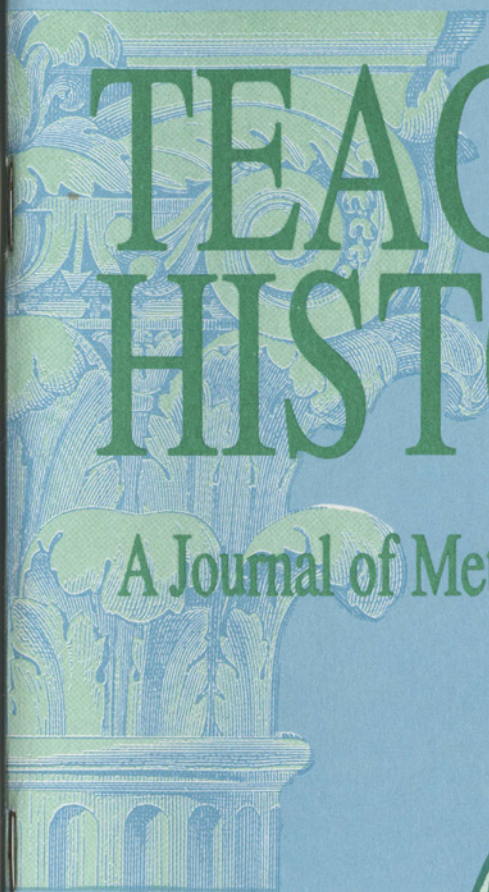
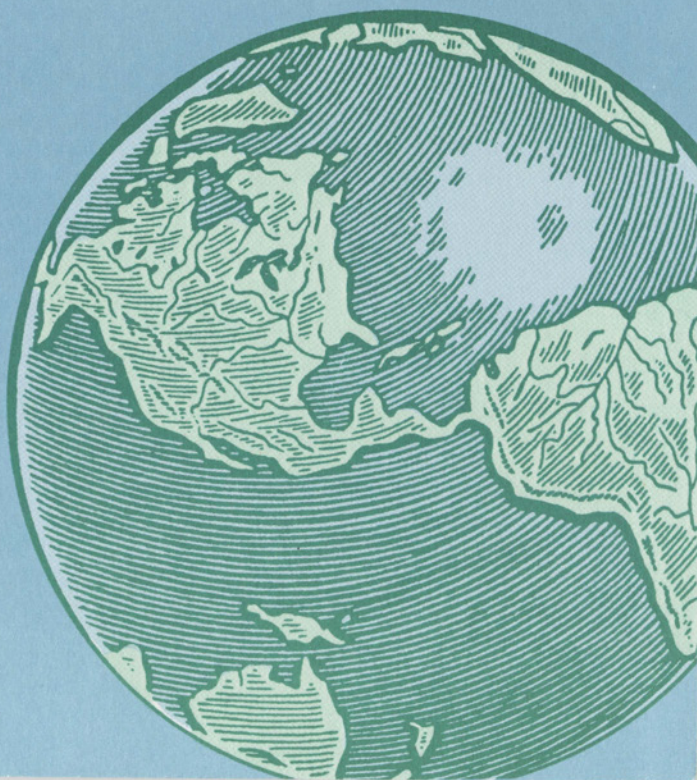


Volume 18 Number 1 • Spring 1993

TEACHING HISTORY

A Journal of Methods

TH



TEACHING HISTORY
A JOURNAL OF METHODS

Editor: Stephen Kneeshaw, College of the Ozarks
Book Review Editor: Bullitt Lowry, University of North Texas
Publication Director: Samuel E. Dicks, Emporia State University

EDITORIAL BOARD

Charles Banner-Haley, Colgate University
Barry K. Beyer, George Mason University
Ronald E. Butchart, University of Washington, Tacoma
D'Ann Campbell, Austin Peay State University
Ann Ellis, Kennesaw State College
Marsha L. Frey, Kansas State University
Bullitt Lowry, University of North Texas
Roger Malfait, North Kitsap High School (WA)
William Mogleston, East Georgia College
Philip Reed Rulon, Northern Arizona University
Don W. Wilson, The National Archives

ADVISORY BOARD

Calvin H. Allen, College of the Ozarks
Thomas Armstrong, Georgia College
Shannon Doyle, University of Houston Downtown
Linda Frey, University of Montana
Raymond G. Hebert, Thomas More College
Frank Huyette, Auburn Union School District (CA)
Jerome McDuffie, Pembroke State University
Gordon R. Mork, Purdue University
Donn Neal, The National Archives
Eric Rothschild, Scarsdale High School (NY)
Stephen G. Weisner, Springfield Technical Community College

Teaching History: A Journal of Methods is published twice yearly in the Spring and Fall. *Teaching History* receives its chief financial support from the Division of Social Sciences and the College of Liberal Arts and Sciences of Emporia State University. It also receives support from the College of the Ozarks. Annual subscriptions in U.S. currency are \$5.00 for individuals and \$10.00 for libraries and institutions. Rates in Canadian currency are \$6.00 and \$12.00. All business communications, including subscriptions, should be sent to Sam Dicks, Campus Box 4032, ESU, Emporia, KS 66801-5087.

All correspondence in regard to contribution of manuscripts and editorial policies should be directed to Stephen Kneeshaw, Department of History, College of the Ozarks, Point Lookout, MO 65726-0017. All books for review and correspondence regarding book reviews should be sent to William Mogleston, Social Science Division, East Georgia College, 237 Thigpen Drive, Swainsboro, GA 30401-2699. Manuscripts of articles submitted for publication should be accompanied by self-addressed envelopes with return postage. Manuscripts should be typed double space with footnotes on separate sheets.

Teaching History: A Journal of Methods disclaims responsibility for statements either of fact or opinion, made by contributors.

Materials contained herein may be reprinted only by permission of
Teaching History, Emporia State University, Emporia, KS 66801-5087.

TEACHING HISTORY
A JOURNAL OF METHODS
Volume XVIII, Number 1, Spring, 1993
CONTENTS

	page
TEACHING FOR THE FUTURE BY REACHING INTO THE PAST by Don W. Wilson	3
HOW MUCH WAR SHOULD BE INCLUDED IN A COURSE ON WORLD WAR II? by Donald G. Schilling	14
TEACHING THE WORLD CIVILIZATION SURVEY: A SPHERICAL APPROACH by Wes Harrison	22

REVIEWS

Le Goff, <i>History and Memory</i> , by Linda S. Frey	27
Neillands, <i>The Hundred Years War</i> , by Joseph M. McCarthy	28
Hill, <i>A Nation of Change and Novelty: Radical Politics, Religion and Literature in Seventeenth-Century England</i> , by Richard Harvey	29
Russell, <i>Inventing the Flat Earth: Columbus and Modern Historians</i> , by Dennis Reinhartz	30
Miller, ed., <i>Dear Master: Letters of a Slave Family</i> , by Raymond J. Jirran	31
Duffy, <i>Hitler Slept Late and Other Blunders that Cost Him the War</i> , by William Scott Igo	32
Licht, <i>Getting Work: Philadelphia, 1840-1950</i> , by William F. Mugleston	33
Chafe and Sitkoff, eds. <i>A History of Our Time: Readings on Postwar America</i> , by William Vance Trollinger, Jr.	34

Cable, <i>Unholy Grail: The U.S and Wars in Vietnam, 1965-8,</i> by Joe P. Dunn	35
Jenkins, <i>Re-Thinking History,</i> by Sandra Weldin	36
Wandycz, <i>The Price of Freedom,</i> by Robert J. Gentry	37
Baird, ed., <i>Thought and Action: Readings in Western Intellectual History,</i> by Jan Jenkins	38
National Archives, <i>The Bill of Rights: Evolution of Personal Liberties kit,</i> by Kelly A. Woestman	39
National Archives, et al., <i>Teaching with Documents,</i> by Kelly A. Woestman	40
Current, <i>Those Terrible Carpetbaggers,</i> by Sharon K. Lowry	41
Kaiser, <i>Politics and War: European Conflict from Philip II to Hitler,</i> by Lee T. Wyatt, III	42
Martel, ed., <i>Modern Germany Reconsidered: 1870-1945,</i> by Jon Stauff	43
Bonney, <i>The Short Oxford History of the Modern World: The European Dynastic States 1494-1660,</i> by Donald P. King	44
Wexler, <i>Westward Expansion: An Eyewitness History,</i> Riley, <i>A Place to Grow: Women in the American West</i> by Archie P. McDonald	45
Sheridan, <i>America: Readings in Themes and Eras,</i> by James F. Adomanis	46
Bailyn, <i>The Ideological Origins of the American Revolution,</i> by George W. Geib	47

TEACHING FOR THE FUTURE BY REACHING INTO THE PAST

Don W. Wilson*

I am pleased—and flattered—to have such a distinguished and learned audience today. Just think: there are probably more history-minded persons in this room right now than anywhere else in the United States. That is a great credit to the organizers of this conference.

Speaking at such an occasion as today's though, I am reminded of something Winston Churchill once said. A listener asked him, "Doesn't it thrill you, Mr. Churchill, to know that every time you speak the hall is packed to overflowing?" Sir Winston replied, "It is quite flattering, but whenever I feel this way I always remember that, if instead of making a speech, I was being hanged, the crowd would be twice as big."¹

Which reminds me: I have been advised that while I am in Missouri I should deny that I am a native of Kansas. I cannot do that; I am just as proud of Kansas as a great citizen of Missouri, Harry S. Truman, was of this state. Returning home after the close of his incredible "whistle stop" campaign in 1948, President Truman said, "I have been from one end of the country to the other—north and south, east and west—and none of them has been any better than this."² Well, over the past five years I have seen about as much of the country as Harry Truman did, including a lot of Missouri, and I feel almost as good about being back in this state as he did. So, it is a honor and a privilege to address you today.

At a banquet in Philadelphia in 1899, Willard Duncan Vandiver also uttered some words about Missouri—words that have become immortal. You will surely recognize them when I repeat them today. I am not referring to his statement, "I come from a state that raises corn and cotton and cockleburs and Democrats." Missouri certainly does not raise as much corn or cotton or cockleburs as it once did. And I'm not sure what it's doing about Democrats in this day and age.

I should point out, of course, that Missouri did not raise that particular Democrat, Willard Vandiver, either. He was a native of Virginia, but he did adopt Columbia as his home. And he did represent Missouri for several years in Congress, and he did serve as president of the Boone County Historical Society, so perhaps he is with us in spirit today.

*Don W. Wilson, then Archivist of the United States, presented this keynote address at the thirty-fourth annual Missouri Conference on History, April 10, 1992. It appeared in the October, 1992, issue of the *Missouri Historical Review*.

¹William Manchester, *The Last Lion, William Spencer Churchill* (Boston, MA: Little, Brown, 1983), 810.

²*Public Papers of the Presidents of the United States: Harry S. Truman, 1948* (Washington, D.C.: United States Government Printing Office, 1964), 933.

On that occasion in 1899, however, Willard Vandiver went on to speak the words that I am calling to your attention today: "Frothy eloquence neither convinces me nor satisfies me. I am from Missouri. You have got to *show* me."

My theme today is the role of the National Archives as an educator. I will show you how we at the National Archives take seriously our need to go beyond "frothy eloquence," how we preserve this country's unique and important records and how we make them accessible to all those who wish to use them. How we, in fact, *show* people that these records are living links with our shared history.

The work of the National Archives supports what teachers and students do in the classroom. By the same token, what you do helps us to fulfill our role. We are natural partners in educating all Americans about their history.

Most of you—perhaps most Americans—realize that the National Archives is the keeper of the Charters of Freedom: the Declaration of Independence, the Constitution and the Bill of Rights. These three basic American documents, each over two hundred years old, are among the major attractions of Washington, D.C. Every year more than a million visitors come to view these documents, which enunciate the principles of liberty, delineate our framework of government and identify the limits that we place on our government in order to preserve individual rights. The National Archives is proud to be the permanent caretaker of these documents.

But the National Archives is much more, and it does much more. It is not just a monumental building on Pennsylvania Avenue in downtown Washington. It is also a major cultural institution. And it is truly national, with more than thirty facilities, including twelve regional archives and thirteen records centers, each of which is represented in Kansas City; nine presidential libraries like the Truman Library in Independence; and the National Personnel Records Center in St. Louis. All in all, Missouri is quite well served by the National Archives.

Besides the Charters of Freedom, there are currently about four billion other records of the United States government in the custody of the National Archives. These include pieces of paper, films, audio recordings, computer files, photographs, maps and more. Only a small portion of the vast array of records created or received by the United States government in its daily activities—perhaps 1 or 2%—is valuable enough to be retained permanently. We help federal agencies to identify that small percentage and house these records, along with their temporarily valuable ones, in inexpensive storage. We then transfer to the National Archives building those federal records that are to be retained. We preserve these records and assist researchers in using them. Much the same process takes place with the records that the White House produces, which ultimately end up in a presidential library. The valuable records of all our presidential administrations since Herbert Hoover's are preserved and made available in this manner.

I probably have not told you much that you do not know. Some of you will even be aware of National Archives activities that are not as well known, like the publishing of the *Federal Register* and other reference guides to the United States

government. Or the National Historical Publications and Records Commission, which awards grants for preserving and making available important non-federal records and for publishing documentary editions. Or our role as the representative of the United States within the international archival community—a growing one in light of recent developments in Russia and Eastern Europe.

But I suspected that few of you know much about perhaps the best-kept secret at the National Archives: our educational mission. The National Archives is a large, and growing, force in educating Americans about the United States government and its records, about our nation's history and about the diversity of American society.

Why is the nation's keeper of documents increasingly involved in education? Because knowledge, and the ability to employ that knowledge in forming—or rejecting—opinions, is the backbone of the system we have created. Citizens and consumers need to be able to make sound decisions, based upon the facts. Well-informed Americans are vital to the preservation of our democratic system. We at the National Archives, like you, have a key role to play in this process.

It is our conviction, moreover, that records, no matter how well preserved and arranged and described for potential users, do not do anyone much good if they are not actually used. Only by examining and reflecting upon the record of our past can we bring the information in that record to bear on the issues of today. The National Archives thus plays a vital role in linking the heritage of the past with the analysis of today by showing Americans how documents form a vital part of that heritage.

To that end, the National Archives has created a variety of public programs that educate the American people about the records we all share. These public programs are in addition to our other educational endeavors, which include instructing our own staff, and others, in archival skills and management; training federal agency employees how to care for records; teaching genealogists how to search census and other federal records and showing citizens how to use the *Federal Register*. I am talking this afternoon about using records in the National Archives to show Americans what our common past has to say to us. Let me give you some examples.

Several times a week, the National Archives hosts a number of series, free to the public, that constitute our own brand of "adult education." Here, authors discuss the books that they researched at the National Archives. On the fiftieth anniversary of Pearl Harbor Day last December, for instance, we featured several authors whose recent books deal with World War II. We also screen films from our extensive holdings, which include some eleven thousand films of the United States Information Agency and hundreds of other films produced or obtained by the National Archives. The "Road to War" series, now being shown at many of our facilities throughout the United States, includes eight memorable feature-length films on the Second World War. We host dramatic and musical performances based on records in the National Archives. One recent production, *The Rice of*

Strangers, is a compelling account of the internment of Japanese-Americans during World War II.

Through these and similar programs, we acquaint all who can attend—nearly twenty thousand last year alone—with the content and the enduring meaning of records held in the National Archives. Our regional archives and presidential libraries throughout the nation offer similar programs. Nor is our "adult education" confined to National Archives buildings. Each year we assist the Kettering Foundation with its innovative National Issues Forum. We select three original documents that serve as the focus of the forum's community discussion groups on public policy issues. More than seven thousand educators also receive these materials annually. In discussion groups in their own communities and schools, Americans learn more about the vital issues of today through the documents of the past.

We take our message to the homes of some five thousand American families who subscribe to our quarterly magazine, *Prologue*. Each issue of *Prologue* contains solid—and readable—articles based on the records in the National Archives. Recent issues described such World War II-related topics as the rationing of typewriters and the defense of Wake Island.

Exhibitions are another way we use records to educate Americans about important topics and themes. Our current exhibition in Washington is entitled "DRAW! Political Cartoons from Left to Right." It features 135 original cartoons that criticize or poke fun at virtually every aspect of our political system and its leaders. The exhibition vividly demonstrates the value of the First Amendment and the right of free expression that this amendment protects.

We are particularly excited about a major exhibit on World War II that opened in San Antonio last December 7 and will travel all over the United States through 1995. This exhibition, which includes dramatic and often moving first-hand accounts of the war—from GIs as well as from generals—will be at the Eisenhower Library in Abilene this fall and at the Truman Library for several months in mid-1993. I hope you will go to see not only it but also another World War II exhibit entitled "A People At War" that the National Personnel Records Center in St. Louis has put on display in various locations in and around that city.

You could hardly have missed noticing that a World War II theme runs through many of these educational activities. The National Archives is playing a leading role in our nation's commemoration of the fiftieth anniversary of our participation in the Second World War. We are taking advantage of this anniversary to call attention to the importance of the war, which was probably *the* major event of the twentieth century.

But we are also calling attention to the value of records in understanding what happened during that conflict. This, our last chance to honor personally many of those who served and sacrificed in World War II, is an excellent occasion to reflect upon the importance and lasting significance of the war. We at the National Archives view a major commemoration like this as a unique opportunity

to capitalize upon the public interest: to demonstrate how records are indispensable to our national understanding of the event we seek to remember.

All these National Archives activities bring people face to face with the record of the past. Through this encounter, we reach out to those who lived then. Documents are already our principal link to the generation that actually experienced the Second World War; soon they will be our only link. Much remains to be discovered about that war and its powerful impact on American society and world history. It is the responsibility of the National Archives to be actively involved in this discovery, and we are.

My major topic today is how the National Archives works to support classroom education directly. This is a matter of applying our agency's strength to a clear need. The strength of the National Archives is the unique power of the original record. The educational need is a face-to-face encounter with the past.

I do not have to explain this to you; encountering the past through its remaining records, after all, is what got many of us who were trained in history into the field in the first place. We grasped the chance to be in touch, through primary sources, with the men and women who shaped our nation's destiny, or whose lives and activities reflect the vast changes that were taking place in society while they lived.

Such documents enable us, as the late educator Hazel W. Hertzberg wrote in the 1985 study entitled *History in the Schools*, to "enter into other times and places to see how the past looked to the people living in it." She went on to write that "the historical imagination, which the story of history should cultivate, develops not just through reading or hearing about statements about the past but through acquiring for oneself a sense of the concrete circumstances of life—its sights, sounds, smells, tastes, textures." And here is her clincher: "If history is to have deep and lasting meaning to students, they must make it their own."³ We at the National Archives would add: Is there a better way to do this than through original sources? From primary sources, students learn how to evaluate and interpret information in its basic form. Documents created by those who participated in or witnessed the events of the past tell students something that even the best historical writing—even the best teacher—cannot convey.

Students see how historians, using their own thinking and judgment, have interpreted the past. They discover how to identify fact and bias, how to weigh evidence and how to detect contradictions and other limitations within a particular source document. They learn how to determine the reliability of sources and how to draw inferences, conclusions and generalizations from factual information. They see how to compare one source with another. They come to recognize differing points of view—and how to form their own, independent conclusions. Development of these skills is vital not only to doing research, but also for

³Hazel W. Hertzberg in Matthew T. Downey, ed., *History in the Schools* (Washington, D.C.: National Council for the Social Studies, 1985), 26, 36.

intelligent and responsible participation in a democratic society. Nothing conveys like original sources the flavor of another era. Nothing communicates better than the words or pictures of those who actually took part in events. Nothing is like encountering an authentic primary source. By wrestling with original documents, students do make history truly their own.

Do we have faith that primary sources still have this power? Do we still believe that primary sources empower student? We at the National Archives believe that they do. And we believe that it is our responsibility, as the holder of so many of these important primary sources, to give teachers the opportunity to use them in their teaching.

Twelve years ago we launched a series of teaching packets, based on the vast and incredibly diverse documentary holdings of the National Archives. These packets enable teachers to introduce these resources to upper elementary and secondary school classes. The packets are researched and written by our own staff, advised by classroom teachers. We have now published for sale more than a dozen of these packets, on topics ranging from the Great Depression to the Bill of Rights. Each packet includes facsimile copies and audio tapes or slides of about fifty key documents—letters, photographs, diary entries, drawings, posters, newspaper articles, charts, government reports and the like. All of these documents are drawn from the holdings of the National Archives and help to illuminate actions of the federal government, or citizens' responses to those actions. All the items have been chosen for their ability to communicate with young persons. Some of these documents are famous, but many of them have never before been published.

Two packets of particular interest to Missouri students are those dealing with the westward expansion of the United States from 1785 to 1842 and from 1842 to 1912. The first includes copies of a land certificate, Zebulon Pike's exploration notebook, the Louisiana Purchase agreement, a committee report on Indian affairs, a map of the National Road, the patent drawing of the cotton gin, a proposed amendment to Louisiana territorial organization to restrict slavery and much more.

Documents in these packets address social and economic themes as well as political and diplomatic events. They show how national events affected the lives of people. I have looked at these documents myself, and I find them an exciting way of learning about westward expansion. I wish that I had had them at my fingertips when I was in school.

The National Archives staff members who create these packets and the accompanying teacher's guides have many, many years of classroom experience themselves. In addition, teachers assist us in developing packets and in preparing the exercises that the teacher's guide recommends.

When the National Archives began this series, we were virtually alone in promoting the use of original documents in teaching at the pre-college level. Now others have joined in doing so. Nevertheless, the National Archives believes that it has an ongoing role in this area, and so we will continue to produce and

distribute these packets. We are now developing a similar series of packets for the collegiate level and for adult learners. Working with Kendall Hunt Publishers, we have already published several of them: on the Watergate affair, on the internment of Japanese-Americans during World War II and on women in industry during the Second World War.

In addition, we produce sets of posters, available to teachers and others, that feature authentic historical images and reproductions of original documents. These posters are designed to help schools, libraries, historical societies and others who would like to use facsimiles of historical materials to educate their own audiences, in their own exhibitions, and within their own limited budgets. Our current series of thirty-two posters, "The World In Flames," includes documents ranging from America First materials to invasion maps of Normandy beaches to the surrender document signed aboard the battleship *Missouri*. A second set of seventeen posters, on the Holocaust, is in production.

We also offer guidance for teachers who wish to use primary sources in their teaching. This takes place through district in-service training, at workshops and professional meetings and as part of the Exemplary Schools Program. We offered over two dozen such training sessions or presentations last year for seven hundred educators. These activities help ensure that the teaching materials we produce meet the needs of teachers, who also identify new topics that we should be exploring. And, of course, these teachers often go back to teach other teachers in their district or region, thus multiplying the effectiveness of what we do.

Each summer the National Archives hosts an eight-day institute, "Primarily Teaching," that focuses on teaching with documents. Here teachers share strategies for using original historical resources in their teaching. This institute has become an important device for teachers interested in revitalizing their instructional techniques. We publish a bulletin for past participants in our workshops and institutes, available to others upon request. The bulletin reports on these teachers' activities as change agents in education within their own communities.

The National Archives-Central Plains Region in Kansas City also conducts teacher workshops. It has just created its own innovative teaching unit—a videocassette entitled *Over Here, Over There: American Home Life and the Second World War*. This videocassette employs actual footage from combat, propaganda films, personal accounts of war experiences and dialogue based on World War II materials in the National Archives. The teaching unit comes in seven 20-minute segments that a teacher can incorporate into his or her personal teaching plan.

The National Archives also publishes, in *Social Education* and in other magazines, highly praised feature articles on "Teaching with Documents." Each article includes a document that teachers can employ in their classrooms. Fifty-two of these articles have been compiled in book form, which helps to make the documents more accessible. The National Archives participates in and supports the work of the National Council for the Social Studies and similar professional educational associations. Few other federal agencies so actively assist teachers in such tangible ways.

In recognition of the importance of primary sources in the classroom, the National Historical Publications and Records Commission and the National Archives annually make two highly prized awards. One of these awards goes to a teacher, the other to a student or group of students, who uses original documents in particularly innovative ways. These awards, which we are particularly proud of, are presented at National History Day held at the University of Maryland every June.

We are delighted that so many teachers bring their students to the National Archives—for workshops, for research or just to visit. With nearly thirty facilities around the country, we can reach out to many schools and colleges. Many of our holdings are especially valuable for regional and local history, and these National Archives facilities actively support history teaching within their regions.

Let me cite two examples that involve Missouri. Our National Archives-Central Plains Region, working with the Johnson Country Museum System and the Veterans of Foreign Wars, recently published an activity book entitled *Through My Eyes: A Child's View of World War II*. This activity book, intended for grades five through eight, helps children to understand the American homefront during the war. With documents related to topics ranging from V-Mail to Victory Gardens, *Through My Eyes* helps students today grasp how youngsters their age fifty years ago experienced and coped with the war.

My second example of what the Central Plains Region is doing reflects a wholly different kind of cooperation, but one just as important. For over twenty years, the Region has worked with half a dozen Missouri colleges and universities to offer archival internships to graduate students. This program provides these students—perhaps prospective archivists—with formal, on-the-job experience that can be an advantage for them when they are looking for a job. The program covers training in areas ranging from conservation to management. Having worked with interns myself, I know that there is no better way for someone to acquire a first-hand knowledge of archival work.

In addition, I know of many teachers and faculty members—my friend Steve Kneeshaw at the College of the Ozarks, for instance—who regularly bring their classes to do research at National Archives facilities. Steve recently wrote to say that his history students

have suffered through the same frustrations as professional historians, often finding ways to work around obstacles. They have also known the joys of historical discovery. And they have been inspired to stay with history. Another nice benefit: There have been some prominent researchers at [the Lyndon Johnson Library] during our times at the library, many of whom have taken time from their own research to visit with my students—e.g. Robert Caro, Robert Divine, and William Leuchtenburg.

I am happy to be able to quote Steve's next three sentences: "In all of the libraries," he writes, "we have always received the best treatment. In their attention paid to the students, staff members have never treated them just as undergraduates who are novices at this sort of work. They have been gracious in

their support and they always seemed to find time to go an extra step, for example to give us behind the scenes tours."

The Truman Library has been especially innovative in encouraging research, in particular through its Student Research Program. The archivists there are assembling fifty research files, each containing photocopies of the library's most important documents on a variety of Truman-era subjects—usually five hundred to one thousand pages in all. These files are put in the research room where visiting students can examine them. This frees the archivists to work individually with the students, who have already been able to consult the list and choose manageable topics from it. The next phase is for the Truman Library not only to bring in more students to use these files but to take the files themselves out to classrooms throughout this area. We at the National Archives would love to have more classes use our holdings and facilities as these classes already do.

But we also must work together in other ways. I have said that we need an enlightened public. Without citizens well acquainted with their history, we have an inadequate base for common values—and inadequate support not only for schools but also for the National Archives. And without well-trained teachers, history education itself will languish. All of us have a vital stake in this matter.

In 1970 the late Walter Rundell wrote a major study of historical research and training in the United States. He concluded that more adequate training in historical methodology is necessary.⁴ Over the past two decades, things have not improved: historians—and history teachers—still do not receive a systematic training in research methods and tools. Few graduate programs offer methodological courses to teach how to use the new technology and the new finding aids that have been developed recently; few graduate courses require future historians, or teachers, to use primary documents in their own research.

A new consensus on the essential aspects of sound training in historical methods in today's revolutionary climate for research is needed. Once such a consensus has been achieved, graduate schools and others can develop specific programs to train their student historians in research methodology. It goes without saying that the National Archives is most interested in this topic. Without history teachers well trained in the use of primary sources, and how to find them, we are unlikely to find students who are exposed to these skills and insights. The National Archives is ready to help in building that consensus, and whatever else will strengthen the quality of historical research training.

While the National Archives encourages additional uses of archival materials, we must work with teachers—and graduate programs—to build greater awareness of original materials and the unique perspectives they bring. This should be one of the major educational goals of the National Archives. I intend it to be such a goal. You can count upon the National Archives to lend its efforts to the

⁴Walter Rundell, *In Pursuit of American History: Research and Training in the United States* (Norman: University of Oklahoma Press, 1970), 36, 328.

cause of better history education and better schools. Recent national reports indicate that history education is holding its own within the schools, at least insofar as United States history is concerned. But there are fewer year-long courses than there ought to be. There are fewer world history courses than we should have in this international era. And there are far too few courses that examine state and regional history.

Where the National Archives can contribute appropriately to reassessments of curricula, of syllabi and of teaching methods, we will do so. Where we can speak effectively on behalf of a broader and deeper history education for all Americans, we will do so. For example, we have presented testimony to the National Education Assessment Program regarding what parts of the history curriculum should be assessed.

It is a matter of critical importance for American society that we have generation after generation of well-trained young people—young people who can make the link between the issues of today and the heritage of our common past. Where the National Archives can contribute to this broad effort, which I am glad to say seems to be gathering increasing support throughout the country, we will gladly do so. I know these topics are close to the hearts of every educator and parent—and student—in this room.

The National Archives is also vitally interested in these issues. Without a broad understanding of our history within the learning public, the National Archives faces an even more difficult task of building awareness of and support for its own work. So, in many ways, we already have a partnership. Let us look for ways to implement, and to strengthen, that partnership. I often describe National Archives facilities as "classrooms of democracy." Your classrooms are truly classrooms of democracy too, and we can work together toward our common goals.

We are all familiar with another quotation that has become associated with this part of the country through that magnificent film called *Field of Dreams*. The quotation goes, "If you build it, they will come." That concept may work in films like *Field of Dreams*, but it will not work for our nation's documentary heritage. The National Archives must show Americans—teachers, students and citizens—how documents are crucial to our common understanding and to our future.

Frothy eloquence is not convincing or satisfying. Only by showing people documents can we fulfil our mission, and we depend on teachers and schools to work with us to this end. Let us all work together so we can do more to contribute to this cause in which we all believe.

A NOTE FROM THE EDITOR:

In this essay, "Teaching for the Future by Reaching into the Past," Don W. Wilson discusses a variety of publications and programs that are available through the National Archives. Two of these publications are reviewed in this spring 1993 issue

of *Teaching History*: the National Archives kit—Wilson calls it a "teaching packet"—on the Bill of Rights (see p. 39 of this issue) and *Teaching With Documents* from the National Archives and the National Council for the Social Studies (see p. 40).

For more information about the teaching packets, posters, training institutes and workshops, internships, research opportunities, and other National Archives educational initiatives mentioned in Wilson's essay contact:

Dr. Donn C. Neal
Director of External Affairs
National Archives
Washington, D.C. 20408

HOW MUCH WAR SHOULD BE INCLUDED IN A COURSE ON WORLD WAR II?

Donald G. Schilling
Denison University

In the not too distant past historians felt little sense of guilt if their courses in modern history abruptly ended in 1939 as Europe stood on the brink of the Second World War. For many of them that war was a telling episode in their own lives and thus more appropriately treated by the journalist than by the historian. Those times have dramatically changed. If for my generation, World War II is associated with personal memory, however indistinct, for the students of the 1990s, it is ancient history. We have, after all, recently marked the fiftieth anniversary of the Japanese attack on Pearl Harbor and the United States entry into the conflict. Even more striking is the sea change of the last few years that has ended the post-WW II "settlement" and finally enabled us to treat *The Cold War as History*.¹ Not surprisingly courses on World War II have burgeoned and students, eager to understand this epic phenomenon and its significance for the contemporary world, have flocked into them.

Throughout my teaching career I have offered courses in modern European, modern German, and twentieth-century history, each of which has had a segment on the Second World War. While teaching about this conflict in the context of a more broadly defined course has posed particular challenges and problems, it has not been until recently that I have had an opportunity to do a course exclusively on the origins and history of World War II. In planning and implementing this course I faced what on the surface might appear to be a rather silly question, "How much military history should I include in a course on WW II?" Is it not patently obvious that a course on the Second World War ought centrally to feature a large dose of military history? Yet as Paul Kennedy reminds us,

No longer, it is argued, can a history of the war be confined to accounts of operations, generalship, and front-line combat. It must be widened to include the entire effort of the societies involved and thus to incorporate (among other things) the home fronts, political and propaganda aspects, ideology and race, social transformations, and changed position of women, culture, and art and literature. The historian taking this warfare-and-society approach is thus required to write what one might term *total history*.²(italics his)

¹ In 1967 Louis Halle published his insightful and comprehensive study of the Cold War under this title, *The Cold War as History* (NY: Harper and Row, 1967). Although in many ways highly successful, his effort to treat the Cold War as history was unfortunately premature.

² Paul Kennedy, "Battle by Battle, Inch by Inch," review of John Keegan, *The Second World War* (New York: Viking, 1989), and John Keegan, ed., *The Times Atlas of the Second World War* (New York: Harper and Row, 1989) in *New York Times Book Review*, December 31, 1989, 10.

Since it has been my goal from the point at which I first conceived and advertised the course to take a "warfare-and-society approach" and since the limits of a semester hardly allow for a *total*, comprehensive history of the war, the question I just posed is not idle and presumably has not been for many teaching courses on WW II.³ In this article I would like to examine this question in light of my experience, giving particular attention to the selection of an appropriate text from among the spate of general histories of the war now available.

Fundamental goals and objectives ought to inform basic choices about course topics, materials, and resources. A central course objective is understanding the significance of WW II for the history of the twentieth century. This means taking time to treat both the origins and consequences of the war. But, while the origins were systematically examined in the first three weeks of the course, I actually did not do justice to the consequences. This imbalance was picked up by several students in their course evaluations. As one noted succinctly, "Spend slightly less time on the origins and more on the aftermath."

A second major objective of the course is comprehending the Second World War in its global setting. I did not want to limit my treatment to Europe and the European theater of operations but to emphasize the world scope of this war.

Helping students grasp the nature and consequences of total war in the 1939-1945 period constitutes a third objective. How did the demands of total war affect the political, economic, social, and cultural institutions of the participating nations? How did individuals—soldiers and civilians alike—cope with those demands and experience total war? Could I cut through the mythology and the superficial generalizations that seem so pervasive in relation to this "good" war to lay bare the realities of wartime?⁴

History is enriched by providing a context for the examination of moral and ethical issues. Whether studying resistance and collaboration, the Holocaust, the saturation bombing of cities and the dropping of the A bomb, or the trial of persons accused of war crimes, WW II forces students to confront fundamental questions about human behavior and morality. In addition a narrowly defined course enables students to develop a fuller understanding of history as a discipline

³ I stated the following in the departmental course description, "The course is not a military history of the war, but rather an exploration of human experience in all its complexity during a time when societies mobilized their resources and energies for a world war."

⁴ In *Wartime: Understanding and Behavior in the Second World War* (New York: Oxford University Press, 1989), ix, Paul Fussell argues, "For the past fifty years the Allied war has been sanitized and romanticized almost beyond recognition by the sentimental, the loony patriotic, the ignorant, and the bloodthirsty. I have tried to balance the scales." In attempting to do so Fussell shows the stupidity, crudity, brutality, cant, and corruption of war. In this fascinating and often perverse book, Fussell "lets his biases hang out in almost nihilistic abandon." (See Dan Pinck's review, "The Great War and Paul Fussell's Memory," *American Scholar*, 59 [Spring 1990], 292). Despite the power and brilliance of this work, in the end Fussell presents "a view of reality that no historian can accept." (See Noel Annan, *New York Review of Books*, Sept. 28, 1989, 4.)

by treating, for example, questions of interpretation and methodology, and to enhance their academic skills through a variety of assignments.

Given these objectives, I wondered what course text might best help me achieve them. With an eye on the academic market as well as the educated reading public whose general interest in military history has always been high, publishers and authors have eagerly exploited the fiftieth anniversary of the war. The result is a wealth of material from which to select. Certainly this is a positive problem, but having too many choices can create a dilemma for the instructor that is best solved by applying basic criteria in the selection process.

Since I am examining the war in its global dimensions, I want a work that reflects this orientation. On these grounds I can rule out M. K. Dziewanowski, *War at Any Price: World War II in Europe, 1939-1945* (Englewood Cliffs, NJ: Prentice-Hall, 1987, 2nd ed. 1991), although this book is substantive, balanced, and attractively organized and packaged for student use. It also disqualifies Chester Wilmot's classic 1952 study, *The Struggle for Europe* (New York: Harper and Row) that remains for John Keegan "the supreme achievement of Second World War historiography, combining a passionate interest in events with a cool dissection of the material realities which underlay them."⁵ However, remaining very much in the picture are Peter Calvocoressi and Guy Wint, *Total War: The Story of World War II* (New York: Penguin, 1979), now available in a new edition with John Pritchard revising the Asian material originally written by Wint; Martin Gilbert, *The Second World War: A Complete History* (New York: Henry Holt & Co., 1989); Robert Leckie, *Delivered From Evil* (New York: Harper and Row, 1987); John Ellis, *Brute Force: Allied Strategy and Tactics in the Second World War* (New York: The Free Press, 1989); James L. Stokesbury, *A Short History of World War II* (New York: William Morrow & Co., 1980); Michael J. Lyons, *World War II: A Short History* (Englewood Cliffs, NJ: Prentice-Hall, 1989, 2nd ed. 1991); R. A. C. Parker, *Struggle for Survival: The History of the Second World War* (New York: Oxford University Press, 1989); Loyd Lee, *The War Years: A Global History of the Second World War* (Boston: Unwin Hyman, 1989); and John Keegan, *The Second World War* (New York: Viking Penguin, 1990).

To be a significant asset in the course the text must help me achieve the goals and objectives spelled out above or be sufficiently brief to allow me to realize some of those objectives with additional material. Of obvious concern is the role the text will play in establishing an appropriate balance between standard military history and the *total* history of wartime. I also want the core book to engage student readers, combine synthesis with incisive analysis, reflect sound scholarship, lead students through the thicket of material in a logically organized manner, and be reasonably priced.

The assessment of possible texts in light of these criteria leads me to the following judgments. First, in the category of books we might classify as the

⁵ John Keegan, *The Second World War* (New York: Viking Penguin, 1990), 598.

heavyweights—that is those making some claim at comprehensiveness, those tipping the scales at about 3 pounds, and those running to 800 or more pages in length—fall Calvocoressi, Gilbert, Leckie, and marginally Ellis. A major disadvantage of these works is their length, a product of their very effort to be comprehensive. Using one of them as the course text places rather severe limits on additional course reading material, especially given the reading ability of many students today.⁶ For example, while the revised edition of Calvocoressi, et al., meets Kennedy's objective of *total* history and "promises to be much the best of all the books that salute a great war's anniversary,"⁷ it runs to 1,315 pages, which severely limits the students' opportunity to "hear" other voices. Given the value of exposing students to a variety of voices and perspectives, I would say "No" to *Total War* despite its many strengths. Martin Gilbert's effort at writing *A Complete History* not only suffers from the drawback of length, but also from a series of "large omissions."⁸ The incredibly prolific Gilbert eschews a chronological/topics structure for a chronological narrative strong on detail and weak on analysis, making "any comprehension of general patterns difficult."⁹ Robert Leckie's readable study takes the student from Versailles to Japan's surrender and features profiles of key figures, but has a decidedly American focus. Although more mature than his earlier books, it still lacks analytical sophistication and does not always incorporate the latest scholarship.

While not quite making it into the "heavyweight" category at a mere 643 pages, *Brute Force* by John Ellis has several drawbacks from my perspective. His work lacks the total approach that puts military history in the context of the larger history of the war, although he is very good in examining the economic underpinnings of the belligerents' war efforts. His treatment of military action is uneven. For example, he gives significantly more attention to the Mediterranean

⁶ The reading load in my course averaged 146 pages per week. On the course evaluations 56% of the students commented that the reading load was too heavy. As one noted, "The only complaint that I have for this course is that the reading load was very heavy. I think that with a little less reading, the course would be less overwhelming at times." Granted such complaints tend to be ritualistic, comparable to student comments about the university food service, but they still point to the fact that conscientious students frequently lack the patience and/or ability to digest substantial chunks of reading.

⁷ *The Economist*, 312 (Sept. 2, 1989), 83.

⁸ The term is Gordon Craig's who notes that Gilbert "has nothing to say about the background and causes of the war . . . the details of battle or the performance of different kinds of weapons . . . the nature of the war experience and the vast difference between the home front's idealized view of the conflict and the mixture of boredom, exasperation and terror it engendered in those who fought it. . . . The reader will look in vain for an analysis of wartime diplomacy or even of strategic planning; there is no systematic account of economic warfare; there is virtually no assessment of military systems, civilian-military relations in the belligerent countries, or . . . the performance of individual commanders." Gordon Craig, "Diary of a War," review of Gilbert's book in *New York Times Book Review*, Nov. 26, 1989, 16.

⁹ *Ibid.*

theater than to either the Russian or Pacific theaters, a fact he paradoxically notes "with some disappointment."¹⁰ Third, he overstates his rather conventional thesis that the Allied victory over the highly skilled German military was the product of superior resources wastefully and crudely employed.

In contrast H. P. Willmott, in *The Great Crusade*, challenges the "popularly accepted but pernicious myth of German military excellence."¹¹ The subtitle of this work, *A New Complete History of the Second World War* is more than a little ironic, since Willmott has long held the "view that it is impossible for a single volume history to do justice to the war against Japan" let alone the war as a whole.¹² Willmott makes a gallant effort in under five hundred pages, yet his forte is clearly the discussion of grand strategy and operational analysis, the staples of traditional military history. Willmott adopts a chronological structure that enables him to provide a bird's eye view of the unfolding global conflict at given moments in time, but, as in the case of Gilbert's work, the approach provides less thematic unity and puts considerable burden on the student to find the patterns of coherence. For these reasons I have major reservations about selecting Willmott as my course text.

In the "short history" category, books by James Stokesbury, Michael Lyons, R. A. C. Parker, and Loyd Lee are the major contenders for top honors. Stokesbury produced his readable, balanced, and relatively short study in 1980. In addition to examining the war's origins and aftermath, the Nazi New Order in Europe, and wartime diplomacy, he emphasizes the military history of the war, which he handles with considerable deftness and economy. Lyons places his coverage of World War II in a context of twentieth-century conflict, moving from the Great War to Korea in a mere 331 pages of text. Parker's book is the most recent and "deals not only with military history, how the war was won and lost, but also analyzes its causes and consequences."¹³ In addition to his informed treatment of the decisive military episodes of the war, Parker has specific chapters on wartime economies, strategic bombing, morale, and the Holocaust. Lee's *The War Years: A Global History of the Second World War* is distinguished by its self-conscious effort to present the war in both its *total* and *global* nature. In 315 pages Lee achieves a genuine equality of treatment between the military and non-military dimensions of total war and is more attentive to the global ramifications of the war than other authors. His, for example, is the only history of the war to mention Kenya in the preface and to include sections on Latin America, Africa, and the

¹⁰ John Ellis, *Brute Force: Allied Strategy and Tactics in the Second World War* (New York: Viking Penguin, 1990), xix.

¹¹ H. P. Willmott, *The Great Crusade*, (New York: The Free Press, 1989), xi.

¹² *Ibid.*

¹³ R. A. C. Parker, *Struggle for Survival: The History of the Second World War* (New York: Oxford University Press, 1989), v.

Middle East in its assessment of the war's aftermath. Lee, however, pays a price for this balance in the quality of his military analysis, which is thin and suffers in comparison with that of the three other authors.

All four works have much in common. They are short and cover much the same ground—in the case of Stokesbury and Lyons their chapter titles and basic content are essentially identical. They are organized in a manner that makes the pattern of the war accessible to student readers and they are well written. In addition to the points made above, three basic elements differentiate them: Lyons contains numerous illustrations, Parker a few, and Stokesbury and Lee none; Lyons has many helpful maps, Parker and Lee a baker's dozen but they are not very useful, and Stokesbury few; and Lyons costs a pricey \$34 to Parker's and Stokesbury's \$9.95. Lee falls in the middle range at \$15.95. When I taught my course in the spring of 1989, Parker and Lee were not yet available and I selected Stokesbury largely on the basis of cost. Of course, it also gave me a coherent, narrative military history as a solid foundation for the course and enough space to use the other resources essential to moving closer to my goal of the total history of warfare.¹⁴ I was pleased with the choice and students endorsed it as well. On a scale from 1 (Excellent) to 5 (Poor) the book earned a 1.54. If one student commented that Stokesbury was "a bit too factual-dry," another found that it "was easy to read and follow—helped alot since I'd never taken a history class on WW II before."

In preparing to teach the course for a second time I would not automatically reorder Stokesbury, as Parker merits a careful look and the foremost military historian of our time, John Keegan, has given us the fruits of his long study in *The Second World War*. Combining the erudition of the military educator with a prose style honed by his work in journalism, Keegan brilliantly presents the strategic and operational events of the war. His incisive analyses of key battles are enlivened and enriched by the telling anecdote or vivid example, often—as appropriate for the author of *The Face of Battle*—reflecting the perspectives of those who directly experienced battle.¹⁵ The work is balanced in terms of its attention to all the major theaters of operations but does not attempt to be comprehensive. As Keegan notes,

¹⁴ The other books used in the course were A. J. P. Taylor, *The Origins of the Second World War* (New York: Atheneum 1983); Marc Bloch, *The Strange Defeat* (New York: Norton, 1968); Studs Terkel, *The Good War: An Oral History of WW II* (New York: Pantheon Books, 1984); Ronald Lewin, *Hitler's Mistakes* (New York: William Morrow, 1987); Marie Vassiltschikov, *Berlin Diaries, Nineteen Forty to Forty-Five* (New York: Knopf, 1988); Lucy Dawidowicz, *The War Against the Jews* (New York: Bantam, 1986); and John Hersey, *Hiroshima* (New York: A.A. Knopf, 1989).

¹⁵ This element is frequently missing from other shorter histories of the war as authors conserve space by focusing on battle from a grand strategic and operational perspective far removed from the combat experience of the soldier.

No attempt to relate its causes, course and consequences in the space of a single volume can fully succeed. Rather than narrate it as a continuous sequence of events, therefore, I decided from the outset to divide the story of the war into four topics - narrative, strategic analysis, battle piece and 'theme of war' and to use these four topics to carry forward the history of the six main sections into which the war falls. . . .¹⁶

Keegan uses his battle pieces to illustrate the different types of warfare central to this global struggle. While there is certainly room to debate his choices, his elegantly produced and reasonably priced volume has much to commend it.¹⁷ Along with its quality, the book's reasonable length allows the instructor to compensate with other materials for the lack of attention to the social dimensions of the war or to the Holocaust.

I selected Stokesbury as my text in 1989 with a view to presenting a substantial dose of military history to the students as well as examining causes and consequences of WW II. Although I believe I carried through on my "warfare-and-society" approach in the development of my syllabus, I still found it necessary to devote nine out of the twenty-seven lecture classes to rather traditional military history. Despite stating in my course description that "the course is not a military history of the war" (I deliberately sought to protect myself from the student war-buff), in its implementation I ultimately recognized that a course on the Second World War just could not leave the war (military history) out of the classroom. Three primary reasons account for the inclusion of this material. First, key aspects of the military history were just too significant to an understanding of the war to be left out of classroom consideration. Second, the discussion of military history provided an advantageous narrative structure for the course. Third, my students and I found this material to be intrinsically stimulating.

In the end, judging from student comments on their course evaluations, my choices appeared the right ones. I present some sample responses from an open-ended question asking them to evaluate the course:

One of my favorites. Extremely interesting and I would recommending keeping it one the course offerings.

Extremely interesting and in depth—I definitely recommend it be offered again.

¹⁶ Keegan, *Second World War*, 5. Keegan employs the "theme of war" to discuss such issues as war production and supply, espionage, resistance, and superweapons.

¹⁷ Paul Kennedy, for example, in his review asks, "Should the 1941 Battle of Crete (chosen to illustrate the limitations of using airborne troops) really have more space than the 1942-43 Battle of Stalingrad? Could the fateful cruise of the German battleship *Bismarck* not be given more than a sentence? Does the Battle of Imphal in the India-Burma campaign in 1944 deserve so little, and the Battle of Falaise Gap in France that same year so much?" *New York Times Book Review*, Dec. 31, 1989, 10.

An interesting analysis of the major happenings of the time. I felt that it covered all the main aspects of the war as well as some lesser things that I had never really thought about before. In all the course is well focused and one of the better ones I have taken.

The course was my favorite one yet.

I enjoyed the course a great deal. The subject was interesting and presented clearly and well. I learned a good deal of specific, detailed information.

The course was thorough and although I would have preferred to examine the material in a more strategic/military way, I can understand that this was not the emphasis of the course.

Given these responses and the fascinating issues and materials with which the student of WW II deals—and I certainly include myself in this student category—I am looking forward to wrestling again with how to strike the balance between the military and total history of this war.

TEACHING THE WORLD CIVILIZATION SURVEY: A SPHERICAL APPROACH

Wes Harrison
Alderson-Broadus College

It appears that my situation is not untypical of many who have been involved with the dilemma of how best to structure and teach the World Civ Survey from an academic background that included almost no training in non-Western history. Considering the difficulty of giving Western Civ adequate attention in a one- or two-semester survey, the idea of cramming the entire history of humankind into the same time constraints boggles the mind. Questions quickly arise regarding themes or organizational structures that should be used to provide a unifying conceptualization. Most often these questions are answered by choice of textbook, or if time, expertise, and funding is available, by individual teachers or departments who develop their own courses.¹ Nonetheless, the breadth of the subject often makes the choice of a textbook or the individually designed curriculum less cohesive and thus less satisfying than what is comparatively offered, for instance, in texts or course designs dealing with the survey of Western Civ. I have also come to find that even among enthusiastic proponents of world history there remains an uncomfortably broad divergence of opinion about how such a course should be structured.²

This difficulty was addressed by William McNeill, long among a few lone voices crying out for the need to teach history from a global perspective, in a 1990

¹ For an example of an individually designed course, see Kathleen Cohen, "Paths to the Present: An Interdisciplinary Program on World Civilizations," *College Teaching*, 39 (Winter 1991), 21-25.

² For a brief overview of the main structural proposals by some of the most prominent world historians, see Kevin Reilly, "What Is an Attainable Global Perspective for Undergraduates in History?" *The History Teacher*, 18 (August 1985), 501-35; and in the same volume, Lawrence Chase, "Teaching All There Is to Know: The Annales 'Paradigm' and the World History Survey Course," 409-22. A symposium on the pros and cons of World And Western Civilization, along with articles on Global History, appears in a recent issue of *Teaching History*, 10 (Fall 1985). Gilbert Allardyce gives a brief but thorough overview of the treatment of world history as an academic subject in American educational institutions from the late nineteenth century to the present, emphasizing the current struggles of a resurgent interest in world history (a most appropriate topic for the inaugural issue of a new journal), *Journal of World History*, 1 (Spring 1990), 23-76. See also Joe Gowaskie, "The Teaching of World History: A Status Report," *The History Teacher*, 18 (May 1985), 365-75. For a perspective from the high school level that deals with similar problems, see Robert Woyach and Richard Remy, "Strengthening World Studies: The Challenge of Conceptualization," *Social Education*, 52 (November/December 1988), 484-88. Also a brief but helpful critique of various approaches to world history is given by Richard Gross, "World History: What Shall It Be?" *Social Education*, 46 (March 1982), 178-81.

article in the *Chronicle of Higher Education*.³ Among other things, McNeill noted the current lack of a cohesive conceptualization for teaching world history and made an urgent plea for historians to be innovative in searching out a "well-conceived portrait of the global past." This is currently being done but, according to many experts, has not yet been effectively translated into that "most important" pedagogical aid, the textbook. With growing interest there inevitably will be more textbooks published that will reflect refined research and conceptualization. Until then, the often not-adequately-prepared instructors of the World Civ survey will have to train themselves using the texts available or develop their own courses.

My introduction to teaching world history was as a well-trained Europeanist with very little academic training in non-Western history. Despite the inherent difficulties and my lack of training, I found the arguments for teaching world history very persuasive. Until this year I taught at a college located on the Pacific Rim, in Portland, Oregon, with its immediate and lively exchange with the Orient. This was itself an additional incentive to adopt a more global view. The first two years I taught our two-semester sequence, I used a popular textbook which, like many World Civ texts, was a Western Civ text expanded to cover world history.⁴ Later I used a text that had been conceived from the outset as a world history survey, which provided a more cohesive conceptualization.⁵ With both types of texts, however, I noticed students being somewhat confused by the format. Organized around artificial but helpful periodizations from ancient to modern times, they were asked to "globe-trot" on a chronological scheme. That is, the civilizations studied were those that happened to have a particular prominence somewhere on the globe during a particular periodization. At the next periodization, another trot around the globe was required. A major drawback to this structure is the difficulty of maintaining an understanding of the continuity of development of a particular civilization and its influence throughout a larger region. When students, for instance, are asked to study China during the Chou, Chin, and Han dynasties only to return to the Sui and Tang dynasties *after* having studied the Graeco-Roman, African, North and South American, and Middle Eastern chronological equivalents, it is no wonder that they lose a sense of the continuous historical development of a particular significant world civilization. My

³ William McNeill, "Point of View: Colleges Must Revitalize the Teaching and Study of World History," *Chronicle of Higher Education*, 36 (August 8, 1990), 36.

⁴ Walter Wallbank, et al, *Civilization Past & Present*, 5th ed. (Glenview IL: Scott, Foresman, 1982).

⁵ Anthony Esler, *The Human Venture* (Englewood Cliffs, NJ: Prentice-Hall, 1986). Two of the most commonly used texts based initially on a world history perspective are William McNeill, *A World History*, 3rd ed. (New York: Oxford University Press, 1972) and L. Stavrianos, *A Global History: The Human Heritage*, 5th ed. (Englewood Cliffs, NJ: Prentice-Hall, 1991). The only text I've found which follows a somewhat spherical approach is Robert Strayer, Ed., *The Making of the Modern World* (New York: St. Martin's Press, 1989), but it deals with world civilizations *since* 1500. Although I have researched many texts, my efforts have not exhausted all possible sources.

experience in following this textbook format has been both problematical and short-lived, because I felt the students were frustrated and confused when following a cyclical approach that continuously disrupted the historical flow of a particular civilization. It was not the periodization that seemed so confusing, but rather the "globe-trotting."

I have found it more comprehensible and meaningful for students to divide the survey into spheres of geographical and cultural unity (most often referred to as World Regions, World Cultures, or sometimes Comparative World History) and then treat that sphere chronologically from ancient to modern times as a complete unit. The following six spheres serve as the major divisions of the course: 1) China, Japan, and Vietnam; 2) India, Southeast Asia, and the East Indies; 3) sub-Sahara Africa; 4) the Islamic Middle East; 5) the Americas and Micronesia; and 6) the West. There are, of course, numerous difficulties in such groupings, not the least of which are the large areas of overlap, for instance, the role of the Middle East for both the Islamic and Western civilizations, and "fringe" areas and events, such as the Mongolian civilization, Australia, and the Philippines. It is, however, not disadvantageous to include these areas and events as historical parts of more than one sphere or relate them to the most relevant sphere during a given time period. The particular text used might also have some bearing on how these areas fit into a spherical structure.

Approaching world history in this way allows for a concentrated study of national and cultural characteristics that developed within these major spheres, recognizing both unique and shared cultural practices and ideals within a continuous historical sequence from ancient to modern times. When civilizations within a given sphere interacted with those from other spheres at various stages of history, the focus is always on the perspective of the former; that is, students can "see" from this particular perspective and develop an understanding of their history from the "inside." For example, in following this approach students will learn about the effects of colonization, de-colonization, and modernization from the perspective of the colonized and developing countries. Later, when the focus of the course is the West, modernization can be viewed more from a Western perspective.

Because the students have received an "inside" view of world civilizations from ancient to modern times, albeit limited, they are better equipped to understand the interaction of tradition and change within a given sphere, and in doing so the spherical emphasis can be taught in such a way as to safeguard against what some historians see as an over-balance of a Western-oriented viewpoint. Most textbooks tend to incorporate regions of developing nations into later chapters whose main theme is often some aspect of Western imperialism and modernization-industrialization, thus easily creating at least the impression of an imbalance in perspective. Also, the earlier chapters of these texts that concentrated on regions that later became "developing nations" is far removed from where they later appear under the modernization theme. Thus, the student again loses the historical continuity and the fresh understanding of the influence of the past on

the present in the contemporary clash between tradition and change within a particular region. For example, I believe it is better for students to deal with the incursion of Western practices and ideals into the Orient in immediate conjunction with having studied earlier Oriental history rather than waiting a few chapters for the West to develop and *then* following Western ideas eastward. By then the continuity is broken and familiarity with the Oriental experience greatly reduced. The same is true with the other non-Western spheres.

My complaint with textbooks is not so much their emphasis as their structure. I find the overall emphasis on the Western-modernization theme found in most World Civ texts appropriate, although some may exaggerate this to the neglect of non-Western ideals and practices. I have noticed over the last few years, however, that most texts are being written with an increasing consciousness of the significance of the historical heritage of non-Western peoples and nations. In emphasizing the Western-modernization theme, I mean basically two things: 1) spending more time in each sphere with how the contemporary peoples are adapting to the modern world through the conflicts and syntheses of traditional culture with modern technology and political and socioeconomic ideas; and 2) giving the greatest attention of the survey to the West (about 40% to 50%) and presenting it last, thus underlining its importance. Since so many of the most influential ideas and technological innovations of the modern world can be traced to a Western origin, or have been most successfully developed in the West, the emphasis is not without great merit. Furthermore, it is important for students to know well their own cultural roots as they tackle the "enigmas and mysteries" of foreign cultures.

Practically speaking, the remaining percentage of the two-semester course is divided among the other five spheres with the Orient (China, Japan, and Viet Nam) receiving greater attention than the others. The survey concludes with a focus on the "globalization" of the modern world that attempts to take into account both the interdependency as well as the cultural diversity of the nations and peoples of the six spheres. Most texts have very well written concluding chapters that deal with the modern world in the context of its contemporary global challenges.

Even though it is demanding to organize a course using a text that follows a different structure, adaptation is not as difficult as it may seem. For each sphere I make out a study guide, which, among other things, lists as the reading assignment all the chapters and pages of the text that deal with peoples and cultures within that sphere from ancient to modern times. As already noted the later chapters of most texts integrate the modern centuries of world civilizations, especially third world countries, into a Western-modernization context. This means that the reading assignments for the six spheres will tend to overlap in the later chapters. For example, most texts present modern revolutions more or less as a unit, often treating the Russian, Mexican, and Chinese revolutions as different aspects of the same historical phenomenon, and modern India, China, and Japan within the context of Western imperialistic expansion. According to the division

of the reading assignments, these sections would be read as many as three different times because they represent three different spheres. This, I feel, is more helpful than distracting because a significant emphasis of the course is on the modern world, and it will be read within a particular spherical context. While most texts tend to lose the distinctive nature of world cultures in an effort to integrate them under the modernization theme, the spherical division has the advantage of concentrating on the perspective and historical experience of a particular sphere and its interaction with the modern world without necessarily losing sight of the growing interdependency of the world.

The study guide also includes three other items to make the reading more cohesive, emphasizing the ancient to modern scope and helping the student to concentrate on the main political, socioeconomic, religious, and cultural items: 1) a chronological table of the most prominent eras, events, and reigns; 2) a brief list of the most important people, events, and concepts; 3) a regional map(s) that also reflects the historical and cartographical changes. Since Western Civ receives the greatest emphasis, individual study guides are made for the common periodizations, such as Greece, Rome, Middle Ages, Renaissance/Reformation, and Enlightenment/Industrial Revolution. The carefully devised study guides, lectures, and directed class discussion expand and adapt the reading into a comprehensive and cohesive survey.

There is also an ever-increasing number of excellent audio-visual materials that can be used with great effectiveness. I try to have at least one audio-visual presentation for each sphere, multiple presentations for the Western Civ section and at least one for the course conclusion that deals with the theme of the globalization of the contemporary world. Although I am becoming more knowledgeable about what is available, I am far from being an expert in this area. I have drawn from local film libraries, PBS programs such as NOVA ("The Genius That Was China") and Smithsonian films ("Islam"), and commercial sources such as the numerous filmstrips and videos produced by Educational Audio Visuals. Presentation of the audio-visuals during class time is advantageous, but required outside-class viewing is also possible. There is also a growing number of useful computer materials.

Teaching the World Civ survey will always be difficult due to the breadth of the subject and the various conceptualizations of theme and structure, all of which have persuasive arguments. The spherical structure is simply one that I have found to be an effective approach for what I would like to emphasize in the course. As is true with all conceptualizations, there are a number of weaknesses, not the least of which is the fact that World Civ textbooks are not written in such a format, at least to my knowledge. This might or might not reflect the effectiveness of such an approach. There might have been attempts to publish material along these lines, only to be discontinued for various reasons. The common texts are easily adaptable to the spherical approach, although it would be better to have a text that is written with the spherical structure.

REVIEWS

Jacques Le Goff. *History and Memory*. New York: Columbia University Press, 1992. Pp. xxiii, 265. Cloth, \$29.50

According to the Greeks, the goddess Mnemosyne, the personification of memory, gave birth to the muses after sleeping with Zeus. Jacques Le Goff explores the relationship between the goddess and one of her muse offspring, Clio, in this thought-provoking work on the historian's craft. A leading member of the Annales school, Jacques Le Goff demonstrates the tools of the school that has so revolutionized historical studies. Steven Randall and Elizabeth Claman have selected and translated four of ten articles that appeared a decade ago in Italian translation in the *Enciclopedia* and later separately as *Storia e Memoria*. These texts focus on Past/Present, Antique/Modern, Memory, and History.

The challenging essay on past/present ranges from ancient Greece to the twentieth century and turns to psychology, linguistics, primitive thought, and historical consciousness to discuss figures such as Saint Augustine, Saussure, and Freud. In the second essay, a stimulating discussion of the metamorphoses and meanings of the antithesis, antique/ancient/modern, Le Goff is forced to focus "only on a few significant episodes, figures, and principles." Le Goff discusses the old quarrel in new frameworks, including modernization and the integral problem of identity, forcing the reader to see old concepts in a new light.

In the third essay on memory he analyzes ethnic memory, that is, the collective memory of people without writing; the rise of memory, from orality to writing, from prehistory to antiquity; memory in the Middle Ages-Western Europe; the progress of written and figured memory from the Renaissance to the present; contemporary revolutions in memory; and the "stake" of memory. This sweeping essay raises innumerable questions on the manipulation of memory, on what the author calls "this struggle for domination over remembrance and tradition." For him memory "is in reality more dangerously subject to manipulation by time and by societies given to reflection than the discipline of history itself." He turns to a number of authors to illustrate this theme, including Philippe Joutard, who analyzed how a historical community finds its identity in the memory of the Camisard insurrection.

In some ways the weakest essay is the last on history, perhaps because the author attempts to do so much—historical culture, the philosophy of history and the historian's craft—in such a condensed form. He examines the paradoxes and ambiguities of history, the historical mentality, philosophies of history, history as a science, and history today. His elaboration of philosophies of history from Thucydides to Foucault in 24 pages forces him into very brief discussions. For example, he argues that Foucault "plays an exceptional role in the history of history," but resorts to letting Paul Beyene characterize Foucault's philosophy of history or to letting Foucault explain himself. The reader is given in one instance one line from Foucault—"the notion of discontinuity takes on a major role in the historical disciplines"—with no further explanation. Only slighting reference without discussion is made to *The Archeology of Knowledge*. This breath-taking gallop does not prevent Le Goff from scoring some direct hits at some favorite targets: "The ignorance of historical research among most philosophers of history—the corollary of historians' scorn for philosophy—has not facilitated dialogue." He takes time also to condemn the "banal, reactionary modes of history—narrative, the history of events, biography, and political history" that he grudgingly admits "continue or stage comebacks." He lucidly encapsulates the Annales school mentality when he maintains that "the recognition of the singularity of the historical fact" has led historians to emphasize the primacy of the event, to "privilege" the role of individuals, particularly that of great men, and to reduce the particular to a narrative or story.

These essays represent the best of the Annales school in their critique of historical fact and event-oriented history, in the collaboration with other social sciences, in the replacement of history as narrative by history as problem, and in the attention to the present. Le Goff underscores the methodological problems inherent in the "new history" when he refers to the broadening of the domain of history, the documentary revolution, and the de-Europeanizing of history. For Le Goff "the paradox of historical science today is that if history has thus become an essential part of the need for individual and collective identity, it is precisely now that history is undergoing a crisis (of growth?). In its dialogue with other social sciences, in the considerable broadening of its problem, methods, and objects, historical science wonders whether it is not in the process of losing its way." Emmanuel Le Roy Ladurie has contended that "while the death of history was being loudly proclaimed in certain quarters, it had simply gone through the looking-glass, in search not of its own reflection, but of a new world." [*The Mind and Method of the Historian* (Chicago: University of Chicago Press), 27.] This book will guide the initiated on that journey.

To illustrate the divorce between history and scholarship in the eighteenth century, Goff relates the tale of the abbé de Vertot (d. 1735) who was about to finish a work on the Turks' siege of Rhodes. When new documents were brought to him, he refused to look at them and replied "My siege is done—." This is a viewpoint one can share. For anyone who does not think his siege is done, this work will prove useful and fun. This insightful and learned treatise assumes interest and knowledge on the part of the reader and is not geared for the timorous or the timid nor for the undergraduate student.

Generally, the translation is well done, but some awkward sentences have crept into the English. For example, "it is incumbent upon professional specialists in memory—anthropologists, historians, journalists, sociologists—to make of the struggle for the democratization of social memory one of the primary imperatives of their scientific objectivity." An awkward paragraph on page 201 contradicts his meaning and the last sentence on page 210 is unintelligible. Some errors in proofing also surface, e.g. on page 139, as do a few inconsistent spellings, such as Ammien Marcelline for Ammianus Marcellinus. The note form may annoy many, for the author uses both the social science style of placing author and date in parenthesis in the text and the more traditional one. Lastly, the author fails to footnote a number of direct quotes (top, p. 11, p. 158, and top p. 204.) and to include in the bibliography some authors mentioned in the text. These technical errors do not significantly mar a lucidly written and persuasively argued work.

University of Montana

Linda S. Frey

Robin Neillands. *The Hundred Years War.* London and New York: Routledge, 1990. Pp. xv, 300. \$29.95. Paper, pp. 370. \$15.95.

The Hundred Years War, a series of sporadic campaigns stretching over 116 years, is best organized in eight periods of conflict, four between 1337 and 1396, and four between 1396 and 1457. What ties these campaigns together and distinguishes them from other conflicts between France and England is their focus on the English king's claim to the French crown. The simple part of dealing with them is the descriptive military narration, the complex part is tracing the familial and diplomatic circumstances shaping the alliances and motivations of the participants. Neillands does well enough with the former, not nearly as well with the latter.

The author of over forty books, some of them on modern military history, he is most at home with military narrative, and he stipulates at the outset that he does not have enough room

for sustained exploration of economic, social, cultural, or intellectual history. He has walked the battlefields, traced the routes of armies, and studied the weaponry and tactics of the period to good effect. His chapter on arms and armies is the most illuminating in the book and his descriptions of battle are clear. Unfortunately, they are a bit thin, as is inevitable when cramming a 116-year war into 291 pages of text, and his grasp of the psychology and motivation of the medieval knight is spotty. Thus, the advance of the French knights at Agincourt on foot and on too narrow a front is not discussed or explained fully. Even worse, lack of space or eagerness to escape the Shakespeare Syndrome has led Neillands to accept at face value Henry V's orders to kill the prisoners at Agincourt without bothering to evaluate—as John Keegan did in *The Face of Battle* (1976)—the intent and mechanics of so curious a project. Yet Keegan is not even cited in his bibliography, which exhibits some other startling omissions: no mention of Herbert J. Hewit's *The Black Prince's Expedition of 1355-1357* (1958), E. F. Jacob's *Henry V and the Invasion of France* (1947), or D. Seward's *The Hundred Years War* (1982). Even for purely military history, these should have been consulted, and anyone tackling the conflict at all needs every bit of help available in making sense of the family relationships and property transfers that gave rise to the military encounters.

These are a problem Neillands has not quite solved. Summarizing them in the allotted space requires an unusually cogent and vivid exposition, but when he is not writing of battles, his narration is too often plodding and perfunctory. Moreover, the dynamic of the evolution of these relationships accounts for the discontinuities of the conflict, and it is those—the hiatuses and changes in strategy—that give the war its shape and coherence. They are only clear when changing motivations of the participants are highlighted rather than obscured in the telling. Since the tactics changed little throughout the war until very near the end, concentrating on campaign and battle pieces produces too much of a sameness as though the war were merely a chain of similar incidents, like a lengthy necklace of well-matched pearls.

It is hard to fault Neillands for giving us a string of pearls rather than a diamond brooch. Students and teachers alike will appreciate his military expertise, the eight maps located exactly where needed in the text, the 17 black and white plates and seven color plates, and the endpaper genealogies of English and French dynasties. Still, for an account that is more successful in conveying the context of the conflict, try Jonathan Sumption's *The Hundred Years War: Trial by Battle* (Philadelphia: University of Pennsylvania Press, 1991. Pp. 672. \$36.95).

Suffolk University

Joseph M. McCarthy

Christopher Hill. *A Nation of Change and Novelty: Radical Politics, Religion and Literature in Seventeenth-Century England.* London and New York: Routledge, 1990. Pp. xii, 272. \$27.50.

Christopher (J. E. C.) Hill is the grand old man of Tudor-Stuart English historiography. Born just before the Great War, in 1912, and now four score years of age, his long and distinguished career was capped by what is perhaps the most coveted of all British academic prizes, the Mastership of Balliol College, Oxford from 1965-1978, from whence he gradually retired from academe. What makes Hill's career so fascinating is that for a generation he was the leading Marxist scholar of England's travails as it moved from the medieval to the modern age, 1500-1700. Indeed, until 1957 he was a member of the British Communist Party.

How academic respectability could issue from Marxist scholarship is nicely illustrated by this collection of Hill's essays for they reflect historical thinking that is wide-ranging, intellectually lively, and only slightly dogmatic. All, save one, "Governments and Public Relations: Reformation to Glorious Revolution," have already appeared in print in some form.

The others are: "The Place of the Seventeenth-Century Revolution in English History;" "Political Discourse in Early Seventeenth-Century England;" "Archbishop Laud's Place in English History;" "The World Revolution;" "Gerrard Winstanley and Freedom;" "Seventeenth-Century English Radicals and Ireland;" "Abolishing the Ranters;" "Literature and the English Revolution;" "The Restoration and Literature;" and "History and the Present."

The essay that best illustrates the enduring themes in Hill's research, as well as his strengths and weaknesses, is "Abolishing the Ranters." In many ways, what Hill seeks to do in this essay is, against today's revisionists, to defend the thesis that the English Revolution was a decisive moment in both English and world history, and that the Ranters—a loosely jointed radical movement of the 1640s that sought to overturn all of conventional political, social, and economic thinking—were representative of how revolutionary the revolution was, 1640-1660. Moreover, their ultimate failure, like that of the Levellers and Diggers, is seen as emblematic of England's failure to turn boldly toward a new, better future. How cogently one can argue that thesis when one's only sources are printed tracts is the question.

What Hill has always assumed is that, historically, politics and ideas are grounded in social and economic dynamics. While his earlier work was set within a rather crude Marxist framework (the English seventeenth century as that period in which lord-serf was replaced by capitalist-proletariat), his later work is much more sophisticated. More than that, his sources today are no longer exclusively state papers and parliamentary debates. However, what Hill has never paid much attention to is the question of gender or women's history in general. Nor has he ever been able to set aside his preconception of what should have happened in seventeenth-century England—a turning.

Still, Hill's work is of enormous importance in the historiography of early modern England. This collection of essays reminds us of how fine an historian he really is.

Ohio University

Richard Harvey

Jeffrey Burton Russell. *Inventing the Flat Earth: Columbus and Modern Historians.* New York: Praeger, 1991. Pp. xiv, 117. Cloth, \$12.95.

Not wholly unlike previous anniversaries of the European discovery of the Americas, the Columbian Quincentenary, now thankfully behind us, brought with it a cacophony of scholarly reinterpretations, intellectual, cultural, and social controversies, and myriad varieties of kitsch on both sides of the Atlantic Ocean and beyond. Once the flotsam and jetsam generated by this celebration is brushed aside, what remains is a serious body of largely historical writing and therewith a restimulated popular interest in world history. The brief volume entitled *Inventing the Flat Earth: Columbus and Modern Historians* by Jeffrey Burton Russell, a professor of history at the University of California, Santa Barbara, is an example of this scholarship that also explores the broader global context.

In this essay, Professor Russell, the author of numerous works on medieval, intellectual, and world history and its teaching, seeks out the origins of the popular misperception that most of Columbus's European contemporaries believed the world to be flat. Russell emphasizes that it is of particular importance that the actual source of this historical myth be recognized because of its continuing appearance in many modern textbooks and historical studies, including Daniel J. Boorstin's Pulitzer Prize-winning *The Discoverers* (1983). The genesis and perpetuation of this view, which is not true, but widely believed, also touches upon questions about the nature of historical knowledge, truth, and honesty.

After stating the problem, Russell provides a good survey of the geographical worldview of the Middle Ages and what Columbus and his contemporaries really believed. It is pointed out correctly that the true shape of the world as well as its size were relatively well established by the third century B.C. by Hellenistic scientists and certainly known to the learned of the Middle Ages. For several reasons of error, Columbus's measurement of the earth's circumference was actually less accurate than that of many of his contemporaries. In the context of this discussion, Russell underscores that intellectually and otherwise the Middle Ages certainly were not "Dark" and that there is a blurring between the medieval and the modern in history.

Where then did the misperception originate? Russell answers this question with the opening line of Chapter Three: "Nineteenth- and twentieth-century writers flattened the medieval globe." He traces the error back to the 1820s and especially the very popular writings of Renaissance-influenced authors like Washington Irving and Antoine-Jean Letronne. He goes on to state that its acceptance "snowballed" with the Darwinian reaction of the late-nineteenth and early twentieth centuries. And the methodologies and integrity of the fabricators and perpetrators of the historical myth are of necessity brought under close scrutiny.

While the flat-earth error is no longer as widely perceived by the public as Russell would have us believe, he has nevertheless written a scholarly, yet very readable investigation into its background, origins, and consequences. This book also is well-documented and contains a good bibliography and numerous helpful illustrations. It can be of interest to scholars and other serious readers as well as to students in the classroom dealing with problems of medieval-modern intellectual history, the history of European discovery, and historiography.

The University of Texas at Arlington

Dennis Reinhartz

Randall M. Miller, ed. *Dear Master: Letters of a Slave Family*. 1978. Reprint. Athens: University of Georgia Press, Brown Thrasher Books, 1990. Pp. 297. Paper, \$15.95.

Two main teaching tools reach out from *Dear Master*. One is technical, the other substantive. The technical tool forms a prod, urging students to use standard English. Several unvarnished copies of the actual slave and ex-slave handwriting accompany the printed renditions. The grammar appears with all of the original folksiness, in stark contrast to what is today acceptable even in non-standard-English environments.

The other prod is patriotic. *Dear Master* demonstrates that United States slaves did not automatically choose freedom in Africa over slavery in the United States. No fear of reenslavement in the United States was expressed in letters from either Africa or Alabama. Once they returned to Africa, ex-slaves were both called and regarded as white by the natives. There was a major difference, however, in that repatriated Africans were unalterably opposed to the slave trade.

The American Africans, on both sides of the Atlantic, were demonstrably Christian. For example, the *Dear Master* letters express considerable anguish over proper marriage relationships within a Christian context. Moral restraints could be and were cultivated.

Dear Master implicitly sets forth the notion that white men did have to deal with sexual restraints against abusing black women. The value of passive resistance, which is carefully drawn out, tempered indiscriminate punishment. For the system of slavery to work, both masters and slaves had to work together. The letters and the commentaries document the cooperative relationship.

Randall M. Miller has edited the letters well, with copious footnotes and explanatory introductions explaining the variety of anomalies expected in any set of letters. The first letter was written in 1834, the last in 1865. There is a sound bibliography, updated from the first edition in 1978. An updated preface and eight letters and an introduction are added to the new edition. The text is so well compiled that I had no need to try out the eleven-page index, which looks superb.

Enhancing the value of standard English and United States patriotism is appropriate at both undergraduate and graduate levels. Where the need exists, *Dear Master* serves especially well to enhance those values.

Thomas Nelson Community College

Raymond J. Jirran

James P. Duffy. *Hitler Slept Late and Other Blunders that Cost Him the War*. New York: Praeger Publishers, 1991. Pp. ix, 176. Cloth, \$19.95.

In a succinct book, James P. Duffy relates the commonly accepted and not-so-commonly accepted errors Adolf Hitler made that could have and possibly did cause Nazi Germany to lose the Second World War. With the plethora of monographs covering the causes of World War II, the Nazi era in Germany, and the numerous other topics surrounding the conflict, Duffy's work is refreshing. Duffy prepared this work to rebuff the many popular novels of the 1970s and 1980s that preyed upon the "what if" syndrome relating to Hitler's errors. He attempts to academically answer the question, "How close did Hitler really come to victory?"

Hitler's errors are divided into two basic areas: Hitler's failure to develop a long-range plan and his ideas as to the importance of his personal will as a tool for victory. With these two basic "faults" in military leadership, Duffy chronologically traces Hitler's blunders from underestimating the resolve of France and Britain to support Poland in 1939 to the lack of financial and scientific support for the development of the atomic bomb and jet aircraft in 1944. Throughout, Duffy relates the widely accepted views of Göring's failures to crush the enemy at Dunkirk and to rid Britain of its airfields early during the conflict. The advance into Russia and Hitler's stubbornness not to retreat from the Soviets led to the destruction of the Eastern army. Because "Hitler slept late" and would not receive "news" until after he breakfasted, the Allies gained a strong foothold at Normandy that the reserve Panzer units could not shake loose. The not-so-accepted "blunders" focus on the development of "miracle weapons," or better yet, the non-development of the proper miracle weapons. This chapter was most interesting, even if argumentative.

The bibliography is adequate but support relies heavily upon secondary sources, especially Ronald Lewin's *Hitler's Mistakes* to discern the ill-fated blunders. I would like to have Duffy discuss Hitler's timing for the invasion of Poland, not from the standpoint of Anglo-French resolve but more from the preparedness of Germany to fight an extended conflict. This is briefly mentioned, but would be better served if covered more thoroughly with primary sources for support. I also wanted more on Hitler's psychological maladjustments, which led to his megalomania, stubbornness, and many of his irrational decisions. This idea underlies much of Duffy's implications as to why Hitler acted as he did, but is never fully treated.

How close was Hitler to winning the war? I would like to think Hitler was never very close. But James Duffy provides convincing argument to support his belief that Hitler was close, extremely close to victory, especially if he had not slept late.

L. V. Berkner High School

William Scott Igo

Walter Licht. *Getting Work: Philadelphia, 1840-1950*. Cambridge: Harvard University Press, 1992. Pp. xiii, 317. Cloth, \$39.95.

In this monograph Walter Licht, labor historian at the University of Pennsylvania, explores the dynamics of seeking, getting, and losing employment in a major American city over a period of a century. Licht opens with a description of the nature of Philadelphia business and industry—product diversity; a variety of work sites, including factories, small manufacturers, artisan shops, sweatshops, and the putting out system; specialization in operations and products; and a preponderance of noncorporate small-to-medium-sized family-owned firms. He then traces the entrance of workers into the job market and the efficacy of various institutions in getting work—schools, unions, apprentice programs, employment bureaus, and help-wanted ads. Licht urges a revival of the apprenticeship system "on a massive scale" to meet present-day job-training needs. Educators may or may not be surprised to learn that industrial education served rather poorly as a source of training and placement in Philadelphia employment.

Chapter five on "Firms" presents sketches of the hiring patterns of twenty Philadelphia enterprises, including some well-known names—the John Wanamaker department stores, Stetson hats, the Baldwin Locomotive Works, and the Insurance Company of North America. Most had their origins between 1790 and 1850; fourteen still exist. Personnel arrangements went from the informal to the highly structured and unionized. While presenting interesting case studies and anecdotal information, this chapter somehow fails to support the rest of the book. By the author's own admission, the data on these firms "militate against generalizations" other than that Philadelphia hiring was generally quite unsystematic. In fairness to Licht, one can only go with the extant sources, and there are thousands of other businesses, many now extinct, for which little if any information exists.

The longest chapter, "The State," looks at local government as the city's largest employer and the highly politicized nature of this job market. This chapter could have been trimmed with no loss of its message; there is a long, somewhat irrelevant discussion of efficiency expert Frederick W. Taylor, the personnel reforms of Stetson and Wanamaker, and the antiunion activities of the Metal Manufacturer's Association of Philadelphia.

The author pauses frequently to focus on specific segments of the labor market—African Americans, women, and immigrant groups. Unsurprisingly, blacks fared the poorest in private and public employment opportunities until recent times.

The writing is workmanlike, though hardly compelling. Except for dramatic strikes, labor history often makes for heavy going, and *Getting Work* is no exception. Licht's research appears thorough, indeed exhaustive, and the reader does not escape here, with tedious recitations of statistics and survey results. At the very beginning of the book there are sketches of the lives of four real Philadelphia workers, but only a fleeting effort is made thereafter to integrate flesh-and-blood people into the picture.

Ironically, some of the book's strongest prose is in side comments. The introductory paragraph to the chapter on "Schools and Work" is a perceptive and witty statement on the "perpetual" crises of American education—the never-ending litany of reports on the failures of the schools. "Faced with recurring diagnoses, suggested cures, and confused debate, historians can only greet the latest best-selling jeremiad with both skepticism and bemusement." And the author sensibly points out how "people who are used to getting their way" have trouble understanding how often finding work hinges on membership in groups that have achieved power—whites, males, the educated, for example. ("If I made it, why can't everyone?")

As a teaching tool, this book could be assigned only in upper-level college labor and urban history or public policy courses. Survey instructors could also cull some of its major conclusions for lectures.

William H. Chafe and Harvard Sitkoff, eds. *A History of Our Time: Readings on Postwar America*. 3rd ed. New York: Oxford University Press, 1991. Pp. xiv, 524. Paper, \$13.95.

A good anthology can be enormously valuable in a college history course, allowing the students to sample a variety of writers and sources without requiring that they spend enormous sums of money or read an enormous number of pages. Good anthologies, however, are not easy to come by, and bad anthologies simply clutter a course.

For the most part, the third edition of *A History of Our Time: Readings on Postwar America* is (in keeping with the first two editions) a good anthology, and worth considering for either a lower- or upper-level course that deals with post-World War II American social and political history. The book contains nine sections, chronologically arranged: "The Sources of the Cold War;" "The Cold War at Home;" "The Politics of the Affluent Society;" "The Black Struggle;" "The Challenge to Sexism;" "Vietnam;" "Years of Mobilization;" "Politics of the 1970s and 1980s;" and "Where Do We Go From Here?" Each of these sections contains a short introductory essay and four to six pieces, with a good mix of secondary and primary sources (the inclusion of additional primary documents is one of the improvements in this edition). At the end of the reader is a solid and well-structured bibliography, with paragraphs of suggested additional readings roughly corresponding to each of the book's nine sections.

Some sections are particularly good. For example, "The Cold War at Home" starts off with Robert Griffith's helpful "American Politics and the Origins of 'McCarthyism,'" followed by three significant documents of the era: Joseph McCarthy's Wheeling speech; Margaret Chase Smith's "Republican Declaration of Conscience;" and a passage from Lillian Hellman's *Scoundrel Time*. To give another example, "The Challenge to Sexism" contains a historical selection from William Chafe, three important and provocative pieces by Sara Evans, Robin Morgan, and a portion from Rebecca Klatch's fascinating *Women of the New Right*.

Of course, regarding a collection of this sort, it is easy (and unfair) to make picayune criticisms. Still, *A History of Our Time* has two fairly substantial shortcomings that must be taken into account by any instructor who would contemplate assigning this volume. The first is rather surprising, given that editor Harvard Sitkoff has authored *The Struggle for Black Equality* and other excellent works on African-American history. The section entitled "The Black Struggle" contains five selections, including Martin Luther King's "Letter from Birmingham Jail," Vincent Harding on King, and Bayard Rustin's 1965 "From Protest to Politics." However, and somewhat surprisingly, there is nothing here from Malcolm X; in fact, from the more militant side of the black struggle, there is but a five-page SNCC position paper. More important, "The Black Struggle" only carries the story up to the late 1960s. Only one other article in this entire volume deals directly with African-Americans, and that is a piece by William Julius Wilson on the urban underclass. Given the importance of race in the American story and the persistence of racism in American life, this treatment seems more than a little skimpy.

But it is not only African-American history that is given short shrift when it comes to the last two decades. As with the first two editions, the third edition of *A History of Our Time* essentially remains a reader for post-World War II, pre-Watergate America. The first seven sections of the book deal almost exclusively with the years 1945-1970. On the other hand, the years 1970-1990 are covered in just two sections, "Politics of the 1970s and 1980s" and "Where Do We Go From Here?" It is true that the latter category is new, and includes interesting pieces on, among other items, the greenhouse effect and the end of the Cold War. Still, these two sections together account for nine selections; if one adds in the three post-1970 pieces contained in "The Challenge to Sexism," this comes to 12 selections, out of a grand total of 46 contained in the anthology. We can hope that, if there is a fourth edition, this marked chronological imbalance will be corrected. Until then, professors using *A History of Our Time*

in twentieth-century America classes may have to consider providing supplementary material for the last two decades.

Messiah College

William Vance Trollinger, Jr.

Larry Cable. *Unholy Grail: The US and the Wars in Vietnam, 1965-8.* London and New York: Routledge, 1991. Pp. ix, 292. Cloth, \$35.00.

Walter Capps, ed. *The Vietnam Reader.* New York: Routledge, 1991. Pp. ix, 318. \$15.95.

Larry Cable may be the most knowledgeable scholar on the Vietnam War; he is certainly the most colorful. Dressed as a cross between a Hell's Angel and a hippie, with his hair down below his waist, he mesmerizes audiences in his frequent lectures at places such as the Air Force Command and Staff College and the John F. Kennedy Special Warfare School. Beside his encyclopedic command of the documents and his erudition, his war record captivates even those at first taken aback by his appearance. As enlisted marine, junior officer, and CIA operative, Cable spent 64 months in counterinsurgency warfare in Indochina, mostly along the Ho Chi Minh Trail in Laos. He lived a large portion of the war on the ground, and his scarred body shows it.

After Vietnam, Cable devoted his career to understanding the war he fought. His first book, from his Ph.D. dissertation, *Conflict of Myths: The Development of American Counterinsurgency Doctrine and the Vietnam War* (1986), argued the thesis that American policymakers "had not read the lessons of history" on counterinsurgency and "interventionary" warfare that could have spared them the tragedies of Vietnam. In *Unholy Grail*, Cable escalates the indictment: Military leaders not only did not understand but did not want to understand the nature of a limited war in support of policy. In his words, "their reports showed a jejune and puerile comprehension of the global policy matrix of which the Vietnam war represented only one portion. Invariably, the Chiefs demonstrated a complete willingness to sacrifice the policy matrix and the domestic consensus in order to win a military victory in Vietnam. They were eager to redefine Pyrrhic victory." His pithy assessment continues, "If intellectual and moral courage had been as prevalent in the corridors of power and chain of command as physical courage was in the bush of the South and the sky of the North, failed concepts and theories could have been recognized as such and their consequences mitigated in a timely fashion." The study is an insightful and meticulously detailed critique of the three disparate wars—which America miscondacted for so many years in Vietnam.

Every teacher who deals with military strategy and conduct of the war should give serious attention to *Unholy Grail*. Along with Andrew Krepinevich's *The Army and Vietnam* (1986) and Mark Clodfelter's *The Limits of Airpower* (1989), it is essential reading and an invaluable base for lecture material. However, the treatise's specific focus, challenging vocabulary, and sophisticated analysis of the policy process limit its appeal to serious advanced students. The book is not for the casual or uninformed reader. Cable has recently completed the manuscript of a shorter, more general survey directed to the student audience. When this volume is available in late 1993 or early 1994, it should be an excellent text for many courses.

The Vietnam Reader is directed toward a separate audience and has a quite different purpose. Though not an expert on Vietnam, Walter Capps, professor of religious studies at University of California at Santa Barbara, presides over probably the most famous Vietnam course in the country. His course gained national attention in the mid 1980s with its enrollments in the thousands and a CBS "Sixty Minutes" segment.

The course and the anthology attempt to present the wide impact of the war on individual lives and on the nation, to rise beyond questions of policy or military strategy to address moral and theological inquiry. Capps's orientation is clear: The Vietnam War is unfinished, unresolved, and unhealed in the psyche and soul of this nation. Closure and reconstructive healing await understanding, reconciliation, and harmony. The collection provides a broad and fair-minded range of experiences, perspectives, and interpretations of meaning arranged somewhat artificially under four sub-headings: Warriors Testimony; Lessons from the War; Diversities of Experience; and Symbolic Expressions, Ritual Healing.

Although the 36 inclusions are brief and most are significantly truncated from the original, the selections are well-chosen, readable, and pertinent to the volume's theme. The voices range from General William Westmoreland to an interview with General Vo Nguyen Giap; from well-known essays such as William Broyles's "Why Men Love War," James Fallows's "What Did You Do in the Class War, Daddy?," or David Fromkin and James Chace's "What Are the Lessons of Vietnam," to obscure pieces in alumni magazines, religious journals, *Mother Jones*, and the *Utne Reader*, even from Capps's own class. Three interesting essays treat black, Chicano, and American Indian veterans' experiences. The editor's introductory forward sets the tone, but he then allows the excerpts to speak for themselves without editorial remarks.

Although several other very fine anthologies are available for the classroom teacher, including recent mass-circulation readers by Andrew J. Rotter, Jeffrey R. Kimball, George Donelson Moss, Grace Sevy, and Robert J. MacMahon, Capps's is one of the better ones, especially for those who want to stress personal impact, diversity of experiences, and metaphysical import. I commend it highly.

Larry Cable and Walter Capps are dissimilar men—in experience, lifestyle, manner, philosophy, and politics. But they share a common bond in their passionate commitment to the deeper understanding of the rending experience of a war that remains understood superficially and imperfectly. Both invoke the names on the Wall, and all those, Vietnamese and American, who still suffer, as imperative to continue pursuit of the grail of meaning and resolution. In disparate ways, both these books do just that.

Converse College

Joe P. Dunn

***Re-Thinking History* by Keith Jenkins. London and New York: Routledge, 1991. Pp. 77. Cloth, \$10.95.**

Just as Keith Jenkins insists that history is determined by "the politics of truth," so is his attempt to provide an introductory text for the student seeking answers to "What is history" and "What is the nature of history?" This brief volume, polemic in expression and deconstructionist in intent, requires close, even repeated reading. Jenkins is a lecturer in history at the West Sussex Institute of Higher Education and would necessarily be very familiar with the "New History" curriculum that has dominated the public schools of the United Kingdom in the last fifteen years. Jenkins's attack upon Carr, Elton, Marwick, and Collingwood subsumes his criticism of the "evidence-based" curriculum of the "New History" program. In the end, Jenkins has managed to cast serious doubt upon the existence of "truth" in history and, concomitantly, the validity of the social studies curriculum of the U.K.

Jenkins is, as he freely admits, a product of the post-modern world and promotes the deconstruction of history both in content and practice. Perceiving history as a dynamic discipline in which every generation and interest group creates its own history, Jenkins sees history as

historiography. The title is clearly appropriate to his main argument: Because history is interpretive, it requires continual re-thinking and re-organization.

After concluding that history and the past are not isomorphic, the author argues that history and the historian are "theoretically backward," since they do not, as the philosopher of history does, bring their conceptual apparatus to the surface. The historian buries it into the framework of his quest. History is embedded in an intertextual, linguistic construct, and is limited by its epistemology, methodology, and ideology. Stating that "history is never for itself; it is always for someone," Jenkins believes that ideological motivations cause each generation to rewrite its own history. For the potential writer of history Jenkins lists the pressures of publishing: familial obligations, demands of the work-place, and perhaps, most informative, the pressures and restrictions from publishers.

Jenkins's treatment of the nature of history is well-argued. His conception of "truth" as fluid and subject to deconstruction is perhaps the heart of the book. From this springboard he evaluates the fact/interpretation argument, and the questions of bias and empathy. Well-stated, the book effectively argues that interpretative overlays and the absence of bias and empathy are impossible to achieve. Jenkins's use of "traces" for evidence allows him to state his case that "evidence is the term used when . . . traces are used 'in evidence' on behalf . . . an argument (interpretation) and not before."

The last chapter is strong in its definition and history of such terms as the "post-modern world" but very weak in what should be its primary focus: how to "do" history, given all his iconoclastic observation. His advice to the post-modern student is to develop a reflexive attitude toward the search for history. To Jenkins, this means that one must determine one's contextual perspective and select content that would "help us to understand the world that we live in and the forms of history that have both helped produce it and which it has produced."

Jenkins's discourse would be most helpful to the naive historian who has failed to recognize that the tools of his inquiry are often flawed. Naturally, this information lends itself well to class discussions, particularly in graduate courses where students need to be concerned with the basic questions of historical study. For example, he can quickly disabuse those who think that the problems of bias can be circumvented, empathy achieved, and such concepts as continuity and cause and effect employed. His comments concerning publication restrictions are on target and should be a revelation to those who have not yet embarked upon the publication carousel.

Brookhaven College

Sandra Weldin

Piotr S. Wandycz. *The Price of Freedom*. New York: Routledge, Chapman, and Hall, 1992. Pp. xv, 330. Cloth, \$29.95.

Here is a book for students and instructors alike who lack the necessary historical context to make some sense of the often bewildering contemporary events occurring in the erstwhile Soviet Union and its satellites since the fall of the Berlin Wall and the apparent collapse of communism. Piotr Wandycz, Bradford Curfee Professor of History at Yale University and author of numerous works on Poland and East Central Europe, offers a crisp, readable survey of the history of East Central Europe since the middle ages without resorting to historical clichés, oversimplification, or national stereotypes. Within the compass of not quite 300 pages of text, he narrates the political and diplomatic history of the area and at the same time devotes considerable attention to the cultural, social, and economic developments that make the historical events understandable. The author avoids the mere recounting of the separate

histories of Poland, Czechoslovakia, and Hungary by adopting a comparative, regional approach, stressing broad historical themes and emphasizing fundamental problems of historical interpretation. All of this is accomplished by placing East Central European developments within the even larger context of general European history.

Treating East Central Europe as a region has advantages. Poland, Czechoslovakia, and Hungary form a middle zone of the lands between Germany and Russia that is neither wholly eastern nor western in heritage. This approach avoids the stark contrast of Cold War ideological views of an eastern bloc opposed to and confronted to by the West. Wandycz presents a subtle, dynamic account of the region as a part of the West since the adoption of Christianity in the early middle ages. Poland, Czechoslovakia, and Hungary, in differing ways, participated in the Renaissance, the Reformation, the Enlightenment, and the French and Industrial Revolutions. Yet, as a cultural crossroads, the region experienced some "orientalization," thus creating a unique historical experience.

This book can be used with profit in undergraduate courses in the history of East Central Europe. Parts of it can be added to readings lists of advanced surveys of European history. Instructors will find many useful ideas in developing comparative approaches to the study of East Central Europe and in comparing its historical development to that of western Europe.

The University of Southwestern Louisiana

Robert J. Gentry

Forrest E. Baird, ed. *Human Thought and Action: Readings in Western Intellectual History*. Lanham, MD: University Press of America, 1992. Pp. 322. Cloth, \$46.50; paper, \$19.50.

The search for primary source materials for use in a team-taught general education course on the history of philosophy led Forrest E. Baird, professor of philosophy at Whitworth College, in Spokane, Washington, to compile the excerpts included in *Human Thought and Action: Readings in Western Intellectual History*. Though Baird's original intention was to focus upon the historical role of rationalism, or the origin of human knowledge and action, in the Western intellectual tradition, the criteria for selection were expanded to allow the inclusion of works from "those who have had a major impact on the development of Western thought." The resulting anthology is a single-volume work limited to passages from the more traditional sources of Western thought, unlike the multi-volume collections now available for those college instructors who incorporate influential non-Western thinkers into their courses.

Baird explains the limited scope of the present anthology by reasoning that for the American reader, the Western tradition is the prevailing framework of society. In fact, Baird claims, any criticism of the limitations of Western intellectual thought must begin with ideas we have inherited from the great thinkers of Western history—ideas such as freedom, democracy, and the importance of examining intellectual traditions other than our own.

Human Thought and Action comprises 35 selections from the works of 28 influential writers, from Plato's *Republic*, St. Augustine's *City of God*, and Pico della Mirandola's "Oration of the Dignity of Man," through Voltaire's *Candide* and Pope's *Essay on Man* to Freud's *The Ego and the Id* and Sartre's *Existentialism Is a Humanism*. Each section is introduced by a short explanatory paragraph giving pertinent biographic information about the author, as well as some context for the selection or selections that follow. Several passages include brief prefatory statements that guide the reader's attention to specific points or arguments in the material. Appendices provide a short-answer self-test for students entitled "Programmed Text on Epistemology," as well as a one-page "Summary on Epistemology" with a diagram illustrating the different processing paths for rational and non-rational knowledge.

Conspicuously absent from Baird's anthology are works by women writers. Only two are included in the collection: St. Teresa of Avila on the "Interior Castle," and Carol Gilligan, of Harvard's Graduate School of Education, on "Woman's Place in Man's World" (1982). The latter entry appears to have been selected for the author's argument that the psychology of women is more concerned with the caring role and with human relationships than with abstract intellectual principles. This view falls into line with and even echoes Baird's introductory (and rather circular) explanation that women have played a very small role in the Western intellectual tradition (1) because they have traditionally chosen "different paths" and (2) because "their work is being suppressed by patriarchal contemporary editors." Baird joins the ranks of such editors by overlooking the valuable and enormously useful passages he might have taken from the writings of Mary Wollstonecraft, Victoria Woodhull, Hannah Arendt, Beatrice Webb, Simone de Beauvoir, and other women writers who have been influential in shaping modern Western thought.

Human Thought and Action is an adequate collection of tradition-bound primary materials for an undergraduate course on Western intellectual history. For the instructor who wishes to encourage a more inclusive and broad-based view of the vast and colorful sweep of intellectual history, however, the present anthology will be insufficient.

University of Arkansas at Monticello

Jan Jenkins

National Archives. *The Bill of Rights: Evolution of Personal Liberties* kit. Boca Raton, Florida: Social Issues Resources Series, Inc., 1988. 1 case (47 items): 46 facsimiles; teacher's guide (77 pp.; 28 cm.) includes annotated bibliography in container, 40 x 27 x 5 cm. \$40.00.

The Bill of Rights: Evolution of Personal Liberties kit is an excellent example of scholars and teachers combining their expertise to produce a superior product for classroom instruction. As the tenth unit in this series of primary source material assembled by the National Archives, this set contains a selection of ten exercises that a teacher can use when discussing the Bill of Rights. This collection of 46 documents allows students to take a hands-on approach to their study of history.

The teacher's guide in this unit provides a great deal of flexibility in utilizing the primary source material. The suggested exercises give teachers ideas about how to help students master the content of the primary sources as well as develop their critical thinking skills. *The Bill of Rights* kit is divided into three parts to foster students' understanding of their civic heritage. Teachers can choose to use these documents to study the history of the writing of the Bill of Rights, the evolution of the Bill of Rights since its adoption, and the future of the Bill of Rights. These divisions make this set of documents more manageable and relevant for both the students and the teacher using them.

Each suggested exercise includes notes to the teacher, estimated class time required, specific objectives, necessary materials, procedures, and student worksheets. Additionally, the exercises contain suggestions about how to address three different levels of student abilities. The annotated bibliography included in the teacher's guide is also an excellent resource for teachers both for their own research and for directing students' further study of the Bill of Rights.

As an example, Exercise 7 deals with the rights of children. The recent case of a child being given the right to "divorce" his parents makes this set of documents especially relevant to students since this current event has made them think about their own rights. It also gives the teacher an excellent chance to discuss the responsibilities that accompany citizens' rights.

Students read and analyze documents about the declaration of Child Health Day (1956), the table of contents of the National Defense Education Act of 1958, a document from a juvenile court case, and a copy of a student letter to a Supreme Court justice inquiring about a current case. *The Bill of Rights* kit suggests using the document analysis worksheet to help students better understand each document. This exercise allows them to discuss the origin of the document, how it came into existence, and evaluate its importance. The teacher's guide also suggests bringing in a lawyer who specializes in juvenile law or another juvenile court representative to speak to the class to encourage further discussion about the rights of minors and give students the chance to "ask the experts" their own questions. Suggestions for further research include having the students find out if their school district has a written policy addressing students rights and comparing the methods of children's rights advocates to those of civil rights advocates.

All of these exercises promote higher level thinking skills as well as making the material relevant to today's secondary social studies students. This collaborative effort of scholars and teachers is successful in fostering students' understanding of their Bill of Rights.

University of West Florida

Kelly A. Woestman

National Archives and Records Administration and National Council for the Social Studies. *Teaching with Documents*. Washington, D.C.: National Archives Trust Fund Board, 1989. Wire-O-Bound, \$15.

With a collaborative effort dating back to 1977, the National Archives and National Council for the Social Studies have produced another successful collection of primary source documents for classroom use. This work is a collection of documents published in the "Teaching with Documents" column in the NCSS journal *Social Education*. As one of the journal's most popular departments, "Teaching with Documents" provides practical suggestions for utilizing primary source material in a variety of classroom settings. Letting students examine and discuss letters, reports, pictures, photographs, and maps created by a first-hand participant in an event leads to an increased interest and understanding of these events by students. Studying these documents enables students to comprehend that history is the study of people—it is tangible, not abstract.

Among the 50 documents included in *Teaching with Documents* is a letter addressed to John F. Kennedy expressing the writer's belief that there should be no religious tests for men wishing to run for public office. The introduction to the document gives the teacher a wealth of information on the history of religious tests since the Revolutionary War in the United States. It correctly emphasizes how the results of the 1960 election overturned the conclusion of the 1928 election that a Catholic should not be president. The introductory material also points out that current public figures like Jesse Jackson have kept this same issue alive in American politics. The teaching activities suggest a close reading of the document and ask students to interpret the tone of the letter and the major points the writer makes. Students are then asked evaluate the letter's effect on Senator Kennedy. Additional critical thinking activities include having students brainstorm a list of qualifications for those people who run for president, keeping in mind that both religious leaders and non-believers would want to run for office. Students are asked to stipulate guidelines that would allow members of both groups to campaign for public office.

Another selection in *Teaching with Documents* gives teachers ideas about how to use political cartoons in their classrooms. For lower-level students, the teacher should ask what

objects and people are in the cartoon as well as what the caption says. The next level of activities asks students to decide which objects in the cartoon are symbols and what they represent. They also have to decide which word or phrases in the cartoon are most important as well as list adjectives that describe the emotions portrayed by the cartoon. The most advanced level of listed activities in the study of political cartoons suggests that teachers ask students to describe what action is taking place in the cartoon and explain how the words in the cartoon clarify the meanings of the symbols in the cartoons. Students at this level should also be able to describe the political cartoon's message in their own words and decide what special interest groups would either agree or disagree with it. Suggested follow-up activities include having the students write paragraphs that explain the cartoon, having them collect their own cartoons to analyze, or having students draw their own cartoons illustrating their opinions on an issue important to them.

These documents and suggested activities provide teachers with excellent ideas about teaching their students both content and critical thinking skills. Using primary source material only adds to student interest, and this collection is a superior example of such primary document collections for use with high school students. Some activities could also be adapted for use with middle school students.

University of West Florida

Kelly A. Woestman

Richard Nelson Current. *Those Terrible Carpetbaggers.* New York: Oxford University Press, 1988. Pp. xii, 475. Paper, \$12.95.

Richard Nelson Current is University Distinguished Professor of History, Emeritus, at the University of North Carolina at Greensboro, former president of the Southern Historical Association, and author of numerous books covering the Civil War and Reconstruction. In this ironically titled work, Current presents the period from 1865 to 1881 through an examination of the careers of ten carpetbaggers, men who featured prominently in the reconstruction of Louisiana, Florida, Alabama, Mississippi, the Carolinas, and Arkansas. By focusing on these individuals, Current hopes to reveal "the human beings hidden behind the [carpetbagger] stereotype."

Until very recently, most histories of Reconstruction were written by conservative southern Democrats or their sympathizers, who were all too ready to agree that the attempt to grant political equality to blacks had been, at best, a tragic mistake, and equally ready to ascribe the worst of motives (and actions) to its proponents. Such histories superimpose the carpetbagger stereotype (and its companion, the image of the scalawag) on their accounts of the South during Reconstruction. In contrast, Current tells the story through the eyes of the participants. Current proposed to let generalizations about Reconstruction, the South, and the role of the carpetbaggers to be inferred from the experiences of his chosen sample rather than superimpose his own judgment—although a reader is left in no doubt regarding Current's own sympathies.

Using contemporary documents, Current leads the reader to the inescapable conclusion that the only kind of Reconstruction that would be tolerated by southern whites was one that restored the full *status quo ante bellum*—political, economic, racial. Revisionist historians of Reconstruction generally hold that the "sin" of the carpetbagger was involvement in Republican politics and championing the cause of freedmen. Current shows that *any* northerner who came to the South after 1860—whether propertied or penniless, politically active or uninvolved, in favor of black equality, against it, or neutral—met such harsh conditions, antagonism, and open violence that Congressional Reconstruction became inevitable.

Current weaves the biographical details of his chosen individuals together with narrative that keeps the reader mindful of the larger historical context of Reconstruction. Thus, for example, he points out that of the more than 1,000 delegates to the 1867-1868 constitutional conventions in the 10 states that went through Congressional Reconstruction, fewer than 200 were post-1860 arrivals from the North, and only about 250 were blacks. The remainder were southern whites.

Current's volume should shatter the myth of carpetbaggers as venal political opportunists who plundered the South at will and shamelessly used the freedmen to their own advantage. At the same time, he is not trying to portray them as saints: They were not. But most were persons of reasonable honesty, some of unquestionable integrity, aspiring "to reconstruct their respective states economically as well as politically," trying to make their homes in the South, working to make the place better than they found it—and many were disillusioned by the experience. In judging these men, and the remaining carpetbaggers not included in this book, Current asks that the reader "refrain from comparing realistic representations of these men with an idealized picture of their southern white opponents." That seems only fair.

Those Terrible Carpetbaggers is well written and filled with important, useful information and startling insights. Current, for example, is the first historian in this reviewer's experience to suggest a similarity between those who went South to improve their lives during and after the Civil War and those who went to California in the 1840s—or came to America in the 1600s—for the same purpose. Graduate students of American history and anyone teaching (or preparing to teach) either the American history survey or an advanced undergraduate course in Civil War and Reconstruction will profit from this book. The organization of the material, however, makes it difficult to assign to undergraduates. It would be easier if the material were organized either by state or by person; but it is presented chronologically, and there is some overlap in time periods among the chapters. It is thus difficult to divide the book into sections for collateral reading assignments—and in any case, it is necessary to read the entire book to gain the full import of Current's argument.

Denton, Texas

Sharon K. Lowry

David Kaiser. *Politics and War: European Conflict from Philip II to Hitler*. Cambridge: Harvard University Press, 1990. Pp. vi, 433. Cloth, \$29.95.

David Kaiser, professor of history at Carnegie Mellon University, has tackled the historical problem of the origin and manifestation of war from a new perspective. He views European war in the modern era not as an attempt of one power or coalition to gain an advantage over others, but rather he places conflict in the embrace of the contemporary European domestic and political climate. Kaiser argues that warfare reflects a common set of European political developments intrinsic to a specific era and that these structures have changed over time.

He supports his contention by reviewing four periods since the sixteenth century: the era of civil and religious war, 1559-1659; the age of Louis XIV; the generation of the French Revolution and Napoleon; and the twentieth century experience of two world wars, 1914-1945. Kaiser believes that the century of war 1559-1659 was characterized by tensions between aristocratic factions seeking to resist the efforts of monarchs to impose authority throughout their realms. In this setting, religious change did not undermine order but actually reinforced monarchical goals of unified kingdoms. Kaiser breaks with tradition by claiming that the French Wars of Religion and the English Civil War are bound by similar developments, that is to say,

the desire of great magnates to maintain and expand their position in society at the very moment monarchs sought to reverse such trends.

Kaiser contends that this rub did not end with such powerful figures as Richelieu and Mazarin but under the influence of Louis XIV and his contemporaries. In this era, rulers seized the upper hand by bringing violence under control and stressing the benefits of moderation and achievable objectives in conflicts, an approach that Kaiser claims permitted "Louis XIV and his fellow monarchs [to conduct] war in the service of politics more successfully than any other generation of modern European political leaders."

Kaiser views war in the French Revolution and Napoleonic eras as the means by which states consolidated central authority. He stresses that reason supplanted the idea of glory in war, a shift in approach that led to expansion and ended the more restrictive nature of war in the preceding century. A generous by-product was the opportunity that these years provided for the ambitious to engage in social and political mobility.

After a century of relative peace, two irrational ideas—imperialism and nationalism—fueled the next era of confrontation in Europe, one that plunged the planet into the conflagrations of two world wars. The efforts of European states to establish self-sufficient empires was not compatible with the emergence of a world economy. Furthermore, nationalism and its appeal to homogeneity could not be reconciled in central and eastern Europe, which was (and remains) a patchwork quilt of nationalities and ethnic groups. Whereas Louis XIV had succeeded by stating his objectives in ambiguous terms, twentieth-century governments publicly declared lofty aims that resulted in a deadly spiral of cost, destruction, and disillusionment.

Kaiser has provided an important contribution to the growing literature concerned with the relationship of war to society—his belief that European conflicts over the past four centuries have not necessarily resulted from the need for states to expand but rather reflect the political, economic, and social forces peculiar to each era. Kaiser's essay, well-researched and written in an engaging crisp style, is especially important because it provides the reader sufficient detail as well as a wide array of nineteenth and twentieth-century historiographical material. In this regard, the work is valuable on two levels. First, the novice can follow the flow of events within Kaiser's established framework. Second, the more seasoned reader has the opportunity to weigh his arguments on the spot in the face of the more traditional scholarship. Thus, Kaiser has established himself as an important scholar in the field of modern international politics.

United States Military Academy

Lee T. Wyatt, III

Gordon Martel, ed. *Modern Germany Reconsidered: 1870-1945*. New York: Routledge, Chapman & Hall, 1992. Pp. x, 286. Cloth, \$24.95; paper, \$19.95.

Modern Germany Reconsidered is a collection of introductory historiographical and synthetic essays written by top scholars especially for undergraduate students beginning their study of German history. Students receive introductions to the historical discussions and interpretations of major events and periods (Second Reich, World War I, Nazism, Holocaust) and topics (economic history, women's history) without the acrimony that often laces debates played out in the professional journals. The book may be used as a companion volume to such reference textbooks as Gordon Craig's *Germany 1866-1945*, or instructors may prefer to assign a variety of topical monographs and use this book to link them together. Each essay has ample endnotes that should serve curious students well as they branch out and pursue those specific topics in the fields that interest them for term papers.

The opening essay on Bismarckian Germany by Geoff Eley lends evidence in support of Eley's position (shared with David Blackbourn and opposed by Hans-Ulrich Wehler) that German liberals were much more successful in the nineteenth century than might be assumed. For students unaware of Eley's place in the debate, James Retallack's essay on Wilhelminian Germany should prove enlightening, as he traces the historical literature from the 'legacy of the conservative historical tradition' to the recent achievements in the history of working-class culture of the Second Reich. Other noteworthy contributions include Jane Caplan's piece on the beginnings of Nazism in the Weimar Republic, Eve Rosenhaft's superb summary of the literature of women's history in modern Germany, and Richard Breitman's essay on the historiography of the Holocaust. Richard J. Evans provides an excellent discussion of German historiography at the end of the book that acknowledges the continued need for Germans and others to confront the German past, especially in light of recent events in the newly-united Germany.

The list of Martel's collaborators is impressive. Although several prominent American scholars (Larry E. Jones, Breitman, David Kaiser) contribute to this effort, most of the contributors are prominent British and Canadian academics. Only one German, Dieter Langewiesche (liberalism), is included among the twelve scholars. Eley's presence atop the list might explain the absence of Wehler or Juergen Kocka from the enterprise. It does not, however, explain the relatively scant attention paid to the German phenomenon of *Alltagsgeschichte* (the history of everyday life), perhaps the most exciting trend in historical writing to come from Germany in the last decade. Because *Alltagsgeschichte* proponents such as Alf Luedtke and Adelheid von Saldern have found champions among the contributors to this volume, the omission of a detailed exposition of the phenomenon is odd. One hopes Martel will consider including such an essay in future editions of this textbook, for the book should become a staple for undergraduate German history courses in the coming years.

The book's jacket states that "*Modern Germany Reconsidered* represents "essential reading for second- and third-year undergraduates on a range of Modern Germany courses." I second that appraisal—it is a remarkable accomplishment that ranks alongside William Sheridan Allen's *Nazi Seizure of Power* in its service to undergraduate students. (Graduate students might use Tracey Kay's bibliographical essay as a reading list for their comprehensive exams.) *Modern Germany Reconsidered* should find its way quickly to required reading lists in undergraduate German history courses.

St. Ambrose University

Jon Stauff

Richard Bonney. *The Short Oxford History of the Modern World: The European Dynastic States 1494-1660.* New York: Oxford University Press, 1991. pp. xxxiv, 658. Cloth, \$80.00.

Richard Bonney (of Leicester) has written this volume as part of a series on the modern world, four of which deal with English history and others with general European history and world regional topics. The series is designed to provide a basic core of historical knowledge and to incorporate the research and thinking that has significantly altered recent historiography. Thus, while the title may seem rather old-fashioned, Bonney tries to provide authoritative guidance with sensitivity to the proliferating complexity of specialized studies. One of the ways he does this is by providing a superb annotated bibliography for each chapter. A detailed chronology and dynastic charts are placed where they are most useful, at the beginning. One major flaw, in addition to the cost of the volume, is the map section; it is stuck at the back instead of being integrated, and the majority of the ten maps are monochrome and less than

a full page in size. In a period during which territorial wars are a major aspect, a good map section is a must. This volume and the series are admirable in intent, but have limited usefulness because of that intent, to provide a survey of ever changing interpretations. It will give faculty and students valuable direction on the formation of the regional dynastic states and the varied aspects of their structure and policies (economic, religious, culture, population, and political thought). However, the price eliminates its use as a text and makes it a tough choice for library budgets.

Whitman College

Donald P. King

Sanford Wexler. *Westward Expansion: An Eyewitness History.* New York and Oxford: Facts on File, 1991. Pp. xiii, 418. Cloth, \$40.00.

Glenda Riley. *A Place to Grow: Women in the American West.* Arlington Heights, IL: Harlan Davidson, Inc., 1992. Pp. x, 294. Paper, \$21.95.

Westward Expansion is a part of the Eyewitness History series of Facts on File Press, intended as a chronicle of "significant historical events or periods." Volumes in the series present numerous excerpts from a variety of sources, including memoirs, diaries, letters, newspaper articles, official documents—you name it. This volume in the series joins other entries that deal with the French Revolution and Napoleon, the Civil War and Reconstruction, World War I, Women's Suffrage, America's Gilded Age, and Vietnam. Wexler, the author of the present volume, also prepared the one on Vietnam; Joe H. Kirchnerberger prepared the first three mentioned above, and Elizabeth Frost and Judith Clark prepared *Woman's Suffrage and America's Gilded Age*.

Westward Expansion contains ten chapters arranged with strict chronology in mind, but beginning in 1754. This westward expansion, then, commences with those Americans already on the continent. An introduction prepares the reader with a definition of the "West," an explanation of Fredrick Jackson Turner's Frontier Thesis, and a brief review of some of the resulting literature, especially by Ray Allen Billington, a disciple of Turner, although such critics of the thesis as Charles Beard are mentioned.

Each chapter begins with a narrative of the period to which the chapter is devoted; this is followed by a Chronicle of Events, a year-by-year review of dates and events considered pertinent by the author-compiler. For example, "1753: October 31: Governor Dinwiddie of Virginia commissions George Washington to deliver a message to the French commandant at Fort Le Boeuf, demanding the French withdraw from the upper Ohio. December 21: Washington arrives at Fort Le Boeuf in the Ohio territory and informs the commandant, Legardeur de Saint-Pierre, that Virginia demands immediate French withdrawal; the French refuse to leave." After the Chronicle appear several Eyewitness testimonies. To complete our example relative to the quotation from the Chronicle, there is an excerpt of Dinwiddie's commission to Washington, a statement by Washington on it, exchanges of subsequent communications between them, and quite a few excerpts from letters, diaries, and other sources relative to the mission. This theme continues throughout regardless of topic. The concluding chapter deals with The Closing Frontier, meaning it stops in the 1890s. Three appendices are included. Appendix A reproduces fifteen documents ranging from the Proclamation of 1763 to the Louisiana Purchase Treaty to the Timber Culture Act of 1873. Appendix B consists of biographical sketches of major personalities associated with westward expansion. Appendix C is a series of maps illustrating expansion. A complete bibliography and index conclude the book.

There are several illustrations, and they are needed to ease the monotony of the doubled column format. This format is tedious for me; I reach the end of a column and think I need to turn a page, only to have to start over again on the same one. Further, such books always seem large and cumbersome. Still, the book combines a narrative of events in a given period, a chronology, and primary sources. If used with understanding and restraint, it could be of value in the classroom, especially for advanced students. The majority would find it rough going.

A Place to Grow: Women in the American West is dedicated to an old friend of many who are interested in the history of the West and of women in the West. Sandra Myres may have been the pioneer of both, at least in the modern sense. It is similar to *Westward Expansion* in the blending of narrative and documents. Chapters deal with: Women and Stereotypes; Women and Westward Trails; Women Migrants and Native Americans; Women and Work; and Women, Adaptation, and Change. However, each chapter is divided into two or three subheads. For example, Chapter one, which deals with Women and Stereotypes, is divided into segments titled "Some European Misperceptions of Native American Women," "European Views of White Women in the American West," and "African American Women in the West." Without much break within each subsection, the narrative is followed by reproductions of documents in the same type face. Each chapter concludes with a "For Further Reading" listing without annotation.

As with *Westward Expansion*, the eye has a quarrel with the format. There are fewer illustrations in this one, and page after page of the same type face gets to looking like page after page. *A Place to Grow* is less shy about taking positions, which is appropriate because of its purpose. Both have applications and uses for students and teachers. Riley's book can inform and/or remind women as well as men concerning perceptions and reality of women's life in the West. Wexler's includes some women, too, but is not prepared with that specific part of western history foremost. Classroom use for either will come down to what the teacher wishes to accomplish. There are books superior to both to teach the fundamentals of the history of the American West, but both can enrich that history with their documents and the narratives. Neither should be considered leisure reading; these collections are intended for those who want to learn firm positions on specific aspects of western history.

Stephen F. Austin State University

Archie P. McDonald

Mary S. Sheridan, *America: Readings in Themes and Eras*. Lanham, MD: University Press of America, 1992. Pp. xii, 353. Paper, \$29.50.

"Although the selections in this text were made for historic value and topical significance, [Mary S. Sheridan notes that she] also tried to choose materials that I enjoyed and found interesting." In hopes of setting a theme and a tone for *America: Readings in Themes and Eras*, the editor quotes from Ralph Waldo Emerson's *The American Scholar*: "The Literature of the poor, the feelings of the child, the philosophy of the street, the meaning of household life, are topics of the time. . . . I ask not for the great, the remote, the romantic; I embrace the common, I explore and sit at the feet of the familiar, the low. Give me insight into to-day, and you may have the antique and future worlds." These two quotes suggest the major problem with the structure of this book. Unfortunately, the editor didn't listen to Emerson. Like so many of the selections that appear in this book, Sheridan never clarifies her reasons for including them. Instead, she has produced a hodgepodge, chronological glance at American life, that is mostly white male dominated.

The editor identifies five themes—land, government, people, counterpoint, and international perspective—to be analyzed. Musical and poetic selections ring in each of the

eight chronological eras presented, although the reader can only guess as to their historical significance because no introductory remarks are given for individual time periods. Standard primary source materials, such as Thoreau's *Walden*, the Declaration of Independence, and Andrew Carnegie's "Wealth," are used to illustrate the themes of land, government, and people. Sheridan then concludes each era of study with an innovative attempt to broaden the nature of the themes presented by exploring documents that might refute ideas and concepts suggested earlier under land, government, and people. For example, after the reader is exposed to Turner's "Significance of the Frontier in American History" for land, the Homestead Act of 1862 for government, and *Letters of a Woman Homesteader* for people, counterpoint arguments are offered by Red Jacket, Petalsharo, and Chief Joseph. An excerpt from Herman Melville's *Moby Dick* is used for the international perspective. Although this format is a noble idea, because the editor gives no clue for why these juxtaposition readings are found together, the reader will probably be confused about the placement of some of these counterpoint and international perspective selections.

America: Readings in Themes and Eras also suffers from several other pedagogical shortcomings. Although many of the selections are of historical value, most represent white male America. It is appalling in this day of multiculturalism that not one African-American is mentioned, not Frederick Douglass nor Martin Luther King, Jr. Women and Native Americans do appear, but almost by chance. Anyone interested in pursuing more information about most of the selections would have a difficult time in doing so because the editor's introductions are brief and bibliographical citations incomplete. Five-sixths of the book deals with pre-twentieth century America and examines little or no historical content that physically occurred west of Pittsburgh. The two sections on the twentieth century are such a gamut of topics as to be almost totally meaningless—social security, atom bomb, the environment, abortion, and television.

Sheridan attempts to define American studies and gives a brief history of the movement in her introduction. Like selections found in the rest of the book, the four articles that appear in the appendix under the title "The Field of American Studies" contain little or no explanation as to why they are there. The index to the book is equally brief and offers only a topical approach to the content presented.

If *America: Readings in Themes and Eras* is supposed to reflect what should appear in an introductory American Studies course, then the editor needs to rethink her structure. The world has changed dramatically in the last decade and so has the content and the focus of American history and American studies courses at the precollegiate and collegiate levels. Readers of this book will receive only a distorted, outmoded look at America.

Anne Arundel County Public Schools, Maryland

James F. Adomanis

Bernard Bailyn. *The Ideological Origins of the American Revolution.* Enlarged Edition. Cambridge: Harvard University Press, 1992. Pp. xvi, 396. Paper, \$12.95.

Bernard Bailyn redirected much of the scholarship of the era of the American Revolution when he published the first edition of this volume in 1967. His study of the vast pamphlet literature of the era offered a fresh and exciting reinterpretation of political thought and theory from the 1760's through the 1780's. Bailyn rediscovered a debate over the sources and uses of power that had meaning in its own right, contributing centrally to the presentation and resolution of many economic, military, diplomatic, and constitutional questions. Simultaneously, he directed our attention away from classical and Enlightened sources of colonial thought, turning instead to the radical commonwealth heritage of 17th century England. By advancing

an argument for an adaptive, pragmatic American political leadership, he suggested a continuity of discourse that made the revolutionary state constitution a continuation of, rather than a break with, pre-war ideas. Bailyn offered a compelling paradigm that spawned a quarter century of dialogue on the meaning of liberty, virtue, and republicanism.

This enlarged paperback edition reprints the 1967 text adding a new preface and a concluding chapter that first appeared in 1990 as an essay on the ratification of the federal constitution. The preface is a short, and fairly sharp, rebuttal to those critics Bailyn believes have misread the evidence by emphasizing classical republican models of civic humanism and by claiming discontinuity between the debates of the 1770s and 1780s. The concluding chapter amplifies Bailyn's argument that ratification was a logical extension of the pragmatic spirit of the new constitutions of the individual states.

It is hard to find a contemporary textbook that does not address the issues that Bailyn raised. yet the very power of Bailyn's argument means that, even with the added materials, it is the starting point of a quarter century of subsequent study, evaluation, and commentary. Historians who use the book in classroom situations should consider how to involve students in this ongoing discourse.

Several alternatives teaching approaches are possible. Bailyn can be used to establish a context within which primary documents of the era can be reviewed and evaluated. Collections of documents such as Charles S. Hyneman & Donald Lutz, *American Political Writing during the Founding Era, 1760-1805* (2 volumes, Indianapolis, 1983), and Bailyn's own *Pamphlets of the American Revolution, 1750-1776* (Cambridge, MA, 1965) permit many library assignments. Bailyn's views can also be used to prepare briefing papers and presentations for mock legislative and conventions, such as the program developed for the *Jefferson Meeting on the Constitution* by the Jefferson Foundation, P.O. Box 33108, Farragut Station, Washington, D.C. 20033. The book can be used more traditionally as a basis of a variety of historiography essays. The symposium presented by the *William and Mary Quarterly* (Third Series, Vol. XLIV, No. 3, July, 1987, 549-640) on Gordon Wood's subsequent *The Creation of the American Republic* (Chapel Hill, NC, 1969) is indicative of the range of approaches possible with this lively topic.

Butler University

George W. Geib

NOTE FROM THE EDITOR

Bullitt Lowry of the University of North Texas concludes his work as Book Review Editor with this issue. We wish to thank him for his talented efforts. We also wish to welcome back Bill Mugleston as Book Review Editor beginning with our next issue. Books for review and correspondence regarding reviews should be sent to:

William Mugleston
Social Science Division
East Georgia College
237 Thigpen Drive
Swainsboro, GA 30401-2699

★

America's History

SECOND EDITION

James A. Henretta

University of Maryland, College Park

W. Elliot Brownlee

University of California, Santa Barbara

David Brody

University of California, Davis

Susan Ware

New York University

This textbook provides a balanced and comprehensive account of the nation's past, in all its political, social, economic, cultural, and diplomatic aspects. The new edition consistently explores the global context for American events and the crucial roles played by new technology, demographic trends, prevailing attitudes, and popular culture. All the strands are skillfully woven to recreate the rich tapestry of America's history.

Part 1

The Creation of American Society (1450-1775)

Part 2

The New Republic (1775-1820)

Part 3

Early Industrialization and the Sectional Crisis (1820-1877)

Part 4

A Maturing Industrial Society (1877-1914)

Part 5

The Modern State and Society (1914-1945)

Part 6

America and the World (1945 to the present)

Worth Publishers

33 Irving Place New York, NY 10003

(212) 475-6000 (800) 223-1715



