we offer a traditional major in neither history nor political science; however, we do provide an array of upper-division courses in both areas. Our students are for the most part career-oriented (read: "relevance seekers"), hence they gravitate more towards training rather than education in the classic liberal arts tradition. Put differently, our students tend to seek course information/data that are specific, useful, and current.

The people who populate our classes are a clear reflection of the demography of the Houston community, i.e., 41% white, 28% black, 17% Hispanic, 12% oriental, and 6% international. Moreover, they arrive in our upper-division courses with a panoply of backgrounds and skill-levels that promotes "the dilemma." How do you motivate those students who are there only to get their "ticket punched" so that they can move on to hurdle the next "barrier" that academe quaintly calls the curriculum? How, indeed, does one teach the requisite reading, writing, and research skills necessary for academic integrity (extant from whatever benefit students may derive), yet provide assignments that stimulate, intrigue, and motivate? How can one overcome the classic "I dare you to teach me anything or make me work" syndrome? I hasten to add that this phenomenon is not unique (or all-pervasive) to my institution. From discussions with my colleagues at various sized institutions--both public and private--they, too, have observed this mind-set of their charges.

I am hesitant to admit that I have consequently become somewhat of an academic con artist in an attempt to overcome this hurdle. Traditional research and writing assignments such as the term paper and/or book review(s) did not seem to work in my current environment. The quality of effort and results were abysmally absent. Many students were mindlessly and minimally attempting to meet course requirements after repeated admonitions that such behavior would be rewarded appropriately. Therefore, to surpass this quagmire, the concept of the Briefing Book was born.

The germinal seed of the Briefing Book arose during a conversation I had with an educational representative of the *Christian Science Monitor*. He suggested various ways in which the *Monitor* could be used in the classroom aside from the traditional method I previously employed (i.e., quizzing the students on current events). As we talked, I began to broaden his suggestion that has evolved into its present form.

BRIEFING BOOK ASSIGNMENT

> Assume that you are the State Department Desk Officer for country X. You monitor the daily activities of not only your nation, but the immediate region. Your task includes compiling data from newspaper articles, scholarly articles, economic data bases, maps, etc. on certain salient political variables relevant to your nation. Such variables might include, but are not limited to, the following: regime type, stability index, party system, elite recruitment, interest groups,

decision-making structures, political culture, imminent domestic and foreign policy issues, *inter alia*.

A newly appointed ambassador to your country will be stopping by your office in two months (assuming his nomination is not tagged with a "hold" by Senator Helms). You will brief him orally and then give him a copy of your report. Your "gift" to the new ambassador will be a compendium of your research. Your categorical summary will appear either in the front of the book, or at the beginning of each section. Your appendix is composed of relevant newspaper clippings, scholarly articles, maps, etc. You will include an annotated bibliography of "must reads" on your country. Obviously, you will not be able to include everything worthwhile, and it is realized that any book is time-bound. Attempt, however, to make its shelf-life as long as possible--at least until the ambassador reaches his new destination! A word of advice: Use the professor as a resource.

Below, are some journals and newspapers you may wish to consult:

Foreign Policy
Foreign Affairs
Orbis
World Politics
The American Political Science Review
The American Historical Review
The Christian Science Monitor
The New York Times
The Washington Post
The Times of London
The Economist

There are a host of journals that are country/issue specific as well. These aforementioned sources are NOT the only ones. Search widely. Be bounded only by your imagination and creativity. GOOD LUCK AND HAVE FUN!

PEDAGOGICAL BENEFITS

Students (with prior approval) have the opportunity to choose the state they wish to explore. This choice, obviously, can motivate students to explore other cultures. Most students, as one would predict, choose a nation from the first world, usually Western Europe. In my comparative western European course, I restrict students to those nations, but not necessarily to those that we study. In the U.S. foreign policy and international relations courses, students have free range in which to choose. Occasionally, a student will choose a third world nation. Several weeks into the assignment, the student will inevitably drag into my office and state: "Can I change my country? I can't find any information on Belize!" Normally, I do not allow such changes. This information deficit, nonetheless, is instructive to the student. It shows the dearth of information available on such nations in the U.S. "elite" daily press. This condition also requires that the student dig even deeper--probably into academic journals, foreign magazines, and other materials.

Recent briefing books that I have received have had anywhere from 15-20

sections, dependig upon the country. Many students are now summarizing each section with a 3-5 page introduction! When I first assigned this project, I requested that all sections be summarized at the beginning of the book. That had a tendency to diminish the quantity of the writing.

Research quality often varies. Students do indeed use the *Monitor, The New York Times*, etc. What I need to shore up is their research into academic journals. My better students are laboring in this vineyard, but the "C" students and below are not. For many students, the *American Political Science Review* or the *American Historical Review* are too esoteric and exotic. Others do not even know that such journals exist. My advice (as distasteful as it may be): Take them by the hand to the library for one period. Most reference librarians will be helpful in providing a resource briefing.

As an additional requirement, I ask that the students append an annotated bibliography on their country/region. I suggest to them that this bibliography be viewed as a list of "must reads" for anyone arriving in his new home. Again, some students prefer to disaggregate their list and place it at the end of each section. I do not require that the student read every book on the list, but they should be familair with the seminal country literature.

Researching a nation/region also requires some geographical awareness. I request a political map; some students even go further by providing other maps as well. (One student even provided maps to Rome's finer bistros.)

Our Houston environment allows some students to consult the local consulates. An abundance of data are available from such sources. Students even receive some first-hand experience in conducting interviews with consulate personnel. Cassettes have been included in some books.

Should you decide to adopt this technique, be prepared to have some internal grief over grading. Discerning a well researched, well written book is not the problem. Quality shines. But what of the book on Belize? There may indeed not be a wealth of information available--especially in the daily press. Evaluating the degree of research then becomes a problem compared to information on first world nations.

I recommend a grading sheet for each student's book. The sheet I use contains the following weighted variables:

1. Quality of Research 30%

2. Writing Style, Content, Quality 30%

3. Organization/Originality 30%

4. Bibliography/Appearance 10%

5. Comments

The "Briefing Book" has several additional benefits. First, it cannot be readily purchased like term papers. Relatedly, it cannot be recycled because of its short shelf-life. Moreover, I randomly collect and review the books during the semester,

spot checking for burgeoning research gaps. This spot check mandates that students work (almost) daily on the project, thus promoting the values of diligence and systematic effort--two attributes roundly void in many undergraduates.

STUDENTS' REACTIONS

Overall, my students' reactions to the project are positive. In the words of one budding scholar:

> The development of a good briefing [book] requires both extensive research and creativity. The ability to take raw material and to bind it together in a coherent form is the challenge before us. Due to the time involved . . . in combination with the other requirements of the course, productive use of one's time is of the essence.
>
> In addition, the Briefing Book helps to: 1)increase one's familiarity with various periodicals such as *The Statesmen's Yearbook* and *The Europa Handbook*; 2)it tends to broaden one's perspective of how other countries operate in comparison to our own; 3)it increases organizational skills; 4)increases one's ability to manage time more effectively; and, 5)has for me renewed enthusiasm to study harder and to learn more.

This same student (and others like him) have told me that the skills gleaned from this project help to prepare them for the job market. "The ability to read, comprehend, and to put one's thoughts down on paper is vitally important to an up and coming corporate executive. A student's ability to undertake a project of this magnitude serves as both a method of socialization and preparation for future job-related functions."

Other positive comments include these: ". . . an excellent way to combat cultural illiteracy," and "[it] shows how interdependent the world really is," and "a term paper usually covers only one subject and forces the student to compare nothing unless it is part of the assignment."

Lest you think that all comments were of this ilk, let me reassure you that they were not. All students were likely to comment on the amount of time involved. "The student must read on a daily basis, or at least a weekly basis, in order for the project to be completed," stated one. It "lasted too long," lamented another student. "Why not use it as a group project and have section due dates, e.g., History, week one; Government, week two; and Economy, week three, etc."

While these constructive criticisms do indeed have merit, the overriding statement of my students regarding this opus was, to paraphrase, "Damn it. When are you going to quit thinking that your class is the only one I'm taking?"

VARIATIONS ON THE THEME

I have several students who, for some unknown reason, take me for several upper-division courses. Making them do another country briefing book seems

counterproductive. Therefore, in my Foreign Policy and International Relations classes, I assign an Issue-Area Book to these students. I had three such projects this past semester: Human Rights in Eastern Europe, Pan-Americanism, and SDI. This variation met with a great deal of success.

For historians, consider this permutation. In a diplomatic history course, one could have the students pick Germany in 1932, and take a more historical approach. The categories could largely remain the same as now, but from the time frame of say 1870-1932. This would mean that the students would have to live in this era and use historical documentation. Everything since 1932 would not exist to them. This would force your students to live during the collapse of the Wiemar Republic and the rise of Hitler.

In the four semesters in which I have tried this technique, students have researched the Soviet Union, the Federal Republic of Germany, the German Democratic Republic, Sweden, the People's Republic of China, Switzerland, France, Nigeria, Spain, and Mexico, among others. Almost without exception, students turn their books into me with the comment, "this was so !@#* much work, but I had so much fun doing it." After smiling and nodding approvingly, I think to myself, "a good con man never gives up."

CONFRONTING CURRENT EVENTS: TEACHING TO NON-MAJORS

Shannon J. Doyle
University of Houston-Downtown

There is enormous difficulty teaching upper-level courses in history at a university that does not offer a degree in history. While one hopes that such institutions are few, many history departments are small, and the survival of upper-level courses in these cost-conscious times frequently depends upon our ability to attract non-majors to our courses. This might present few problems to colleagues with interests in popular culture fields, but difficulties exist for those of us who are traditional in both our fields of interest and in our approach to teaching. A course designed to train historical scholars might not have much appeal to a student shopping around for an elective. Or if the course is merely created to attract large numbers of people who want to know something (but not too much), the course will be worthless and the instructor embarrassed.

My solution to the problem has been to focus on twentieth-century history in my upper-level offerings. As a person trained in ancient history (Hellenistic Era), it took a long time (and a fair amount of retraining) to change fields so drastically. My university primarily produces business majors whose interest in Ptolemy the Greek is not as great as my own. Students will try a course if it appears useful, and they can be persuaded that it is useful to know something about the world they inhabit. While all history courses must have substance, offer information, enhance research skills, teach analytical reasoning, and so forth, they also must have students.

Relevance is perhaps not as trendy a watchword as it was a few years ago, but it is still on students' minds. It is hard to get more relevant than the lead story in the morning newspaper or on the evening television news, something students are more likely to be familiar with. Therefore, I try to combine current events with traditional course content. This is obviously easier to do in some courses than in others. Courses in Soviet history are especially easy to adapt to this approach. All students have heard of the Soviet Union, most are concerned about it, and some recognize that they have little information and perhaps should acquire more. In my one-semester Soviet history course I use three texts: *Russia: A History of the Soviet Period* (by Woodford McClellan), *The Russian Revolution, 1917-1932* (Shelia Fitzpatrick), and *Rethinking the Soviet Experience, Politics and History Since 1917* (Stephen F. Cohen). All have recent publication dates. The Fitzpatrick book, published in 1982, is the oldest and the last two are paperbacks. All are short. The Fitzpatrick and the Cohen book are about 160 pp. (They are also dense and complex, but no one notices that until they are hooked.) The course covers the usual topics: Begin with the Russian background and continue until the Gorbachev era.

Since Soviet history is usually taught in the fall semester, I spend time in the summer trying to decide what is likely to be a major continuing news story that can be used as the basis for a semester project. While the world does not always cooperate--the solidarity movement or the invasion of Afghanistan will not always occur during vacation periods--the Soviets are at least fairly dependable. Something will happen. In August of 1986 I was presented with a project that has worked well, and which with modifications could continue to work for several more years.

In its August 3, 1986, edition, *The Manchester Guardian Weekly* published the full text of a *Manifesto* issued by "The Movement for Socialist Reform" in Leningrad on November 21, 1985. The *Manifesto* issued in Samzidat form analyzes what the group sees as problems in Soviet society, and calls for the adoption of three political and six economic measures to solve the problems. While I have no idea of the identity of the manifesto's authors, it is a marvelous teaching tool. Students are usually fascinated by something written by the people of the country being studied. The eyewitness observer always seems to have more credibility than the textbook author. The *Manifesto* offers detailed statistics about Soviet society and its economy. It makes constant references to Lenin, the Socialist revolution, and to Marxist-Leninist science. In a short space, it provides an interesting summary of Soviet history and continuing problems. Students were required to master the content of the *Manifesto* and then to focus on the measures proposed to solve the problems outlined by the manifesto.

The authors of the *Manifesto* insisted that "The proposed programme of political and economic transformation is the highest creative development of Marxist-Leninist teaching on the State, based on the experience of socialist construction in the USSR and other socialist countries." Students were asked to consider the three political measures:

1. Press Freedom.
2. To stop persecuting people for their political and religious beliefs, and to guarantee the freedom of speech.
3. To provide the constitutional conditions for the creation of alternative political organizations.

They also were asked to consider the six economic measures:

1. To observe the purpose of existing economic laws.
2. To expand the rights of private enterprises on a fully self-supporting basis.
3. To offer opportunities for the development of private initiative in the sphere of services and the production of consumer goods.
4. To allow Soviet citizens to rent state land and farm machines and land for cultivation and to repay the state with a proportion of their crops. The surpluses of agricultural production will be the property of the lessee, and can be sold in the market place.
5. Not to obstruct the development of private holdings on collective farms, allotments and dacha cooperatives, or the sale to town-dwellers of unused peasant houses.
6. To create the conditions for the development of private trade.

Basically students were asked to analyze the content of the document, and to decide which (if any) of the proposals might be accepted by the Soviet government.

To give some common structure to the papers that would be written, students were required to discuss Stephen F. Cohen's definitions of reformism and conservatism as each applies to Soviet politics. Cohen argues that reformists see change as progress and an improvement of conditions without a shift in ideological

values, and conservatives see change as leading to disorder and to the possible destruction of such values. Students were to use Cohen's definitions as support for their arguments concerning the likelihood of acceptance of the nine measures.

The assignment required the production of a paper fifteen to twenty pages in length. Most students became so involved in the project that the papers were significantly longer than the requirement. By the fall of 1986 *glasnost* and *perestroika* were becoming familiar terms in the American vocabulary. Gorbachev was seen on television with fair regularity. The selection of the manifesto as the current events project was serendipitous. Students became involved in watching history being made.

As the course progressed and the students' understanding became more sophisticated, we could draw parallels between the current events and Bukharin or Khrushchev. We could discuss the role of Marxist-Leninist ideology in Soviet life. There was rarely a class in which someone failed to mention some aspect of the *manifesto*. It made what we were studying seem real and important.

Not only did using the *manifesto* truly enhance the course, but it had a result that I never anticipated. The course hasn't ended. The majority of the fifteen students were either graduating seniors or students who were taking their last history elective. When a particular course ends, I rarely see the students again unless we pass in the halls for a brief hello. I see these students all the time. They want to talk about what is happening in the Soviet Union now, and the retention of course information has been remarkable. Several graduates will talk to me on the phone. I used the *manifesto* in the spring of 1988 when the Soviet course was offered again. Since Gorbachev remained in control and *glasnost* and *perestroika* were still viable Soviet initiatives, we were able to study which manifesto measures were being implemented or modified. I expect the content of the manifesto to be current into the 1990s.

Having used other kinds of current events projects in other upper-level courses that I teach (Twentieth Century Europe and Modern England) as well as in the post-Reconstruction era U.S. history survey, I am convinced that it is an excellent strategy for capturing student interest. Beginning in the present with television news, and then explaining the present by searching for roots in the distant past, is not the way that I was taught history, and it is not the way that I expected to teach when I left graduate school in the mid 1960s. But it seems to work. I can teach all of the traditional substance of the history course to a more interested and involved audience by using current events as a springboard to the past.

An Update

Much time has passed since this article was first written, and I have just finished teaching the section of the Soviet history course to seventeen enthusiastic students. The assignment using the *Manifesto* remained the same but the results were dramatically different from those of the fall of 1986. Gorbachev has written his book, several authors have produced biographies of him, scholars are analyzing the changes in the Soviet Union, interesting elections have been held, Nationalities issues explode daily.

My seventeen students had much to choose from and most chose well. By and large the papers were excellent. On the last night of class each student made a two-minute, informal presentation of their best guess at the fate of Gorbachev's reforms.

I found the results fascinating. Fifteen predicted failure, two a possibility of success. As it became apparent that failure was the class consensus, students clearly tried to focus on points not yet covered. One student was outraged by the traditional view of the desirability of a non-working wife that is mentioned in the *Manifesto*, and took the position that those who wished to turn back the clock in one area were doomed to failure in all areas. But most felt that the reforms would not deliver change fast enough to meet expectations, and that as Soviet society grew more restless, the conservative bureaucracy would see a need to impose order and delay/destroy any progress made. Given the generally optimistic tone of most of the sources the students used, I found their conclusions to be particularly interesting. One of my students was a reserve officer and was particularly fascinated by the difference between what he learned either in class or through researching his paper and the frequent briefings given to him in his military role. He knew nothing of Russia's economic problems, productivity, technological backwardness, etc. While he, too, remained pessimistic about the future of Soviet reform, he wondered why he had received so much information about the Russian Superman who upon closer inspection seemed mythic.

With much more information available than had been available in 1986, we spent a lot of time focusing on Khrushchev and Gorbachev as post war reformers, and looking at change in the U.S.S.R. since 1985. The spring Soviet elections were timed perfectly for the course, as was the trouble in Georgia and the extensive western media coverage of these events. On the last class day, I gave each student a copy of George Kennan's testimony to the Senate Foreign Relations Committee (April 1989) announcing that the Soviet Union is merely "another great power like other great powers" and no longer "a possible . . . military opponent." Rarely does an era end so clearly in print.

My experiences this semester reinforced my beliefs in the usefulness of current events in history classes. Three students from my 1986 class called to talk about the elections in the Soviet Union and had clearly retained an interest in Soviet Studies. All three had read Gorbachev's book and were keeping up with events. It is the hope of every teacher that a particular course will mark the beginning of a continuing interest. The *Manifesto* remains an outstanding tool by which to achieve this goal. I will not offer the Soviet history course again until fall 1991, but I expect the *Manifesto* will spark as much student interest then as it did in the fall of 1986 and spring 1988 semester.

I am now working on a project for my U.S. history survey courses (1877 to the present) that will use Kennan's brief April statement on the end of the Cold War. Students will be asked to decide whether the policies of the Bush administration are responding to the issues outlined by Kennan and, if not, should the administration respond in the ways Kennan suggests. Not having a crystal ball, I have no idea what will happen. But something will happen (even the absence of movement is something), and that is all that is necessary to encourage students to use the present as a departure point for understanding the past.

TEACHING TEACHERS THE CONSTITUTION: A BICENTENNIAL INSTITUTE

Cynthia Opheim
Southwest Texas State University

In June of 1988, the political science department of Southwest Texas State University hosted a three-week institute on the U.S. Constitution. Twenty-six social science teachers from central Texas attended the institute that was funded by a grant from the Commission on the Bicentennial of the U.S. Constitution. A variety of teaching strategies were used to teach the history and political development of the American constitutional system. Although some strategies proved more effective than others, the overall result of the institute was a renewed interest and enthusiasm for teaching our constitutional system by university faculty and teachers alike. Our motives for hosting the institute combined the need for teachers in Texas to enhance their educational and professional training, our own desire to join the movement toward excellence in education, and a sense of responsibility for giving young citizens in our state a better understanding of the U.S. Constitution.

In 1984, the Texas Legislature mandated a series of sweeping educational reforms. One of the most important of these reforms was a qualified "merit" system for teachers, that is, the establishment of a teacher career ladder. In order to advance on this "ladder," teachers must enhance their professional training through state approved programs or through credit from graduate-level courses. Southwest Texas State saw the opportunity to meet this need and enhance its capacity and reputation as an institution that has close ties with the state public educational system. Southwest Texas graduates more teachers than any other institution in Texas. Solid preparation of public school teachers demands that there be interaction between teachers and university faculty. Teachers often complain that professors are not aware of the realities of the public school classroom. This gulf can only be narrowed by consistent and systematic communication between professors and teachers. We endorse the argument by others that there be greater involvement by university faculty in pre-college education.[1]

Finally, in the spirit of the national bicentennial celebration of our Constitution, we felt a responsibility to stimulate knowledge of and interest in our constitutional system. In a state as culturally heterogeneous as Texas, it is especially important that students receive top-flight instruction on the history and political development of our Constitution. This instruction helps to enhance cultural, economic, and political integration. It seemed particularly important to our grantor agency that the institute have an impact on those who teach children born of Hispanic immigrants. Because we were to help prepare these new Americans for citizenship, our project assumed national significance.

This paper describes major activities and teaching strategies that were included in our institute, provides both quantitative and qualitative evaluations of the effectiveness of these activities, and offers suggestions for future institutes. The hope is that these suggestions will ease the way for those who sponsor similar institutes for public school teachers.

---

[1]See Gerald M. Pomper, "A Summer Institute in American Politics," *The Political Science Teacher* 1 (Winter 1988), 20.

INSTITUTE ACTIVITIES

Our goals for the institute embraced both content and methods, that is, helping teachers to learn more about the Constitution and giving them ideas for teaching it. Content was our primary emphasis. Our first priority was to enhance teachers' understanding and enthusiasm for the Constitution, and a major portion of the institute activities was devoted to this purpose. (See Appendix 1 for a schedule of institute activities.) Although the institute aimed to enrich participants' knowledge of the history, philosophy, and development of the U.S. Constitution in general, the immediate objective was to emphasize the Bicentennial Commission's theme for 1988: *the creation and development of the Legislative Branch and the debates and writings of the ratification period.*

Seminars that emphasized different aspects of the Commission's theme constituted the heart of the institute; they allowed faculty and participants to consider both the theoretical basis of constitutional principles and their practical application. Seminar #1 examined the structural dimensions of our Constitutional system, that is, the separation of powers, checks and balances, and the sophisticated architecture of our federal system. It gave particular emphasis to the changing role of Congress. Seminar #2 focused on "the Great Debate" over ratification of the Constitution. Participants examined *The Federalist Papers*, the convention of 1787, and the leading anti-federalist literature. Seminar #3 explored the history and development of a national identity, the Revolutionary War, and antecedents to the Constitutional Convention such as the Annapolis Convention and Shays' Rebellion. Participants attended two or three seminars Monday through Thursday, while Fridays were left free for other activities.

In addition to regularly scheduled seminars, participants heard lectures from visiting scholars. These scholars were selected because of their reputation for expertise in particular areas of constitutional history and law, and they added special insights to seminar themes. For example, one lecturer spoke of the historical application of judicial review to acts of Congress, while another described interesting examples of executive-legislative conflict. Lectures were approximately one hour, followed by 30 minutes of questions and discussion. Presentations of the visiting scholars were intended to add variety to the institute schedule, as well as expose participants to different teaching styles.

Institute participants also participated in formal debates that were scheduled twice a week. The debate topics reflected issues that were seriously discussed at the Constitutional Convention of 1787, as well as questions that still surround our political structure today. The topics were designed to encourage use of readings assigned and suggested in the seminars. For example, teams were asked to debate the adoption of Paterson's New Jersey plan or Madison's Virginia plan. Another team considered the resolution, "That the Constitution be amended to give the President more formal (constitutional) power over the Congress." The debates were formally timed and judged by institute faculty, and copies of the judges' comments were given to the members of both teams after a decision was made.

Although the primary emphasis of the institute was on content, some time was devoted to *methods* of teaching. Specifically we wanted to assist teachers in developing curriculum materials that would help them teach the Constitution. Prior

to the beginning of the institute we arranged for the library to order audio-visual materials with the understanding that we would preview the materials and buy those we thought to be suitable. A list of materials that were to be previewed, as well as materials already available in our library, was compiled. Participants were divided into six audio visual "teams." Each team was assigned tapes or filmstrips from the list to critique, and copies of these written critiques were compiled for distribution to their school districts. We were able to buy some of the cheaper audio-visual materials for participants' schools, while we purchased some of the more expensive materials for their area service centers.

In another approach to teaching methods, participants were instructed to bring with them lesson plans, textbooks, and curriculum materials they presently use to teach the Constitution. Since the teachers reflected a variety of social science subjects and grade levels, we divided them into groups that represented their direct teaching needs. Junior high American history teachers showed other junior high American history teachers their lesson plans and teaching materials. At the end of the institute, each group turned in revised lesson plans that incorporated new ideas and materials.

EFFECTS OF THE INSTITUTE

To measure the effects of the institute, we had both empirical and subjective feedback. A pre- and post-test was administered to the group. A reliability check of this instrument showed reliability to be .70 and .72 respectively, satisfactory for a small sample size of 26. The average score increased from 61 to 79 percent. A paired one-tailed t-test performed on the differences in the means of the two sets of scores shows a t value of 6.414 which is significant at the .0001 level.[2]

Seminars

Graduate-level seminars were the central activity of the institute. Professors teaching the seminars were knowledgeable and well-prepared, and participants enjoyed the seminar sessions. "Intellectually stimulating," "helpful," and "informative" were among the adjectives participants used to describe the seminars in their final evaluations. However, many of the participants considered the reading assignments--approximately 150 to 200 pages per night--too extensive for a three-week period. Several participants described the reading assignments as "excessive," and some complained that the assignments created undue pressure or "stress." One participant confessed that his failure to keep up with the required reading made him "feel like a failure in the seminars."

Complaints about excessive reading were taken very seriously. On the whole, the teachers who attended our institute were extremely conscientious; most possessed a sincere desire to do the work that was required of them. Yet institute faculty were hesitant to reduce what they thought to be appropriate reading for

[2]Those interested in obtaining a copy of the post-test may write the author at the Dept. of Political Science, Southwest Texas State University, San Marcos, Texas 78666.

graduate-level seminars. To alleviate this problem and encourage more thoughtful participation in seminars, it is critical that reading lists and materials be sent to participants two to three weeks *prior to the beginning of the institute*. Advance notice of seminar readings and assignments informs participants of the *expectations* of the institute faculty, and, therefore, reduces the tension that is created when expectations of participants and faculty are substantially different.

Lectures from Visiting Scholars

Visiting scholars included professors on the SWT faculty in addition to the University of Texas, Baylor University, and the University of Texas Law School. They presented lectures on topics that fell into their primary areas of expertise. All of the visiting scholars were well-organized and well-prepared. Lectures were informative and discussions were generally lively. Evaluations from participants showed that the visiting scholars were among their favorite activities. As we expected, the inclusion of visiting lecturers into the institute program provided the intellectual variety that is necessary to any successful institute.

Formal Debates

The least popular activity was the debates; comments from the participants caused us to question their utility. While debate is an excellent teaching device, there were problems in trying to have participants prepare adequately for their debates in such a short period.[3] One participant echoed many of the comments when she complained "too much pressure was put on preparation for the debates. The time could have been used more effectively elsewhere." Some criticism was even sharper. One teacher noted that the debates caused a "great deal of anxiety," while another thought that those who lost the debate suffered from "hurt feelings."

Although steady improvement in the quality of the debates and superb performances by some of the participants tempted us to retain them, we ultimately decided that scheduling debates as a separate formal activity was not appropriate. Given required reading in their seminars and other institute assignments, preparation for debates in such a short period is unreasonable. If the debates really do cause the losers "hurt feelings," then their use may threaten the atmosphere of collegiality among participants (and among participants and faculty) that one hopes to achieve in a summer institute.

If, in fact, debates are to be included, it is suggested that debate topics be included as questions to be discussed in seminars. The list of topics could be sent to participants along with the reading assignments that are sent prior to the institute. Participants, therefore, would be exposed to debate questions as they read their assigned material.

---

[3]See Donald R. Cooper's informative article "Using Debates in Public Policy Courses," *The Political Science Teacher* 1 (Winter 1988), 11, 14.

Audio - Visual Critiques

Written critiques submitted by participants who were organized into audio-visual "teams" proved useful to participants. While each team evaluated only three or four films or tapes, all the critiques were compiled and distributed to participants. From this complete "guide" and from their colleagues, participants were able to decide what materials were appropriate for their classes. (Appendix 2 includes a list of audio-visual materials that were rated among the best by institute participants.) However, the value of the audio-visual critiques was limited for some participants who noted that, due to budget constraints or other factors, they had very little control over the purchase of these materials. Thus we used grant funds to buy some of these materials for their schools and regional service centers.

Revision of Lesson Plans and Curriculum Materials

Use of the institute to revise lesson plans and curriculum materials sounds like a good idea, but to succeed in practice, this activity needs to be highly structured and well-organized. It also should be supervised by experienced teachers or university faculty who are knowledgeable about application of curriculum materials in public school classrooms. Since we met neither of these criteria, our attempt to assist teachers in the development of new instructional materials fell short of our goals. While participants did acquire new and useful ideas from their colleagues, more time should have been devoted to developing and demonstrating these materials. Master teachers or professors from the Department of Education should have been called upon for assistance and direction.

SUGGESTIONS FOR FUTURE INSTITUTES

Like most teaching experiences, our first try has led us to make changes for the future. The success of seminars and visiting scholars means that they are likely to remain in our institute program. However, to enhance the performance of participants in the seminars, we will mail reading lists and required texts to them prior to the beginning of the institute. This will inform them of our expectations and ease the amount of reading required in the three-week period they are on campus.

Although formal debates are an effective teaching technique for a longer period, when combined with other demanding assignments they require an unreasonable amount of preparation for a three-week period. We plan to drop the use of debates in future institutes and incorporate debate topics into seminar discussions.

Development of curriculum materials will remain part of our institute program, but we will make changes in the organization of these activities. More extensive use will be made of the wealth of curriculum materials that have been produced by projects funded by the Bicentennial Commission. (See Appendix 2 for a list of these materials.) Rather than have participants meeting informally with each other, we will ask experienced classroom teachers to introduce and demonstrate the use of curriculum materials. We have already invited one of the teachers who

attended our first institute to direct two of these workshops should we receive funding for our second institute.

CONCLUSION

Perhaps the most important effect of the institute was a sense of collegiality that developed among the teachers themselves and between the university faculty and the teachers. Several teachers revealed to me that their most fruitful sessions were spent brainstorming with other teachers at night in the dorms. They seemed pleased and impressed by the ideas and materials of their colleagues. Among university faculty a sense of awareness and respect developed for these teachers whose jobs are often difficult and unappreciated.

In general, our project was fruitful for both teachers and university faculty. Both developed an intellectual excitement for the original and ongoing issues that characterize our constitutional framework of government. Both gained new insight and appreciation for the arguments of the federalists and anti-federalists. Both listened to and participated in debates about our political system that continue to generate intense controversy. Despite some shortcomings that we hope to correct in the future, it was rewarding to have jumped wholeheartedly into the spirit of the bicentennial celebration.

Appendix 1

Institute Schedule

Week 1

June 13: Morning: Seminars/Orientation session with Dr. Opheim, Institute Director
Afternoon: Seminars/Audio-Visual Team Assignments and Library Orientation

June 14: Morning: Seminars/Groups sessions discuss curriculum materials and lesson plans
Afternoon: Seminars/Dr. Randall Bland, Professor of Political Science, Southwest Texas State University, Lecture title: "The Supreme Court and the Federal Judiciary"

June 15: Morning: Seminars/Review of Audio-Visual Materials
Afternoon: Seminars/Mr. Robert Norvell, Instructor of Political Science, Southwest Texas State University, Lecture title: "The Constitutional Mandate for Civilian Control of the Military"

June 16: Morning: Seminars/Dr. Willard Stouffer, Professor of Political Science, Southwest Texas State University, Lecture title: "Defining the American Nation"
Afternoon: Seminars/Dr. David Prindle, Associate Professor of Government, University of Texas, Lecture title: "Congress and the Public Interest"

June 17: Morning: 1st Debate/Review of Audio-Visual Materials
Afternoon: 2nd Debate

Week 2

June 20: Morning: Seminars/Preliminary Evaluation of Institute by participants (so that Institute faculty can detect problems that might be corrected at this point)
Afternoon: Seminars/Review of Audio-Visual Materials

June 21: Morning: Seminars/Dr. Dale Hardin, Associate Professor of Political Science and former Interstate Commerce Commissioner, Southwest Texas State University, Lecture title: "Administrative Agencies: Congressional Delegation of Discretionary Power"
Afternoon: Seminars/3rd Debate

June 22: Morning: Seminars/Reading, Study
Afternoon: Seminars/Ms. Joyce Dorrycott, Instructor of Political Science, Southwest Texas State University, Lecture title: "A Comparison of the Texas and U.S. Constitutions"

June 23: Morning: Seminars/4th Debate
Afternoon: Seminars/Dr. Paul Armitstead, Professor of History, Baylor University, Lecture title: "The Changing Role of the Vice-President"

June 24: Field trip to State Capital - Participants hear presentations by State Representative Ann Cooper and Lieutenant Governor William P. Hobby, tour the Legislative Reference Library and the State Archives

Week 3

June 27: Morning: Seminars/5th Debate
Afternoon: Seminars/Review of Audio-Visual Materials

June 28: Morning: Seminars/Dr. Philip Bobbit, Professor of Law, University of Texas School of Law, Lecture title: "Congress in Our Constitutional System"
Afternoon: Seminars/6th Debate

June 29: Morning: Seminars/7th Debate
Afternoon: Seminars/Group sessions discuss curriculum materials and lesson plans

June 30: Morning: Seminars/Reading, Study, Preparation of final reports and assignments
Afternoon: Seminars/Dr. Paul Kens, Assistant Professor of Political Science, Southwest Texas State University, Lecture topic: "Judicial Review of Acts of Congress"
Evening: Dinner/banquet/Presentation of certificates to participants

July 1: Morning: Dr. Charles Pasco, Professor of Theatre Arts, Southwest Texas State University, Workshop title: "Using Creative Drama to Teach Social Science Concepts"/Discussion (all participants) of Audio-Visual Critiques and Curriculum Materials
Afternoon: Post-test/Comprehensive Evaluations of the Institute by participants

Appendix 2

Institute Resources on the Constitution

I. Supplements for Middle School and High School Teachers:

Bicentennial Resource Guide (Austin, Texas: State Bar of Texas, 1987).

Patrick, John J. and Clair W. Keller, Lessons on the Federalist Papers: Supplements to High School Courses in American History, Government, and Civics. Bloomington, Indiana: Indiana University Social Studies Development Center (SSDC), 1987.

Patrick, John J. and Richard C. Remy, Lessons on the Constitution: Supplements to High School Courses in American History, Government, and Civics. Boulder, Colorado: Social Sciences Education Consortium, Inc. and Project 87, a joint effort of the American Historical Association and American Political Science Association, 1986.

We the People...do ordain and establish this Constitution for the United States of America. Casablancas, California: Center for Civic Education, 1987.

II. Important Books on the Constitution

Allen, W.B., and Gordon Lloyd, eds. *The Essential Anti-Federalist.* Washington D.C.: University Press of America, 1985.

Baldwin, Henry. *A General View of the Origin and Nature of the Constitution and Government of the United States*. New York: Da Capo Press, 1873.

Barbash, Fred. *The Foundling*. New York: Simon and Schuster, 1987.

Beard, Charles. *An Economic Interpretation of the Constitution of the United States*. New York: McMillan, 1925.

Bennett, Walter, ed. *Letters from the Federal Farmer to the Republican*. Tuscaloosa: University of Alabama Press, 1978.

Berger, Raoul. *Congress v. The Supreme Court.* Cambridge: Harvard University Press, 1969.

Bowen, Catherine D. *Miracle at Philadelphia*. Boston: Little, Brown, 1966.

Corwin, Edwin S. and Jack W. Peltason. *The Constitution and What It Means Today*, 14th ed. Princeton: Princeton University Press, 1978).

Cronin, Thomas. *State of the Presidency.* 2nd ed. Boston: Little, Brown, 1980.

Edel, Wilbur. *A Constitution Convention, Threat or Challenge?* New York: Praeger, 1981.

Elliot, Jonathon. *The Great Rehearsal: The Story of the Making and Ratifying of the Constitution of the United States.* New York: Viking, 1948. Reprint. New York: Penguin Books, 1986.

Epstein, Daniel F. *The Political Theory of the Federalist.* Chicago: University of Chicago Press, 1984.

Fairfield, Roy P., ed. *The Federalist Papers*, 2nd ed. Baltimore: Johns Hopkins University Press, 1981.

Farrand, Max., ed. *The Records of the Federal Convention of 1787 (Vol. 1-4)*. New Haven: Yale University Press, 1966.

Fisher, Louis. *Constitutional Conflicts Between Congress and the Presidency.* Princeton: Princeton University Press, 1985.

Goldwin, Robert A., and William Schambra, eds. *How Democratic Is the Constitution?* Washington, D.C.: American Enterprise Institute, 1981.

Grimes, Alan P. *Democracy and Amendments to the Constitution*. Indianapolis: Lexington Books, 1978.

Mace, George. *Locke, Hobbes and the Federalist Papers*. Carbondale: Southern Illinois University Press, 1979.

The Papers of James Madison, (Vol. 1-15). Chicago: University of Chicago Press, 1962.

Price, Don. *America's Unwritten Constitution*. Baton Rouge: Louisiana State University Press, 1983.

Storing, Herbert J., ed. *The Anti-Federalist: Writings by the Opponents of the Constitution*. Chicago: University of Chicago Press, 1985.

III. Audio-Visual Materials

"A More Perfect Union" (VHS Series), $598.00, Level: High School and College
Encyclopedia Britannica Educational Corporation
425 N. Michigan Ave.
Chicago, IL 60611

"The Constitution at 200: Why Does it Still Work?" (VHS), $179.00, Level: Middle and High School
Random House Educational Enrichment Materials
400 Kahn Road
Westminster, MD 21157

"The Constitution: Foundation of Our Government" (VHS), $159.00, Level: High School
Opportunities For Learning, Inc.
20417 Nordhoff St., Dept. VR
Chatsworth, CA 91311

"The United States Constitution: A Document for Democracy" (VHS), $59.00, Level: Middle School
SVE
1342 W. Diversey Ave.
Chicago, IL 60613

"Supreme Court Decisions that Changed the Nation: The Dred Scott Decision" (VHS), Level: High school
Guidance Associates
Communications Park
P.O. Box 3000
Mount Kisco, NY 10549-9989

"Supreme Court Decisions that Changed the Nation: Gideon v. Wainright / Miranda v. Arizona" (VHS), $277.00 - cost of this and preceding videocassette, Level: High School
Guidance Associates

"Background of the Constitution: Where Historians Disagree" (Filmstrip), $60.00, Level: High School
Social Studies School Services
10200 Jefferson Blvd.
P.O. Box 802
Culver City, CA 90232-0802

"The Constitution: A Framework to Govern the Nation" (VHS), $75.00, Level: Middle School
Social Studies School Services

"Our Constitutional Rights: Landmark Supreme Court Cases" (Filmstrip), Level: High School
Social Studies School Services

"The Constitution: Weathering 200 Years" (Filmstrip), $28.00, Level: Middle and High School
Social Studies School Services

"The U.S. Constitution: Nationalism and Federalism" (Computer Software), $99.00, Level: Middle and High School
Social Studies School Services

IV. Games and Simulations

"1787: A Simulation Game of the Constitutional Convention," $69.00, Level: High School and College
Social Studies School Services
10200 Jefferson Blvd.
P.O. Box 802
Culver City, CA 90232-0802

"Freedom of the Press: A Simulation of Legal Issues of Journalism," $37.50, Level: High School and College
Social Studies School Services

TEACHING KANSAS HISTORY: THE STATE OF THE STATE

Thomas D. Isern
Emporia State University

Because I teach courses in the history of Kansas at the state teachers' college, and because I do a good bit of historical lecturing around the state, I used to get telephone calls from teachers, school administrators, school board members, and irate citizens, some of whom are former students of mine. A caller would say he was involved in some type of curricular review, and he had heard that there was a state law mandating the teaching of Kansas history in the public schools. Eventually, I composed a handout sheet that I distributed to my classes in Kansas history and gave to anyone who asked about the state requirement. This handout explained that although the legislature of Kansas had enacted laws requiring that the history of Kansas be taught across the state, the injunction was imprecise. Here is the law I quoted (from *Kansas Statutes Annotated*):

> 72-1101. Required Subjects in Elementary Schools. Every accredited elementary school shall teach reading, writing, arithmetic, spelling, English grammar and composition, history of the United States and of the state of Kansas, civil government and the duties of citizenship, health and hygiene, together with such other subjects as the state board may determine. The state board shall be responsible for the selection of subject matter within the several fields of instruction and for its organization into courses of study and instruction for the guidance of teachers, principals and superintendents.[1]

There persisted about the state a suspicion that despite the law, schools were neglecting to teach the history of the state. State Representative Richard L. Harper of Fort Scott introduced during the 1985 legislative session a bill to require "every accredited school which is maintaining any or all of the grades four through eight" to "provide and give to all pupils attending any of such grades so maintained a complete course of instruction in the history of the state of Kansas." The House Committee on Education took testimony on the bill, but never reported it out.[2]

One objection to Harper's bill was that the legislature should not require a subject for which there might not be qualified teachers. During the 1986 legislative session, therefore, Representative Elaine Hassler of Abilene introduced a bill providing that the State Board of Education should require every institution on its accredited list for preparing teachers "to include in its course of study not less than two semester hours of credit in the subject of Kansas history."

Moreover, the proposed bill specified that "applicants for initial issuance of

---

[1]K.S.A. 1985, Vol. 5A, Art. 11, Sec. 72-1101.

[2]Carolyn Rampey, Legislative Research Department, to Representative James Lowther, 15 November 1985; "Supplemental Note on House Bill No. 2074"; House Bill No. 2074, Session of 1985. Copies of all these documents provided by Rep. Lowther.

certificates to teach at the elementary, middle or junior high school level shall have satisfactorily completed at least two semester hours of study in the subject of Kansas history at an educational institution on the accredited list of the state board." This bill did not even go to hearings.[3]

Instead, on the request of the leadership of the House Committee on Education, Hassler and Harper co-sponsored a milder measure that passed the legislature without appreciable opposition. This non-binding resolution asserted "that very few school districts place an emphasis on the teaching of Kansas history which is commensurate with its importance." It commended those that taught such history well; urged the State Board of Education to strengthen the study of state history; and urged the State Board of Regents to see that prospective teachers be trained in the subject at the state universities.[4]

These bills and resolution showed that certain legislators and at least a few supporters believed that the existing law was insufficient and that the schools were either ignoring it or paying it mere lip service. As best I can determine, there has been in Kansas no categorical defiance of state law. There has been, however, considerable neglect of responsibility in regard to it. This neglect eventually moved the state legislature to action--a bill specifically requiring that a course in Kansas history be taught throughout the state. Whether their motives were pedagogical, patriotic, or political, the legislators eventually insisted that state educational authorities abide by their wishes, expressed in statute.

The legislative history of this matter is persistent but not too illuminating. The statute I cited in my handout derives from a general legislative reform of school law passed in 1903. There was no substantial debate over curricular provisions, although I note here incidentally that this was the first time the law of Kansas required any history at all in the curriculum. The 1903 wording required "history of the United States, and history of the state of Kansas," a wording that gave Kansas history statuatory equality with American history. Another revision of school law in 1943 changed the phrasing slightly to "history of the United States and of the state of Kansas," seeming to make Kansas more of an afterthought, but it is unclear whether the intent here was a change in emphasis or just conciseness.[5]

Like Harper and Hassler recently, past legislators have sought to strengthen the legislative mandate for the history of Kansas. In 1941 Representative Benjamin O. Weaver of Mullinville and Senator William J. Wertz of Wichita introduced a bill calling for a more specific requirement.[6] The Weaver-Wertz bill attracted editorial attention and generated an intriguing supportive argument from the *Topeka Capital*: "Other generations had no need to study Kansas history for thru their parents and grandparents they formed an actual link with the making of the state," its editor

---

[3]House Bill No. 2688, Session of 1986 (copies provided by Rep. Lowther and Representative Elaine Hassler); Hassler to Tom Isern, 7 April 1987 and 2 May 1987.

[4]Hassler to Isern, 7 April 1987 and 2 May 1987; House Concurrent Resolution No. 5033, Session of 1986; "Supplemental Note on House Concurrent Resolution No. 5033." Copies of last two items provided by Rep. Hassler.

[5]*Laws of Kansas*, 1903, Ch. 435, Sec. 1; *Laws of Kansas*, 1943, Ch. 248, Sec. 37.

[6]Card index to bills introduced, Legislative Library, Kansas State Capitol.

asserted. "A new generation, however, is farther away from the scene."[7] (I call this the "lost-generation argument.") After the Weaver-Wertz measure died in committee, an interim legislative council considered the issue, but concluded that such a bill was unnecessary, because "virtually all" the schools in the state already taught Kansas history.[8]

This stilled the waters until 1965, when two representatives proposed a bill that merely urged the schools to teach state history. Representative Glee Jones of Hamlin (later Hiawatha) was not so timid. In 1973, 1975, and 1976 she introduced bills requiring all schools to teach "a course" in the history of Kansas.[9] None of these bills passed; the farthest the House Committee on Education was willing to go was to require the State Board of Education to "consider" recommending a course, and even that failed of passage; but the debate grew lively. "I think that people over the state are not aware that Kansas history is not being taught," complained Jones. The press took up her cause, with the *Topeka Capital* reviving the lost-generation argument: "Few pupils now have relatives who can tell them anything of early days," the editor mourned. An aide to Governor Robert Docking did not outright oppose the bill, but questioned "whether there are suitable texts available." School administrators testified that although they had no discrete courses in Kansas history, they touched upon it in the social studies curriculum. Legislators opposed to the bills, taking their cue from the State Department of Education, announced that the legislature would be "setting a dangerous precedent in dictating to local schools what they should teach."[10]

The sides lined up again a decade later over the Harper bill. Glee Jones came back to testify. Representative Melvin Neufeld of Ingalls spouted, "Have you ever seen a Texan who's not proud of his state? That's because he's had history every year." The Travel Industry Association of Kansas, the Ford County Bureau of Tourism, and the Kansas Department of Economic Development all came out for history in the Land of Ah's. On the other hand the United School Administrators and the Kansas Association of School Boards were opposed. Richard Funk, speaking for the KASB, expressed "surprise" that anyone thought the state law was not being followed adequately and said that curricular matters should be left in the hands of the state board. Fred Campbell, Superintendent of USD 234, Fort Scott, replied, "Many school districts in Kansas are teaching some kind of Kansas history, but is it truly Kansas history or is it tokenism?"[11]

Once again, the debate was rather uninformed, and I can do only a little to make it better informed. In the first place, clear away the foggy talk about

---

[7]*Topeka Capital*, 5 February 1941 (clipping, Legislative Library).

[8]*Kansas City Star*, 19 March 1942 (clipping, Legislative Library).

[9]Card index to bills introduced, Legislative Library; Glee Jones to Tom Isern, 8 April 1987.

[10]*Topeka Capital*, 8 February 1973 (Jones quote); *Topeka Capital*, 9 February 1973 (editor quote); *Kansas City Times*, 8 March 1975 (all articles in clippings, Legislative Library).

[11]*Topeka Capital-Journal*, 27 January 1985 (clipping, including Ingalls and Campbell quotes, Legislative Library); "Supplemental Note on House Bill No. 2074"; Glee Jones to Tom Isern, 8 April 1987; Hassler to Isern, 7 April 1987 and 2 May 1987; Fred F. Campbell to Tom Isern, 20 April 1987.

observances of Kansas Day in the elementary schools. These are nice rituals, but they do not constitute historical study. The elementary student in Kansas commonly gets his first dose of Kansas studies in grade 4 or 5. The local shapers of elementary curricula generally inject a unit on Kansas, three to six weeks in duration, at this level. I use the term "Kansas studies" here, not "Kansas history," because this is in the elementary social studies framework. I have examined quite a few course materials at this level, and what I see is about half physical geography and about half history. Generally the teachers generate their own study materials and incorporate prepared materials from outside sources (such as those of the Kansas State Historical Society); most teacher-generated materials are good, and many are excellent. The historical content, however, is confined to the nineteenth century and earlier--explorers, Indians, cowboys, and "pioneers," whatever they are. The neglect of the twentieth century obviously excludes from state history such important ethnic cultures as the Mexican and the Vietnamese. A survey of teachers conducted by Emporia State University's Center for Great Plains Studies in 1983 partially confirmed my impressions of practices at this level, but also disclosed such a diversity of grade levels and units as to render my remarks here applicable to probably a majority, but not an overwhelming majority, of elementary schools in the state.[12]

As for addressing the state requirement of Kansas history, it is more important to look at grade 7 or 8, for it is here that schools commonly have placed a course, unit, or body of content which confesses to be history, not just social studies. Here I have found some teachers devoting a semester or most of it to Kansas history; some including a Kansas unit in American history; and some integrating Kansas content into an American history course. Until quite recently those who taught a semester on Kansas had a problem with textbooks, for there was no textbook in print at this grade level. Some hoarded old copies of Bliss Isely's *Story of Kansas* or Ed Moreland's *Land and People of Kansas*.[13] Others had their students read or read to their students from Bob Richmond's *Kansas: A Land of Contrasts*, which is more suited for higher-level readers.[14] The lack of a suitable textbook was a major reason why so many teachers at this grade 7-8 level presented only a unit or integrated content rather than a course on Kansas. This problem may be solved hereafter, however, for in 1988 Gibbs-Smith Publishers of Layton, Utah, published a new textbook by Raymond Wilson and me, entitled *Kansas Land* and written at seventh-grade level.

The Center for Great Plains survey of 1983 confirmed that grade 7-8 was the level for Kansas history in the state, but disclosed only a plurality of schools teaching a course. The rest generally had a unit or integrated content, but a few had no Kansas history at all. Nor did high schools fill this vacuum. The finding of two

---

[12]Survey summary provided by Patrick G. O'Brien, Director, Center for Great Plains Studies, Emporia State University.

[13]Bliss Isely and W. M. Richards, *The Story of Kansas* (Topeka: State Board of Education, 1953); Edwin C. Moreland, *The Land and People of Kansas* (Fenton, MI: McRoberts Pub. Co., 1976).

[14]Robert W. Richmond, *Kansas: A Land of Contrasts* (Second Edition, Arlington Heights, IL: Forum Press, 1980).

researchers from Fort Hays State University in 1984 that less than 10 percent of high schools teach courses in Kansas history matches my perception of the situation.[15]

Besides the lack of textbooks, there was another reason that certain school districts did not conform to state law. This was that the Kansas State Department of Education, in its recommendations for social studies curricula, did not encourage them to do so. Such omission is of recent origin, for after the law of 1903, the curriculum guidelines from the State Superintendent of Public Instruction consistently and scrupulously adhered to the letter and spirit of the statute. Remarkably, the teaching of Kansas history (and to a lesser degree Kansas geography and Kansas government) as an identifiable and discrete subject survived the homogenization of subjects that came with the advent of "social studies" in the curriculum. Even when during the 1950s the state superintendent blended the social studies into "studies in social living," Kansas history remained an identifiable subject at the seventh-grade level.[16]

Whereas previous generations of guidelines from the state superintendent or department specified varying amounts of Kansas content, the most recent *Guidelines for Program Development in Social Studies* (1986), in their "Illustrative Scope and Sequence," include nothing whatsoever that may be construed to satisfy the state requirement for the teaching of Kansas history. At grade 4, they say, during a study of world regions, "Where the local school district requires a study of the state, . . . the state should be studied as a political region," whatever that is. No Kansas content is recommended for later history courses. No course in Kansas history is listed as a suggested elective for high schools, but "Future Studies" is. To be fair, I should admit that although this first scope and sequence omits Kansas history, as does a second, "Option A" sequence, still a third, "Option B" sequence provides for "United States and State History" at grade 8.[17]

Two circumstances prompted the state department to devote a bit more specific attention to Kansas in 1986. The first was the 125th anniversary of statehood. Under the "125 and Coming Alive" slogan, the department put out a brochure entitled, "125 Years of Kansas History: How Should Educators Approach It?" This brochure, issued in January, recommended that teachers not teach about Kansas as an entity at all, but rather "approach studying the state with two kinds of community study--case studies and family and local history activities." Then, after passage of the Kansas history resolution of 1986, the department prepared a response to the

---

[15]Allan Miller and Raymond Wilson, "History Teachers View Their Profession: A Close Look at Kansas," *Teaching History: A Journal of Methods* 9 (Fall 1984): 79-80.

[16]This paragraph is based on examination of these state documents: *Course of Study for the Common Schools of Kansas* (Topeka: Crane & Co., 1905); *1922-1927 Course of Study for Rural and Graded Schools* (Topeka: State Printer, 1922); *Unit Program in Social Studies* (Topeka: State Printer, 1936), *Suggestions for Teaching Social Studies in the Elementary Grades* (Topeka: State Printer, 1946); and *Studies in Social Living: A Handbook for Teachers* (Topeka: State Printer, 1950).

[17]*Guidelines for Program Development in Social Studies* (Topeka: Kansas State Department of Education, 1986), 6-9.

legislature. This written response insisted that Kansas history should not be a discrete subject, but should be infused into various courses and grade levels.[18]

It remains to consider whether the colleges and universities of the state are doing their part to encourage the teaching of Kansas history. It was embarrassing in 1946 when the Board of Regents inquired as to how many of the state colleges and universities under its jurisdiction offered a course in the history of Kansas. President David McFarlane, for Kansas State Teachers College, and Professor James C. Malin, for the University of Kansas, replied that they did so; none of the others did, their executives explaining that "by the time a student reached the college level his interests were presumed to be of a broader nature than just the state alone"--certainly a true statement, but not one addressed to the question at hand.[19]

Were the regents to survey the situation today, they would be better gratified. They would find courses in the history of Kansas taught at Emporia State University by Tom Isern; at Kansas State University by Homer Socolofsky; at Fort Hays State University by Raymond Wilson; at Pittsburg State University by Tom Walther; and at Wichita State University by Bill Unrau. The University of Kansas evidently is not currently teaching a regular course in Kansas history, but has correspondence offerings. In addition Washburn University routinely has conscripted Bob Richmond from the Kansas State Historical Society to handle Kansas history, and several of the state's community colleges offer it: Lois Nettleship teaches it at Johnson County, Louise Venneman at Labette, Linda McCaffery at Barton County, James Whaley at Neosho County, and Barbara Pierce at Hutchinson. (I do not know the status of Kansas history at other community colleges. So far as I know, Johnson County is the only community college where a regular, full-time faculty member teaches Kansas history; the others employ part-timers.)[20]

Hereafter many more prospective teachers and practicing ones, ready or not, will find themselves teaching Kansas history. Unlikely as it may have seemed, given its record on the matter, the legislature in 1988 took action. The first indication of what lay ahead was in December 1987: nineteen students of St. John Junior High School (St. John is a county-seat town in central Kansas) wrote to Governor Mike Hayden, complaining that they needed a new state history book. The governor publicized their plea; he already was thinking about the Kansas history issue as part of a general campaign to boost the image of the state. When the 1988 legislature convened, therefore, Hayden's message to the body condemned the inadequate treatment of Kansas history as "a major educational shortcoming in Kansas," scored

---

[18]Richard D. Leighty, *125 Years of Kansas History: How Should Educators Approach It?* (brochure, Topeka: Kansas State Department of Education, 1986); Richard D. Leighty, "Status Report on Kansas State Board of Education/Kansas State Department of Education Assignments in House Concurrent Resolution 5033 and Proposed Schedule for Future Activities," 16 June 1986 (copy provided by Leighty).

[19]*Kansas City Star*, 16 February 1946, (clipping in Library, Kansas State Historical Society).

[20]This paragraph is based on conversations with the regents faculty named and with Richmond, as well as on correspondence with the deans of all community colleges in the state. Many of my informants provided helpful syllabi of the courses taught.

the schools for ignoring the legislature's earlier resolutions, and asked the legislature for a bill mandating "a comprehensive course in Kansas history."[21]

Those legislators who had worked on the issue earlier were delighted when, spurred by the governor, fifty-eight representatives joined to co-sponsor a new Kansas history bill, House Bill 2725. The governor and his allies sought to ensure that a course of a full semester would be taught at some level. This was to be a required course, the requirement to be ensured by a high-school-graduation net, and it was to be a discrete course on Kansas, not just Kansas content infused into various courses. The governor's aides hustled votes and marshaled witnesses for hearings, while the governor pled for the bill in his weekly newspaper column.[22]

The *Wichita Eagle-Beacon* led the press in support of the Kansas history bill. George Neavoll, editor of the editorial page, opened the offensive with one long editorial hailing author-editor Bliss Isely, who in years past had kept Kansas history alive in the schools, and came back with another editorial blasting the Department of Education for "sitting on their hands all these years when they should have been promoting the study of Kansas history." His assistant editor asserted that there was "a conspiracy against history" and warned that school administrators had "shot holes" in the Kansas history bill.[23]

The assistant editor, David Awbrey, also set the theme for the campaign. Although some might be concerned with patriotism or economics, he said the Kansas history bill happened because Kansans have "a special love toward their state . . . . it is that affection for Kansas that is behind the effort to require state history."[24] Testifying before the House Committee on Education, Homer E. Socolofsky, Professor of History at Kansas State University, likewise spoke of "an ingrown affection for Kansas." He also said that over the past thirty years, he had asked his university students whether they ever had taken Kansas history before university, and "almost all" would "deny ever having had such a course."[25]

A bill passed, despite being, as the *Eagle-Beacon* said, "opposed by virtually the entire state educational establishment."[26] The key section of the short bill reads:

---

[21]*Wichita Eagle-Beacon*, 14 December 1987; Mike Hayden, "The Governor's Legislative Message," 1988, (copy provided by Office of the Governor).

[22]Hassler to Isern, 5 February 1988; Al LeDoux (Legislative Liaison of the Governor) to Isern, 12 February 1988, enclosing a marked-up bill showing provisions desired by the governor; a later, amended bill, (copy furnished to Isern by Representative Jeff Freeman); "Governor's Report" in *Ellinwood Leader* (Isern's home-town paper), 18 February 1988.

[23]*Wichita Eagle-Beacon*, 24 January 1988, 7 February 1988, and 3 April 1988.

[24]*Wichita Eagle-Beacon*, 3 April 1988.

[25]Homer E. Socolofsky, "Remarks on H.B. #2725," 16 February 1988, (copy provided by Socolofsky). These remarks condensed an earlier address by Socolofsky that had been published in the *Wichita Eagle-Beacon*, 24 January 1988. On the request of several legislators, I testified at the same hearing. Inasmuch as I was co-author of a forthcoming textbook in Kansas history, I declined to speak for or against H.B. 2725, but offered information about prevailing practices in teaching the subject.

[26]*Wichita Eagle-Beacon*, 8 May 1988.

> Section 1. (a) The state board of education shall provide for a course of instruction in Kansas history and government, which shall be required for all students graduating from an accredited high school in the state.[27]

Thus the bill retained the important word, "course," which legislators commonly considered to mean a semester's study. Clearly they intended it to be a discrete, identifiable course, for they made it a high school graduation requirement no later than 1990-91, with individual waivers as necessary in cases such as transfer students. The course was not necessarily to be taught at high school level, and probably would not be, but it was to be required for eventual high school graduation.[28]

Since passage of the Kansas history bill of 1988, the subject has resurged in the schools. A task force appointed by the governor has counseled the State Department of Education that the course in Kansas history should be no less than nine weeks in duration and should be located at whatever grade level of middle or high school the local district deems best. School districts are complying with the law, most of them by implementing a semester-long course in one of the grades of middle school. All must have a course in place by the 1990-91 school year.[29]

It has been interesting to observe how the legislative reform of the teaching of Kansas history has been accomplished. The movement began with a few loyalists--Harper and Hassler among the legislators, Campbell among the school officials, Neavoll among the newspapermen. Their motives seemed a mixture of state patriotism and practical pedagogy; they honestly believed that state history was an important subject. Hassler herself was a former teacher. Their efforts came to little, however, until the governor started a bandwagon in motion. He saw the issue as a fight for the state image, and plenty of legislators were willing to rally to his standard. This is not to say that the governor and his supporters were on the wrong side, but only to observe that when such a high state official takes up the cause, then it becomes a political movement, not an educational one.

EDITOR'S NOTE: Are other states and history departments struggling with the same concerns about state history that Thomas Isern describes for Kansas? We would invite you to send us short pieces (one page or so) on developments in other states on the place of state history in the college and school curriculum. If we get a good response, we will publish some of these statements in a future issue of *Teaching History*.

---

[27]Copy of H.B. 2725 provided by Representative James D. Braden, Speaker of the House of Representatives.

[28]Ibid. I discussed the meaning and intent of the bill with the legislators cited in footnotes above.

[29]I have a good idea as to the progress of compliance with the Kansas history law through adoptions of the textbook, *Kansas Land*, since it is the only middle school textbook on the market.

Robert Stinson, ed. *The Faces of Clio: An Anthology of Classics in Historical Writing from Ancient Times to the Present*. Chicago: Nelson-Hall, 1987. Pp. ix, 371. Cloth, $29.95.

Any anthology evokes a professional response concerning sins of inclusion and omission, and *Faces of Clio* is no exception. Within his frame, however, the editor brings together some choice examples of the historical craft. There are 21 entries here, each preceded by a couple of pages of editorial comment and each limited to about twenty pages.

Five examples are drawn from the ancient world, beginning with the anonymous "Succession Narrative" from the Book of Samuel and extending through Herodotus, Thucydides, Livy, and Tacitus. With the possible exception of the Biblical entry, there are no surprises here.

For the medieval period, Stinson offers Bede, Froissart, and Guicciardini. Early modernists are represented by William Bradford and Gibbon. Again, no surprises, although Froissart and Bradford are running in pretty fast company. Thus, almost half of the offerings are from the "pre-professional" period of historical writing.

With Ranke, the collection enters the modern period of historical professionalism, although great stylists like Macaulay, Michelet, and Parkman are included. Marx makes his customary appearance, as does Frederick Jackson Turner. In the twentieth century we hear from Charles and Mary Beard (one entry), Febvre, Crane Brinton, and William Aydelotte. The editor closes with William Langer's famous presidential address to the American Historical Association concerning psychohistory.

In terms of the subject matter within the selections, that of the earlier periods emphasizes war, murder, and other assorted acts of maiming and skulduggery (the Bible was never so exciting). Bede, Bradford, Gibbon, and Ranke feature varieties of religious history, the last two balancing the first pair in perspective. Froissart is as chivalrous as always, and Guicciardini speaks of diplomacy.

The more modern the selections get, the more they emphasize social and economic issues--a fair assessment of the development of the craft. Macaulay and Michelet both describe scenes of turmoil amid the revolutionary situations of their respective countries (against these other masters, the Englishman more than holds his own). With Parkman, the language of the grand stylist continues, in this instance in the service of the history of exploration, but then Marx, Turner, the Beards, Febvre, and Brinton all present more rigorous and patterned interpretations of their subjects--in the case of the Beards, the famed designation of the Civil War as the "second American Revolution."

Finally, the newer dimensions of quantohistory and psychohistory are represented by Aydelotte and Langer respectively. Overall, these selections demonstrate balance and proportion in the time scale of historical writing. Most of them deserve to be grouped under such a title.

Stinson's introductions to the selections are helpful and generally on target. This book, however, is no substitute for the four-volume *Historians at Work* (1972-1975), edited by Peter Gay, Gerald Cavanaugh, and Victor Wexler. It is, at best, a very partial sampling in a too-brief format.

A more important caveat is that the selections are in no way linked thematically, but instead appear chronologically as to author. There is no explanation of the *development* of historical writing. For that matter, there is little discussion of why these selections are "classics" in the first place. Thus, the beginning student is cycled from one selection to another with extremely limited background preparation. This is a problem with the format rather than the selections themselves.

As to our initial concern, many of the "big names" are here, but without a firmer contextual preparation, much of the authors' work (Bradford, Michelet, and Febvre in particular) is likely to sail right on by. Aydelotte is a fine choice for a quantifier, but his selection, "Voting Patterns in the British House of Commons in the 1840s," is the only real clinker in the collection.

The overall focus, regrettably, is on works from the Western tradition only. This is unfortunate, for although the Orient, India, Russia, and the Middle East all have weaker historical traditions than does the West, each offers types of historical writing based on differing cultural appreciations of the past. Any anthology entitled "Historical Writing from Ancient Times to the Present" should have an omnibus quality, and the editor might well have considered their inclusion.

The Faces of Clio cannot be used at the undergraduate level without thorough preparation and guidance by the instructor. For graduate students, some of the material may already be familiar. The wider question, whether the anthology format is the best way to meet the masters, wrenching their writing, as it were, from their holistic context, must remain in abeyance.

United States Naval Academy Michael T. Isenberg

Philip F. Riley *et. al.*, eds. *The Global Experience*. Englewood Cliffs, NJ: Prentice Hall, Inc., 1988. Volume I: *Readings in World History to 1500*. Pp. xii, 285. Volume II: *Readings in World History since 1500*. Pp. xiv, 314. Paper, $19.00 each.

This balanced, relatively brief anthology of primary materials is designed mainly to be used as supplementary readings for introductory courses in world history. Organized chronologically, the editors had three main concerns: (1) the conviction that the study of world history is the most helpful way to introduce students to an informed understanding of the world of today; (2) the desire to underscore global patterns of development by encouraging the comparative approach to history; and (3) the realization that most college students can benefit from introductory comments that explain the background of the readings.

The collection does contain a good balance between western and non-western sources. The emphasis is upon Eurasian history (Europe, the Middle East, and East Asia), with the second volume containing significant material relating to the relationship of the United States to world developments. Relatively little material is devoted to Africa, the American Indians, Latin America, or the Pacific islands. For an introductory course in world history, the editors appear to have made a valid emphasis, for there are good reasons to concentrate upon the distinct achievements of the major civilizations.

In preparing a collection of this sort, the editors had to decide whether to have short snippets of many readings or to have longer selections of fewer sources. The editors chose to take the first alternative, with the average selection containing less than three pages. This means that the reader will get some introduction to a great breadth of material, but it also means, unfortunately, that the average reader will not obtain a great deal of depth into the various topics.

Although the selections are generally well chosen, I do have the impression that the editors might have tried a little harder to find more readings with the human element that tends to attract college students. This is not to suggest that such readings are entirely absent from the two volumes. College students, for example, will be especially fascinated by the material relating to the religions of Asia, by Procopius's description of Theodora, by the readings on comparative fascism, by the material relating to modern dictators, and

by the many readings dealing with contemporary issues such as apartheid and the Arab-Israeli conflict. Many of the readings, however, are not especially of high literary quality and do not contain as much interesting content as it would be possible to find, a task the editors might concentrate upon in preparing a second edition of the work. For one thing, it might help if the collection had more biographical readings, and the editors might also want to include some articles from popular, yet scholarly, magazines.

The introductions to the various topics are informative, accurate, and extremely well written. From a pedagogical perspective, these introductions should be most helpful in providing students with a general understanding of significant topics, promoting what Eric D. Hirsch refers to as "cultural literacy."

Courses in world history are becoming more and more popular in colleges and universities. A textbook alone tends to be somewhat bare, and a good anthology, such as this one, should make the course more worthwhile to the average student. In the future, perhaps, teachers of world history will have the diversity of choice that is found in the field of American history.

Mount Senario College Thomas T. Lewis

Glenn Blackburn. *The West and the World Since 1945*. New York: St. Martin's Press, 1989. Second Edition. Pp. viii, 166. Paper, $13.35.

Wayne C. McWilliams and Harry Piotrowski. *The World Since 1945: Politics, War & Revolution in the Nuclear Age*. Boulder, CO: Lynne Rienner Publishers, 1988. Pp. vii, 389. Cloth, $35.00; paper, $22.50.

Professor Blackburn focuses this survey around four themes: the conflict between two superpowers; prosperity in the western nations; the third world; and intellectual and spiritual issues in a technological age. This essay could be used in high school as a supplementary text on the contemporary western world, but its brevity makes it inappropriate either as a core text for undergraduate courses or as a supplemental text for a western civilization course. Most textbooks on western civilization devote more time to the topics covered here only perfunctorily. For example, the summit conferences at Teheran, Yalta, and Potsdam are dealt with in one sentence. The author writes clearly and distinctly but all too briefly. The format occasionally leads the writer to state the obvious: "Material prosperity is necessary to the good life," and "Ethical behavior is part of a good life." The Greek chorus approach of stating the themes and then repeating those themes in the chapter could assist a high school student. The illustrations are well chosen and the bibliographical essays at the end of the book well written.

By contrast, the work by Wayne C. McWilliams and Harry Piotrowski ignores certain contemporary issues, such as the feminist movement, which Blackburn discusses. It slights most economic and social questions and focuses almost exclusively on diplomatic and political developments. What they do, they do well. The writers manage to present both sides of a number of fairly controversial issues. They even avoid a western world or US centered approach and devote a substantial portion of the book to developments in Africa, Asia, and Latin America. The book was intended for and would be particularly effective in an introductory course on International Relations. It is logically organized and well written and centers both thematically and chronologically around certain topics: the origins of the cold war; nationalism and the end of colonialism; the shifting sands of global power; the third world; and dilemmas of the 1980s. The introduction to each section, which integrates the material and outlines the themes, might annoy the good student and

assist the poor one. Particularly useful are a list of recommended readings, clearly produced pictures, and well chosen maps. Both books are mercifully free of jargon and printing errors.

University of Montana Linda Frey

Trevor Rowley. *The High Middle Ages, 1200-1550.* London and New York: Routledge and Kegan Paul, 1986. Pp. xv, 248. Cloth, $39.95.

Dulcie Duke. *The Growth of a Medieval Town.* Cambridge and New York: Cambridge University Press, 1988. Pp. 47. Paper, $4.95.

Anne Boyd. *Life in a Medieval Monastery.* Cambridge and New York: Cambridge University Press, 1987. Pp. 48. Paper, $4.95.

The two topic pamphlets published by Cambridge are reissues of earlier ones with new titles. Duke's work was originally "Lincoln: the growth of a medieval town" and Boyd's "The Monks of Durham." Both are substantially the same, but the quality of the illustrations is vastly improved due to better printing techniques developed since the early 1970s. Both of these pamphlets demonstrate what British authors and publishers do best: utilize the rich historical resources at their command by integrating maps, photos, charts, and sketches with relevant text. While the text is aimed at a secondary audience, these pamphlets are excellent resources at any level. The work on towns is more successful because of the topic; it traces the development of a medieval town (Lincoln) from the Conquest to the period of the War of the Roses. Social, political, military, economic, and religious aspects are all given some attention with the brief text superbly augmented by the illustrative material. Boyd's work is less successful because the topic of monastic life is not an easy one to handle in such few pages, but she makes a valiant effort to explain how monks lived, the various offices and their functions, and the physical setting, which at Durham is spectacular. Both of these pamphlets are useful resources for both teacher and student.

The Rowley book is part of a series entitled "The Making of Britain" that focuses on the broad theme of man's interaction with his environment. The series attempts to counteract what the general editor feels is the mistaken nineteenth-century notion of progress and, in particular, a sense of medieval development. By looking at historical evidence from an archeological perspective the series and the volume attempt to demonstrate a more complex view of regional and local change; it also is somewhat revisionary by extending the end of the medieval period to 1550 A.D., though in the book the 1530s are the end. Rowley wants to demonstrate "the ways in which power and wealth found their expression through buildings, topography, and the landscape of medieval England and Wales." Like the previously mentioned works, this volume uses maps, photographs, and sketches to supplement and enhance the text, though with uneven results. Some of the sketch maps are poorly or at least not clearly done and in general would only be of help if you had a first-rate atlas or a number of Ordinance Survey maps available.

The text itself varies from intense detail on rather small areas to sweeping statements on broad issues that are sometimes contradicted at other points. The variation and the weaknesses are especially true in dealing with ecclesiastical history. The strength of the book lies in the amount of evidence not usually examined in such detail; the weakness lies in the lack of interpretation and analysis. This book is hard to place in terms of usefulness since it demands a fairly high degree of knowledge about the British Isles to make it useable. The chapters on medieval industry, trade and commerce, woodlands, forests and

parks, and the development of medieval villages are good resources for faculty or for research papers, though the latter aspect is limited by the lack of footnotes. The bibliography is minimal but does note the works of Colin Platt that would be of use to secondary and collegiate readers.

Whitman College Donald P. King

Roland N. Stromberg. *Europe in the Twentieth Century*. Englewood Cliffs, NJ: Prentice Hall, 1988. Second edition. Pp. xi, 481. Paper, $29.00.

Originally published in 1980, the second edition of this excellent text adds a chapter to bring the story up to date chronologically, slightly revises the organization, and makes a few minor corrections. Otherwise, it remains essentially the same as the original and continues to be distinguished from its competitors in a number of ways. First, with the exception of generally separate discussions of the Soviet Union, Stromberg succeeds in presenting a synthetic treatment of Europe far more successfully than most other textbook writers. To be sure, there are some drawbacks to this approach. The account of politics is not quite as full as is ordinarily the case and domestic developments, especially in Great Britain, are given insufficient attention.

As one might expect from the author of *European Intellectual History Since 1789*, now in its fourth edition, Stromberg is most effective in relating cultural and intellectual developments to the major political, economic, and military events of the century. The chapter on culture and thought in the 1920s, for which Stromberg appropriates Walter Lippmann's apt phrase, "the dissolution of the ancestral order," is outstanding. Far more than a mere catalog of writers, artists, and scientists, it relates the diverse cultural directions of the decade to the loss of prewar confidence in progress and in the possibility of certitude. Sections on the literature and thought of the depression, post-war thought of the late forties and fifties, and ideological twists of the sixties and seventies are almost as distinguished.

The text is well-written, with a deliberate attempt to explain the foreign by reference to the familiar and by occasional use of the colloquial. This device is sometimes successful, as in the author's comparison of the mass hysteria induced by extravagant Nazi ceremonies with the more recent phenomenon of the rock concert and the characterization of the effective manipulation of such mass events as "pop politics." Less effective is the description of the Dreyfus case as "a kind of Gallic Watergate and Alger Hiss case rolled into one." Stromberg's work is all the more engaging for his willingness to question some of the generalizations that are so frequently encountered, such as the unqualified and simplistic condemnation of nationalism as being responsible for World War I. At the same time, however, he presents some arguments that are themselves open to question. Is it really likely that the Austrians would have rejected the *Anschluss* had a plebiscite been held before Hitler's invasion? Does the available evidence support the suggestion that Churchill might well have responded to Hitler's peace overtures had he had accurate information about Germany's military strength and a more realistic estimate of the time that would elapse before America entered the war? Is it appropriate, given the scholarship on the subject, to leave hanging the accusation that Roosevelt might have connived in America's entry into the war by provoking a Japanese attack? More convincingly, Stromberg dismisses the Cold War revisionists and suggests that the "balance of terror" has in fact worked in preventing a nuclear conflict. Stromberg characterizes de Gaulle as "one of the century's greatest men," and provides an admirable treatment of post-war Europe, though it is a bit too compressed on decolonization.

The author provides an excellent bibliography for the student who wishes to engage in additional reading. Given the price of the volume, one might have expected larger and more detailed maps along with more photographs. But the text is highly recommended for college-level classes, and especially for courses that are designed to highlight cultural and intellectual developments.

Memphis State University Abraham D. Kriegel

J. M. Goldby, ed. *Culture and Society in Britain, 1850-1890: A Source Book of Contemporary Writings*. New York: Oxford University Press, 1986. Pp. xiii, 342. Cloth, $24.95; paper, $8.95.

Professor John M. Goldby and his associates on the faculty of the Open University, Oxford, have assembled and annotated an anthology of primary sources "designed to evoke the critical understanding" of students taking the interdisciplinary Arts Foundation course. Problems not covered in this course, therefore, are omitted, e.g., imperialism and foreign affairs. This collection, nonetheless, should be suitable as a collateral-readings book used in American universities for undergraduate studies in the same period.

The compilers have extracted documents from a variety of sources: correspondence, diaries, speeches, parliamentary and church reports, poetry and contemporary books, essays, and newspaper articles. These selections in turn focus on six broad topics: (1) historical and social background; (2) religion; (3) moral values and social order; (4) culture; (5) popular representation; and (6) town and country. But by choice the editor provides no prologues, fearing that they would bias the reader.

The student, of course, should not expect to find all things or everybody in a small volume of this genre. But some sins of omission boggle the mind of this reviewer. The chapter on religion, for example, does not mention Lord John Dalberg-Acton, the leader of the Liberal Catholic movement in Britain, nor Richard Simpson, his editorial colleague on the staff of *The Rambler*. And what happened to John Henry Newman, Bishop Nicholas Wiseman, and Henry Edward Manning, their Ultramontanist protagonists? The sections on moral values and culture ignore a whole galaxy of Christian socialists: Charles Kingsley, Frederick D. Maurice, Stewart Headlam, Henry Scott Holland, Hugh Price Hughes, and Brooke Foss Westcott, to name only a few. One hopes that if a second edition of this work is forthcoming, these lacunae will be filled.

Biographical notes on the authors and an index support this anthology. The book, in sum, is recommended for undergraduate courses in Victorian politics and/or European intellectual history of the period.

University of North Texas Irby C. Nichols, Jr.

F. M. L. Thompson. *The Rise of Respectable Society: A Social History of Victorian Britain, 1830-1900*. Cambridge: Harvard University Press, 1988. Pp. 382. Cloth, $30.00.

G. E. Mingay. *The Transformation of Britain, 1830-1939*. London, Boston, and Henley: Routledge & Kegan Paul, 1986. pp. xii, 233. Cloth, $39.95.

Both of these textbooks by English academics are histories of Victorian Britain, even though Mingay extends his chronologically to the beginning of World War II. They are essentially social histories, and treat overlapping but not identical topics.

Thompson focuses upon the work, workplaces, homes, and family life of Britons of various social classes. He also has a chapter--perhaps his most interesting--on the nature and forms of authority in the Victorian era. "Every group operated its own social controls, he writes, which worked through notions of what was acceptable and what was unacceptable. . . . This was respectability." The least respectable group, pathetically because it was the one most concerned about its status, was the urban lower middle class--despised by those above and below it. Only the "grittiness" of religious Nonconformism gave some comfort and stability to this rootless petty bourgeoisie of small businessmen, clerks, teachers, journalists, and minor functionaries.

Mingay emphasizes economic change and the standard topics of industrialization, transportation, trade, agriculture, and urbanization. A specialist in rural history, he is most authoritative and entertaining in his chapters on the Victorian countryside and "the old world dissolved." "The 1860s," Mingay claims, "may perhaps be seen as marking a turning point in the development of rural society: the acceptance . . . of capitalist society with its acquisitive morality, its emphasis on order and regulation, and its use of the law to protect rights of property."

Both works are imbued with the mildly defensive, pessimistic mood that characterizes much recent British historical writing. The two authors share the belief that most of Britain's twentieth-century problems had their roots in the nineteenth century, and that the country might today be happier--or at least different--if certain roads had not been taken. "The Victorian experience," Thompson writes, "bequeathed structural problems, identity problems, and authority problems to the twentieth century." The egregious national habit of "muddling through," Mingay believes, originated in the Victorian era. Its amalgam of "amateurishness, crass negligence, and bland procrastination" contributed to the twentieth-century's British Disease that Mrs. Thatcher is trying to cure.

Common to the books is the well-known theme that Victorian Britain failed to evolve a social democracy parallel to its slowly emerging political democracy, and the less well-worked corollary argument that "gentrification" ruined the British middle class and handicapped adaptation to changing economic conditions--especially foreign competition. Mingay especially is convinced that the third and fourth generations of Victorian industrialists were bankrupt (sometimes literally) by unnecessary exposure to higher education and addiction to conspicuous consumption.

Whether or nor these propositions are sound--and they probably are--they make for depressing reading. Old-fashioned Whiggish texts in British history, even social histories by such writers as G. M. Trevelyan and Peter Quennell, had an upbeat tempo that appealed to school and college students. Unearthing the causes of decline and decay in a country not one's own, however intriguing to the history specialist, is unlikely to capture the enthusiasm of North American youth already dubious of history courses. Transatlantic teachers of British history--not exactly a growth industry--need every warm body they can get!

Therefore, neither of these books can be recommended as a basic classroom text. Mingay's--which is quite short, smoothly and often amusingly written, and illustrated with many well-captioned, evocative photographs and cartoons--is suitable for collateral reading by undergraduates and bright high schoolers. Thompson's is a rather strange offering. It purports to be a synthesis of recent scholarly research in British social history, but makes few specific references to such work and is completely without source notes--although there is a seven-page list of books and articles "for further reading." It might best be described as a long interpretive essay distilling the author's experience as a scholar of nineteenth-century British society. Thompson's distinction and position (currently director of the University of London's Institute of Historical Research) entitles him to a hearing, although his book is only slightly helpful as a guide to recent scholarship. The book is well

worth reading by teachers, and can be useful to those preparing lectures. It is too sophisticated for all but the sharpest college students, and beyond the resources of anyone younger.

Both works are adequately indexed, but would have been strengthened by statistical charts and diagrams. Thompson's bibliography is respectable, Mingay's is not.

University of Price Edward Island Don M. Cregier

Michael Marrus. *The Holocaust in History*. Hanover and London: University Press of New England, 1987. Pp. xv, 267. Cloth, $16.50.

Michael Marrus has given us a sensible, sensitive, and indispensable guide to the major issues, controversies, and works in the study of the Holocaust. It is an invaluable resource for students and teachers alike.

Teaching and writing about the Holocaust requires a sensitive tongue and pen. Marrus gently but firmly rejects the arguments of those who wish to place the Holocaust outside conventional historic and academic discourse lest we trivialize the horrors and desecrate the memory of the victims. He also resists the temptation to judge and moralize about perpetrator, victim, or bystander. Instead, he insists that the Holocaust must be approached with the same historical, social, and political analysis as other historical events.

Marrus organizes his book around several broad themes and then analyzes the specific historical debates within each. The book begins with the issues of "uniqueness" and the role of antisemitism as a factor in the Holocaust. The following chapters examine a variety of issues connected to the conventional categories of perpetrators, victims, and bystanders.

Marrus sees the Final Solution as an "unprecedented" but not "unique" event in history. Unlike earlier or even subsequent massacres, the Nazi destruction of European Jewry was different in its comprehensive ideology of antisemitism, in the Nazi intention to kill all Jews, and in the machine-like bureaucratic process of destruction. However, Marrus prefers "unprecedented" to "unique," because this keeps the subject within history and allows historians a basis for comparison with past and future massacres and genocides.

After a clear and comprehensive review of the "intentionalist"-"functionalist" controversy, Marrus argues that, although ideology provided the necessary groundwork, circumstance and bureaucracy joined "intent" with "function" to bring about the unprecedented slaughter. The decision to kill all Jews emerged clearly only after the invasion of Russia. "Operation Barbarossa" broke all restraints on wholesale slaughter and necessitated a well-organized process to handle all the new "enemies" of the Nazi regime and Aryan race.

All other historiographical debates concerning victims and bystanders have to be understood within the context of what became the unswerving Nazi intention to kill all European Jewry. Marrus examines the different degrees of popular and governmental participation in the killings within those countries allied to or annexed by Germany, but in the end concludes that the most important factor was the willingness and readiness of the Nazi machine to carry out the deportations. If the war had gone on longer, all the seeming local differences would have evaporated before the Nazi onslaught.

The response of the victims also has to be understood in this context. Marrus concludes that in the end the nature of the victims' response mattered little in affecting their fate. Still, Marrus sides with those who are critical of the portrait of European Jews as submissive and subservient. Each situation has to be considered within its own context. No two *Judenrats* were alike. German and Polish Jews, secular and religious, Zionists,

Bundists, and assimilationists, old and young responded differently according to their backgrounds and to the particular circumstances in which they found themselves. Marrus, however, does not accept as resistance every Jewish act. Prayer, mutual aid, or community solidarity, for example, was not resistance unless it was consciously aimed against the enemy.

Tragically, victims and bystanders deceived themselves through disbelief and false hope. But Marrus understands why. What did the killings and dying within the ghettos mean--universal extermination, mass murder, or disregard for human life? By the summer of 1942 information about the mass extermination was readily available, but victims and bystanders were not able to believe or internalize the information.

Marrus does not use this argument to exonerate or excuse victim or bystander. More could and should have been done. But after reviewing the story from all sides he does help us to understand how both the famous and the ordinary responded as they did. In the end we are left with fewer "evil" individuals but with a much better comprehension of the incomprehensible.

State University of New York Sanford Gutman
College at Cortland

Benjamin Quarles. *Black Mosaic: Essays in Afro-American History and Historiography*. Amherst: University of Massachusetts Press, 1988. Pp. 213. Cloth, $27.50; paper, $12.95.

Eldridge Cleaver, in *Soul on Ice*, writes that "the past is no forbidden vista upon which we dare not look . . . rather the past is an omniscient mirror; we gaze and see reflected there ourselves and each other--what we used to be and what we are today, how we got this way and what we are becoming." Benjamin Quarles, emeritus professor of history at Morgan State University, has held up that mirror for a reading public for over forty years and, in so doing, pioneered in the development of Afro-American history from a marginal specialty to its present integration into the historical mainstream. His works on blacks in the colonial and revolutionary eras and on the Afro-American experience in the nineteenth century remain unsurpassed in scholarship and narrative grace.

Many of the key themes developed in Quarles's monographs are contained in the twelve essays in this volume reprinted from articles in various journals and books spanning nearly four decades from 1945-1983. The essays are grouped into four sections: blacks in the American Revolution; blacks in the antebellum and Civil War periods; blacks in the twentieth century; and black history and historiography.

August Meier, a major contributor to the field of Afro-American history, has written a sensitive introductory essay on Quarles, clearly locating and exploring his role within the historiography of black America. *Black Mosaic* is useful on two levels: first, as a supplementary text providing information on specialized topics for an Afro-American history course; second, as a useful work demonstrating the development of an historian and the maturation of a field. Quarles's perspective on American race relations and a comparison of his work with that of his predecessors and followers will allow students to explore the influence of changing times and the essential continuity of his ideas.

Quarles, unlike most of his fellow students and the faculty at the University of Wisconsin, was not a Beardian and did not share their emphasis on class conflict and economic causation, but rather reflected the traditional black view that stressed, as Meier observed, "the moral dynamic as influencing the course of American history." Both Quarles and Frederick Douglass, the subject of his first monograph, were simultaneously

critical of American society and yet hopeful about the achievement of its democratic ideals. It is this dualism that leads to the characteristic sense of balance in the works of Quarles that emphasizes the centrality of the black experience to the ethos of American history, to the formation of the American identity, and to the nation's self-violated ethical norms. It is this thematic coherence that separates Quarles from an earlier pioneer in the field of black history, Carter G. Woodson, whose valuable works tended to emphasize contributions of outstanding blacks while directing only limited attention to the collective experience of the black masses. Quarles, like John Hope Franklin, emerged in the 1940s to mark a new direction for Afro-America beyond "contributionist" history toward the integration of the curricular and ideological mainstream of history.

Implicit in the works of Benjamin Quarles has been the belief that America's democracy would evolve and become more racially inclusive. It is this idea of progress that led blacks to continue to subscribe to the tenets of the American Revolution in that era and in the antebellum period when the nation had obviously failed to live up to its democratic promise and had excluded men of color from the protections of the natural rights philosophy. If Quarles has been optimistic about the American ideal, he has nonetheless been critical, as indicated in his later works on blacks and the abolitionist movement and his assertion that the younger more militant black historians have viewpoints worthy of attention. It is this characteristic balance that has made his work on race and the American Revolution, the Civil War, Lincoln, and abolition unsurpassed.

Seton Hall University Larry A. Greene

Frederick M. Binder and David M. Reimers, eds. *The Way We Lived: Essays and Documents in American Social History*. Lexington, MA: D.C. Heath and Co., 1988. Volume I: 1607-1877. Pp. x, 318. Volume II: 1865-Present. Pp. viii, 328. Paper, $12.00 each.

Recently, a colleague commented to me in an unusually busy time that with the deadline approaching on a book review he had agreed to do, he was afraid he was going to have to write the review, then later, when he had time, read the book. He was kidding--I think. But as the deadline approached for this one, I began to identify with his comment. And we all know that gets done sometime, and even that there are some books with which you can do that and still write a pretty good review. This two-volume work might even be such a book--except that it's too good; once I started reading it, I had trouble stopping.

First, the basics: *The Way We Lived* is a two-volume reader in American social history. Each volume is divided into two parts--Volume I into "Colonial Society, 1607-1783" and "Social Life in a New Nation, 1783-1877," and Volume II into "The Emergence of an Urban, Industrial Society, 1865-1920" and "Modern American Society, 1920-Present." Binder and Reimers provide a very brief introduction to each part, and an almost equally brief (though good) list of "Suggestions for Further Reading" at the end of each part. The parts consist of from seven to nine chapters, each of which features an essay by a historian followed by two to four documents from the time. The documents, say the editors in their preface, serve several purposes: They provide examples of the kinds of sources social historians use; they help to illuminate and expand the subjects of the essays; and they bring the reader into direct contact with the people of the past.

Direct contact with the people of the past may be the key here. All of us know that social history is one of the major things happening in historical writing in the last couple of decades. But some of us may be at least a little slow in incorporating social history into

our (still traditional and traditionally-structured) courses. Perhaps progress in this regard will be facilitated as more and more of us experiment with the material and see students responding to it. Following the textbook we're using in the first half of the American history survey (Richard N. Current, *et. al., American History: A Survey*), I suggest that there are four broad themes for the course: political, diplomatic, economic, and "the way in which the American people have lived," or cultural and social history. Notice the similarity of that fourth theme to the title of the work under review. And what I notice is that it's my halting efforts to deal with *that* material that increasingly elicits the greatest response from students in large required survey courses. Indeed, in my teaching of modern western civilization last spring, using *A History of Western Society* by John P. McKay, *et. al.*, as a text, the material on marriage and family patterns, health and diet, work, etc., was virtually the *only* material students seemed to want to discuss. They seemed clearly to feel that it was, if not more important, at least more relevant to their lives than the traditional diet of kings, queens, presidents, generals, etc.

To put a little flesh on these generalizations, I have chosen to discuss three chapters, reflective admittedly of some interests of my own, but also spread out rather well chronologically. Chapter 9 of Volume I is "The Cherokee Removal: An American Tragedy." After the editors' brief introduction, the feature essay is "The Trail of Tears" by Dee Brown (*Bury My Heart at Wounded Knee*). It appeared as an article in the "popular" *American History Illustrated* in 1972, but is on solid ground in scholarship as well, and pulls no punches. The stockaded forts that served as gathering places for the Cherokees before their transportation to the west are jarringly referred to as "concentration camps." The reader is reminded that more than three-fourths of the Cherokees opposed the removal treaty signed by an unrepresentative splinter group, that one out of four members of the tribe died in this ugly tragedy, and that the few white opponents of removal included President Andrew Jackson's fellow Tennessean Davy Crockett. The first document is the 1830 "Memorial of the Cherokee Nation." ("We are aware," it began, "that some persons suppose it will be for our advantage to remove beyond the Mississippi. We think otherwise.") The second document is Jackson's 1830 attempted defense of his removal policy. ("Toward the aborigines of the country no one can indulge a more friendly feeling than myself," he claimed.) And the third and most interesting document to me is an eloquent 1838 letter to President Martin Van Buren protesting the removal of the Cherokees penned by none other than Ralph Waldo Emerson.

Binder and Reimers follow the common practice of reproducing the last chapter of Volume I as the first of Volume II; it is "Reconstruction and Free Plantation Labor." The essay is an excerpt from Peter Kolchin's *First Freedom: The Responses of Alabama Blacks to Emancipation and Reconstruction*. I have known ever since John S. Ezell's Southern history courses at the University of Oklahoma in the 1960s that the basic failure of Reconstruction was an economic one--the failure to get land and labor back together again into a productive economic system. Kolchin's work, and the documents that follow, flesh out that concept very well. The first document was an amazing one to me--a letter from a former slave to his former owner responding to an offer of work in which he suggests he might consider it if the former owner would forward some $11,000.00 in back wages owed to him and his wife for their years of slavery. The former slave also says "The great desire of my life now is to give my children an education." Another document consists of excerpts from letters of two northern school teachers who went south after the war that testify to this desire of newly-freed blacks for education. The other document is "The Black Code of St. Landry's Parish [Louisiana], 1865." True confession: I have taught for almost twenty years, and said many times that the Black Codes at their worst

were efforts to reinstitute slavery in all but name. I had said that without ever actually reading a black code. Now I can say it with more confidence, and give an example.

I must be brief on my third and final example, "The Revival of Feminism." The essay is from William Chafe's highly-respected 1972 work, *The American Woman: Her Changing Social, Economic and Political Role, 1920-1970.* The documents are the Equal Rights Amendment itself, Gloria Steinem's 1971 testimony in support of it before a Senate committee, an anti-ERA speech by Senator Sam Ervin of North Carolina, and, to bring the issue even more up to date, a 1982 statement on "Women and Poverty" from the U.S. Commission on Civil Rights.

But enough. Obviously, I like this reader. It is thorough, thought-provoking, interesting--to me, and I think potentially to students. Binder and Reimers are to be commended for these volumes, for their thoughtful introductions to each chapter helping students focus on important issues, and for their generally judicious selection of both essays and documents. (Is one morally obligated to make at least one negative comment in a review? I don't really think the introductions to the four parts are very good.) Probably the most common way to use a set like this is as supplementary material to a standard textbook. But it occurs to me that this is so good, such important stuff, that it might just be used as the textbook, with the professor providing any other necessary framework in lectures. Is anybody out there already doing it that way, and I'm just out of touch? I'm thinking about it.

East Central University Davis D. Joyce

Leonard Dinnerstein and Kenneth T. Jackson, eds. *American Vistas.* New York and Oxford: Oxford University Press, 1987. Fifth edition. Volume I: 1607-1877. Pp. 319. Paper $10.95; Volume II: 1877 to the Present. Pp. 354. Paper, $10.95.

History teachers are forever seeking appropriate student readings beyond the text. Dinnerstein and Jackson originally compiled a two-volume set of such readings in 1971. This fifth edition contains new readings, and continues to be a useful set of expanded readings for college and even advanced high school students.

The authors made efforts to modernize their work with new sections, producing a diversity of articles certain to please disparate interests among contending historical groups. Each entry offers a point of view that can easily be tied into text readings to flesh out the work in progress. One strength of these volumes is that they represent a wide ranging span of points of view, time of writing, and styles from the 1940s into the 1980s.

In Volume I, selections deal with the views of Benjamin Franklin's sister, upheavals of the Confederation period, educational implications of the *Dartmouth College* case, expansion into Oregon Territory, Abe Lincoln on equality, and experiences of blacks after the Civil War. While the editors' selections in this volume reflect newer views of historical happenings, they also include Edmund Morgan's views on "Puritans and Sex," regarded as a bit of a shocker in its own time (1942). The only unhappy choice in Volume I deals with the underground railroad, drawn from Charles Blockson's piece in *National Geographic* (July 1984), that simply adds to and expands glorification of the guilt ridden mythology of the noble whites helping slaves to escape, a modern day extension of abolitionist propaganda.

Other selections in Volume I are useful for instructors, as they allow non-history majors to do some small postholing for themselves. Each offers possibilities for in-class discussion, and certainly for student understanding.

Volume II of *American Vistas* includes selections on bad guys of the American West, the Brooklyn Bridge, Teddy Roosevelt versus Woodrow Wilson, a nicely controversial piece on the expected roles for women as the boys came home from World War II, the firing of MacArthur, segregation in America, and the Cold War. The last appears rather dated for the nineties.

Presentists among students (are there others?) will be startled by the technological problems facing bridgebuilders in the post-Civil War period, conquered by the Roeblings in completing the Brooklyn Bridge. The article on the Scopes Trial reenforces the notion that we are not too far away from such things today, with many people still on both sides of the issue.

Perhaps fastest reaction among students--especially females--will come to Susan Hartmann's "Returning Heroes: The Obligations of Women to Veterans in 1945." It is this reviewer's memory, as a discharged veteran of that period, that Hartmann hits the attitude of postwar women very well--and that howls of liberated females will echo through the land. It serves as an important reminder to young women (and men, too) of the sources of attitudes among their mothers and grandmothers, and how very close we stand to rigid roles imposed by society, broken only at peril. It might add a bit to their tolerance.

Dinnerstein and Jackson each contributed an article of their own, Dinnerstein on "The East European Jewish Migration," Jackson on "Race, Ethnicity and Real Estate Appraisals." Each is a strong contribution to the volume.

Historians who have made use of previous editions of *American Vistas* will find this as useful or even more so. A caveat. Volume II coves an expanding range of complex history. Are historians dealing with survey courses harshly bound to the rigid two-semester offering? Interdependence was thrust upon the world by World War II. Have we finally been driven by historical realities to see modern history--since 1945--as an America and the Rest problem? I hope so. That being the case, may there not be a third volume to deal thoroughly with our own lifetimes?

Central Connecticut State University Francis P. Lynch

Calvin Martin, ed. *The American Indian and the Problem of History.* New York and Oxford: Oxford University Press, 1987. Pp. xiv, 232. Cloth, $24.95; paper, $9.95.

Until twenty years ago, most historians wrote American Indian tribal histories by relying almost exclusively upon white-generated sources found in the National Archives and published sources. Reports from agents, missionaries, soldiers, reformers, and pioneers formed the cornerstone of documentation that scholars so uncritically utilized. It is true that good researchers easily recognized and discarded patently racist observations, but they fell victim to a more pervasive and subtle problem--ethnocentrism. Despite their stated intentions to write "Indian history," these otherwise competent scholars never bridged the wide gap that separated the two cultures. The product of their meticulous work revealed more about white attitudes and activities than about Native Americans, as the latter were relegated to mere "objects" of these actions. Even more misleading were the historians' attempts to assign white values to explain Indian behavior, rather than their trying to view events from within the tribal cultural context.

Although he was not the first to challenge this myopic view, Calvin Martin published an article entitled "The Metaphysics of Writing Indian-White History" in a 1979 issue of *Ethnohistory*. This brief essay decried the lack of progress in creating a viable methodology for studying the Indian past, but offered few insights other than to adapt the "linguist's

and ethnologist's tools and to return to the sources and find the Indian as he defined himself and his world." In an effort to continue this fundamental discussion, Martin invited eighteen scholars (including six Native Americans) to submit the essays that now comprise the book. The end product is a thoughtful but somewhat repetitious anthology that leaves us no nearer a resolution of this insoluble dilemma.

The best essays in this collection are also the most straightforward and least contentious. Standing Rock Sioux Vine Deloria, Jr., points out that the problem is not only ethnocentrism, but also a tendency to overgeneralize and create myths on both sides of the argument. The vocal Indian community is often as wrong in invoking historical examples as is the predominantly white historical community. On a more personal level, Robin Ridington, Peter Iverson, Peter Nabokov, Scott Momaday, and Henrietta Whiteman describe how their closeness to Native American traditional culture has allowed them to gain a perspective for which no amount of book learning or graduate education can properly compensate. But even for them, the elusive concept of "Indian world view" is admittedly something not fully comprehensible.

More argumentative are the articles by Richard Drinnon, Christopher Vecsey, and Haunani-Kay Trask. Drinnon lambasts historians and anthropologists alike for their arrogance and unwillingness to consider the innermost meaning of native cultures, but we are left only with his simplistic solution that "We shall have to stop our negations, become children of nature and lift ourselves to the Sioux truth: 'We are all related.'" Vecsey's discussion of the "double vision" concept reflects some of the same viewpoints, but it offers more concrete examples of the historical use of oral testimony and mythical tales. Trask, a native Hawaiian, finds similar value in the use of linguistic studies and the aira, or ancient stories.

None of the essayists in this book argue against a closer association of scholars and Native Americans to gain an "insider's" vantage point, but several warn about going too far by neglecting traditional white sources of information. The most strident expression of opposition to Calvin Martin's pronouncement is that of Wilcomb Washburn who provides specific examples of how the desire to achieve the "Indian point-of-view" has often been reduced to praise for anything that is pro-Indian and anti-white.

Precisely because of the variety of opinions raised in this collection, it deserves use in certain college classroom settings. It fits well into any undergraduate lecture course or graduate seminar on American Indians and could also be profitably utilized in an historical research class, but the students probably need more background in American Indian history and cultures to fully comprehend all its contentions. Because of a lack of this type of background among lower-level undergraduate students, it has limited value for survey courses in history or anthropology. Although the debate is not resolved by this collection of articles, it should generate more discussion inside and outside the classroom. That in itself was a worthy goal for Calvin Martin and his contributors.

University of Nebraska at Omaha Michael L. Tate

Paul K. Longmore, *The Invention of George Washington*. Berkeley: University of California Press, 1988. Pp. x, 337. Cloth, $25.00.

Recent bicentennial celebrations and studies have often focused their attention upon George Washington. His services as commander of the Continental Army, as chair of the Constitutional Convention, and as first President have produce a rich flow of television programs, magazine articles, and celebratory activities that shape public perceptions of both the man and the monument. Teachers interested in utilizing current student interests

as part of course development may find that Washington now offers a particularly good route to understanding both the early republic and the rise of conscious nationalism.

Longmore's book is a useful study that teachers and undergraduates will find pulls together many of the strands of scholarship that currently contribute to our understanding of Washington. The author's focus is upon his subject's career in Virginia, as well as upon the perceptions of Washington that formed during the early months of his command of the Continental Army. The author thus operates both to describe Washington's own changing self-perception and to account for subsequent perceptions others held of him.

To deal with the first of these topics, Longmore strives to link two major themes of contemporary scholarship. One is the recent emphasis upon economic change in the Chesapeake region. Here Washington emerges as representative of the tidewater planters whose carefully constructed mixture of political and economic interests in land speculation and tobacco culture broke up rapidly in the 1760s. Faced with a combination of challenges from Britain, Washington is portrayed as a leader who ultimately realized that economic and political independence went hand in hand.

Longmore's second strand is a sustained attempt to place Washington within the context of Whig political ideology. Contrary to usual perceptions of Washington, the author seeks repeatedly to demonstrate that his subject was intimately acquainted with nearly all of the significant books and pamphlets of the revolutionary era. Everything from studies of Washington's library holdings to reports of his conversations are called forth to place him within the Whig and classical republican political ideologies that so interest modern historians.

Longmore goes to some lengths to reject most of the mythic elements that nineteenth-century writers often inserted into Washington's early career. Ambition, energy, and aristocratic pretension all receive attention, although central emphasis remains with the concepts of gentlemanly honor that Washington accepted and sought to exemplify in his public behavior.

Each of these elements serve to place in context the most interesting part of the study, Longmore's analysis of the rise of a mythic Washington in the years between 1775 and 1778. By concentrating upon public perceptions, the author seeks to illustrate the ways in which contemporaries saw and interpreted the commanding general. The central theme is that Washington replaced George III as the focus of popular loyalty, in large measure by substituting his own patriotic *persona* for that of the patriot king. Using images that evoked the role of Cato in ancient Rome, Washington became the central embodiment of republican virtue in his time.

Longmore's study is not without problems. In seeking to join discussions of political thought to a chronological narrative, the author unnecessarily repeats himself at several places. And by leaving most of his arguments regarding Washington's literary interests to a lengthy appendix, Longmore's main text often fails to draw the explicit links between ideas and actions that he obviously believes shaped the young Washington. One must still wonder if access to ideas was sufficient to assure the use of those ideas.

Butler University George W. Geib

Carol Bleser, ed. *The Hammonds of Redcliffe*. New York and Oxford: Oxford University Press, 1987. Pp. xxiv, 421. Paper, $8.95.

Carol Bleser of Clemson University established herself as a fine editor with the original hardcover edition of this volume in 1981. The paperback reissue was due in part to the recent popularity of family and social history, but also as a prelude to her 1988

publication, *Secret and Scared: The Diaries of James Henry Hammond, A Southern Slaveholder*.

The Hammonds of Redcliffe begins with "The Founder," James Henry Hammond, and the onset of civil war. Hammond was a planter-politician, probably best remembered for his March 4, 1858, Senate speech when he declared "Cotton is King!" In 1855, Hammond bought 400 acres overlooking the Savannah River in South Carolina on which he built his cherished home, "Redcliffe." His letters reveal no guilt concerning the ownership of over 300 slaves, and he expected to establish a "rich, educated, well bred, and prominent family" at Redcliffe, but these goals were never realized. He often chastised his sons for their squandering of money and laziness, firmly believing that "listlessness, indolence and selfishness are personified in this family . . . What will become of them when I die? In twenty years not a vestige."

Upon Hammond's death in 1864, hard times had in fact hit Redcliffe, and in the second section, entitled "The Preserver," attention shifts to the eldest son, Harry, who had the responsibility of guiding the family through the ordeal of Reconstruction. His father's heavy investment in Confederate bonds left the Hammonds with virtually nothing other than Redcliffe, and when Harry returned home after the war, he recalled that he owned "a pipe, some tobacco, and literally nothing else." He was even refused credit by a local merchant. This section of letters takes the reader through the agony of adjustment from a family of luxury and wealth to one of poverty and subsistence. Also, the letters detail the transformation of Redcliffe into a plantation of free labor, with most of the former slaves remaining. Unlike his father, Harry refrained from a political career during Republican rule, the conservative backlash, and the Populist uprising. Instead, his energies were directed toward the maintenance and preservation of Redcliffe.

The next section, "The Belle," focuses on another generation, Harry's second daughter, Katharine, who is characterized as "slightly spoiled but attractive, vivacious, and flirtatious." Many of these letters reveal the numerous courtships of Katharine, and her trials and tribulations as a nursing student at Johns Hopkins Training School for Nurses, where she met Dr. John Sedgwick Billings. A stormy courtship ensued, and despite being separated for two years while Billings set up his practice in New York, the couple married in 1897.

The final chapter deals with their first child, John Shaw Billings, "The Restorer." Several letters reveal a strained family relationship due to John Sedgwick's numerous extra-marital affairs and Katharine's poor health and her longing for Redcliffe. John Shaw made several trips from New York to Redcliffe as a child, and in 1935, in the midst of a successful career as managing editor of *Time* magazine, purchased the plantation home of his great-grandfather and began its restoration. He eventually retired to Redcliffe, and upon his death in 1975, the estate was given to the state of South Carolina.

Bleser has skillfully edited the Hammond letters, provided excellent introductory essays for each section, and compiled an extensive bibliography and genealogical record. *The Hammonds of Redcliffe* is a wonderful walk through the private lives of a very prominent Southern family. The book would be invaluable in a seminar on Southern family or social history because it is much more than a collection of letters. It is family history at its finest.

The School of the Ozarks C. David Dalton

Melton A. McLaurin. *Separate Pasts: Growing Up White in the Segregated South*. Athens and London: University of Georgia Press, 1987. Pp. ix, 164. Cloth, $13.95; paper, $7.95.

Melton McLaurin, chairman and professor of history at the University of North Carolina at Wilmington, has written a poignant and evocative memoir of growing up in the American South of the 1950s. His hometown of Wade, North Carolina, seemed to possess all of the certainties of the segregated social structure inherited from the early twentieth century: Blacks "knew their place," happily did the menial tasks of the world, lived their own separate (and presumably equal) existence, and were inherently inferior to the white master class. "I was . . . well versed in racist dogma, having been instructed from birth in the ideology and etiquette of segregation. . . . It was unimaginable that mine would be the last generation to come of age in the segregated South."

Working part-time in his grandfather's store while a high school student, McLaurin knew all of the town's whites and many of the blacks as well, at least superficially. He uses a series of reminiscences of different individuals in Wade to illustrate the hypocrisy and falsehoods that lay behind the prevailing social mores and dogma of the times. There was Bobo, a black playmate with whom the author shared a normal boyhood friendship, until a seemingly innocuous incident one day of inflating a basketball with a needle lubricated with black and white saliva. "Instantaneously an awareness of the shared racial prejudices of generations of white society coursed through every nerve in my body." One of the most intriguing characters in Wade was Clarence Street, a black laborer and Jehovah's Witness, whom McLaurin came to know as a man of prodigious knowledge, wit, and intelligence. Dismissed by whites as a "crazy nigger," Street in fact "was the intellectual superior of most of Wade's white residents" and challenged "all the stereotypes" of white assumptions about blacks. For a young white male in the segregated South, coming of age sexually involved not only forming relationships with girls of one's own race but also coping with the temptations and restrictions of interracial sex, and here are some of the most revealing (and occasionally hilarious) pages of *Separate Pasts*.

McLaurin's paternal grandfather is an object of special affection, a storekeeper who dispensed groceries, credit, wisdom, and profanity in equal doses to both races. While harboring the basic racial prejudices of his society, he nonetheless treated blacks decently and never demeaned or joked about them, and his enigmatic behavior sometimes flew in the face of the accepted racial stereotypes of the white community. One of the most dramatic incidents in the book is the account of "Granddaddy's" heated confrontation with the bureaucracy of the county welfare department over an injustice done to a black woman named Viny Love with a handicapped child, whom he had recommended for support. "I didn't understand how he could so outrageously flout accepted standards of behavior on behalf of a black, even a good black, while simultaneously subscribing to segregationist doctrines and racist beliefs. . . At the time I was too in awe of Granddaddy to understand that he had not acted solely because of his desire to help Viny, that, to some degree, he had acted because his word had been challenged [by the welfare department]."

McLaurin reveals much of the social and intellectual fiber of the recent small-town South and also modestly reveals himself to have been a young person unusually observant of the world about him. At the end he briefly sketches in the political, legal, and educational changes wrought in Wade by the Civil Rights and Voting Rights Acts of the mid-60s. In the area of personal and social interactions, change came more slowly, but come it did. Elegantly written, this little book would be an excellent addition to courses on black or southern history or recent U.S. surveys. Especially for today's younger students

who take for granted the often easy interaction between youth of both races, *Separate Pasts* unveils a time and a world not so long ago that in fact has not entirely died.

Mountain View College — William F. Mugleston

Allen Guttmann. *A Whole New Ball Game: An Interpretation of American Sports*. Chapel Hill and London: The University of North Carolina Press, 1988. Pp. x, 233. Cloth, $24.95; paper, $10.95.

For Jacques Barzun, to understand baseball was to understand America. Although Barzun might have exaggerated his point, baseball and sports do reflect a great deal about our society. Lately, the undeniable presence of sports in everyday American life has attracted the attention of many scholars, often resulting in condemnatory critiques of sports as corruptive and alienating.

In contrast to these outcries, Professor Allen Guttmann of Amherst offers a moderate and thoughtful view in his latest of a series of books dealing with sports, *A Whole New Ball Game: An Interpretation of American Sports*. Guttmann's "interpretation" provides both an outline of the development of modern American sports and an evaluation of the current state of sports in America, at all times maintaining a realistic and moderate stance.

The study begins with Guttmann's well accepted argument that modern sports, in this case American sports, developed along Weberian lines from religious ritual in pre-modern times to the secular, bureaucratic institutions of today. The sports of the American Indian are introduced as examples of pre-modern activity dominated by religious ritual and symbolism. Puritan and early Southern sports are then dealt with as parts of an initial, although not complete, movement toward modernization. For Guttmann, modern sport arrives in earnest with baseball and finds its "prototypical" form in the perfectly rational and scientific game of basketball.

While Guttmann's vision of modern day sports is essentially positive, the fact that they are laden with problems and contradictions is not overlooked. The continued difficulties and restraints that minorities and women often encounter in the sporting world are dealt with sympathetically. What Guttmann refers to as the "cocaine culture" surrounding modern athletes is also explored.

The author's toughest criticism, however, is aimed at intercollegiate sports, which Guttmann quite rightly describes as "the academic equivalent of the international arms race." Here Guttmann leaves his pragmatic base and suggests that colleges give up their profitable semi-professional teams and turn them into a private club system, as is the practice in West Germany.

At his best when chronicling and repudiating Marxist attacks on sport as an exploitative mechanism of modern society, Guttmann concedes that while modern sports can enslave, it can also liberate. Guttmann points to evidence that female athletes tend to have higher levels of self-esteem than non-athletic females. Black athletes have overcome racism to such a degree that they now come close to dominating some sports. Millions of Americans share in the exhilaration and enjoyment of sports, and virtually none of these participants or spectators find their experiences dehumanizing or alienating.

For better or for worse, modern sports will remain with us. Guttmann recognizes this, and has the patience and maturity to urge us to enjoy its good points, while at the same time pushing for much needed reforms.

As a tool in the classroom, Guttmann's book would be ideal for the sort of "Sport and Modern Society" course begun by the late Robert Wheeler at the University of

Southern California. With its historical overview, it might also serve as interesting supplemental reading in a standard history course on the high school or college level. Given its clear and interesting presentation, this book might prove a boon to history teachers striving to interest a sports obsessed society in something beyond next year's pennant race.

University of Notre Dame — Edmund F. Wehrle

***Work and the Waterways: An Aural History of Midwestern Workers*. One Audio Tape (60 minutes) and Teacher's Guide. Loyola University of Chicago and the Chicago Maritime Society, 1987. Order from the Chicago Maritime Society, c/o The Newberry Library, 80 West Walton St., Chicago, IL 60610. $13.00.**

This package consists of a cassette containing about thirty folk songs, a two-part program outline, many discussion questions, an explanation of each song, and some material discussing the general use of music in understanding the past. The cassette also includes considerable lecturing about the life of workers in the Midwest that is done pleasantly and well, and dramatic speaking done by actors who are impersonating early nineteenth-century workers. All of this is intended to impart a sense of "you are there."

The songs are well chosen and well sung, although they are done more in an operatic than lower-class folk song style. Almost invariably, singers chosen for such recordings have a voice and style like television announcers on the national networks. Consequently, they do not sound very authentic. Dramatic speaking on this cassette manages to convey a feeling of authenticity much more successfully than the songs. Even so, the grammar of the speakers is so unrealistically good that they have a tough time preventing their twentieth-century culture from showing through.

The package contains some well-chosen documentary excerpts from contemporary newspapers. These could be reproduced for students and should considerably enhance the value of the material. The writers break the presentation into two units, but there is enough flexibility to allow a teacher to present the whole thing in one day, or if preferred, more than two days might be spent presenting the material. Overall, the written portion of *Work and the Waterways* is well done. The authors show good judgment in what to emphasize and in the choice of suggested questions.

This material would be most appropriate for public school students, but it could certainly be used in community and senior colleges as well. In most courses in the latter, however, more traditional materials would probably better accomplish the objectives that this publication is intended to achieve.

University of North Texas — E. Dale Odom

Waldo Heinrichs. *Threshold of War: Franklin D. Roosevelt and American Entry into World War II*. New York and Oxford: Oxford University Press, 1988. Pp. 279. Cloth, $21.95.

With the wealth of available articles, biographies, edited diaries, and monographs that examine various facets of American entrance into World War II, the classroom teacher faces the dilemma of choosing one or two selections from a giant historiographical buffet table, for neither time nor appetite allows for the consumption of the entire intellectual feast. With the publication of Waldo Heinrichs's *Threshold of War*, the selection process has thankfully become a bit easier.

Threshold of War examines the nine months from Lend-Lease to Pearl Harbor. Based both on recent published scholarship and extensive examination of primary sources, the book provides an almost day-to-day treatment of the myriad of simultaneous issues, pressures, and dangers that confronted the country. The author's previous work in diplomatic and naval history is evident in his impressive mining of relevant state, war, and navy department records. This is not a narrowly based, one-archive study.

At the center of the book, and properly so, is Franklin D. Roosevelt. He was in charge. He was the commander-in-chief. All the formal and informal national security threads led to the President's hands. At the same time, however, Roosevelt's management of national security affairs did not occur in a vacuum. A variety of personal, political, constitutional, and bureaucratic constraints could and did influence FDR's actions. Exactly when and how much such factors influenced the President, however, is difficult to gauge. Roosevelt scholars know only too well the President's reluctance to share his thoughts with others, whether by word or pen, and this reluctance has often forced historians to surmise as to what FDR's true thoughts and intentions were. Heinrichs is well aware of the elusive quality of Roosevelt and why disagreement among Roosevelt scholars has been the norm for over forty years.

Heinrichs's picture of Roosevelt is that of a leader whose gaze fell primarily on Europe. Although understandably concerned for domestic objectives, FDR "entirely lacked an isolationist mentality." He had no illusions about Hitler's Germany and sincerely viewed Nazi military success in 1940-1941 as a direct threat to the Americas. As a result, the Atlantic barrier had to be upheld, even at the risk of war. As Heinrichs correctly emphasizes,"the president focused on threats to the safety of the United States in a most direct and visceral sense." With the German invasion of Russia in June 1941, this focus meant that Roosevelt would do everything possible to help the Soviet Union, for that titanic struggle at the gates of Moscow directly affected the United States.

These fundamental beliefs, however, existed within a presidential environment often marked by ambiguity, intrigue, and procrastination, partly as the result of FDR's own personality and partly because of his concern over isolationist strength. Added to that environment were multiple contradictions that constantly gnawed at the President. How could he increase American naval strength in the Atlantic without weakening the deterrent value of the Pacific fleet? How could he delay possible conflict in the Pacific without at the same time seeming to appease Japanese expansion? How could he help the Soviets and the British while simultaneously meeting the critical needs of his own military forces? These contradictions stemmed from the fundamental problem of 1941 that Roosevelt could never ignore: the military weakness of the United States.

Heinrichs's book is outstanding, deserving to be read and studied. Its style is clear, its research thorough, and its conclusions persuasive. For those college professors looking for something that falls between the extensive detail of Robert Dallek's meaty *Franklin D. Roosevelt and American Foreign Policy* and the interpretive sweep of Robert Divine's concise *Roosevelt and World War II*, Waldo Heinrichs's *Threshold of War* should be the choice.

Cedar Valley College Calvin L. Christman

CORRECTION

The review of *The Lessons of the Vietnam War: A Modular Textbook* in the Fall, 1989, issue (p. 102) contained the wrong prices. The Teacher's Edition is $34.95, and the Student Edition is $24.95.