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REVIEWS

A "GREAT ISSUES" FORMAT IN THE AMERICAN HISTORY SURVEY: ANALYSIS OF A PILOT PROJECT

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Initial Problems

The basic American history survey at the State University of New York, College at Oneonta, is similar to that of other public undergraduate institutions with liberal arts and pre-professional programs. Approximately five sections of our "Problems in U.S. History I" (1607-1877) are offered in the fall semester and an equal number of the second half (1877-the present) are scheduled in the spring semester for mostly freshmen and sophomores who generally have little or no history background. They register for the course to meet our basic curriculum requirements, those of pre-professional education programs, and/or out of a personal interest in the history of their own country. Each of the six instructors who teach the course have full individual autonomy in the selection of topics, reading materials, and visual aids.

As instructors who teach the course on a regular basis, we have become increasingly dissatisfied with its format. Although we believe that our sections effectively provide a comprehensive survey of American development, their broad chronological scope eschews in-depth examination of topics. Like most survey courses at present, they opt for breadth at the expense of depth. Equally challenging to us as instructors is the diversity of our students' intellectual and cultural backgrounds as well as their apathy and often limited knowledge of America's development as a nation. Clearly then, some method of instruction had to be found that would meet our concerns.

Objectives

We decided that a case studies approach with a "Great Issues" format might best address some of these general problems. In addition, it would give our students the opportunity to utilize primary source materials; to demonstrate the diversity of historiography; to participate in the methodology of the historian by assembling, evaluating, and synthesizing data; and to convey the relevance of issues that touch upon a number of broad themes. In an immediate sense, the integration of selected case studies into the basic survey will better prepare the students for upper-division history courses. More significantly, it will do so by giving them the

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opportunity for in-depth analysis, stimulating their interest in a topic that is relevant to them and *encouraging their active participation in the learning process.*

Project Design

The instructors chose a specific "case" to run as a pilot project in the first half of the survey course. They utilized the fall semester simply because their schedules could be coordinated to meet the requirements of the project's application. The selection of the Salem Witch Trial (1692) as a case study was based on several considerations. Both instructors have an intellectual interest in the topic and, though their approaches to it are entirely different,[1] each consider the event as part of their areas of expertise. A second consideration was how we perceived its immediate relevance to our academic audience. Young adolescent girls precipitated the conflict that ultimately led to the witch mania, and at least one interpretation draws upon the generational differences between women in explaining the cause. Some of our students could readily sympathize with the internal anguish of these girls and understand the differences they shared with older women of their mother's or grandmother's generation. Another interpretation drew upon the alleged presence of hallucinogenic agents in explaining the girls' unique behavior. Here, too, the drug scene in their own generation elevated for our students the importance of events in Salem three-hundred years earlier.

An additional set of criteria in the selection of a specific case challenges the instructor's ability to discern broad universal themes. In this context the Salem witch trial was a good example, demonstrating the dynamics of hysteria, mob psychology, and the persecution of minorities in what was becoming an increasingly pluralistic society.

The selection of cases is limited only by the imagination of the instructors and in their ability to find relevant primary and secondary materials in the structure of its presentation. Consequently, to meet the needs of their students instructors can formulate their cases around a central theme or set of themes such as the role of the military in a democratic society; the development of American values or concepts such as popular sovereignty or the separation of church and state (demonstrating their universal applicability tin American history); or the role of gender, generational, or cultural groups in an ethnic or racial context.

Methodology & Presentation

Both the selection and class introduction of primary and secondary material are critical in the learning process. We planned four class sessions for the

[1] This turned out to be an unforeseen advantage when it came to our debate which, we believe, played an integral part in the success of the project (see below).

presentation of our pilot case. Before the first class dealing with witchcraft, students were assigned a 21-page narrative describing the events in Salem in 1692 that provided them with chronological and factual information but without interpretation. At our first class meeting, each student was given material that tersely summarized four different interpretations of the witchcraft controversy: 1) witchcraft was actually practiced; 2) the accusations were the result of the hallucinogenic visions caused by contaminated grains; 3) servant girls acted out resentments against the control exercised by older, more affluent women; and 4) pre-existing economic and social conflict within the Salem community prompted the pattern of witchcraft accusations. The interpretations, edited by the instructors to insure brevity and clarity, were selected on the basis of their diversity[2]

During the first class session, each student was also given a data packet consisting of primary materials arranged in sub-topical group categories relevant to events in Salem including excerpts from diaries, letters, and the trial, as well as a map of Salem Village and Town showing the residences of the accusers and the accused.[3] The class was immediately divided into groups of four or five students. The instructors circulated among the groups, assisting students in evaluating and analyzing the primary source materials serving as catalysts. The primary source materials, generated probing questions and comments. When the first class ended, clearly closure had not taken place. Students were told to continue considering the issue raised by the differing interpretations and the primary source materials. Students came to understand that additional data was needed to assist them in determining the validity of historical interpretations of the Salem witch episode.

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[2] Students examined the following interpretations: John Demos, "Underlying Themes in the Witchcraft of Seventeenth Century New England," 75 *American Historical Review* (1970), 1311-1326; Paul Boyer and Stephen Nissenbaum, *Salem Possessed: The Social Origins of Witchcraft* (Cambridge, MA, 1974); Linda R. Caporeal, "Ergotism: The Satan Loosed in Salem?" 192 *Science* (1976), 21-26; and Cotton Mather, *Memorable Providences Relating to Witchcraft and Other Possessions* (Boston, 1689).

[3] Primary sources utilized by students included: Petition of Salem Village to the General Court (December 1691); Petition of Salem Town to the General Court (1691); Pro-Parris Petition (May 20, 1695); Anti-Parris Petition (1695); Testimony of Samuel Parris, Nathaniel Ingersoll, and Thomas Putnam; Towne, Nurse, and Cloyse Genealogies; Examination of Rebecca Nurse; Physical Examination of Rebecca Nurse, Bridget Bishop, Sarah Good, and others; Testimony of Ann Putnam, Junior; and Testimony of Ann Putnam, Senior, and Ann Putnam, Junior. We found many of our primary sources in W. Elliot Woodward, *Records of Salem Witchcraft Copied from the Original Documents*, 2 vols. (Roxbury, MA, Privately printed 1864; Reissued, New York: Da Capo Press, 1969).

During the second class students viewed a film depicting the witch trials. The film, chosen for its historic authenticity and dramatic appeal, was originally shown on Public Television. With a playing time of 170 minutes, "Three Sovereigns for Sarah" would have consumed more class time than appropriate had not the instructors created their own edited, 43-minute version of the film. The edited version focuses on the arrest, trial, confinement, and execution of a single person, Rebecca Nurse, thus giving a human face to events in Salem. Although in its original form, "Three Sovereigns for Sarah" clearly advances a socio-economic explanation of the witchcraft controversy, the instructors purposely constructed the edited version in a manner that offered evidence that could support multiple interpretations. Consequently the edited version of the film not only deepened the interest of the students but it also enlarged their data base and advanced, rather than concluded, their inquiry.

The instructors were both present in each others' classes for the third session, utilizing the period to debate different and conflicting interpretations. Employing the case study approach common to social history, one instructor argued that the Salem witchcraft episode, given its scope, was a unique event in the chronicles of colonial America. Pre-existing familial, geographic, and commercial disputes, he contended, created socio-economic resentments that determined the pattern of witchcraft accusations in Salem. The other instructor, argued that his colleague's approach was too provincial. Salem needs to be viewed within a larger context that considers the rise and decline of Puritanism; previous outbreaks of witchcraft both in American and in Europe; and the nature of the New England mind. Subsequently, each instructor critiqued the other's approach. The final segment of the class was devoted to student questions and comments. Some students agreed with the approach offered by the first instructor, some with the approach offered by the second instructor, and others with neither approach. More importantly, students raised significant questions about the relationship between social and intellectual history, micro- and macro-perspectives, and theory and data.

The fourth and final class sessions were held with only the instructor in each class present. It was at this time that students had the opportunity to discuss the strengths and weaknesses of the various interpretations they were exposed to through the lectures, readings, and the film, applying the primary source materials to their analyses of events and to broader issues that they deemed relevant to those events.

Each instructor deliberately used a different testing assignment as a follow-up to the presentation of the case study. One assigned his students a five-page essay to write at home on the causes and significance of the Salem witch trial; the other required them to select one interpretation and defend it in a blue book exam. Both formulated and applied a common anonymous questionnaire presented immediately after the fourth session, to assist them in further evaluating the project.

The instructors believed correctly that both timing and the introduction of materials in a sequential fashion would be critical to the project's success. The brief introductory narrative gave the students a factual understanding of the event and the opportunity to see a causal relationship in the packet of primary source materials they would shortly receive. Both the dramatic depiction of the event as well as the instructors' oral debate provided a focus for the interpretative essays students read prior to their assignment. The questions and ideas that were raised with the instructors informally within their individual groups helped them focus on the primary source documents. This inquiry facilitated understanding their analysis of materials that followed in the three subsequent sessions.

Our case studies approach has the virtue of repeat applicability and refinement by any instructor or group of instructors. To be sure, timing and coordination are critical here for we believe that the appearance of both instructors debating their interpretation in front of their students was a crucial dimension in the learning process. But the application of the case studies approach does not require any changes in student scheduling. And although it may be impossible to find adequate films to highlight some case studies, slides and audio tapes, if available, could serve as substitutions. Role playing, dramatized speeches, letters, sermons, and diaries, as well as music, can be equally effective.

Application—Result

The instructors spent part of the previous summer selecting primary and secondary source materials and arranging their sequential order along with the movie and the debate. It became apparent immediately prior to our first session that both the original number of interpretations (5) and primary source documents (18) could not be effectively presented within our planned time frame. After careful consideration, we deleted one interpretation and three documents. Our original concern proved to be correct, for our students would have had a difficult time placing the additional interpretations within the context of the document packet and our oral presentation. Although more potentially beneficial in understanding events, document analysis can also be more time consuming in comprehending the past than lecture presentations.

A second problem was timing. Since our format was such that the project would be duplicated, we had the opportunity in the brief time period between sections to profit from our mistakes. We found that while it was beneficial to encourage a "give and take" atmosphere when the students raised probing questions within their groups in the first session, we had to limit our debate in the third session in order to allow for their questions.

As previously noted, two kinds of evaluations were used to determine how our students responded to the project. The first was the assignment that each of us required in our sections. In both the blue book exam and take home essay, the

student responses seemed more thorough and judicious than those previously found in similar assignments. They generally analyzed most interpretations and provided evidence by citing the documents themselves as to why they favored one interpretation over another. They had a clear understanding of the causal relationship. Although these observations were not evident in all 88 students, they were sufficiently present in enough responses to make them significant.

Our second evaluative source was an open-ended, anonymous questionnaire where students had ample opportunity to express their own views in a free response section (see Appendix B). Correlations ran from 3.3 for the class discussion to 4.4 for the film (using a 5-point scale). Generally speaking, on the free response section, students liked the variety of teaching tools offered to them. Of particular concern to some were the opportunities for interaction between the teacher and the class. In the second part of the free response section, students generally found the challenge in formulating their interpretation as a positive and meaningful experience. Time constraints in discussing the issues were often cited as a negative factor. It would be interesting to organize a section of our basic course around the case studies approach and compare student responses with those of our "normal" sections.

In summary, we found that our case studies approach in the "Great Issues" format had several advantages. In making the material relevant, it instilled an interest in our students and encouraged them to learn. For the instructor, it holds the advantage of flexibility, in that cases can be tailored to the interests of both the academic audience and the major themes that the instructor wishes to present. Moreover, its repeat applicability allows any instructor or group of instructors to adopt the format. And the sequential way in which different kinds of material is presented gives students an active role in the learning process. The enthusiasm shown by our students when they asked questions, discussed the significance of a document, or defended a specific interpretation is sufficient reason for us to repeat it.

Appendix A—PRESENTATION FORMAT

Session #1

1. Students given 21-page narrative describing events in Salem which they were to read prior to the first session.

2. Students given brief summation of interpretations of the witchcraft controversy.

3. Students given data packet of primary source materials.

4. Students divided into small groups for discussion with both instructors circulating among them and assisting them with their questions and comments on the relationship of the primary source documents to the introductory narrative and the historical interpretations, no conclusions were called for.

Session #2

"Three Sovereigns for Sarah" (film) viewed.

Session #3

1. Instructors debate their historical interpretations.

2. Sufficient time allotted for an open discussion period.

Session #4

Open discussion continued with students formulating their own interpretations based upon their examination of the data packet, historical interpretations, and their experience with the film.

Appendix B—STUDENT EVALUATION OF UNIT ON SALEM WITCHCRAFT

Your candid evaluation of the Salem witchcraft unit will help us in teaching this topic in the future. Please do not sign your name.

Numerical Ratings. Please circle the response that best reflects your evaluation of the following. "1" is the least favorable response; "5" is the most favorable response.

A.	the articles by historians	1	2	3	4	5
B.	the documentary materials	1	2	3	4	5
C.	the film	1	2	3	4	5
D.	the debate between instructors	1	2	3	4	5
E.	the class discussion	1	2	3	4	5

Free Response Question 1. Is this way of studying a topic more or less effective than other approaches? Please use the bottom and/or reverse side to comment on this question.

Free Response Question 2. What are the chief strengths and weaknesses of the unit on Salem witchcraft? Please use the bottom and/or reverse side to comment on this question.

SO YOU WANT TO TEACH A MICKEY MOUSE COURSE? AN UNDERGRADUATE COURSE IN THE HISTORY OF ANIMATION

Rand Burnette
MacMurray College

Numerous times while advising students who were looking for "gut" courses or "the soft underbelly of the curriculum" I have finally said, "so you want to take a Mickey Mouse course?" At those times, I never believed that there would one day be "Mickey Mouse" courses in a college curriculum.

At our college we are supposed to teach "innovative" courses (meaning non-catalog courses) in the January Term during which students take only one course for approximately four weeks. After teaching Illinois Prehistory one January, American Utopianism for two different January Terms, as well as courses on the American Revolution, Civil War and Reconstruction, and even Illinois History, I decided why not, indeed, teach a Mickey Mouse course. I have been a fan of Disney since the early days after Pearl Harbor; later I even though of becoming a cartoonist, but soon learned that being a good copyist is not the prime requisite for being an animator. I purchased numerous Disney volumes over the years and have an excellent collection. Once our history department acquired a TV and a VCR, it seemed the right time to propose a course in The History of Animation to be taught during the January Term on a pass/fail basis. Perhaps, the curriculum committee would not realize that I was proposing a "Mickey Mouse" course.

But as a long-time member of the curriculum committee and its chairman, I decided that it would be best to be forthright about the matter. My proposal pointed out that the animation course was directed toward students looking for a "Mickey Mouse" course but one that would not fatten their academic averages. My strategy worked: the Curriculum Committee approved the course, no one questioned the course at the faculty meeting, and in January 1987 I taught my first course in the history of animation.

In preparation for the new course, I ordered books directly from publishers (who responded to my letter and check much more quickly than I ever expected) to build my personal library in animation history, especially works not related to Walt Disney productions. As a text I used Leonard Maltin's *Of Mice and Magic: A History of American Animated Cartoons*, published in 1980 by New American Library. The revised edition of 1987 was used when I taught the course for a second time in January, 1989. Maltin's text is chronological to 1928, but the rest of the volume, except for the last chapter that deals with recent trends, is a collection of cartoon studio studies. Thus, there is no coherent narrative of the animation field from 1928 to the early 1960s.

Fortunately, this gap is now filled by the publication in November, 1989, of Charles Solomon's *Enchanted Drawings: The History of Animation* (New York: Alfred A. Knopf, 1989), 322 pages, which deals with the animation industry in chronological order. The Solomon volume covers the different studios thematically within chronological chapters and tends to devote separate chapters to the Disney studio. Solomon is the best work available, with only two drawbacks: the author's

evident biases that he openly promotes in the style of a movie critic and the $75 price tag since the volume is not available in paperback. An excellent volume that has been used as a text on a number of campuses is Frank Thomas and Ollie Johnston, *Disney Animation: The Illusion of Life* (New York: Abbeville Press, 1981), also available in a paperback edition. This volume was too long and too Disney-oriented to suit my tastes as a text, but it has the merit of including not only the history of animation but also a great deal on the techniques of animation.

What kind of course is the history of animation? The course is best described as belonging to the popular culture movement fostered by the National Association of Popular Culture and Bowling Green State University. Film is certainly part of the recreational side of American life and the animated film is an important part of this general category. Over half of the class time is spent in viewing animated films and discussing them as they relate to technology, history, and art. The advantages of a course in animation history are numerous since an appeal can be made to many different interests pursued by students.

The history of technology is extremely important to the study of animation. Historically, one can start with the invention of the magic lantern by the Jesuit scholar Kircher in the seventeenth century and proceed to the late nineteenth century when a number of animation devices were developed, eventually leading to the invention of motion pictures. Breathing life into drawings, however, involved numerous difficulties that live-action productions did not have. Many different methods were tried including a series of individual drawings such as those of Winsor McCay, slash and tear method, use of cels, the pegboard, the animation camera stand, and such sophisticated developments as the multiplane camera used by Disney, xerography of cels, computer animation, and special effects animation like those provided by Industrial Light and Magic. Likewise, there are many different types of animation: stop-action/object animation, clay animation, cel animation, puppet animation, pixilation, cutouts, computer animation, and live action/animation. The technological side of the industry is a vital part of any history of animation course.

As a historian, I especially focus on how animated films reflect the period in which they were produced. During the depression of the 1930s, for example, animated films such as Disney's Silly Symphonies, Looney Tunes, and Merrie Melodies, were musically dominated and intended to cheer up audiences. Walt Disney's "The Three Little Pigs" with its catchy song, "Who's Afraid of the Big Bad Wolf?" told the moviegoer not to be "Afraid of the Big Bad Depression." In the early 1930s Betty Boop was sexy like many of the contemporary movie stars until the censors insisted that she be dressed more conservatively. Not until the early 1970s with Ralph Bakshi's X-rated "Fritz the Cat" and sexy Jessica Rabbit of 1988's "Who Framed Roger Rabbit?" would viewers again be treated to risque material. Such shifts tend to reflect the public mores of the periods involved.

Again, with the advent of World War II in Europe in 1939 and especially with America's entry into the war in December, 1941, the animation industry changed to meet the times. The armed forces requested training films that were

animated because they were easier for recruits to follow; this type of film kept many animators busy during the war years. Also, many animated shorts were propagandistic and poked fun at Hitler, Mussolini, and Hirohito. "Der Fuhrer's Face" with Donald Duck won an Academy Award for Disney for 1942. The feature length Disney film "Victory through Air Power" in 1943 stressed this important concept based on the book by Major Alexander P. de Seversky. Similarly, Ralph Bakshi's "Fritz the Cat" reflects student discontentment in the late 1960s and early 1970s while the United States was involved in the divisive Vietnam struggle and had severe civil rights problems at home. Many animated films such as "Snow White and the Seven Dwarfs," "Cinderella," and "Sleeping Beauty" seem to be timeless and attract large audiences each time they are re-released. But their subject matter and style of presentation are still rooted in the times in which they were produced. "Snow White" was, for example, such a gigantic hit in 1937 because it presented an upbeat story that was an antidote to the Depression. "Sleeping Beauty" did not achieve the same acceptance because it was released during the height of the Cold War in 1959. Its sophisticated Renaissance art style did not meet the needs of the public at that time. Thus, my animation course focuses on how the films reflect the times in which they were created.

Another major ingredient of my course is the consideration of animation as an art form. I have had art majors take the course for this reason. This concept has been recognized by a number of recent volumes on animation that have the word "art" in the title. But, even as early as 1942, Robert D. Feild argued this position in his volume *The Art of Walt Disney* (New York: Macmillan, 1942). The sale of animated cels in art galleries is now widespread throughout the country; the prices are astounding, especially when one considers that many times cels were washed clean and reused. Certainly, animation as art has come into its own in the late twentieth century.

Because so much class time is spent in showing the animators' works, it is important that there are such an amazing number of animated films on videocassettes. My initial concern about covering the early years of animation was lessened after taking extensive notes from Donald Crafton's excellent study, *Before Mickey: The Animated Film, 1898-1928* (Cambridge: M.I.T. Press, 1982) and using the companion videocassette that contains about 25 early animated shorts from 1900 through "Steamboat Willie" in 1928. With the variety of cartoons available one can showcase the talents of various animators and animation directors. Although I showed numerous examples of Disney my first time through the course, it would have been just as easy to show Fleischer Brothers' cartoons, those of Walter Lantz, Tex Avery, Bob Clampett, Chuck Jones, John Hubley, UPA, Hanna-Barbera, or a host of others.

There is also an ample supply of video material available on the history of animation. For example, Walt Disney Presents "The Story of the Animated Drawing" (1955); "The Art of Disney Animation," a 28-minute film made in 1988; or "Disney Animation: The Illusion of Life" (the same title as Thomas-Johnston volume), a 60-minute film narrative by Haley Mills, are all helpful. Most students

are interested in finding out how the animated films are created and special effects are achieved. The work of Industrial Light and Magic is well displayed in a special shown on the Disney Channel entitled "Roger Rabbit and the Secrets of Toontown." Computer animation is covered in the Disney production "Beyond Tron" (58 minutes) that also aired on the Disney Channel and "Computer Animation Magic," a 58-minute PBS special.

A number of specials on the Disney Channel have been helpful for classroom use, including some of the Disney Family album specials (biographies of some of their leading animators), "Behind the Scenes at Disney—Backstage" (58 minutes, 1983, narrated by John Culhane), and a recent 28-minute production of "The Making of the Little Mermaid." "The Fantasy Film Worlds of George Pal," a 90-minute 1985 production, is an excellent documentary about the puppets and special effects that Pal utilized in his films and cartoons. To demonstrate clay animation, segments of "Return to Oz" (the Gnome King) are excellent and parts of the California Raisins specials are interesting, both the work of Will Vinton. As examples of live action/animated films, I have used Walter Lantz's "The Lunch Hound" from the 1920s, "The Three Caballeros" and "Anchors Aweigh" from the 1940s, "Mary Poppins" from the 1960s, "Bedknobs and Broomsticks" from the 1970s, and "Who Framed Roger Rabbit?" from the 1980s. A number of avant garde films can also be shown in class so that the students can see various types of animation, especially those produced by independent animators. Several examples are given in the bibliography, which also includes some of the more important titles for a course in animation history.

I require students to complete a project as part of the course. Art students have done projects in this field; for this type of project drawing is prominent but a knowledge of photography and photographic techniques is also essential. Student projects have also involved stop action videos with a camcorder, making of flip-books, and historical research on special topics or a particular film or animator. One student graphed his own cartoon, put it on his Commodore computer, and showed it to the class. Although it lasted only four minutes, he spent many hours in preparation. For their projects other students have read more deeply in subject areas and written critical reviews or a research paper.

The number of volumes available in animation history is increasing rapidly; over 75% of the volumes on my bibliography were published after 1980. Most of the volumes about the history of technology in the animation industry cover this subject exclusive of animation history. There are a number of excellent, and sometimes only barely adequate, biographies and autobiographies of animators. Likewise, various animation studios are receiving full-fledged histories and a number of animated films have volumes devoted to their production. In addition to the recent flurry of books concerning animation, there is a publication entitled *Animation Magazine* now ready to begin its fourth year and at least one article on animation in each issue of *Comic Scene*. This array of printed material, plus the financial and entertainment successes of recent features "Who Framed Roger Rabbit?", which grossed $150 million domestically, and "The Little Mermaid,"

which grossed $84.4 million domestically on its initial release, herald the fact that animation history has arrived. Yet for teaching my course, all would be in vain were it not for the VCR/TV and the availability of numerous videocassettes of animated features and shorts.

When I taught the course in January Term, it was on a pass/fail basis: I gave no examinations and I did not give a letter grade for class discussion or outside projects. I wanted the course to be not only a learning experience, but also an entertaining one as well. I did not want the course to be taken by students who only wanted to fatten their academic averages. but students in their evaluations of the course argued that they would take the class more seriously if I gave examinations and assigned a letter grade. They considered the purchase of the textbook a "waste of money" if they were never examined on its contents.

Thus, in the fall of 1990, I taught "The History of Animation" as a regular catalog course. I had 33 students in each of my January Term classes, while 22 registered for the class during the regular semester. I added lecture materials prepared during my 1990 sabbatical so that videos now comprised less than half of the course. I allowed students to use their lecture notes and textbook for reference during exams that were chiefly essay with some short identifications. I asked more questions than usual and held to a strict time limit for each test.

I was certainly pleased with the results and so were my students who seemed to know the history of animation more thoroughly than the subject matter of more traditional courses. One student stated that the class "was far more worthwhile than I ever thought it would be" and "a good reflection of the culture and history of the time." A history major in the class who did his student teaching in junior high school during the following semester illustrated World War II propaganda by showing "The Ducktators" with good response from his students. Several in the class commented that cartoons took on a whole new meaning for them in terms of their artistic value and historical perspective. A student even indicated that open book exams were difficult but fair because so many names and technical terms were unfamiliar. Now I have to steel myself when the students complain "Not another Mickey Mouse examination!"

SELECTED GLOSSARY

ANIMATION CAMERA: A motion picture camera with single frame and reverse capabilities for animation work.

CEL: Familiar term for "celluloid," the transparent sheet on which characters are inked (on the front) and painted (on the back).

CLAY ANIMATION OR CLAYMATION: An animation technique using pliable clay figures whose positions are manipulated fractionally before each exposure.

CUTOUTS: An animated technique using cut-out and jointed figures that are manipulated slightly between each exposure.

MAGIC LANTERN: The first projection device consisting of a metal box with a hole in one side covered by a lens; an image painted on a glass slide placed behind the lens is projected by means of a lamp inside the box.

MULTIPLANE CAMERA: An elaborate animation camera developed by the Disney studio, for which each shot is separated into as many as 14 layers; when the camera shoots through these layers, an illusion of depth is created.

OBJECT ANIMATION: An animation technique, similar to puppet animation, in which objects are made to appear to move by manipulating them slightly before each exposure.

PEG: A standard knob on an animator's drawing board over which pre-punched paper is laid in order to hold it in place.

PIXILATION: A stop-motion technique in which objects and live actors are photographed frame by frame to achieve unusual effects of motion.

SLASH AND TEAR: A hole is cut in the background and laid over the moving elements, which were simply retraced drawings on paper. Also used for figures: A character was drawn and photographed; then the moving limb was torn away (slash and tear) and a new one, in its new position, was drawn on the next underlying sheet.

Definitions for the terms found in this glossary have been compiled from the following works (see bibliography or article for complete citations):

Crafton, *Before Mickey*; Maltin, *Of Mice and Magic*; Noake, *Animation Techniques*; and Solomon and Stark, *Complete Kodak Animation Book*.

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ONE NIGHT IN JANUARY

Larry Rottmann
Southwest Missouri State University

On a dark, bitter evening in January 1990, I found myself standing with a small group of students, faculty, and townspeople on the mall in front of the university bookstore. I was cradling a small white candle inside a paper cup, trying to prevent an icy wind from blowing out the tiny fragile flame. The two dozen or so folks huddled around me were subdued, silent, nearly stunned. No one was speechifying. No one was chanting. No one was even carrying placards.

Most of those in the little crowd were too young--thankfully--to know how to effectively plan or execute a peace demonstration. So it was mostly by word-of-mouth and common concern that we had gathered together than night; because once again, the United States was stumbling into a big war. And once again, some of us ordinary citizens felt angry, helpless, and disheartened.

The shock effect of America's newest military adventure was especially jarring for me, as I'd just returned the day before from a month-long trip through Vietnam, my sixth such visit to S.E. Asia since serving there with the 25th Infantry Division in 1967-68. It was as a direct result of my Army experience that I became a writer and teacher, and I've been actively involved in Indochina Scholarship and reconciliation work for over two decades, including such projects as: Vietnam Veterans Again the War; 1st Casualty Press (publishers of *Winning Hearts & Minds*, and *Free Fire Zone*); The William Joiner Center for the Study of War and Social Consequence; The U.S.-Indochina Reconciliation Project; The Indochina Arts Project; etc.

For the past six years, I've been a member of the English faculty at Southwest Missouri State University, where in addition to introducing and teaching Vietnam Literature, I've also helped establish the Southeast Asia-Ozark Project. SEAOP's mission is the promotion of educational, cultural, and humanitarian dialogue and exchange between the United States and Laos, Cambodia, and Vietnam. For example, last year we took a college film crew to Hue, where we shot a video documentary. "The Bicycle Doctors: Life in a Vietnamese Hospital."

On every trip to Indochina, I've continued to search out indigenous written works, music, and films to enhance my teaching curriculum and personal research; materials designed to facilitate additional student insight into the Vietnam War, and the people--both Western and Asian--who fought or were affected by it. I have devoted my entire adult life to the pursuit of peace and understanding, convinced that my efforts both as a witness and teacher could make some contribution to the manner in which the new generation would think and act about war.

But while the restless ghosts of nearly 60,000 American soldiers and over a million Indochinese still haunt shopping malls and rice paddies . . . there I was, standing with a few shivering souls in the freezing night air of Missouri, holding my small candle, and wondering if my life's work had all been for naught. Since it was a spontaneous gathering, there was no rally leader, and no pre-planned

agenda. We stood quietly, each of us lost in our own sadness. Finally, a young coed, wanting to make some type of statement of unity and peace, but uncertain about what might be considered proper in the face of the overwhelming war hysteria sweeping the country, began to softly sing "America the Beautiful." Most of the rest of the group joined in, their thin ragged voices mostly lost in the winter wind.

It was--by then--late in the evening, and the campus was virtually deserted. However, even before the song was finished, our presence began to attract attention. At first, the few late-night passersby just glared at us, some shaking their heads as if to ward off a bad dream. One student spat defiantly in our direction. Suddenly, a bunch of girls appeared in the windows of a nearby dorm, and started chanting shrilly, "Death to Hussein!" and "Love It or Leave It!"

Quickly, the commotion began to spread, and before long, an openly-hostile crowd of young men and women--including some of my own students--started to congregate on the sidewalk across the street from our location. Some of them had yellow head or arm bands. Others were waving or were wrapped in large American flags. Many were wearing "Nuke Saddam" or "I'd Go 10,000 Miles to 'Smoke' a Camel" type t-shirts, etc. Several were carrying signs: "War is Sexy!"; "Kill the Ragheads;" and "Screw Peace!"

At first, they were content to mutter at us, or give us the finger. But as their numbers increased, they became bolder, and their taunts became more vocal and nasty: "Pinkos!"; "Wimps!"; "Chickens!"

From my position near the rear of the rapidly dwindling peace group (who were fleeing in the face of the growing and unexpected hostility), I watched with profound sadness and incredulity. I almost couldn't believe what I was seeing and hearing. I couldn't shake the feeling that it was all just a surreal dream; some kind of 60s apparition gone mad. But I knew better.

I wanted to leave too. Needed to flee. But I wouldn't allow myself to abandon my little patch of frosty grass. Couldn't bring myself to snuff out my feeble candle. Refused to abruptly surrender my oh-so-hard-won outpost of idealism.

MY MIND AND HEART WERE WRENCHED BACK TO THE JUNGLES OF CU CHI, AND TO THE PALE-FACED YOUNG LIEUTENANT WHO WAS KILLED ON HIS VERY FIRST PATROL IN VIETNAM; A MISSION I'D SENT HIM ON . . .

While fifty feet away, a college student, his face contorted with hate, yelled "Traitors! Traitors!"

I WAS RECALLING THE TERRIBLE GRIEF AND GUILT I FELT WHEN WRITING TO THE LIEUTENANT'S PARENTS ABOUT HIS DEATH . . .

While just across the street, a young girl draped in an American flag screamed, "Communists! Communists!"

I WAS REMEMBERING THE ANGRY ACCUSATIONS OF THE LIEUTENANT'S FIANCE, WHEN I ENCOUNTERED HER LATER IN NEW YORK CITY . . .

While nearby, underage fraternity brothers, swigging cans of beer, bellowed, "Faggots! Faggots!"

I WAS MOURNING THE NAMES OF THE 58,175 AMERICAN SOLDIERS ON THE VIETNAM VETERANS MEMORIAL; AND THE TWENTY-FOUR OF THEM THAT I'D KNOWN FAIRLY WELL . . .

While just a dozen yards away, a growing rabble of unruly students chanted in unison, "Cowards! Cowards!"

Even though they didn't necessarily represent the total tenor of campus opinion, at that moment, I hated those kids. Hated them nearly as much as I hated the government that had contrived a nice big war for them, and then given them the xenophobic mandate to hate Arabs (as well as fellow Americans) so openly and unquestioningly and proudly.

And just as criminal, my own nation was forcing me--once again--into the absolutely untenable position of either loving the warriors and publicly embracing their war; or abandoning my soldier students and colleagues, in the face of near-total social and academic ostracism.

Part of me wanted to wade into that mob of righteous smart alecks and try to knock some sense into them. Another part of me wanted to reach out to them with truth and history and reason. But even from across the street; even in the near-dark; I could see that either of those two approaches was hopeless. The burning brightness of their eyes and the earnest innocence of their faces told me that they were already way beyond the reach of any teacher. Despite our best intentions, we had somehow failed them; and now, although barely old enough to vote, their ignorance was permanently unassailable.

They'd never heard of Norman Morrison or Allison Krause or Thich Quang Duc or James T. Davis. Their war heroes were Oliver North and Sylvester Stallone and Chuck Norris and, now, Norman Schwarzkopf. Those kids wanted blood, and they wanted it now! No Viet Cong or North Vietnamese soldiers I ever faced were so unreasoningly fanatic, nor frightened me so deeply.

For a long time, I stood rooted to my small patch of lawn in the coldness of that January night, clutching my candle, and feeling a resurgence of the rage I thought I'd conquered years and years ago.

Finally, I slipped into the shadows, and left the campus quietly. For blocks, I could still hear the mindless incantations of the still-growing pro-war throng, as they echoed through the crisp night air.

And sometime during the long walk home, my candle went out.

The next morning, after a restive, sleepless night, I got up early, took a cold shower, drank two cups of extra strong coffee, and returned to campus to resume classes. Clearly, there was a lot more teaching to be done. . .

REVIEWS

BOOK REVIEWS

John G. Gagliardo. *Germany under the Old Regime, 1600-1790*. London and New York: Longman, 1991. Pp. ix, 453. $27.95.

Professor Gagliardo's book, the latest edition in Longman's History of Germany series, focuses on two tumultuous centuries of central European history—the seventeenth with the Thirty Years' War and its aftermath and the eighteenth with the rise of Prussia and its rivalry with the Austrian Habsburg dynasty. Making sense of any period of "German" history before the founding of the German Empire in 1871 is a formidable task, and writing an interpretive survey about it even more so. In this sense, the book should receive a hearty welcome from Germanists as well as instructors in modern European history.

The author assembles an impressive, perhaps intimidating array of facts about the era, unearthing forgotten personalities while adding needed depth to concepts sketched in introductory European history courses. The organization of this material is conventional, with chapters devoted to political, economic, and cultural topics following in chronological order. The opening chapter presents clearly the paradoxical political situation of the Holy Roman Empire of the German Nation in 1600 and serves as a base for succeeding chapters. The Thirty Years' War and the "development of territorial autocracy" in German states is presented in careful detail, reflecting the importance of the war in shaping the course of events for the next 150 years. Chapters on economic policy and social structure follow the political section, examining cameralism and emphasizing the (limited) social mobility in a "society of orders" (*Ständegesellschaft*). Two chapters on cultural topics (religion, education, music, literature, and a very good section on architecture) serve as a transition to the second half of Gagliardo's coverage of political history: the development of enlightened absolutism, particularly in Prussia and Austria in the eighteenth century. His analysis of these regimes and Frederick the Great and Maria Theresa is critical and extensive. Smaller German states receive mention, when appropriate, and emphasize the diversity inherent in the Holy Roman Empire, but Gagliardo never strays too far from the Austro-Prussian path. A discourse on culture in the second half of the eighteenth century concludes the book.

The book answers the need for a comprehensive reference text for German history survey courses in paperback. Hardly a stone goes unturned, particularly in the sections on political history, and obviously Gagliardo engaged in painstaking research to collect the material for this work. In light of the scope and the depth of the book's contents, though, the presentation of the material is something of a disappointment, especially since Gagliardo has already published a book on the German peasantry of this era. Although he does not write poorly, Gagliardo does not always provide the necessary transition between chapters to create the readable "flow" instructors look for in assigning required readings, especially for undergraduate students. The division of the material into the traditional topical format, while unimaginative does not detract from the book as much as what appears to be the lack of effort to integrate the various topics into a coherent whole. One example is the awkwardness of the book's final chapters, when Gagliardo seems to add, almost as an afterthought, two chapters on the later years of the German Enlightenment after wrapping up an extensive discussion of enlightened absolutism. Given the high quality of Gagliardo's topical analyses, the lack of a thoughtful conclusion is puzzling.

Finally, there is Gagliardo's quizzical statement in the Preface regarding his policy on maintaining the German spelling of proper nouns, particularly names of cities and people.

Certainly, the author's inclusion of the German terminology (e.g. *Landeshoheit, Honoratioren*), when accompanied by a definition in English, is fine. However, Gagliardo attempts to be "innovative" by using *Nürnberg* instead of Nuremberg, *Karl* instead of Charles, and so on, all the while leaving untouched those names where "the inveteracy of English usage is indisputable." So: Cologne, Frederick the Great. This all seems a bit arbitrary and pretentious, especially in light of the background today's students have in world geography. More attention might have been devoted to placing maps within the text, rather than grouping them at the end of the book.

These criticisms are minor, though, for the book as a whole is a significant achievement and will serve the academic community well in the years to come. It is by no means an "easy" read; students should have completed the basic European survey sequence before attempting this work. As a course text, the book would be appropriate for upper-level undergraduate surveys of German history and for core readings in senior-level and graduate seminars. Graduate students with a reading knowledge of German, though, might be encouraged to combine this book with Christof Dipper's *Deutsche Geschichte 1648-1789* (Frankfurt: Suhrkamp, 1991), written in the vein of the *Annales* school and a much more integrated discussion of the period. Instructors teaching Western Civilization and History of Europe surveys will find the book very useful as a reference in lecture preparation and as a suggested reading for beginning students looking to explore this aspect of history further.

State University of New York at Buffalo Jon Stauff

Stuart Woolf. *Napoleon's Integration of Europe*. London and New York: Routledge, 1991. Pp. ix, 319. $45.00.

Stuart J. Woolf, who has previously written on fascism and on the social and economic history of early modern Europe, here offers a volume for those already familiar with the basic political and military story of the Napoleonic epoch. This work addresses the perplexing situation that has faced every conqueror since Sargon of Akkad first extended his dominion over the peoples of Mesopotamia: Once the battles are over, how are the myriad cultures, heritages, and institutions of the subdued to be united under some semblance of coherent administration? The transformation of coercion into legitimacy is ever the key to successful and stable empire; it is also Woolf's concern with respect to Napoleon's hegemony in Europe.

In a variant on the interpretation of Napoleon the revolutionary, the proponent of the centralized state in direct contact with its citizens, and the prophet of a unified Europe, Woolf focuses on French administrators and their collaborators across the continent as the agents of a common ideology that went beyond mere exploitation. These functionaries sought "to extend their ideals of progress and civilisation to every region of Europe touched by French armies" and "to convince the peoples who came under their control of the benefits of integration or imitation association by demonstration of the superiority and applicability of the French model of government." This model, it should be noted, was no static thing. It was the pre-Brumaire legacy that Napoleon creatively reshaped, amplified, and developed according to the ever-changing needs of his ever-expanding empire.

The values of the imperial administrative elite, derived from the Enlightenment, included scientific efficiency, informed decision-making based on statistics, uniformity, and the implementation of benevolent policies designed for the betterment of all. The aim was to sweep aside the disorder of the *ancien régime* in the name of reason as expressed by, say, the Napoleonic law codes or a reformed fiscal system. This was a new order to be created and imposed by the enlightened despotism of professional administrators in league with local notables, the traditional molders of public opinion. Ironically, these missionaries of modernity

felt most confident of success in that very period when the empire they served was cracking under its final crises.

The role of Napoleon himself in advocating and promoting imperial idealism remains ambiguous in Woolf's book; the emphasis throughout the work is on the civil administration. Woolf offers insight into how its potential members were identified and recruited; he speculates on the significance of property rights in driving a wedge between officials and the lower orders they claimed to be helping. He looks at the impact of changes within France on the governance of the rest of the empire and devotes considerable space to the compromises imposed on bureaucratic dreams as the various annexations and vassal states struggled to maintain their separate identities. There is some indication also of the conflict between the civilians and the soldiers; the army, despite its preeminence in public life, shared little of the spirit of the administrators. Indeed, conscription, the economic burdens of military occupation, and the army's tendency to ignore the salutary legal procedures established by the officials all worked to undermine whatever possibility might have existed for European integration. Military defeat brought the experiment to an end, but Woolf points out how much nationalism and liberalism, the supposed nemeses of the Napoleonic system, borrowed from that same system.

This is an ambitious analysis, probably too much so, given its brevity (fewer than 250 pages of text). It aspires to sketch the temporal and geographic nuances of an enormously complex and protean situation and to impose order on something that defies such efforts. Of necessity, there is much in the book that is stated more than argued. Even so, this work presents a compendium of wonderful information not readily accessible in English elsewhere and a thought-provoking, unusual way of evaluating that information topically. Woolf certainly makes manifest the labyrinthine difficulties that beset those intent on regularizing and modernizing Europe. *Napoleon's Integration of Europe* is too involved to be effective as assigned reading in a regular survey course on the French Revolution; Owen Connelly's older investigations of Napoleon's satellite states might prove more acceptable for that purpose. However, Woolf's intriguing comparative study would be of value to the advanced student who is curious as to how empires actually operate.

Fort Hays State University Robert B. Luehrs

Eugen Weber. *France: Fin de Siècle*. Cambridge and London: Belknap Press of Harvard University Press, 1986. Pp. x, 294. Cloth $27.50; Paper $9.95.

For many years Eugen Weber has been one of the most prolific and respected American historians studying the Third French Republic. With *France: Fin de Siècle*, Weber presents a broad but comprehensive view of France during the period he has come to know so well, taking the reader on a tour of the major events and everyday life of this troubled and at times paradoxical era. The result is a well-written and insightful work of history that is accessible, informative, and a joy to read.

Weber's work is pleasantly unique in several respects. Whereas other accounts of this period tend to gravitate around either the political arena, social life, or cultural and intellectual circles, *France: Fin de Siècle* provides a panoramic and balanced vista that takes in all of these areas. The author eschews the detailed analyses of his previous works, opting instead to illustrate the "surface phenomena" of the period, those aspects that might catch the attention of "the inquisitive tourist: us." As such Weber presents French life in its multiplicity: from the vibrant and tumultuous city of Paris to the often disinterested provinces; from the lofty and pretentious squabblings of café intellectuals to the everyday issues of personal hygiene, domestic relations, women's rights, and xenophobia.

Perhaps the most striking aspect of this book is Weber's examination of the paradoxes of French society at the turn of the century. On the one hand, the *fin de siècle* was represented by its artists and intellectuals as an age of decadence and pessimism, marked by the flight from politics and everyday reality into private paradises via drugs, the occult, or subjective aesthetics. On the other hand, Weber stresses, this was a period of real social progress, when average people were able to enjoy the benefits of modernity, such as more extensive health care, expanded leisure time, electric lighting, the telegraph and the telephone, bicycles, automobiles, vacations, and sporting events. Perhaps in response to recent critics of modernity, Weber reminds us of the general improvement in the quality of life of millions, a fact that was "misjudged and misrepresented" by the "fashionable perception" of the time.

The *fin de siècle* was above all a time of movement, but not necessarily progress. While the political and financial scandals of the Third Republic may have provided cause for artists and intellectuals to become cynical about the effectiveness of practical action, domestic developments such as anarchism, the Dreyfus Affair, and the rise of labor unions aroused intellectuals from their aesthetic detachment to become engaged in political and social affairs. Whereas the humiliating defeat at the hands of the Prussians in 1870-71 may have left many feeling that France had become physically degenerate and ineffectual in the world arena, the increasing popularity of physical fitness and sporting events, such as the *Tour de France*, provided many with a renewed vigor and sense of patriotic purpose that pulled them from their former *ennui* and lassitude. The century ended on a note of optimism for the one to come, with a sense of vitality and nationalism that, as we have come to realize only through hindsight, would end in disaster fourteen years later.

Eugen Weber's *France: Fin de siècle* is a moving and enjoyable book that will be of great value to educators. While providing a sweeping view of the period, it inspires one to learn more, to dig deeper in areas that are of interest, and reminds the student of the "larger picture," which Weber brushes with great skill and clarity. It would be an excellent text for adoption in either undergraduate or graduate history courses, and a fine complement to more detailed studies of the *fin de siècle*.

State University of New York at Buffalo Christopher E. Forth

Ruth Henig. *The Origins of the First World War*. Lancaster Pamphlets. London and New York: Routledge, 1989. Pp. xii, 49. Paper, $7.95.

Holger H. Herwig. *The Outbreak of World War I*. Problems in European Civilization. 5th ed. Lexington, MA: Heath. Pp. xix, 139. Paper, $13.40.

Who was responsible for the outbreak of war in Europe, during the summer of 1914? The question of accountability is still an absorbing one for scholars, despite the intervening decades. In fact, the old arguments over "war guilt" have taken on renewed significance in light of the current instability in the Balkans. Two recent books that address the events that led to World War I are *The Origins of the First World War*, by Ruth Henig, and *The Outbreak of World War I*, edited by Holger H. Herwig.

Henig, an authority on British foreign policy and a lecturer at the University of Lancaster, in Lancaster, England, provides a clear, succinct explanation of the political and economic factors that influenced the European powers to respond as they did, when mounting internal and external pressures increasingly threatened "vital national objectives." According to Henig, most of the European governments believed as early as 1912 that diplomacy and negotiation had failed and that a European war was inevitable. The leaders of Austria-Hungary and Russia,

the "ramshackle empires of eastern Europe," were determined to bolster the waning status of their empires as great powers; the ruling cabal in Berlin, frustrated by thwarted international ambitions, saw war on Germany's timetable as the only way out of a political and diplomatic stalemate. Germany took advantage of the crisis caused by the assassination at Sarajevo in order to go to war before Russia and France completed their preparations. Maintaining the balance of power in Europe gave Britain and France no choice but to fight.

Henig does an excellent job at clarifying the convolutions of European diplomacy and alliances as well as in explaining the objectives of the belligerents. The final segment of the book, "The Historical Debate," is devoted to a discussion of the many opposing views of Germany's responsibility. The result of Henig's careful explanatory style and even-handed approach is a book that should prove enormously useful as an introductory source for college-level students.

The fifth edition of *The Outbreak of World War I*, from D. C. Heath's Problems in European Civilization series, has been completely overhauled by Holger H. Herwig, an authority on German naval history, who currently teaches at the University of Calgary. Unfortunately, the revision process appears to have disposed of the baby, along with the bath water. In earlier editions, the editor, Dwight E. Lee, included excerpts from such authors as Count Max Montgelas (who helped to draft Germany's response to the accusations of war guilt), Camille Bloch, G.P. Gooch, and A.J.P. Taylor, as well as the fascinating results of a concerted attempt by French and German historians, in 1951, to "agree upon the views to be expressed in history texts." The updated version eliminates all of these sources in favor of more recent scholarship, focusing upon the controversy raised by Fritz Fischer's assertions, in 1961, that the German leadership had maneuvered the European countries into a state of war. The new book certainly is more attractive than the old, but the selections included would make difficult reading for most college students.

Still, Herwig's compilation includes good material, as well as his excellent introduction. In one fascinating essay, "Austria-Hungary Opts for War," written by Samuel R. Williamson, Jr., the author explains that the Habsburg empire, resorting to a military campaign out of "exhaustion of patience and imagination," was unable to move more quickly in July 1914, since a large number of troops were on harvest leave. Their immediate recall would have attracted the attention of the rival powers, as well as leaving the crops unharvested.

Another useful essay is "The Liberals Muddle Through to Continental Commitment," by Zara Steiner. Steiner explains that during the days preceding Great Britain's entry into the war, Germany's assault upon Belgium gave the British public a long-awaited outlet for years of "latent anti-German feeling" and ensured that the British public would accept a decision for war with jubilation. During the dilemma, however, the vacillating cabinet ministers "felt that they were living in a world created by H. G. Wells."

A combination of new scholarship with some of the earlier sources might have provided excellent material on the war guilt controversy to instructors and advanced students. Instead, Herwig's edition has turned a few decades into centuries, relegating the events of 1914 to the distant past.

University of Arkansas at Monticello Jan Jenkins

R. A. C. Parker. *Struggle for Survival: The History of the Second World War.* New York and Oxford: Oxford University Press, 1989. Pp. 328. Cloth, $23.50; paper, $9.95.

Over fifty years have passed since Hitler sent his legions into Poland, thus initiating a conflict that would ultimately consume somewhere between forty and sixty million lives.

Recently a number of authors, including John Keegan, Martin Gilbert, John Ellis, and H. P. Wilmott, have tried to grasp the essence of that event in their one-volume histories of World War II. The British historian R. A. C. Parker now joins that group, and he does so with success.

Parker writes with a knowledgeable and lucid hand. His judgments are keen, his opinions direct, and his mastery of the material smooth. Seemingly without effort, he covers a vast tableau in less than 350 pages. Of necessity, he directs his emphasis throughout to the people, battles, events, and factors that were decisive. The result is a volume that can be read for both illumination and pleasure.

Parker begins his work with a chapter on Hitler, whose thinking was dominated by his determination to solve "the Jewish problem" and to gain "living space" for Germany. Beyond those two compulsions, however, Hitler never developed a rigorous or coherent strategy to attain his goals. His basic "laziness and intellectual incoherence" worked against any such effort. Instead, Parker correctly asserts, Hitler relied on a strategy of improvisation.

Of all the decisions of the war, Hitler's resolve to invade the Soviet Union was the most crucial. For all its great prowess, the German military proved unable to bring the Soviet Union to its knees. That fact, Parker points out, ultimately determined the war: "This was the decisive campaign; more than anything else the survival of the Soviet Union determined the pattern of the Second World War and of the post-war world."

Although Britain had been the first to resist Hitler, it would ultimately be the manpower of the Soviet Union and the economic production of the United States that would prove to be the keys to victory. Thus, within the Anglo-American alliance in the West, it would be Roosevelt who would come to dominate, not Churchill. The Prime Minister had been crucial in sustaining Britain in those terribly dark days of 1940—"Churchill made exhilarating the prospect of peril"—but inevitably his influence waned as the preponderance of American power asserted itself. Parker correctly understands Roosevelt's role: although the President never boasted of it and, indeed, often concealed it, "until his death, Roosevelt decided what Anglo-American strategy should be." It was well that he did, for his determination to give priority to the defeat of Germany by the most direct manner possible helped to deflect what the author calls "the erratic flippancy of British strategies."

Parker is often blunt in his assessments, including that of British general Bernard Montgomery: "Close acquaintance with 'Master,' as his staff called him, evoked resentment except among his British courtiers and among some officers in clearly subordinate positions. He excelled in conceit, complacency, and arrogance of demeanour." The author is equally forthright in his opinion of some of his fellow historians: "Montgomery insisted that 'his' battles . . . followed his prefabricated master plan. The British official historian, and Montgomery's approved biographer, afterwards followed his lead . . . in rearranging facts to fit Monty's 'master plan,' with confusing results."

In comparison to Montgomery, Parker reflects, Eisenhower "was not only tactful and emollient, he was an intelligent soldier." What Eisenhower understood, and Montgomery refused to understand throughout the campaign for Western Europe, was the determinant of logistics. It was the lack of sufficient ports, especially the crucial facilities of Antwerp, and not Eisenhower's alleged caution, that insured that the war would not end until 1945. The author concludes that, "in practice, the only weakness in Eisenhower's strategy proved to be that it deprived Montgomery of a monopoly of military success."

The book is not without flaws. Occasionally a glaring typographical error jumps forth, such as when the text gives September 16 as the beginning of the Battle of the Bulge, or a sentence misleads, such as with the author's too-quick summary of the American RAINBOW 2 plan. These problems, however, are few and minor. More bothersome is the book's failure to assess fully the role and impact of signals intelligence on the war, especially considering the impressive amount of new material on the subject that has been published over the last decade. Limitations

of space might have been the culprit here, but the book needs more than its rather cursory and scattered treatment of ULTRA and MAGIC.

Despite this shortcoming, this is a book to read, enjoy, and then read again. For the professor who is looking for a concise, intelligent, and readily understood survey of World War II, a wise choice might be to go no further than *Struggle for Survival.*

Cedar Valley College Calvin L. Christman

John W. Young. *Cold War Europe, 1945-1989: A Political History.* London: Edward Arnold (Hodder & Stoughton), 1991. Pp. xx, 236. Paper, $17.95.

One of the pitfalls of contemporary history is that events outrace even the most facile of writers. John W. Young's *Cold War Europe* is a case in point, a book that is out of date even before it is published.

Young, a lecturer in International History at the London School of Economics, has written and edited several books on international relations in post-war Europe. Reviewers praised his *Britain, France and the Unity of Europe* (1985) for opening new perspectives on the politics of European unification. Young has also edited a book on Churchill's foreign policy.

In his introduction, Young suggests that post-war European political history can be divided into four broad periods: a period of recovery between 1945 and 1952; one of a "stable post-war settlement" from 1952 to about 1965; a period of instability from 1965 to 1980; and finally a period of searching for new answers from 1980 to 1989. His chapters on individual nations generally conform to this scheme; however, Young fails at times to develop this periodization clearly, and this will confuse some student readers.

After two general chapters, one on Cold War politics and one on European unity, Young devotes separate chapters to Britain, France, Germany, and the Soviet Union, with a single chapter each for Southern and Eastern Europe. Not surprising, given his previous works, the chapters on European unity and on Britain are the strongest in the book. In the chapter on Britain, Young more clearly integrates domestic and foreign affairs than in the chapters on Germany and France. Young also provides an excellent, even-handed survey of the political history of the Soviet Union from the 1930s to 1989. He is particularly good on both shifting economic policies and the internal politics of the Kremlin; the only weakness in this otherwise strong chapter is Young's failure to show clearly the relations between domestic politics and foreign affairs in the Soviet Union. The chapters on Southern and Eastern Europe both suffer from Young's attempts to do too much in too little space. A further weakness in the chapter on Eastern Europe is the choice of a chronological rather than country-by-country approach.

There are several positive features of Young's book in terms of its usefulness as a textbook. *Cold War Europe* is considerably shorter than its most comparable rival, Walter Laqueur's *Europe Since Hitler* (2nd ed., 1982). The organization of the book makes sense in terms of organizing a course on post-war Europe. And Young provides a balanced account, with no discernable ideological axe to grind.

But there are some drawbacks to the book as well. Most obviously, Young unavoidably misses out on the crucial post-1989 developments, including the collapse of the Soviet Union, the reunification of Germany, and recent revelations about the role of CIA-backed right-wing terrorist groups in Italy and elsewhere. There is relatively little discussion of decolonization and of Europe's role in world events. And Young's dry writing style and narrow focus on political events will not hold student interest.

Cold War Europe would be a suitable choice as a textbook in a course on post-war European political history. It would be of little use, however, in broader courses, such as

modern European history or Western Civilization surveys, because of its narrow focus. Young's book, however, would be a useful reference source for instructors seeking a concise overview of post-war political developments in Europe.

Broome Community College Lorenz J. Firsching

Susan Doran and Christopher Durston. *Princes, Pastors and People: The Church and Religion in England, 1529-1689*. London and New York: Routledge, 1991. Pp. vii, 216. $64.50; paper, $15.95.

In 1529 while the English church remained a part of the church of Rome, events were already undermining this union. Henry VIII was seeking the Pope's annulment of his marriage, and what would become known as the Reformation Parliament began meeting. The Pope's refusal of the Crown's demand culminated in the creation of a separate English church headed by the King. Over the next century-and-a-half, state actions and religious change led to ecclesiastical fragmentation that culminated in the Act of Toleration of 1689. This recognition and legalization of the many dissenting religious groups alongside the official state church has lasted to the present day.

In *Princes, Pastors and People* Susan Doran and Christopher Durston examine changes in the church and religion during this period by focusing on a number of related topics in separate chapters, each of which stands as a separate essay. A brief introduction gives a chronological survey and subsequent chapters repeat this chronology. Changes in theology and liturgy are the subject of a single essay, followed by another on the closely related "fabric" (physical layout and decor) of the church. While these initial chapters describe basic changes in official religion, the following chapter puts these changes into the context of religious change on the Continent and into the political context of England's relationships with other European nations. Chapters on popular religious practices and beliefs and on heresy and dissent give further dimensions to changes in religion. There are separate essays on the bishops, parish clergy, and religious orders. (It is a stretch to relate the latter to the whole period, but it is done with surprising success.) The church's role in social control is the focus for the penultimate chapter, much of which is given to discussion of ecclesiastical courts. A final chapter is reserved for the authors' conclusions. The layering of related materials on a chronological grid enmeshes the reader in the period through sheer repetition. By the end of the book we have moved through the period ten times.

Although the authors, who teach at St. Mary's College, Strawberry Hill, and have published in the field of early modern English history, have not here engaged in primary research, they have synthesized the most recent work of scholars in the area. The book is punctuated with thoughtful discussions of important scholarly debates that are put in historiographical context. Among the scholarly debates given attention are those concerning the causes of the Reformation, the existence or growth of anticlericalism, the nature of the Elizabethan church, the relationship of Charles I's and Archbishop Laud's support of Arminianism (the doctrine of free will) to the English Revolution, and the impact of puritan control during the Interregnum. A "guide to further reading" at the end of each chapter (and sparse endnotes) aid the teacher or student who wants to delve into the issues further. Throughout the authors address problems with existing sources and caution that often historians do not have the means to determine answers to important questions because appropriate sources either never existed or are no longer extant. They warn against exaggeration and encourage moderation—sound advice, particularly in a field of history easily given to polemics and a discipline given to rewarding controversy for its own sake.

This book is a useful tool for the non-specialist, who can glean material for lectures, topic by topic, or assign it to students, for whom the repetition is helpful rather than tedious. It is clearly written, a glossary explains technical terms, and a substantial index allows cross-referencing among chapters. There are also some useful illustrations of church interiors and clerical dress. Some of this information about the church could be incorporated into classes on Western civilization and the book could be used as an additional text in a course on the Reformation. But its greatest utility lies in courses on early modern England, a longer span of English history, or Christianity and the church. It is a thorough and insightful book that provides a firm foundation of knowledge and an invitation to further study.

Norman, Oklahoma — Martha Skeeters

Charles Cruickshank. *Henry VIII and the Invasion of France.* New York: St. Martin's Press, 1990. Pp. xi, 193. $35.00. (Originally published as *Army Royal*, 1966.)

This is the story of young Henry VIII's first major venture into international diplomacy on the battlefield in 1513. In 1511 Henry joined the Holy League to force the French out of Italy. The next year Henry sent a useless expedition of 18,000 troops into Navarre. And the next, armed with the Pope's blessing as the legitimate king of France and 2000 Imperial soldiers from Maximilian I, he led 25,000 Englishmen across the Channel to seize some French territory and win royal honor. Henry achieved that small honor after a four-month campaign, staging the invasion from English-held Calais, destroying Therouanne rather than the more strategic Bologne, winning the ill-named Battle of the Spurs (so-called for the speed at which the French cavalry ran away), and capturing the city of Tournai after a long siege. The price of princely honor was high: over £900,000—nearly six times his usual royal revenue. And only five years later Henry returned Tournai to the French king Francis I.

Cruickshank analyzes the campaign of 1513 in twelve chapters corresponding to the stages of Henry's military operation: Objective, Beach-head, Movement, Camp, Supply, Siege, Discipline, Battle, Prisoners, Negotiations, Capitulation, and Occupation. Each chapter provides a fine mix of theory and practice, describing how English actions fit within or perhaps modified traditional military practices over the previous two centuries and into the Elizabethan age.

Cruickshank's tale is told with a mastery of detail, insight, and wit. We learn that Henry divided his forces into three waves, which facilitated better movement across the Channel but retarded his effectiveness at mustering a striking force. We learn that Henry was accompanied by a personal retinue of 873 and bodyguard of 3500—14% of his total army. And we learn in the end that the great Harry did not win much here beyond making a mild honorific splash and fulfilling certain obligations to the Holy League and the Holy Roman Emperor Maximilian I. The real winners, Cruickshank concludes, were Henry's supply master, Thomas Wolsey, who gained the title of the Bishop of Tournai and proved himself worthy for higher positions at the English court; and Maximilian I, who benefitted from Henry's distracting France's attention from Italy.

Henry's invasion of France in 1513 was a mistake. Certainly the misguided effort to take and hold Tournai, even for a brief time, drained resources that should have been applied to strengthening the more strategic Channel port. And, while highly critical of their military leaders (including the king), Cruickshank praises the quality and discipline of the English common soldiers. "They might well have been devoted to a better cause," he writes.

This is an interesting and well-written book full of penetrating insights into early Tudor society. But if you have *Army Royal* you need not purchase the new version for three reasons. First, the quality of the illustrations is uneven at best, with many quite muddy. "The Battle of

the Spurs, 1513," for instance, suffers the fate of many contemporary prints in this edition, being too small and too dark to distinguish any details. Second, the additional notes at the end of each chapter are largely unnecessary if one has a good dictionary. Many of the notes are definitions of terms, taken out of the *Oxford English Dictionary*. And third and most importantly, *Henry VIII and the Invasion of France* is too expensive and specialized to service any but the most specialized course in Early Modern England. However, if you do not yet possess a copy of Cruickshank's masterly study and cannot find a used one, buy it.

Catawba College Charles McAllister

John Brewer. *The Sinews of Power: War, Money, and the English State, 1688-1783*. Cambridge: Harvard University Press, 1988. Pp. xxii, 290. Paper, $11.95.

In *The Sinews of Power: War, Money, and the English State, 1688-1783*, John Brewer traces the emergence of what he calls "the fiscal-military state" in a period "more famous for its praise of liberty."

The military successes of the English in the eighteenth century were made possible by the government's increased effectiveness in raising money. The "sinews of power" were the government's increasingly effective devices for enforcing the collection of revenue or raising money through loans and for administering those revenues and loans. The English successes depended less on the heroism of generals and admirals and their troops and tars than on the steady competence of clerks and bookkeepers, customs collectors, and excise officers. The English "heroes, if any there are, are clerks in offices."

The bureaucracy not only expanded in numbers but also increased in efficiency. Civil administrators became as professional as military officers. Responsibilities as well as procedures became more clearly defined. Standardized methods of bookkeeping were adopted.

Economic expansion alone did not provide enough additional revenues to support the growing military-fiscal machine. The increased revenue came less from economic expansion than from the imposition of new taxes and from increasing the rates of existing taxes. Excise taxes and import duties became more important than taxes on land.

Borrowing became easier as new sources of taxes, with a vast and conscientious bureaucracy to guarantee their collection, increased the confidence of creditors. The government's applying specific taxes to specific debts further increased their confidence. The national debt came to be considered inevitable, and the holders of public securities, who were guaranteed regular incomes, considered it a good thing. The "financial interest," with all of its power and knavery, was born.

The increased power of the state made it as potentially dangerous to Englishmen at home as it was immediately oppressive to people overseas. Authority was far more concerned about the fiscal needs of the state than with what were supposed to be the traditional rights of the people. In cases involving the excise, authority considered the suspect guilty until he could prove himself innocent, and usually the law denied him any appeal to a higher court.

One might wish that Brewer had done more on this repression, though that is peripheral to his real interest. He does not point out that such an approach to prosecution was not unusual in eighteenth-century England and its colonies. In spite of the claims of such complacent apologists as Sir William Blackstone, protections for suspects and defendants were very weak. Suspects were almost always considered guilty until they could prove themselves innocent.

The danger from the government as well as the potential loss from the imposition of new taxes made it essential for merchants and craftsmen to know what Parliament was up to before it even did it. Lobbyists became important not only to plead the positions of their employers

but also to provide their employers with information about what was going on. Clerks and doorkeepers of the House of Commons were hired to get information and to distribute propaganda.

With the increasing power of the state, therefore, there was a vast increase in the number of people who were engaged in economically unproductive work and whom, therefore, the economically productive workers had to support. That, as Brewer might have pointed out more explicitly, obviously left less of their own production for themselves.

In this intriguingly contemporary history, John Brewer traces the increasing power of—and the increasing danger from—a state that was more concerned with wealth and power than with rights. While the book is no doubt too specialized for any but the most advanced undergraduates, it should be very useful to graduate students with good backgrounds and to teachers on the high-school level and above.

State University of New York at Cortland C. Ashley Ellefson

Ann Hughes. *The Causes of the English Civil War*. British History in Perspective. New York: St. Martin's Press, 1991. Pp. vii, 211. $39.95.

Paul Seaward. *The Restoration, 1660-1688*. British History in Perspective. New York: St. Martin's Press, 1991. Pp. vii, 173. $45.00.

Jeremy Black. *Robert Walpole and the Nature of Politics in Early Eighteenth-Century England*. British History in Perspective. New York: St. Martin's Press, 1990. Pp. viii, 147. $39.95.

The proliferation of research and writings on British history over the past twenty-five years or so has increased the demand for works that help historians as well as students keep up with the latest scholarship and debates. The British History in Perspective series, edited by Jeremy Black of Durham University, offers concise books on general subjects that combine surveys of the latest literature with the perspectives gained from the author's research in the field. In spite of their similarities in theme and structure, each of the three titles under review presents a different approach to its subject and consequently would appeal to different audiences.

Ann Hughes, a lecturer at Manchester University, begins her analysis of the fierce debates over the causes of the English Civil War by pointing out how current politics have influenced interpretations. Hughes, identifying herself with what has been "sometimes pretentiously described as 'post-revisionism,'" guides us through the battlefield of Whigs, Marxists, and Revisionists with skill and tact. She presents conflicting points of view in enough detail to allow readers to make up their own minds while still putting forward her own interpretation. Far from wanting to close the case, she hopes that her book will arouse further controversy.

The first chapter explores the theories explaining the so-called functional breakdown of government: the monarchy's unsuccessful attempts to repair the structural defects in its financial and administrative systems. Hughes goes on to consider whether England fit the "general crisis of the seventeenth-century Europe" model and finds that the degree of centralization and of local elite participation in government sets England apart. Treating the Civil War as a British problem makes more sense to her since it was the animosities produced by Charles I's policies for Scotland and Ireland that sparked rebellion.

The second and third chapters deal with the question of whether society and politics were polarized or hierarchical and deferential. Historians have argued over the relative significance of wealth, religion, culture, and status in producing the cleavages leading to civil war. Hughes points out that the distinguishing characteristics of the different social groups were often

obscure since religious and cultural differences as well as local interests cut across divisions in the social hierarchy.

Hughes concludes that the suspicions that Puritanism and Arminianism generated further poisoned the atmosphere of mistrust among the landed elite, the rising middling orders, and the poor. These elements, however, were not enough to precipitate civil war. Hughes spends her last chapter arguing that it was the regal style and policies of Charles I that reinforced the worst possible fears of all elements of society and allowed parliamentarians to justify the war as defensive.

Since the Restoration is not the same historical minefield as the Civil War, Paul Seaward does not offer the same sort of historiographical critique Hughes presents. Instead, he draws from the latest scholarship to bring into focus the main themes of late seventeenth-century politics. Like Hughes's book, *The Restoration, 1660-1688* seeks to explain England's instability. Seaward, now a clerk in the House of Commons, unravels the complex tangle of competing ideologies and groups. His four main chapters each deal with an area of conflict: political power, religion, foreign policy, and opposition to James's accession.

The problems that had plagued Charles I remained unresolved during the reigns of his sons, Charles II and James II. In spite of the jubilation accompanying Charles II's restoration to the throne, mistrust had not evaporated. Since the Convention Parliament had failed to redefine the power of the crown in more constitutional terms to head off absolutism, Charles II and the different groups in the ruling elite were left in an uneasy alliance. Religious divisions continued to fan the flames of suspicion. Banned during the Interregnum, the Church of England had survived underground and now emerged as the symbol of past harmony, stability, and lawfulness. Nonetheless, countless different sects that had emerged during the Interregnum also survived. Meanwhile, the King seemed to be tainted with popery; he certainly distrusted Presbyterians and appeared patently insincere in his support of the Church of England.

In this context it is easier to understand why Charles II's attempts to participate in European power politics were so disastrous. Seaward details how the king became financially dependent on Louis XIV while England became increasingly anti-French. By the 1680s English terror of Louis XIV's apparent plan to spread popery and absolutism caused James's Catholicism to seem a real threat. Seaward demonstrates that whatever James II's intentions, his insensitivity to England's social, political, legal, and religious institutions as well as to his people's long-held beliefs and growing fears brought his downfall.

Seaward concludes that political stability depends on the ability of different groups to work out their disputes through established channels as well as their willingness to trust one another. Restoration England was willing to cooperate but not to trust. The scars of civil war ran too deep.

In *Robert Walpole and the Nature of Politics in Early Eighteenth-Century England*, it is the presence of political stability that requires explanation. Jeremy Black quotes H. T. Dickinson's observation that "'political stability did not rest simply on the absence of strife, tension and disputes. It was also the product of a political system that was flexible enough to contain the competing demands of different interest and rival pressure groups.'" Strife certainly still remained. Jacobitism, the support of James II and his heirs, divided the Tory party and even led to an uprising in 1745. Walpole's Whig party was far from united; divisions over foreign policy finally brought him down. Historians, following contemporary assessments of Walpole have stressed corruption in explaining the longevity of his ministry. Black argues that it was Walpole's adept management of politics, finance, and domestic policy, as well as his control of patronage, that kept him in power from 1721 to 1742.

After describing Walpole's parliamentary career, Black assesses how Walpole met the challenges placed before him. We see him managing the national debt, his supporters, his opponents, and George I and II, only to have his career become a casualty of the War of

Jenkins' Ear. The third chapter points out Walpole's contribution to developing constitutional monarchy: teaching the first two Georges to work with parliament instead of against it. Black also describes Walpole's management of public opinion in the press, election contests, and political, religious, and commercial extra-parliamentary pressure groups.

In the next chapter Black takes issue with a number of historians on political party. He argues that Whig and Tory are meaningful terms if one considers the whole picture: court, parliament, and popular politics. He claims that the shift in party organization came in mid-century with the fall of Jacobitism and the accession of George III. In the fifth chapter, Black emphasizes the importance of the British dimension of political stability: the eradication of Jacobitism and some of the sectarian interests in Scotland and Ireland and the growing cultural hegemony of England.

Specialists in the field will find the arguments of Hughes and Black of interest. The books by Hughes and Seaward would be helpful to instructors preparing lectures on seventeenth-century Britain. The annotated bibliographies that these latter two provide would be useful for instructors constructing new syllabi as well as graduate students embarking on research. Both books could be assigned to upper-level students to supplement a basic textbook on the period. *The Restoration 1660-1688* would make good reading in a course on early modern Britain, while *The Causes of the English Civil War* might be more suitable for an historiography course if students had sufficient background in British history.

University of North Texas Marilyn Morris

Gale Stokes, ed. *From Stalinism to Pluralism: A Documentary History of Eastern Europe since 1945*. New York & Oxford: Oxford University Press, 1991. Pp. xi, 267. Cloth, $35.00; Paper, $12.95.

This book was created from documents Professor Stokes gathered to assist his students in understanding what had happened in the autumn of 1989 with the fall of the Berlin Wall and to help students realize that those events had not occurred spontaneously or in a vacuum. The volume should prove useful to both students and teachers, since many concepts of communism and Stalinism are difficult to understand. While to call the book timeless would be an exaggeration, Professor Stokes has provided a book that should continue to have relevance as events continue to unfold in the Soviet world. Though the volume deals only with the Soviet Bloc in Eastern Europe, countries that were sovereign states until Stalin annexed them after World War II, the documents help to show that what has been happening in those countries has application to help explain more recent events in the Soviet Union.

Many experts have spent years trying to unravel the enigma of Stalin's mind with varying degrees of success. For the high school or college student, Stalin can seem beyond comprehension. The first section of the book attempts to help the student gain some understanding of Stalin and his methods. Of particular interest in this section are the documents describing the purge trials, which seem to be difficult for students to understand.

Section one also contains the Yalta agreement, a document that in recent years has taken a real beating for "giving" Eastern Europe to Stalin. Giving the student access to the entire document, as well as Charles E. Bohlen's comments on both the Yalta and Teheran Conferences, should help the student gain a better understanding of what really took place.

From the Western standpoint, communism was doomed to failure, but for the average person, in the West, there seemed to be little to support that view. Section two gives evidence this view was also held by some in Eastern Europe. Of particular interest in this section are the essays on the Hungarian Revolt, the Prague Spring, and the New Class. The essay on the New

Class is particularly enlightening since westerners generally seem to have accepted the view that the common man controlled by communism did not see a new class in the bureaucracy. Brezhnev's Doctrine closes this section and is of interest because the Soviets had denied vehemently its very existence.

Highlights of the last two sections are the Helsinki Accords, Havel's essay on ethics, and documents on Solidarity. Havel's essay should help the student understand why this playwright was elected to be president of Czechoslovakia, while the other mentioned documents will give the student greater understanding of items frequently found mentioned in the media.

Overall, the book appears to be well edited with a minimum of explanatory text for each document. The other strong point concerning the editing is the extensive footnoting to make sure the student gains the fullest understanding from the documents. People or events mentioned in the text that are not common knowledge are fully explained in the footnotes. Some of the essays might be difficult to understand, but in a classroom setting understanding should be enhanced by discussion. Most of the essays should provide for lively discussions.

This book will not undo all the fear and suspicion of communism and the Soviet Union instilled in generations of westerners, but it does provide a concrete basis for hope that the two "sides" can live side by side with each giving and receiving help as needed in the future.

University of Nebraska at Omaha Nancy K. Jaeckel

David Brion Davis. *Revolutions: Reflections on American Equality and Foreign Liberations.* Cambridge: Harvard University Press, 1990. Pp. viii, 130. $19.95.

The lecture/essay is one of this reviewer's favorite forms of history. Such works are usually by major, mature scholars, and give insights gained during a distinguished career. The author of *Revolutions: Reflections on American Equality and Foreign Liberations* is a notable presence in United States historiography. He has won the Pulitzer, Bancroft, and Beveridge prizes; his books, *The Problem of Slavery in Western Culture* and *The Problem of Slavery in the Age of Revolution*, would by themselves make him an important figure in intellectual, cultural, and social history. Thus, it is with considerable anticipation that one opens *Revolutions*, which is based on the 1989 Massey Lectures at Harvard and Davis's presidential address to the Organization of American Historians.

Unfortunately, the book does not quite live up to expectations. Davis's objective is to examine the connection between America's response to revolutions and the United States's definition of equality. He opens with an exploration of the concept of equality in the American revolutionary generation, coming to the conclusion that for Americans the term was defined primarily in relationship to slavery; in other words, equality was the opposite of slavery. Davis next examines the United States's response to the French Revolution, and its accompanying Haitian rebellion, using some fresh sources and making some enlightening comments. In the final chapter he explores the writings of a number of nineteenth-century American figures to note how the associations attached to the French Revolution and the corresponding acceptance of the canonization of the American Revolution as a conservative movements curtailed the spirit of liberty. That did not, however, prevent Americans from drawing on their own Revolutionary movement as a foundation for the workingmen's, anti-Mason, and women's movement, or to frame the aspirations of free African-Americans. Throughout, Davis describes well a number of aspects of the American responses to overseas liberation movements; he does not effectively relate that material to the American concept of equality raised in the first chapter, or pull it together to find some pattern or whole. Since this is but the beginning of a larger study, it is assumed Davis will do all of that in the completed project.

Despite those problems, *Revolutions* can be useful to many readers of *Teaching History*. For one thing, it is a source teachers can consult for specific information on American efforts in the Revolution to define equality. It gives information on the way in which a number of Americans reacted to overseas revolutions and how that reaction constrained our own development. The chapter on the American reaction to the French Revolution is especially useful, making accessible some little-known points about that topic. Beyond the text, teachers will find that the many endnotes contain important information as well as excellent historiographical essays and bibliographies on many topics.

Davis's book could also be valuable by helping teachers focus on the United States's response to exterior events. This would help teachers broaden their course's perspective of the American experience and put American history into a wider context. In view of the growing emphasis in the teaching of history on worldwide and multicultural perspectives, it could be helpful to see that American beliefs and behavior are at least partly shaped by exterior forces.

What *Revolutions* will *not* be useful for is as an assignment to students; the book assumes much knowledge and would not be an appropriate assignment at any level below upper-division college courses.

San Diego State University Raymond Starr

Edward W. Chester ed. *The Scope and Variety of U.S. Diplomatic History*. Englewood Cliffs, NJ: Prentice Hall, 1990. Volume I: *Readings to 1913*. Pp. xviii, 248. Paper, $22.20; Volume II: *Readings since 1900*. Pp. xviii, 297. Paper, $22.20.

Given the plethora of supplementary readings and documentary collections available to history teachers today, the burden of proof would seem to be on authors to demonstrate that any new collection meets some demonstrable need. Edward Chester attempts to meet that requirement by asserting that his book, unlike others, places an "appropriate" emphasis on America's relations with Third World countries and includes a considerable amount of nontraditional source material (particularly private correspondence, newspaper editorials, and Congressional speeches). Moreover, Chester has chosen to expand the number as well as the variety of topics covered by editing most documents to eliminate extraneous material and by excluding virtually all formal treaties. The result is a two-volume collection likely to elicit a very mixed reaction from teachers of diplomatic history courses. That is not necessarily a bad thing, of course, and at least some instructors will find this to be a collection that suits their needs and preferences better than anything else currently available.

Since the two volumes include over three hundred documents divided into fifty different chapters, no brief summary can do justice to the rich variety of sources included. Volume one begins with the American Revolution (Chester does not include any introductory chapter on the nature or goals of American foreign policy) and covers material through the Taft Administration. It includes especially good chapters on the Manifest Destiny issue of the 1840s and 1850s and on America's emergence as a significant world power in the late nineteenth century.

Volume two begins with the Theodore Roosevelt Administration (thus repeating four chapters) and includes material through the Iran-Contra affair and a 1987 speech by Gorbachev on arms control and better U.S.-Soviet relations (coverage thus ends prior to the dramatic events of 1989-91). It includes excellent selections on such topics as World War I and the Versailles settlement, on the origins of the containment policy following World War II, and on the Vietnam war. Disappointing, in my view, is the brief coverage given to the Cuban Missile Crisis and the omission of any material on the decision by President Truman to use the atomic

bomb against Japan. But no collection, of course, will include every document or topic of interest of every teacher, and this collection is so broad as to leave relatively few gaps.

Evaluation of these two volumes must note three key omissions or weaknesses. First, Chester's collection does *not* include any commentary or debate by other historians, and he provides only a relatively brief narrative introduction to each document. Students using the collection must depend almost entirely upon the teacher and textbook to place the documents into any meaningful perspective. Second, the author frequently cites the source for a document without specifically identifying it. To provide only one example, the student will read an 1871 document in which Secretary of State Hamilton Fish specifically charges that Senator Charles Sumner is insane. The author cites Allan Nevins's *Hamilton Fish* as the source but does not indicate if the document is from a letter, a speech, or a diary, nor does Chester indicate the original audience for the document. Third, Chester's aversion to including treaties in his collection (because, he asserts, students find them "boring") seems—to say the least—idiosyncratic.

Yet other characteristics render this a very appealing collection. The Third World focus does, in fact, effectively supplement the more traditional material and enhance the value of both volumes. In reading the documents, students will clearly see the long-standing conflict between realism and idealism in America's foreign policy. Thus, numerous speeches, editorials, letters, and statements of public and private policy reflect our concern for promoting and protecting America's commercial interests around the world. To many diplomats and businessmen alike, this was a legitimate promotion of our national interest, though to today's eyes a tendency toward economic exploitation and cultural or racial bias may seem distressingly common. Other documents, however, reflect America's idealistic (some would say "moralistic") commitment to advancing the cause of freedom—at least as we understand it—throughout the world. Those teachers who stress the complexities and paradoxes within American foreign policy will thus find Chester's collection to be appealing.

On balance, then, these two volumes are noteworthy primarily for the breadth of topics, documents, and perspectives included. For at least some teachers, that will make them an attractive alternative to such collections as Thomas Paterson's *Major Problems in American Foreign Policy*.

Northern Virginia Community College Raymond C. Bailey

Kermit L. Hall, William M. Wiecek, and Paul Finkelman. *American Legal History: Cases and Materials*. New York: Oxford University Press, 1991. Pp. xxiv, 589. $49.95. Includes Teacher's Manual.

This book brings together approximately 200 documents covering the span of American history from 1620 to the 1980s. Much of this material is heavily excerpted. Types of documents presented include colonial and state constitutions and laws, Federalists and anti-Federalist papers, political platforms and speeches, Supreme Court decisions and dissents, presidential veto messages, parts of legal treatises (Cesare Beccaria, John Cobb, Thomas M. Cooley, Christopher G. Tiedemann, O. W. Holmes), Black Codes, and more. The material is classified into chapters covering fairly broad historical periods, e.g., colonial (beginnings to 1760), revolutionary (1760-1815), antebellum (1812-1860), and so on. Two chapters, organized thematically, are devoted to "Nineteenth Century Law and Society, 1800-1900," and "Bench, Bar and Legal Reform in the Nineteenth Century." Types of law presented include constitutional and criminal law; the law of slavery, contracts, and torts; labor, civil rights, and family law; women's law; and jurisprudence. There is an Index of Cases but no general index and no

bibliography. "Suggested Readings" in the Teacher's Manual fall short of providing an adequate substitute.

American Legal History, its authors tell us, "is designed to serve undergraduate as well as graduate courses in departments of history and political science;" its aim is "to let the documents of legal history speak for themselves." This aim may only be imperfectly realized in a work where many documents are so drastically cut. For a book, too, of this scope and technicality a more extensive comment than is now provided would appear to be a necessity. *American Legal History*, in any event, should find a place on the instructor's shelf as a source of ideas and classroom approaches.

American Legal History was published in 1991, the bicentennial of the ratification of the Bill of Rights. Yet it has little to say directly about the struggle over the Bill of Rights that broke out even before the draft constitution was signed in 1787, and that continued unabated till the passage of the Fifteenth Amendment in 1870. Chapter 4, "Slavery, the Civil War and Reconstruction," falls short of presenting the African-American people's struggle against slavery and for their freedom in the broad sweep of the movement for the Bill of Rights. Yet it was this black struggle that ended by transforming the Bill of Rights into a federal charter guaranteeing the life and liberty of every man, woman, and child in the United States irrespective of the state in which they resided.

The authors' failure to link the Bill of Rights directly to the African-American struggle is strange. Hall is the editor of a series "Bicentennial Essays on the Bill of Rights." He and his co-authors are specialists in the law of slavery or the constitutional jurisprudence of the antislavery movement. They might well have handled the story of the Bill of Rights and the black freedom struggle thematically, in a chapter rather longer than the present one. It might cover, perhaps, fully a hundred years from the drafting of the constitution in 1787 to the nadir of black rights at the end of the nineteenth century. This theme would be announced with the battle George Mason launched in 1787 when he refused to sign the Constitution, and won the ratification of the first Ten Amendments in 1791. But Congress, in approving Madison's draft, rejected the proposal that the Bill of Rights should bind the States as well as the Federal Government; this position was sustained by Marshall's *Barron v. Baltimore* decision in 1833 (the authors accord barely twenty lines to this critically important case). The Civil War, in which tens of thousands of black abolitionists in uniform played a decisive role, won the passage of the Thirteenth Amendment in 1865. As a result *Barron v. Baltimore* and *Dred Scott* were swept away and the Bill of Rights was transformed into a truly national document. *Magna Carta*, with its guarantee to freemen of due process under law, now received its incomparable American form: freedom under law to all *people* in the United States. This great achievement, together with the laws that flowed from it, was overthrown during the 1870s and early 1880s by a counter-revolution in the South. the new situation was then legitimized by sweeping changes in the federal law associated primarily with the names of Justices Samuel Miller and Joseph Philo Bradley. Abandoned by the Republican Party, black people were relegated to a regime of oppression more terrible in some respects than the bondage from which they had recently been emancipated.

"We look forward," the authors write, "to the suggestions [and] criticisms . . . of our colleagues who use this book." The thoughts offered here are prompted by this remark. The authors have made a valuable contribution to the teaching of legal history and to the debate about the different ways in which this may be done.

Rutgers University John Anthony Scott

George C. Rable. *Civil Wars: Women and the Crisis of Southern Nationalism.* Women in American History. Urbana: University of Illinois Press, 1991. Pp. xv, 391. Paper, $13.95.

Despite the enormous quantity of Confederate historiographical material, every now and then a fresh piece of solid scholarship appears and enhances our knowledge of this painful period of American history even more. *Civil Wars* is such a book.

Topically, *Civil Wars* is kindred to Bell Wiley's 1975 path-charting volume, *Confederate Women*. But when the two tomes are compared, *Civil Wars* easily emerges as the new standard work in the field because of its breadth, scope, and analytical quality.

Fundamentally, Professor Rable has produced a traditional steady-handed social history narrative that focuses on the activities, attitudes, feelings, and lifestyles, of Southern white women during the Confederate period. By relying on a heavy mix of primary source data (diaries, correspondence, memoirs, etc.), he has succeeded in mirroring the tragic tone and temper of daily life on the rebel domestic scene. But what further distinguishes the monograph's dimension and application is that female endeavors are not studied solely in hearth-centered isolation. Rather, the feminine sphere and perspective are meaningfully woven into the broader fabrics of military, economic, family, and societal affairs—thereby underscoring the important connection between home front and battlefield during those four long years of trauma, turmoil, and upheaval.

The book opens with a synoptic chapter highlighting the general role, status, and position of women during the antebellum era. By itself, this segment could fit nicely into supplementary reading formats in a variety of survey courses. Moreover, the book as a whole has a decided value outside the purely historical realm in that it can be seen as a mandatory preliminary reading experience for those seeking contrasting insights into the psychological, sociological, and behavioral patterns and characteristics of latter-day Southern women and their Old South counterparts.

The next ten textual subdivisions essentially chronicle the day-to-day trials and tribulations of all types of women, both rural and urban, as they monumentally struggled to cope with and adjust to the multitudinal miseries generated by wartime conditions and cultural collapse. Yet, even amid such overpowering dismalness, there is underlying cause for a sort of ironic celebration in that one cannot help but admire the female fortitude and perseverance exhibited in the face of so much physical and mental suffering. Indeed, a strong case can be made to the effect that women constituted the backbone and bulwark of the Confederate civilian sector.

The remaining two chapters deal with postwar and Reconstruction times. These are a bit too general to be very useful, but not to have included them would have left the story dangling. Still, there is at least one profound finding revealed in these pages; namely, that even though the conflict demanded sudden and dramatic shifts in the roles and responsibilities of Southern women, once the clouds of war had passed, womenfolk returned to their traditional status and place. It was "change without change," as Rable put sit.

For all its achievements, *Civil Wars* does harbor a few shortcomings. There is, for example, a certain amount of subject overlap, redundancy, and repetitious phraseology. Further, on a more substantive plane, the reader may well question whether the evidence presented on given occasions always justifies the conclusions offered. And in this context perhaps the most troubling issue is the author's handling of the matter of class conflicts and tensions between and among upper class, yeoman, and poor white women. This theme runs like a subplot throughout most of the work. While jealousy, envy, and snobbishness, most certainly did exist (What age has been without them?), their importance and relevance are assuredly overblown as far as their impact on the flow of events. The space accorded such things might have been better used elsewhere.

Minor flaws aside, Professor Rable has brought us a vivid behind-the-scenes look at Confederate womanhood. What remains to be done next is a thorough and final canvas of the same ground on a state-by-state basis with considerable emphasis placed on the grassroots level. This would seem to lend itself to a multi-author enterprise similar to the 1985 *Confederate Governors* volume.

Bainbridge College Robert W. Dubay

Laurence Ivan Seidman. *Once in the Saddle: The Cowboy's Frontier, 1866-1896*. Library of American History. 1973. Reprint. New York: Facts on File, 1991. Pp. xvii, 137. $16.95.

Once in the Saddle, the title quoted from a familiar line of a cowboy ballad, is a reprint of an earlier work that appeared in Alfred A. Knopf's fifteen-volume series titled The Living History Library. The series, targeted for an audience of high school students and college undergraduates, concentrated on pivotal events and personalities of American history; as such, there had to be a book on the cowboy of the Last West.

This book is composed of a thread of narrative that connects and introduces quotations, many of them quite lengthy, of persons who experienced the birth, expansion, and death of the great Cattle Kingdom that exploded from Texas immediately following the American Civil War and then expired about thirty years later. It also contains quotations from secondary sources. Many of the latter are interpretative, of course, and add to the original sources quoted, and, with the narrative, blend to make a pleasing and informative, if brief, survey of the industry and the era. All chapters but one conclude with the words and score for piano accompaniment of a cowboy song illustrative of the text of that chapter. Many of those included are but one version of that song. The combination of narrative, quotations from the literature, and then the music make this book particularly adaptable to classroom use, and, with appropriate application by the teacher, at any level of instruction.

The chapters begin, appropriately, with a review of geography and how physical characteristics shaped the cultural and economic development of the area. Some might quibble with the area assigned as the Great Plains on the map provided, but it is certainly adequate. A subsequent chapter deals with the development of the cattle industry in Texas with significant credit to its Spaniard progenitors, but, possibly due to the time it was written, does not address the argument that equal credit should be given to the impact of Anglo-Celts coming from the East for the cattle kingdom's genesis. No matter; the old, old story is still worth telling.

Seidman's story of how Chicago became the shipping goal from Abilene—he was thrown out of the railroad president's office in St. Louis when he asked for a rail line—shows how important is the role of accident in history. His descriptions of cattle drives, and the men, animals, and methods involved are consensus history and are told well both in narrative and in quotations. His story of the annihilation of the buffalo and resulting consequences for Indians, cattlemen, and the Army reminds us of why the Sierra Club calls our wasteful gobbling of the frontier a "cowboy" attitude, although cowboys actually killed few buffalo. And his accounts of the demise of the Kingdom and the reorganization of the cattle industry, rooted in overproduction, bad management, and worse weather, are clear and precise. There are but two things of a negative nature to be said: I do not believe the King Ranch was ever owned by a British syndicate but remains, as it was from the beginning, a family affair; and the gentleman mentioned on page 111 should be Oliver Loving, not Loring. This would not be mentioned except for his considerable role in the development of the industry.

The best part of the book is the story of Nate Champion, the cowboy who refused to be bullied by ranchers, although the story of the black cowboy Nate Love would be a close

competitor for that distinction. And the quotation I liked best came from G. D. Burrows, in *Trail Drivers of Texas*: "Some of my experiences [as a cowboy] were going hungry, getting wet and cold, riding sorebacked horses, going to sleep on hard ground, losing cattle, getting 'cussed' by the boss . . . but all were forgotten when we delivered our herd and started back to grand old Texas . . ." That is a fair description of a cowboy's life.

This is a good book for its intended audience. It is consensus history, and it is well written, and could be used as assigned reading in secondary schools and undergraduate courses. Parts of it could be read to elementary students, and certainly some of the music might be used at all levels.

Stephen F. Austin State University Archie P. McDonald

Milton Meltzer. *Bread—and Roses: The Struggle of American Labor, 1865-1915*. New York: Facts on File, 1991. Pp. viii, 168. $16.95.

As it states on the copyright page, this book was published originally in a different form by Alfred A. Knopf, Inc. in 1967. I can recall at the time that I was positively disposed to this text as well as to the entire series edited by John Anthony Scott because the overall theme is the history of the United States "as told by the people who shaped it." By using documentary materials—letters, diaries, newspapers, songs, speeches—connected by a narrative, the Library of American History series and this particular volume, present to the reader a "vivid and exciting portrait" of our history.

My experience in using the original series in the classroom leads me to believe that this current reincarnation will have a similarly positive experience if used by teachers willing to allow the student to reach his or her own view of where we have come from and why. My own use of this text, in the original edition, and others in the series was in a field-based teacher training program with student teachers who were being asked to find new and better ways to utilize documentary approaches to history in the classroom. I should think that this re-issue of Meltzer's work still would work best in the middle and high school classroom as a primary supplement to a better understanding of American labor history.

The one thing that struck me about the differences between the two editions was the reduction of and changes in the choices of illustrations used in the current edition. Overall, the publisher has reduced the number of illustrations to the detriment of the text. I am one of those who believe that we need greater use of documentary materials to enhance historical understanding and if this can be done by utilizing lithographs, cartoons, and photographs, all the better. I can only reason, in this case, that Facts on File, while doing a good turn for the needs of the teacher in the classroom, also needed to cut costs.

Now for historical criticisms, I have two. The first is not serious, but meeting it would add immeasurably to my positive attitude towards this book and the series of which it is a part. I would have appreciated it very much if the documentary textual materials were fully cited. I realize that footnotes often turn the reader off, especially the young who seem to fight incessantly against learning history, but I believe that such citations would be extremely helpful when teaching young people something about how the historian works. The second criticism concerns the overall feeling that the reader is left with after reading the final chapter. The end is too quick, too non-reflective for me. Meltzer leaves the reader with many questions unanswered as well as with a too facile ending that does not reflect, to me, anyway, a better understanding of a great amount of scholarship in labor history that has taken place since 1967. The bibliography does reflect that scholarship, but the text itself does not simply because, as a re-issue edition, nothing has changed in the text proper.

Despite my mild criticisms and concern for the reduction in illustrations, I still believe, as I did in 1967, that this text and the Library of American History series are valuable additions to the material needs of the classroom teacher. Used as a source for classroom materials or as a supplementary reading program for students in the specific areas of each volume, i.e., American labor history, this material is an important addition to classroom teacher's resource bag.

The University of Maryland—Asian Division Paul H. Tedesco

Jane Hovde, *Jane Addams*. New York & Oxford: Facts on File, 1989. Pp. 131. Cloth, $16.95.

This slim volume is a reminder that in an era of inflated packaging good things can still come in small containers. Jane Hovde's task in preparing a biography of Jane Addams that would fulfill the objectives of the Makers of America series (the four other volumes published to date deal with John Brown, Amelia Earhart, Frederick Douglass, and Martin Luther King) was daunting. She had to summarize the myriad events of a 75-year lifetime of leadership, incorporate the latest scholarship on the most important American woman in the late nineteenth and early twentieth centuries, flavor her presentation with references to Addams's voluminous published and unpublished writings, and add an annotated bibliography. All this had to be accomplished in less than 125 pages and written in a style that would appeal to and could be understood by students. A tall order, but one that the author filled well.

Jane Addams is an elusive figure for contemporary students. It is not that the issues of poverty and peace that defined her life no longer have pertinence; rather it is that Addams as a person comes across in history texts as too perfect to have much popular appeal. It is her reputation--"An American Heroine" is Alan Davis's term--rather than the individual that dominates history. In the opening chapter the author comes close to reinforcing this image by presenting Addams delivering a nominating speech on behalf of Theodore Roosevelt at the Bull Moose convention in 1912. Here she is middle-aged, confident, established, influential. "Aren't you magnificent?" the author quotes from a fan letter from a Wellesley college professor that continued, "What a grand new service you have rendered the human race! Thousands of women are blessing you this day because your new leadership brings us perceptively nearer to the Kingdom of Heaven."

Fortunately this tone of adulation disappears in two excellent chapters on Addams's youth and education. Here the author captures Addams's complex relationships with her parents, stepmother, and siblings that produced both security and unease. The picture of her life at Rockford College shows her growing consciousness of the possibilities of a life of public accomplishment. The account of the painful years between 1881 and 1889, when her rebellion against the suffocating restrictions that society placed on women produced illness and depression, presents a less heroic but more human side of Jane Addams.

The three chapters devoted to Hull House will dispel some of the confusion students often have about this unique social institution. Hovde makes clear to readers accustomed to the professional social service bureaucracy that Addams and other young women were indeed good neighbors to the poor, helping but also learning from them. Living in a single sex community in the heart of Chicago provided a supportive environment for many women as is demonstrated by sketches of the careers of Julia Lathrop, Florence Kelley, Alice Hamilton, and other Hull House residents. Their approach to poverty was not doctrinaire but experimental, responding to neighborhood needs in novel ways. In addition to educational activities the settlement provided public baths, a public kitchen, an art gallery, a coffee house, a playground, and a gymnasium.

Despite its brevity, this volume does justice to the life of Jane Addams and to the history of Hull House by providing sufficient context. Developments in women's higher education, the growth of Chicago, the Pullman Strike, the Columbian Exposition, the suffrage movement, and pacifism during World War I are treated in enough detail to make Addams's response to them intelligible. Nor is the volume confined to the actions of the central figure; Addams's ideas are probed briefly but cogently.

Any teacher at the secondary or beginning college level who is looking for a clear, accurate, interesting biography for classroom or library use should consider this book.

Western Connecticut State University Herbert Janick

Steven Jantzen. *Hooray for Peace Hurrah for War: The United States During World War I.* New York & Oxford: Facts on File, 1991. Pp. viii, 181. Cloth $17.95.

One of the *Library of American History* volumes, this book follows their usual formula of weaving original documents in with the author's prose to create a dramatic narrative about some era, or topic, in the American past. The author, a Harvard graduate, has developed a career in writing and editing textbooks.

Jantzen has a general chapter on pre-World War I United States, follows it with one on the assassination of the Archduke in Sarajevo, and one on the reaction to it, and ten more short chapters, four on the period before the U.S. entered, three on the country in the war, one on the armistice, and two on the peace treaty and League of Nations. Chronologically, the book is balanced well enough.

The author features actions by individuals as the device for telling his story. He chooses to use a combination of very well-known people like Theodore Roosevelt and his sons, Eugene V. Debs, and Emma Goldman, along with persons who are unknown, but who left some documentation that could be used to discover their thinking and reactions to events of the time.

With a simple and straight-forward narrative, the work is very easy to read. It flows swiftly and should grab the interest of even the least motivated high school student, although the attempt to create drama may be tiring to some readers. How much it will teach students will still depend on the knowledge and skill of the teacher who is using this volume in class. Most of the time Jantzen provides enough background to let the person he is following at that time be understood in context, but in some cases the teacher will need to supply additional background information on individuals.

Much additional information will be necessary for any student to make intelligent use of this volume to gain a full understanding of the United States in World War I. Two things especially, although they are not the only ones, make it very important that the student have considerable additional input. First, it is not clear at all from this volume why the United States entered the war, primarily because the author does not make it clear that Germany's unrestricted sub warfare beginning in 1917 was different from its earlier warfare, in that Germany planned to sink the vessels of neutral nations, and did, whereas earlier they were sinking only enemy ships. Second, in focusing on the country during the war, the author places so much emphasis on people like Debs and Goldman who opposed the war that the book implies that the war was much more widely opposed than it was. In this way the book is not well-balanced.

Nevertheless, this is generally a well-executed work that should prove readable and usable in secondary and possibly community college history classrooms. It has a brief bibliography and a usable index.

University of North Texas E. Dale Odom

Robert Garson and Christopher J. Bailey. *The Uncertain Power: A Political History of the United States since 1929*. Manchester and New York: Manchester University Press, 1990. Pp. viii, 162. Cloth, $29.95.

Robert D. Marcus and David Burner, eds. *America Since 1945*. New York: St. Martin's Press, 1991. Fifth edition. Pp. viii, 413. Paper, $19.35.

Robert Garson and Christopher Bailey explain in their introduction that they are writing primarily for an audience of British university students. They acknowledge that they have not written a comprehensive volume. Rather they have chosen to focus on political history, limiting detailed treatment to "those issues that lingered and molded public policy in future years." *The Uncertain Power* is indeed a short survey. The era of the New Deal is covered in a mere eleven pages, and other topics are similarly briefly addressed. One must hope that British students are better versed in general history than American students for there are many overgeneralizations, and few footnotes are provided to assist the reader in understanding the material.

There are some sections of the book with which an American reader might take issue. One might argue, for example, with the contention that a "major change" that emerged during the Presidency of Franklin Roosevelt was "the growth of executive power in the conduct of foreign policy." The authors understate both Eisenhower's and Kennedy's roles in bringing the U.S. into the conflict in Viet Nam and leave Kennedy with the full responsibility for the Bay of Pigs debacle. On the other hand, their comparison of the U.S. response to the Soviet entrance into the nuclear arena (questioning the loyalty of scientists) and the U.S. response to the launching of *Sputnik* (questioning the system of higher education) provides a useful insight into changes in the political climate during the 1950s.

Marcus and Burner have edited a collection of readings. Their volume contains a potpourri of items ranging from Kennedy's inaugural address to letters to the editor of *Ms.* magazine. The arrangement of the articles is by time period (Part One contains selections on the period 1945-1952 and so on). However, two readings dealing with the Kennedy years do not follow one another sequentially, and while articles on the Great Society and Johnson's decision not to run for reelection are in Part Three, an article on the Tet Offensive is included in Part Four. No theme seems to have dictated the choice of material. The authors have included selections from literature (Jack Kerouac's *On The Road*), politics (for example, Kennedy's Inaugural Address, Barry Goldwater's Acceptance Speech in 1964, etc.), feminism (a section from Betty Friedan's *The Feminine Mystique*), law (selections from *Roe v. Wade* and *Webster v. Reproductive Health Services*), race relations (Martin Luther King's letter from the Birmingham jail), and other topics. The selections vary in readability and potential interest to students. Although each selection contains an introduction, footnotes are not provided, thus leaving many items in the text potentially unclear to students without a fairly broad background in U.S. History.

Both books contain reading lists. The one provided by Marcus and Burner is considerably more extensive than that provided by Garson and Bailey, although both leave out some well-known studies (Sorensen's *Kennedy*, for example). Both are marred by a number of printing errors.

Each of these books has something to recommend it. *The Uncertain Power* could be quite useful in a twentieth-century U.S. course if used with a more detailed reader. The British perspective on what is most important in recent U.S. history is an interesting change from the usual American view and could make for some good classroom discussions. I would not recommend coupling this book with *America Since 1945*, however, as the combination would make for a somewhat disjointed and incomplete view of U.S. history. On the other hand, the non-political readings of the Marcus and Burner book are likely to generate considerable

student interest and classroom discussion. Today's students may relate less enthusiastically to the more overtly political sections. In any case, neither book is sufficient alone.

Northern Essex Community College Elizabeth J. Wilcoxson

Clayton R. Koppes and Gregory D. Black. *Hollywood Goes To War: How Politics, Profits and Propaganda Shaped World War II Movies*. Berkeley and Los Angeles: University of California Press, 1990. Pp. x, 374. Paper, $12.95.

We, and especially our students, are living in an increasingly visual age. Film and television, entertainment videos and those for instruction, video games, computer displays, and virtual reality simulations are almost a natural part of our high-tech daily lives in this last decade of the twentieth century. Naively, we have accepted this mediation of our existence without any real preparation or critical evaluation of its growing impact. It has become a significant aspect of our evolution into post-modernism. Yet, we often look without seeing, watch without comprehending, and, consequently, react without thinking.

Although there has been considerable historical scholarship on the uses of media for the support of totalitarian regimes like Nazi Germany, the Soviet Union, and Maoist China, there has been comparatively little done on the utilizations and effect of this media in freer societies. One such recent work which has now appeared in a paperback edition is *Hollywood Goes To War: How Politics, Profits and Propaganda Shaped World War II Movies* by Clayton R. Koppes and Gregory D. Black. The authors are well-qualified to treat this important topic: Koppes is an endowed professor of history and humanities at Oberlin College, and Black is a professor of communications at the University of Missouri, Kansas City.

As its subtitle indicates, this book is more than a film history. It is a thorough consideration of the impact of government influence plus industry self-censorship on American filmmaking during the Second World War (1939-1945) when Hollywood produced an estimated 2,500 pictures. After reading this fascinating volume, it becomes clear that the film industry's efforts during these years were fully integrated into the American war effort.

With strong government urging and strict censorship, developed and enforced by a "tight corporate oligarchy," wartime films quickly went beyond merely boosting morale and stimulating patriotism to blatant propaganda. While this was done largely in response to the demands of an all-out war, the Hollywood moguls never lost sight of the bottom line, grasping the opportunity to expand their vertical control over the industry and to increase their profits by giving the viewing public what it wanted to see and eventually came to expect.

The authors begin with the state of the industry in 1939 and trace the unfolding of these trends to the war's conclusion. In the process, many now-classic films from early efforts like *The Great Dictator* and *Sergeant York* to later ones like *Mrs. Miniver* and *Guadalcanal Diary* are discussed in detail. Such films darkly sharpened the images of the German and Japanese enemies while remaking those of America's British, Soviet, and Chinese partners in the name of Allied solidarity.

Hollywood Goes To War is clearly and concisely written, making it a very readable mix of American wartime, corporate, and film history. Although it is thoroughly researched and documented in notes and a bibliographical essay, an appendix, containing a chronological listing of the major films discussed would nevertheless be helpful. This book will appeal to anyone interested in the American homefront effort during World War II and in war films. It can be particularly useful for teachers who wish to understand better the effects of propaganda on a free society during times of crises. It will help them explain some of those vintage films they

might be using in their classes. Finally, the book will be useful in helping teachers to understand the impact of commercial visual media on their students in general.

The University of Texas at Arlington Dennis Reinhartz

William H. Chafe. *The Unfinished Journey: America Since World War II.* New York & Oxford: Oxford University Press, 1991. Second edition. Pp. ix, 537. Cloth, $35.00; Paper, $17.95.

This is an updated edition of a popular text by the noted Duke University historian William H. Chafe. The original 1986 volume closed with the re-election of Ronald Reagan; the second edition carries the reader through the presidential campaign of 1988. Chafe's new material depicts a beleaguered Reagan hard pressed by the Iran-Contra scandal, the abortive nomination of Robert Bork to the Supreme Court, and a weakening American economy, who, consistent with his legendary luck, nevertheless manages to rehabilitate his reputation with the INF Treaty with the Soviets and an almost miraculous thaw in the Cold War. Still, Reagan comes across as little more than an "acting" president, a simple, if committed ideologue playing a role others have carefully scripted for him. The Gipper, as Chafe portrays him, calls to mind Mark Twain's comment that the only two traits essential for success in life are confidence and ignorance. George Bush fares no better in Chafe's account of the 1988 election, in which the candidates ignored substantive issues without treating voters to any particular elegance of style. Chafe decries the decline in the length of the average sound bite from 45 seconds in 1980 to nine seconds in 1988. Anything less, he suggests, and campaigns might well be airing only subliminal messages, but, he writes, "in a sense, that was the whole point of the Willie Horton ad."

One should not expect sympathetic treatments of Reagan and Bush. *The Unfinished Journey* is dedicated to "the beloved community," Chafe's term for the contemporary liberals and reformers who fought to end racial segregation, to win equal rights for American women, and to stop the war in Vietnam. Chafe, as he explains his approach, uses "the categories of race, class, and gender as a gauge to measure change and to understand what has occurred in our society." Chafe's preoccupation with the victories and failures of liberalism produces a less methodical coverage than that found in the ordinary text, and allows for some distortion. The politics of the conservative 1950s receive perfunctory treatment. Chafe skillfully describes the struggle for the Democratic presidential nomination in 1968, but says much less about the Republican contest, although it produced the eventual winner, Richard Nixon. A careless student reader might conclude that the New Left outnumbered the Silent Majority. Chafe, to be sure, makes no such claims, and for the most part he manages to combine successfully the new social history with traditional political and diplomatic history. There are two strong chapters on the origins and early years of the Cold War; Chafe argues persuasively that anti-Communist paranoia effectively throttled liberal impulses in the 1950s. There is also an excellent chapter on the civil rights movement, and a lively, if overly sympathetic, section on John F. Kennedy.

Chafe writes well, with an eye for the telling fact, as his figures about the shrinkage of the sound bite suggest. We learn, for example, that the wrestler Gorgeous George was actually a patient at New York's Bellevue psychiatric hospital. We also learn that by the mid-1980s, the interest on the national debt equalled the combined budgets of the departments of Labor, Commerce, Education, Agriculture, and five other major departments. Unfortunately, Chafe also repeats the old canard that President Eisenhower insisted on making every decision on the basis of a one-page memorandum. Despite the occasional lapse, however, *The Unfinished Journey* remains one of the two or three best surveys available on recent American history.

Some instructors may prefer a text with maps and more lavish illustrations, but for a literate and intelligent narrative, *The Unfinished Journey* is an obvious choice.

Mississippi State University Jeff Broadwater

Lillie Patterson. *Martin Luther King, Jr., and the Freedom Movement* New York & Oxford: Facts on File, 1989. Pp. xi, 178. Cloth, $16.95.

Martin Luther King, Jr. died more than twenty years ago and it has been more than a quarter of a century since the passage of the historic Voting Rights Act of 1965. Since that time, scholarly works on the civil rights movement and King have been published at a rapidly accelerating rate as those turbulent years recede into historical memory. For secondary school and college students, the civil rights years have a fascinating and even romantic quality that generates interest in American history surveys and in specialized courses either on the movement itself, or on the 1960s. Lillie Patterson has written a book aptly suited for the former course of study. It is part of the Makers of America biography series for young adults and general readers, although college freshmen in a general survey would find it rewarding.

The author has followed a basic chronological chapter organization for the book following the major events in King's life. The first chapter, however, is on the Montgomery bus boycott that initially brought King to national attention. It is an excellent treatment of the Rosa Parks incident, the formation of the Montgomery Improvement Association, and the selection of King as the spokesman for the city's African-American population. The succeeding chapters begin with a chapter on his family and upbringing, followed by chapters on the Little Rock school integration crisis of 1957, the 1960 sit-in movement of black college students, the Freedom Ride protest against segregation in interstate transportation in 1961-1962, the abortive campaign in Albany, Georgia, and the more successful campaign in Birmingham, Alabama, the 1963 March on Washington, the Mississippi Summer Project of 1964 (Freedom Summer), the bloody, but victorious campaign in Selma, Alabama, that led to the passage of the Voting Rights Act, and the later years of King as he opposes the Vietnam War and initiates a "Poor People's Campaign" for economic justice to eliminate poverty in America. Patterson has written a work that has explored the career of Martin Luther King from Montgomery, desegregating public transportation, to his assassination in Memphis, aiding low income striking sanitation workers. She has told the story of the civil rights era in clear, concise, but moving prose that would appeal to general readers and students at the secondary school level. Obviously the book at 178 pages is neither as comprehensive nor as in-depth as some of the recent massive biographies of King and the movement, but it is thorough and covers the major events in his life.

Patterson's inclusion of freedom songs tied to major civil rights events provides a useful teaching tool. Students could be given assignments analyzing the lyrics of such songs as "Birmingham Sunday," which explores the bombing of a black church in which four girls attending Sunday School were killed on September 15, 1963, or "Hallelujah I'm a-Travelin," sung by some of the Freedom Riders in the early 1960s. Patterson has included significant excerpts from some of the classic speeches and writings of Martin Luther King that could serve as a basis of class assignments: "A Letter from a Birmingham Jail;" "I Have a Dream" speech from the 1963 March on Washington; or his last, almost self-eulogistic speech, "I've Been to the Mountaintop," given on April 3, 1968, the day before he died. Her quotes from the writings and speeches of King are woven nicely through the text.

The book does not explore in depth the last years of King's life when his leadership was being challenged by younger more militant blacks nor the failure of King's venture into the North to obtain open housing in Chicago. Patterson does, however, provide an interesting and

moving account of the highlights of King's career and the civil rights movement that should motivate, capture the attention, and provide an intelligent opening to the exploration of the racial history of America.

Seton Hall University Larry A. Greene

Lester D. Langley. *Mexico and the United States: The Fragile Relationship*. Twayne's International History Series. Boston: Twayne, 1991. Pp. xvi, 139. Paper, $13.95.

This brief volume focuses not so much on Mexican-United States relations since World War II as on the evolving interrelationship between the two countries and its effects on bilateral issues. Langley finds former Arizona Governor Bruce Babbitt's statement that "Mexico and the United States are united by geography and divided by history" summarizes the common interpretation of the basis for United States-Mexican relations. He notes in this volume that since World War II, the development of the border region has reversed this: "In actuality, Mexico and the United States were once divided by geography and in modern times have been united by history. Neither government will admit it, but they have chosen this course."

Langley feels that the postwar intertwining of the two economies, born of Mexico's decision to give priority to industrialization and economic modernization over social equity, has shaped her postwar relationship with the United States. Both nations basically agree about the logic of Mexico's decision but arrive at their opinions from very different social and political perspectives. Despite growing economic interconnections, Langley believes that because of these different perspectives there are no simple or straightforward solutions to issues between the two nations. Despite a seeming commonality of interest in a series of mutual problems (illegal immigration and drug trafficking to name two current concerns), significant differences in the political culture and public psyche of each country have made it difficult to reach mutually satisfactory solutions.

Although intended for a general audience, this volume might present problems for the undergraduate reader. The book is arranged chronologically, rather than topically. It is an integrated, synthetic narrative, no doubt in order to avoid the discontinuities of the collected-articles approach frequently used in works on recent United States-Mexican relations. Chapter One broadly surveys Mexican-United States contacts from Independence to the Cárdenas administration. The five succeeding chapters discuss major issues in bilateral relations, using both the passage of Mexican presidential administrations and the development of major issues as organizing principles.

The chronological approach makes the narrative somewhat hard to follow. Trying to trace long-term bilateral issues to closure or abandonment becomes a daunting chore, even for someone already familiar with them. Novice students might become lost in the descriptions of innovative ideas later abandoned, and controversies that threatened, but ultimately did not much change, United States-Mexican relations.

This same organizational scheme, however, also produces the work's great strengths. Langley's narrative does illustrate the complex internal political dynamics of Mexico and the United States as these influence foreign policy choices for their presidents. From the United States's side, the book shows the impact of governmental bodies other than the State Department and the executive branch and the importance of regional public opinion in formulating general policy and specific approaches to salient issues. Langley also highlights the ways in which Mexico's internal political stresses, in large part fueled by those same economic choices than have drawn Mexico closer economically to the United States, often drive the

Mexican government away from agreement with the United States even as their economic closeness dictates mutual cooperation.

This work is best suited to use in advanced undergraduate courses and above specializing in Mexican-United States relations, Latin American foreign policies, or Mexican politics.

Austin College Victoria H. Cummins

Sebastian Balfour. *Castro*. London and New York: Longman, 1990. Pp. viii, 1984. Paper, $11.16.

Sebastian Balfour analyzes Fidel Castro in terms of the historical context from which the Cuban leader emerged and the political context in which this dynamic individual became a widely recognized world figure. Balfour uses secondary materials as diverse as files of the Museo de las Clandestinidad in Santiago and a T.V. interview with Barbara Walters to argue that Castro was motivated by national ideals rather than ideological goals in his pursuit of liberty and social justice for his native Cuba.

Working chronologically, Balfour locates and traces in Cuban history the origins of that particular brand of nationalism manifested by Fidel Castro. Again and again, he points to revolutionary figures such as José Martí rather than Karl Marx as the source of the Castro inspiration. Arguing that the young radical was rather "unsophisticated ideologically," Balfour acknowledges Castro's opportunism and downright good luck.

In this rather sympathetic consideration of his subject, Balfour explains that Castro understood that any accommodation with the U.S. was very unlikely and on that basis rather than the U.S.'s over-reaction to initial reforms, the young Cuban leader moved his country into the Soviet fold. Efforts to keep a reasonable distance from Soviet authority, according to the author, helped give direction to the revolution in the decade of the sixties. Failure of efforts to industrialize and to deal effectively with the siege conditions maintained by the U.S. compelled a rapprochement with the Soviet Union in the seventies. According to Balfour, Castro's ideologically inspired foreign affairs coups in Africa and continued personal role in governing the country sustained the revolution throughout the eighties.

Balfour argues convincingly that the Castro-led revolution of the fifties was an authentic part of the post-World War II wave of anti-colonialism. He effectively places this upheaval in the Cuban nationalist tradition and demonstrates that, at least initially, it was an anti-imperialist rather than anti-capitalist revolt. But Balfour is far less persuasive in explaining why Castro's embrace of communism became a bear hug, why his initial expediency was transformed into international advocacy. He is mildly critical, at best, of Castro's disinclination toward the "rituals of parliamentary activity" and seems satisfied with the Cuban leader's contention that only the loyal and battle-hardened could sustain the cause and lead this resource-poor country struggling against U.S. economic oppression. Balfour even finds it difficult to pass critical judgment on Castro's notorious repression of virtually every form of dissent.

As one of the "Profiles In Power" series, this monograph should work well in class as a supplementary reading. It does reflect a liberal bias, but in an age when "Castro-bashing" likely will become popular, it might serve as a scholarly antidote. Consequently, it should generate some interesting debate, especially along philosophical lines. Although maps placed within the first two chapters would have provided a better orientation to the physical setting, the work is nicely edited and reads especially well. Upper-level high school and college undergraduates should benefit significantly from exposure to Sebastian Balfour's interpretation of the role of this especially interesting world figure.

New Mexico Military Institute William E. Gibbs

Larry Lovell-Troy and Paul Eickmann. *Course Design for College Teachers*. Englewood Cliffs, NJ: Educational Technology Publications, 1992. Pp. x, 169. Paper, $21.95.

Concern about the quality of undergraduate education at American colleges and universities has been mirrored by the publication of handbooks on teaching and instructional design, such as *Course Design for College Teachers*. According to Larry Lovell-Troy, Associate Professor of Sociology at Millikin University and principal author, this guide and workbook originated from ideas advanced first by Paul Eickmann at the Syracuse University Center for Instructional Development and then refined over more than a decade in a Workshop on Course Design and Teaching sponsored by the Great Lakes Colleges Association. These years of gestation have been fruitful, for *Course Design for College Teachers* is notable for its conciseness as well as for its clarity of organization, not to mention its prose uncluttered by pedagogical jargon.

College and university teachers, Lovell-Troy and Eickmann contend, give little attention to course structure, often teaching "a course designed by others," whether that other is a former undergraduate or graduate professor or the author of the assigned textbook. Prescribed as a remedy is a generic process model for course development and a sequence of exercises that, when worked through in collaboration with a colleague from another discipline and over at least a summer or a semester, should produce an individualized and creative course. *Course Design for College Teachers* has four core chapters, each corresponding to a stage in Lovell-Troy's and Eickmann's model, "Gathering," "Planning," "Implementing," and "Teaching and Evaluating." Chapters are subdivided, as "Implementing" is, with five sections on topics ranging from identifying learning styles to formulating instructional objectives to writing the syllabus. Cognizant that these stages are common to most course design models, the authors identify as their unique contribution an emphasis on faculty collecting and analyzing information about their course, students, and sources before beginning to plan. In addition, because they favor courses that avoid conformity to disciplinary conventions, Lovell-Troy and Eickmann challenge faculty members not just to speculate about the nature and content of their ideal course but to incorporate its features into their actual course. The book concludes with a glossary of terms common in the course design field, a brief bibliography of recent literature, and a barely adequate index.

How useful history teachers will find the lengthy course design process Lovell-Troy and Eickmann outline is difficult to assess. It appears better suited to thematically-organized or problem-centered courses than to chronological surveys of American history or Western civilization. More troubling is the admission that research has yet to demonstrate a strong correlation between one of its key components, the writing of instructional objectives in behavioral terms, and student learning. Indeed, little evidence is cited that relates course development to student mastery of content or skills. Further, this book's focus on course design notwithstanding, the mere passing attention given the selection and use of multiple instructional strategies is a serious omission. Finally, the suggestion that a faculty member work with a colleague in another field not only reveals the book's origins in non-discipline-based workshops, it also appears to elevate the design process above course content. Such collaboration, while perhaps useful for introductory or survey courses, seems inappropriate for specialized or upper-division courses. As an alternative, a senior faculty member might guide a junior colleague through a course design process that emphasizes models, content, and themes specific to the discipline.

These reservations aside, college and university teachers, however resistant to process models of course design, however unwilling to invest the considerable time and energy required to complete the exercises in *Course Design for College Teachers*, will find worth consideration the questions raised about the importance of planning, about course goals, content, and

structure, about teaching strategies and the nature of students, and about providing students with options or choices. In the brave new world of assessment now dawning, this book, as well as others of a similar character, should prod professors of history to take a self-conscious and critical look not only at what they teach, how they teach, and why they teach, but also at the students whom they teach.

Pembroke State University Robert W. Brown

James B. M. Schick. *Teaching History with a Computer: A Complete Guide for College Professors.* Chicago: Lyceum Books, Inc., 1990. Pp. xxii, 251. Paper, $29.95.

James Schick is the founder and editor of the *History Microcomputer Review*. While this book is certainly not the first to deal with computers and history and is not really "A Complete Guide," it does go beyond the "number crunching" applications of quantitative history and provides excellent explanations of a wide range of uses from writing, to study aids, to programming.

Schick begins with a discussion of the basic issues facing the historian contemplating using a computer: Why (or why not) use the machine and what kind of machine should one use? The next four chapters deal with specific applications, beginning with "tools" or software (programs) such as gradebooks, testmakers, and study guides, progressing to word processing and its support software (grammar and spelling checkers) and software that assists in the development of research skills, and then on to databases, spreadsheets, and simulations. This material will be of most use to those who are new to the technology, although Schick's specific examples of classroom applications will be valuable to even the seasoned "hacker." Also of note is that the user can sit at the computer and easily go through each of the applications presented.

Schick then turns his attention to an explanation of how to integrate the computer into the classroom. This is by far the most valuable material in the book and serves to point out one of Schick's strengths: He is not a fanatic. The philosophical tone throughout is that the computer is a tool that can facilitate the teaching and doing of history; computers are not historians, and they are not universally applicable in the classroom. As Schick states, "Historians contemplating the use of computers in their teaching should use them sparingly unless special circumstances indicate otherwise."

The book concludes with discussions of programming in BASIC, and speculation on the future of the computer and the history teacher. Programming is not for everyone, but as with the rest of the book, Schick gives some very good, user-friendly examples.

The only real drawback to the book is that much of the information on commercial hardware and software is outdated; two years is virtually an eternity with computers. However, one should not purchase this book as a buyer's guide for computers or printers or packaged simulations. James Schick has written a handy guide that will explain how to select and use both machinery and programs. Computers are here to stay and every history teacher should have a copy of *Teaching History with a Computer*.

College of the Ozarks Calvin H. Allen, Jr.

Raphael Samuel and Paul Thompson, eds. *The Myths We Live By*. London and New York: Routledge, 1990. $19.92.

Samuel Johnson once remarked that "a women's preaching is like a dog walking on his hind legs. It is not done well, but you are surprised to find it done at all." Historians are no longer surprised to find a collection of papers printed, but too often we are disappointed with the results. This collection succeeds by choosing papers that speak to a large theme, the intersection of myth and history, and by grouping them under several smaller themes: the making of myth; nationhood and minorities; manhood and images of women; and family stories. The editors have written an effective introduction to the collection that underscores the various themes and the shifting concerns of oral historians and defines myth in the larger sense as a metaphor of memory. This approach has the virtue of analyzing the construction of myths and the narrative shaping of events.

In the first section, Elizabeth Tonkin discusses "The History and Myth of Realism" and focuses on history as "representations of pastness." Jean Peneff analyzes rather specific myths, namely, the self-made man, the unhappy childhood, the modest social origin, and the successful militant life in her article on "Myths in Life Stories." She uses autobiographies as a vehicle to illustrate the refraction of the past through "sublimation or blackening, exaggeration or cover-up, heightening or repressing, total inversion or partial tampering." The strength of her examples, e.g. Stendhal and Hugo, is undermined by her tendency to make unsubstantiated generalizations that leap off the page. For example, "The consumers of this myth—sociologists, criminologists, and journalists alike—prefer people with strong personalities who develop resourcefulness and cunning, and adapt to difficult situations. Themselves individualistic intellectuals, with a stable way of life but with 'tortured' personalities, they are fascinated by stories of people who achieve harmony and balance in the worst situations." This claim and other assertions undercut the credibility of the author. In "Mythbiography in Oral History," Louisa Passerini focuses on myth as "an expression of alienation" through a study of car workers in Coventry and Turin, as "part of the history of the imaginary" through oral testimonies of Italian terrorists, and lastly as "the realization of a more general but also more archetypal myth" through students involved in the 1968 movement. The last article by Rosanno Basso, "Myths in Contemporary Oral Transmission," uses a stereoscopic approach to a children's strike.

The second section ranges from the contemporary, "The Anzac Legend: Exploring National Myth and Memory in Australia" by Alistair Thomson, to the thirteenth century, "Wiliam Wallacee and Robert the Bruce: The Life and Death of a National Myth," by Marinell Ash. Bill Nasson uses the life of a Namaqualand village carpenter and smith in "Abraham Esau's War, 1899-1901: Martyrdom, Myth, and Folk Memory in Calvinia, South Africa." This discussion of a civilian victim of South African war is preceded by an analysis of how Italians in Nazi camps reshaped the constraints of the concentration camps through myth in "Myth, Impotence, and Survival in the Concentration Camps," by Anna Bravo, Lilia Davite, and Daniele Jalla.

The third section includes an illuminating discussion of the shaping of culture in the Swedish forest by Ella Johannsson in "Free Sons of the Forest: Storytelling and the Construction of Identity Among Swedish Lumberjacks" and a sophisticated presentation of "Uchronic Dreams: Working-Class Memory and Possible Worlds" by Alessandro Portelli. Portelli demonstrates how Communist working-class activists in Terni, a naval steelwork town, use uchronia, what could have happened, the possibility of another ending, to construct their narrative of certain events in the history of the Communist Party. "Myth as Suppression: Motherhood and the Historical Consciousness of the Women of Madrid, 1936-9," by Elena Cabezali, Matilde Cuevas, and Maria Teresa Chicote, fails to convince. The authors emphasize the selective nature of the women's memory of their Civil War experience, one suspects, to

reinforce their thesis that "the myth exercized a hypnotic effect so that women forgot what they did and neither discovered it nor passed it on to future generations." The feminist agenda leads them to devalue their own protagonists. More convincingly argued is Julie Cruikshank's "Myth as a Framework for Life Stories: Athapaskan Women Making Sense of Social Change in Northern Canada." She raises interesting questions about the persistence of traditional narrative, about the use of those narratives and their relation to gender, but the limited length does not allow her to explore how such stories serve an "adaptive strategy." The agenda of Rina Benmayor, Blanc Vazquez, Ana Juarbe, and Celia Alvarez mars their "Stories to Live By: Continuity and Change in Three Generations of Puerto Rican Women." They allege that "The stories of migrant Puerto Rican workers empower us." They may indeed do that. Unfortunately, the authors lack the distance to evaluate the stories critically and discard many of the caveats raised in the introduction.

That problem does not bedevil the next article in the last section, entitled "Ancient Greek Family Tradition and Democracy: From Oral History to Myth." Rosalind Thomas examines how certain Athenian family traditions were overlaid or obliterated in order to conform with the traditional view of Athenian history and how such traditions helped create the foundation myth of Athenian democracy. Paul Thompson's interview with John Byng Hall, Consultant Child and Adolescent Psychiatrist at the Tavistock Clinic in London, underscores "The Power of Family Myths" and the re-enacting of certain imageries. The article by Barbara Henkes on "Changing Images of German Maids During the Inter-War Period in the Netherlands: From Trusted Help to Traitor in the Nest" and that by Natasha Bruchardt on "Stepchildren's Memories: Myth, Understanding, and Forgiveness" illumine the role of personal memory in dispelling negative images.

The more successful and most valuable articles in this collection raise larger issues such as the telescoping and restructuring of memory, the invention of tradition, and the "mythical" elements in narratives. Contemporary oral histories with all their vagaries and inherent methodological problems can but often do not address these larger questions. This book could be assigned in a course devoted to oral history for it illustrates both the strengths and pitfalls of oral interviews. Certain sections in the book could be used effectively in a methodology class not only to discuss certain problems raised by oral history but also to examine the biases inherent in autobiography and the methodological problems of history. History, as Tonkin reminds us, "must have a face." This book could be used to discover its historiographical features and its emotive power.

University of Montana Linda Frey

Victoria Yans-McLaughlin, ed. *Immigration Reconsidered: History, Sociology, and Politics*. New York & Oxford: Oxford University Press, 1990. pp. ix, 342. Cloth, $39.95. Paper, $14.95.

This book contains eleven essays by leading historians and social scientists of immigration that present new research in this area. While emphasizing an interdisciplinary approach, these scholars utilize local, global, and comparative perspectives in their work. These essays are especially useful for scholars of American history since they provide a broader context in which to teach about the American immigration experience. They help us to realize that historical questions and issues pertaining to the American immigration experience are not necessarily unique.

In short, these articles address the international aspects of migration; they question the classical assimilation model (whereby immigrant culture progresses in a linear fashion toward

a dominant American national character); and they deny American exceptionalism through references to national experiences in Asia and Latin America.

For example, the book's first two articles, those by Philip Curtin and Sucheng Chan, discuss migration patterns in world history. Both identify the evolution of world capitalism and the need for labor as well as local political conditions as forces generating global migrations. The section on ethnicity and social structure makes clear that group strategies and networks form an integral part of the assimilation process. In other words, the network-exchange theory is offered as an alternative to the classical assimilation model or "human-capital theory" (individual actions or assets, such as educational level, contribute to economic achievement, assimilation, or the inability to adapt).

While most of these scholars stress structural conditions, several make "ethnic resilience" (e.g., the persistence or adaptability of ethnic group cultural life and social organization) or "cultural hegemony" their explanatory model. Samuel Baily's work on Italian immigration to Buenos Aires and New York City from 1890 to 1914 advocates a comparative approach and proposes a comparative typology of immigrant adjustment. Only Suzanne Model's article and the editor's piece refer to gender in any depth. In fact, Virginia Yans-McLaughlin acknowledges "a joining together of immigration studies and gender studies" as an agenda for the future.

I found the editor's chapter, "Metaphors of Self in History," a most creative approach to the study of immigration. She calls upon researchers to evaluate oral histories in a non-traditional way—as "a means to establish political and cultural values as demonstrable phenomena emerging form the historical experience of groups." She examined about 100 interviews of Italian and Jewish immigrants (garment or dock workers) who labored in New York City between 1900 and 1930 in order to show how the themes of their narratives reflected their cultural outlook. Sections of her essay particularly emphasize how women's self-concepts conformed to cultural patterns and historical realities. In talking about their lives, for example, Italian women found support and identity in their families. "A search for autonomy was not one of their narrative themes," she proclaims.

This volume would be appropriate for use in upper-level history classes, especially those that focus on immigration or ethnicity, class or race in America. One or more of the articles contained within *Immigration Reconsidered* could be assigned to elicit or exemplify discussion on the historical issues of immigration. These essays should be used as a supplement to the required readings, since some background in the field is needed to fully understand each piece.

Adelphi University Mary Jane Capozzoli