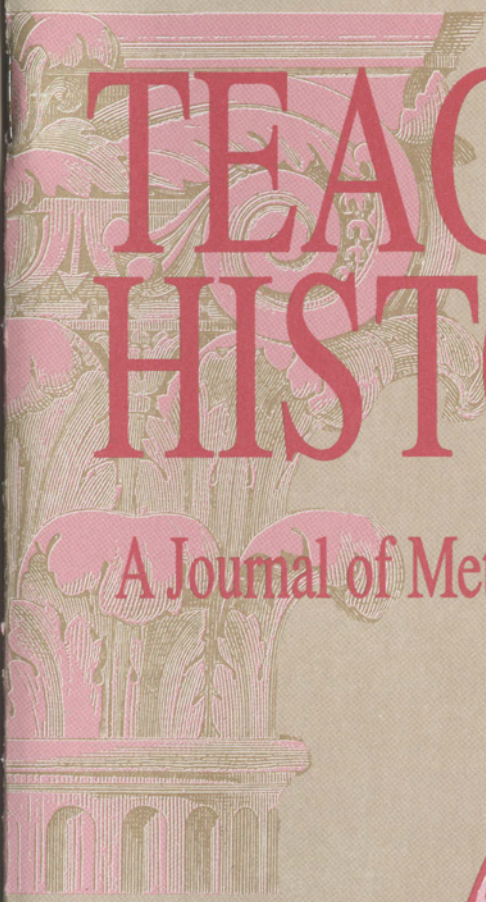
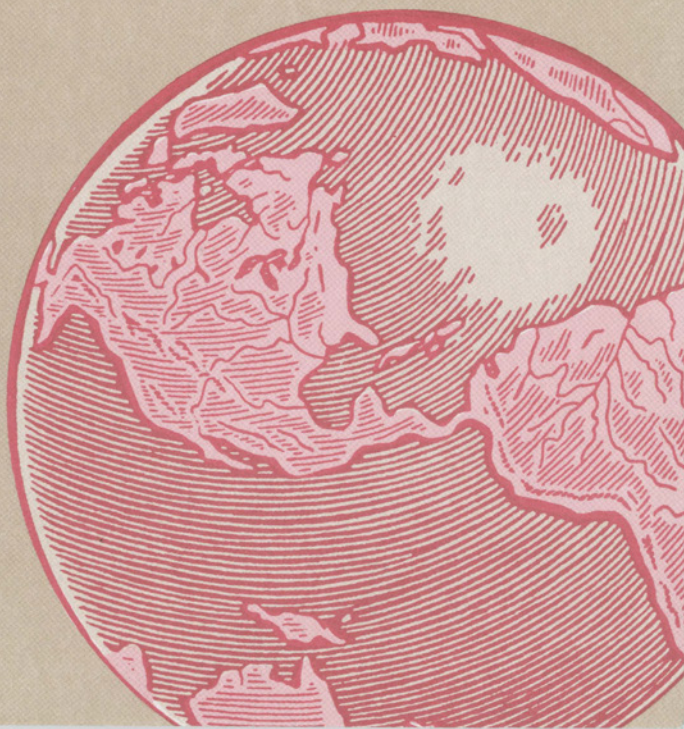


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TEACHING HISTORY

A Journal of Methods

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TEACHING HISTORY
A JOURNAL OF METHODS

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THE ISLAM HYPERTEXT: A HYPERCARD CLASSROOM APPLICATION

Calvin H. Allen, Jr.
University of Memphis

INTRODUCTION

Among the wide variety of computer applications available to educators is the hypertext. For the uninitiated, hypertext is "text composed of blocks of words (or images) linked electronically by multiple paths, chains, or trails in an open ended, perpetually unfinished textuality described by the terms link, node, network, web, and path . . ."¹ That is to say that hypertext is a large database (library) containing note cards with text, pictures, maps, sound, animation, or anything else one might wish to include on a card with all the cards linked electronically in such a way that the user can begin at virtually any specific card (beginnings are flexible) and progress to an end point (again, end is relative) by an almost limitless number of intermediate points. It is the computerized equivalent of picking up a book and deciding that you wish to read only the material on a particular individual and then going to the index and skipping from page to page, reading some text here, a note there, then looking at a picture of your subject, reading some more text, referring to a map, and then back to text. You might begin on page 45 and end with a map on page 5, having looked at pages 103, 56, 6, and 148 in the interval. The advantage of a hypertext is that you do not have to shuffle pages.

The theory behind hypertext dates to the 1960s,² and it became generally available for the personal computer with the publication of *Hypercard* (for the Apple) and *Guide* (for IBM) in the late 1980s. An early discussion of its possible use by historians is given in James Schick, *Teaching History with a Computer*,³ while more recent developments are presented by Robert Jensen in "The Technology of the Future is Already Here."⁴

Although we may not be aware of it, most of us have probably been exposed to the technology. One widespread application is to produce various kinds of interactive self testing and review materials whereby a question is given and the responder chooses from among several choices and the computer tells the responder whether the answer is correct or not. Various kinds of hypertext "textbooks" have also been produced, most notably *Perseus*, a massive computerization of virtually all available textual and photographic material on ancient Greece.⁵ Also, many computer games, such as *The*

¹ George Landow, *Hypertext* (Baltimore: Johns Hopkins, 1992), 3.

² Landow, 4.

³ James B.M. Schick, *Teaching History with a Computer* (Chicago: Lyceum Books, 1990), 63-64.

⁴ Robert Jensen, "The Technology of the Future is Already Here," *Academe*, 79 (July-August 1993), 8-13.

⁵ Gregory Crane and Elli Mylonas, *Perseus* (Washington, D.C.: Annenberg Corporation for Public broadcasting Project, 1990).

Oregon Trail, are based on the technology.⁶ Hypertext can also be a powerful active learning tool. This article presents an example of how hypertext technology was used in a history class on Islam to achieve both content and pedagogical goals.

THE COURSE

The specific use to which I put hypertext technology was a seminar on Islam. The content goals of the course were to have students develop an understanding of the religious beliefs and practices of Islam and to examine how they had developed over time. In addition to these content goals, I also had several pedagogical goals. These included the following:

1. The students would be active rather than passive participants.

I did not want another lecture course. While I knew that the students had little or no background on Islam, I still thought that it was possible to have them learn about Islam by reading and discussing. I was resolved to serve mainly as a resource.

2. The course was going to be based on primary sources.

My goal here was to promote critical reading and thinking. While texts provide expert opinion, students are inclined to read them as gospel rather than as interpretation. As a result, texts rarely encourage thought or discussion. Furthermore, I wanted the students to deal with the messiness and inconsistencies of the sources and try to work the religion out for themselves. Finally, the sources provided a better sense of the historical development of the religion. I did not use a text book; the students read the Koran, Hadith (traditions), Tafsir (commentary), and Fiqh (law).

3. The course was going to promote cooperative learning.

I wanted the students to work together and to learn from each other. I thought that the lack of a textbook would encourage this as no one student would be able to read all of the source material.

4. The course would be writing intensive.

I expected students to write a great deal and to share their writing with their colleagues.

These goals were established before I had determined to use hypertext, but my planning for the seminar and reading about hypertext did coincide and eventually converged. Accordingly, before the semester began, I added a fifth pedagogical goal, to make the course computer intensive and require that the students master *HyperCard*. This was to be accomplished by having students create a hypertext on belief and practice in Islam. The decision to make the hypertext the focus of class activity actually served to pull together the other goals; the students, as a class, would use the primary sources to determine the beliefs and practices of Islam and then write their own electronic textbook.

ORGANIZATION

The course was divided into two general sections, Articles of Faith (belief) and Pillars of Worship (practice). Faith was then divided into five topics (unity of God, belief in prophets and scriptures, belief in angels and jinn, predestination, and final

⁶ Joan Clarke et al., *The Oregon Trail* (Minneapolis: MECC, 1993).

judgment) and worship into four (prayer, pilgrimage, charity, and fast of Ramadan). Each topic became the subject of a classroom meeting. For each topic one student was appointed to serve as facilitator. That individual was assigned secondary reading materials and was expected to lead discussion of the topic. A second student was appointed to serve as secretary. That individual was responsible for taking notes and then writing a narrative about the topic for entry into the hypertext. Readings from the sources were divided among the remaining students, who were to bring specific references related to the topic to the discussion.

Before proceeding with the subject matter, the students had to learn the basics of *HyperCard*. This was one of my major concerns going into the semester as I feared that this requirement might deter otherwise interested students. I had spent a weekend teaching myself *HyperCard*, using George Beekman, *HyperCard 2 in a Hurry*,⁷ and found it to be relatively easy, and had also set up the general format of the hypertext. Students had to learn how to get into the hypertext, get to the file containing the subject to be discussed, make entries into that file, and link their entry with others in the file. One student did decide that discretion was the better part of valor and dropped the course, but the remaining eleven were able to learn enough to get started in a class session that ran one hour and twenty minutes. From that introduction they learned as they went, receiving help from each other and from the staff at the writing center at the college. The technology alone turned out to be a good exercise in cooperative learning.

Once the technology was mastered, we then proceeded to the content. Each class proceeded in the following manner—here using the topic prayer as an example. The facilitator began by explaining the general concept of prayer in Islam. He then called upon the students who had read the Koran to present the scriptural basis of prayer. This usually resulted in the students who had read the commentary and the traditions jumping in to explain or elaborate on specific points. The secretary would usually be scribbling furiously, often asking for clarification and correcting the narrative as the class arrived at a consensus about the how many, when, where, and how of Muslim prayer. My function was to serve as time keeper and to push things along when the students either got bogged down or moving in the wrong direction. The discussion ended with the secretary giving a quick summary of the narrative.

This could often become quite detailed discussion. For example, the prayer facilitator explained that Muslims prayed five times a day, but the Koran readers could find specific reference to only three prayers. So we had to go to the commentators on those passages, and then on to the Hadith, to discover the source of the five prayers. Students also discovered that such things as the direction of prayer and the way by which people were summoned to prayer had changed over time. This was all worked out in the discussion. I had loosely scheduled one one-hour twenty-minute class period per topic. That length of time was generally insufficient for the topics related to worship, so we often carried these over two sessions.

Once discussion ended, the class would meet to enter material into the hypertext. Just as discussion involved all the students, the hypertext was very much a collaborative

⁷ George Beekman, *HyperCard 2 in a Hurry* (Belmont, CA: Wadsworth Publishing, 1992).

effort. The secretary was responsible for entering the narrative discussion of the topic. Each student had access to this narrative and was free to make suggestions to the secretary. In addition, each student was responsible for entering textual source material relating directly to the narrative and linking that to the narrative. For example, our narrative gives a summary explanation of the number of prayers. This narrative is linked to the specific Koranic texts as well as explanations in the Hadith and Tafsir relating to the numbers of prayers required. Similarly, the direction of prayer is explained in the narrative with links to textual sources, and so on. Each student initialized her/his entry so as to establish authorship.

EVALUATION OF STUDENT PERFORMANCE

A problem that I wrestled with in originally organizing the course was how to evaluate student learning. The structure of the course, particularly the emphasis on writing, seemed to render the traditional essay exam redundant; my students were writing far more detailed essays that I would ever expect on an exam. My assumption was that if the students did the reading, came to class, and did their writing, they would have learned about Muslim belief and practice. I explained this assumption to the class and did not give exams. What I did grade them on was the quality and applicability (although not necessarily the accuracy as it is not difficult to misinterpret religious texts and I did not want to discourage contribution) of their classroom discussion and contributions to the hypertext. I discovered in a hurry whether or not an individual understood Muslim prayer by the comments that were made in class and, most especially, by the material included in the hypertext, be it narrative or source references. My evaluation counted for only forty percent of the final grade.

An additional fifty percent of the grade was determined by a combination of peer and self-evaluation. Students were initially uncomfortable with the prospect of evaluating each other, and we ended up spending one class period working out the guidelines for this evaluation (participation, applicability, contribution to the hypertext). The students did finally agree to the peer evaluation.

The final ten percent of the grade was the successful completion of a short project using the hypertext, which demonstrated each student's mastery of *HyperCard*. This was given during the scheduled final exam.

There was general agreement about grades. As a rule, I gave the highest grades, followed by peer evaluation, with students being most difficult on themselves. There was never more than a single grade deviation.

PROJECT EVALUATION

My overall reaction to the project was very favorable; I will certainly use hypertext as a learning tool again. What was most satisfying about the experiment was that for perhaps the only time in fifteen years of college teaching, I did not revert to the easy out of lecturing or even faculty-directed discussion. This was truly the students' course, and they taught themselves quite well. By the way of anecdote, I did schedule a lecture for myself to discuss the general themes of Islamic practice. Most of the class did not show up. This was somewhat of a surprise, and a bit of a shock to my ego, so I commented about it at the next session. The general response of the students was that they did not need for me to spoon feed the material to them. Attendance was not a

problem otherwise, and when one of the students did miss a couple of classes, a delegation of colleagues came to me and asked me to deal with that individual.

As far as the more specific goals: Did the students learn about the beliefs and practices of Islam? Based on the material in the hypertext, they did. In fact, the students who completed the course probably have a better understanding of Islam than most Muslims because they have read and discussed the textual sources of the religion.

With regard to the pedagogical goals, I am reconsidering using only primary source material. Although discussion generally went very well, it probably would have been more efficient and the use of texts more focused had the students possessed a better factual background. I did provide secondary source material to the facilitators as I wanted them to have a framework for leading the discussion. I know that many of the students, on their own initiative, made use of secondary sources as they, too, wanted some guidelines. I will assign a general text the next time.

The greatest discovery that I made in relying only on primary texts was that it required much greater preparation on my part. I can offer a lecture course on Islam with minimal preparation and handle with little difficulty the technical questions that usually arise. My graduate training was also in Islamic religious literature. However, when it came to playing the role of resource person and, especially when trying to get discussion steered back on course when it was going astray, I found myself scrambling for the proper Koranic text or the proper section of the Hadith. All too often I found myself simply shrugging my shoulders in ignorance. I need to know my sources better next time!

The greatest success of the project was the collaboration. The students had no choice but to work together, and work together they did. The discussions moved along quickly and most everyone participated in most classes. The most common reason for non-participation was that the particular source a student had read contained nothing on the topic, again, a failing on my part in assigning the readings. The biggest problem was that some students were a little slower than others to enter written material into the hypertext, and I was not always sure that everyone was reading what their colleagues had written. We also occasionally had some technical glitches as students would link entries, or at least thought that they were linking them, and then the entries would disappear. I did spend a few sessions reconstructing text and getting linkages sorted out.

As for the hypertext itself, while we did an adequate job of using the textual applications, there were three areas of disappointment:

1. We did not make full use of the linking possibilities.

HyperCard enables one to make as specific a link between and among texts as one desires. Returning to the prayer example, we could have made a specific link between the narrative on the number of prayers and the primary texts explaining that practice. What students tended to do was to make more general kinds of linkages between prayer and the Koran or Hadith, so that the reader of the hypertext had to search through text rather than being linked to a direct reference.

2. Insufficient use of graphic capabilities.

HyperCard has the capacity to include all sorts of graphics, from those created individually using the built-in drawing and painting program to photographs, maps, or even moving images entered through a scanner or, on the newer Macintoshes, a

CD-ROM. I used the draw program to create calligraphy for the introduction and individual topics in the hypertext. A couple of my more artistic students also generated some clever "buttons" (the icons that are used to link texts), including a passable representation of the Muslim scholar Ibn Taymiyyah. We could and should have done such things as including a map showing the location of Mecca or another map of Mecca itself including the stages of the pilgrimage. I had encouraged students to locate graphic materials but to no avail. In defense of the students, they were busy enough keeping up with the reading and entering text. Next time I will either assign a student the task of collecting graphics or work on that part of the hypertext myself.

3. No use of the sound capabilities.

HyperCard can also incorporate sound. From the start, I had intended to include a glossary that would have given the proper Arabic pronunciation of every term in the text. All the user had to do was "click" on the word and the reader would hear the word pronounced. One student did make several efforts to accomplish this goal, but we could never coordinate with the campus's one native speaker of Arabic. We could also have included something like the call to prayer. Again, one student should be assigned to this area or the instructor might make it his or her contribution.

CONCLUSION

James Schick wrote that hypertext technology "may prove the first key intellectual and educational advancement of the computer age."⁸ I agree. Hypertext is a powerful learning tool for history. In creating the Islam hypertext my students were not just learning a finite number of facts about a religion; they were involved with primary research, they were interpreting their material, they were writing narrative, they were supporting that narrative with specific references to the sources, and they were working together to solve problems. My students were doing history and using the latest technology to do it. It was all very exciting.

Now, does it have universal application? Probably, although in the World Civ or American history survey the principal application will remain creating interactive study guides or review hypertexts. However, in smaller, upper-division offerings it has unlimited possibilities—a colleague and I are in the preliminaries of discussing its use in a course on the Crusades, and I am already contemplating having a class do a more limited and specialized hypertext on the city of Cairo when I teach a course on the history of Egypt. It is also dynamic. If I teach a course on Islam again, I can improve upon and add to the hypertext created by my previous class. Unlike a traditional book, the hypertext can grow and change very easily, thereby providing another practical historical lesson to the students—history can and does change.

NOTE: I wish to acknowledge the following individuals for their contributions to the project: to Dr. Philip Carman, professor of English and director of the Center for Writing and Thinking at College of the Ozarks, for introducing me to hypertext and

⁸ Schick, 64.

actively assisting me throughout this project; to Mr. Leonard Gittinger for his generous financial support that made it possible for the college's library to purchase translations of primary source materials; and, most importantly, to the very gifted and dedicated groups of undergraduates, including Sonya Engleking, Stephen Hall, Ken Hoerning, Winnie Kimata, Heath Kirkpatrick, Amy Rayl, Jason Ruff, Rhonda Smithwick, Warren Soper, Shane Spangler, and Carissa Wentz, who put a great deal of time and effort into the project and who are the actual authors of the Islam hypertext.

HOME

الإسلام

SUBMISSION TO GOD

Click anywhere for next card

Card 1

This is the title page for the Islam hypertext. The Arabic graphic was done by the author with the draw option in Hypercard. The entire card is a "button," so clicking the mouse anywhere advances one to the next card.

Introduction

Islam is the fastest growing religion in the world today, and by the year 2000 will have surpassed Judaism as the second largest religion, after Christianity, in the United States. As Americans will find themselves coming into more and more direct contact with Muslims, both at home and abroad, it is incumbent upon them to understand the basic beliefs and practices of the Islamic religion.


This Hypertext is designed to provide that information. In order to proceed through the text, one need only to "click" on arrows or bold type words. The Hypertext also includes a pronunciation guide for all Arabic terms included in the text. Again, simply clicking on an italicized word will cause the computer to pronounce it.





Card 2

This introduction provides the basics of getting through the text. Turning pages is simply a matter of "clicking" on the buttons, in this particular application identified as either arrows, bold type words, or italicized words. The arrow at the lower left of each page takes one to the previous page (screen).

The Hypertext is divided into separate stacks or files. In order to begin examining the information in any of these topics, click on the appropriate arrow.

 Articles of Faith

 Pillars of Worship

 Shari'a



Card 3

The Stacks Menu Card. From this point on the user of the hypertext proceeds at will simply by clicking on one of the options. A menu option at the top of each screen (not printed on the following cards) returns the user directly to this menu from anywhere in the hypertext.

PILLARS OF WORSHIP

The Pillars of Worship define orthopraxy (proper practice) within Islam. These are the five religious practices required of all Muslims. Click on the arrow next to the Pillar you wish to have described.

- ⇒ Profession of Faith
- ⇒ Prayer
- ⇒ Charity
- ⇒ Fasting
- ⇒ Pilgrimage

← Click to return to Stacks Menu

Card 4

Although not necessarily card 4 in the hypertext. Clicking on Articles of Faith would have given the user a different card 4. Here again, the user has a variety of options, depending on the information desired.

HAJJ

The fifth pillar of Islam, known as *Hajj* or pilgrimage, is required of all adult Muslims at least once within their life. Of the five fundamental duties expected from Muslims, only pilgrimage is perhaps beyond the ability of every Muslim.

At a prescribed time once every year the pilgrimage begins. The last month of the Muslim lunar year is known as *Dhu 'l-Hidjdja*. *Dhu 'l-Hidjdja* falls throughout various times of the solar year, which means that pilgrimage may occur in any of the various seasons. *Hajj* always begins on the 8th day of the month and lasts until the 12th.

The pilgrim, known as a *Mu'tamir*, arrives in Mecca and assumes a state of *Ihram*, or cleanliness. *Ihram* is a "holy condition" in which the pilgrim is symbolically pure. Purity is maintained by abstention from acts such as cutting hair and nails, using perfume, engaging in sex, or



Al - Muwatta

Koran

Card 5

Clicking on Pilgrimage brings up a screen that provides a narrative description of this particular Pillar of Worship. This card also shows the variety of buttons: the arrow at the lower left returns the user to the previous screen; the italicized words can be clicked on and the word will be pronounced (see text); and the bold words at the lower right will allow one to proceed to source materials (see card 8).

acts such as cutting hair and nails, using perfume, engaging in sex, or hunting animals.

Preparation for pilgrimage begins the evening before the 8th. Usually there is a type of sermon preached in the Mosque near the Ka'aba. On the 8th, *yawm al-tarwiya* or the "day of moistening" begins. Pilgrims start with a ritual circling, or *tawaf*, of the Kaaba seven times while reciting prayers that signify their submission to Allah. After this the *Sa'i* is performed. *Sa'i* is the act of running between the two hills of Safa and Marwah, which represent the struggle that Hagar and her son Ishmael experienced while searching for water. Pilgrims also use this day to gather the water provisions which will be necessary for the pilgrimage. Next, pilgrims will set out for the plain of Arafat in caravans which follow two *Mahmals*. These mahmals are regarded as the caravan's sanctifying elements.

On the 9th the *Wukuf* proper begins. This period begins at noon, or high sun, and lasts until its setting. *Wukuf* means that the pilgrims "halt" at any particular spot of choice within the plain of Arafat and



Al - Muwatta

Koran

Card 6

The narrative on pilgrimage extends beyond the on-screen capabilities of the Hypercard display. No problem as one can scroll down the screen without leaving that card. Please also note the bold word Ka'aba in line 5 of the text. This is a button, and clicking on it reveals further description.

Ka'aba

The ka'aba is the cube shaped building which houses the sacred "black stone" found in the Mosque in the center of Mecca. The Ka'aba holds special significance in the eyes of Muslims because of its history and origin. The Ka'aba was originally built by Adam, but was destroyed. Later, when Abraham submitted to Allah and became the first Muslim, he and his son Ishmael rebuilt the Ka'aba. The black stone which rests inside the cube is a sign of the covenant Allah made between Abraham and Ishmael. The stone is traditionally viewed as a crystal which was given by Allah to man. Originally the crystal was clear, but turned black due to the sin of humankind. Muhammad made it a practice to kiss the stone, and to this day Muslims follow the same practice.



Card 7

If the user clicks on Ka'aba, this card comes to the screen. This particular contributor favored a different font than had been used previously, so we have a different font. We could also have provided a picture of the Ka'aba as well as a map of Mecca showing the location of the Ka'aba. These can be added in later editions as well.

ii: 185

Fulfill the Pilgrimage and the Visitation unto God; but if you are prevented, then such offering as may be feasible. And shave not your head, till the offering reaches its place of sacrifice. If any of you is sick, or injured in his head, then redemption by fast, or freewill offering, or ritual sacrifice. When you are secure, then whosoever enjoys the Visitation until the Pilgrimage, let his offering be such as may be feasible; or if he finds none, then a fast of three days in the Pilgrimage, and of seven when you return, that is ten completely; that is for him whose family is not present at the Holy Mosque. And fear God, and know that God is terrible in retribution.

Tafsir

Card 8

Refer to the buttons at the bottom of card 5; Clicking on Koran provides the following quotation (actually one of several) which provides primary source material about the pilgrimage. If one wished to go to yet another level of understanding, the Tafsir button provides commentary on this particular Koranic text. If you've had enough about the source of pilgrimage, click on the arrow to return to the narrative. If you've had enough about pilgrimage, click on the Stacks button.

THE MILITARY MUSEUM AS CLASSROOM¹

John F. Votaw

Executive Director, Cantigny First Division Foundation

I: THE OPPORTUNITY

One of the difficult associations that students must make in their study of history is visualizing the physical conditions of the event or period under study. For example, when World War I pops up on the schedule of a history of Western civilization course, or a more specialized course in European, American, or World history, students might have difficulty in conjuring up images of what it must have been like for soldiers engaged in battle on the Western Front. It is easy to understand mud and stagnant water if you're standing in it up to your hips. But to imagine it without the "props" is harder. When we add the pictures of some of the other pervasive realities of combat in 1918—such as the unavoidable stench of death in the trenches, the crackle of machine gun fire, the ominous poison gas clouds hanging in shell craters, and the loud thumps of mortar and artillery rounds falling amongst frightened soldiers—the approximation of reality becomes more vivid. The problem for students is that they do not have a personal frame of reference with which to measure their new information.

Some may have seen the "remake" of "All Quiet on The Western Front," starring Ernest Borgnine and Richard Thomas, instead of the classic with Lew Ayres. Perhaps others viewed, on the old movie channel, "Paths of Glory" starring Kirk Douglas as the conscientious and moral Colonel Dax who must face up to the alleged cowardly behavior of his men in a failed attack. A few may even have visited the scarred landscape of the Verdun area of France, which even today bears witness to the enormous destruction unleashed by the heavily armed contending armies. Very few probably have read Paul Fussell's *The Great War and Modern Memory*, published in 1975, or selections from the writings of Siegfried Sassoon, Robert Graves, or Joyce Kilmer. The literature and film art from the World War I era is extensive and poignant, but it still requires students to engage their imaginations to supplement their study of facts, circumstances, and motivations of the men and women who made the history of World War I. A museum that exploits interaction with its visitors by means of its reproduction landscapes, period narratives, images, and sounds can stimulate the learning process by providing the missing personal frame of reference.

II: THE STORY

Many history museums do not have a tightly focused story to deal with. Military museums do focus their story on a particular unit, group of units, geographical location, or series of events that have a military theme. There are many excellent military museums across the United States, often located on military posts and bases. For example, the U.S. Cavalry Museum is located at Fort Riley, Kansas. Its excellent

¹Copyrighted 1994 by John F. Votaw. The author acknowledges the assistance of Bill Lazenby, Kathe Doell and Rob Young of the staff of the First Division Museum at Cantigny in the preparation of this article.

exhibits explain the role of the cavalry and dragoons in the development of the frontier and their contributions to the U.S. Army from the early nineteenth century to the present. At Fort Sill, Oklahoma, one can learn about the history and role of artillery in the armed forces. A new Museum of Airborne Warfare is in the planning stages at Fort Bragg, North Carolina. The National Infantry Museum at Fort Benning, Georgia, gives a broad picture of how infantry units changed over time in the U.S. Army. The Casemate Museum at Fort Monroe, Virginia, explains the development of coastal artillery. The West Point Museum, collocated with the U.S. Military Academy at its breathtaking site above the Hudson River in New York State, offers insights into the Revolutionary War period and the development of the Military Academy. These are only a few of the Army's excellent facilities. The Air Force, Marines, Navy, and Coast Guard have comparable facilities.

There are many privately owned and operated military museums and a few good municipally operated military museums, such as the Liberty Memorial Museum in Kansas City, Missouri, certainly one of the finest World War I exhibits in the world. The First Division Museum at Cantigny in Wheaton, Illinois, which opened its new 37,700 square foot building on August 27, 1992, presents the full historical record of a single infantry division, the legendary "Big Red One." Since it is the museum the author is most familiar with, it will be used for illustrative purposes. The important point, however, is that *any* museum can serve a teacher's purpose with a little effort beforehand.

III: THE PRESENTATION

In Wheaton, Illinois, the Cantigny First Division Foundation created a new military exhibit hall that puts its visitors "inside" the story and surrounds them with recreations of historical locations, artifacts, photographs, battle noise, soldiers' conversations, and lighting effects—all intended to reproduce the sensations of actually being a witness to historic events. In doing so, the staff of this new museum used a technique that theater producers have always known—information presented in a realistic way always is a stronger stimulus to learning than passive viewing of objects behind glass. By engaging all of the senses, visitors are moved to the point of actually experiencing some of the emotions of the participants in the original events.

There is a danger for the museum if this technique is carried too far. Instead of a realistic museum experience, the visitors may be stimulated in an unrealistic way akin to the excitement of a carnival ride or a theme park—an error that detracts from the intended effects of the exhibitry. For example, the story of the landings on Omaha Beach on June 6, 1944, is presented in a highly detailed replica of an LCPV landing craft, complete with a "soldier" descending a cargo net from the "adjacent" troop ship. It was technically possible to provide some motion to the floor of the theater by means of hydraulics interconnected electronically to the program. The museum staff chose not to carry the simulation that far, suspecting that the "ride" might detract from the power and drama of the story presented by audiovisual projection. The exhibition technique must never supplant the story; it should enhance and facilitate the story. The presentation of a military story has a related danger—giving the false impression that war itself is being extolled, or that the undeniable exhilaration of battle somehow justifies its destructiveness.

At other points in the highly detailed galleries of the First Division Museum at Cantigny, students and teachers can exploit the story to advantage. In 1993 we observed the seventy-fifth anniversary of the armistice ending the fighting in World War I. The Great War, as it was known to its veterans, was on the one hand a great adventure, but on the other a great disaster when the reality of trench warfare began to take its toll in lives and equipment. The Cantigny museum sets its first galleries at 1917-1918 to explain mobilization for service in France and all the attendant problems with forming an expeditionary army. Once "over there" the doughboy joined the Tommy, the *poilu*, and the *Soldat zu Fuß* in the common misery of modern warfare. On a back street of Cantigny, France, a short while after America's first battle of the war on May 28-31, 1918, the teacher can explain to the students why American troops were supported by French tanks. A full size replica of the Schneider CA.1 hangs over the realistic trench, hung up on a tree stump with its oil pan emptying on the sandbagged parapet. The students, in turn, might report on preliminary readings the teacher had assigned as preparation for the museum visit.²

Arriving at World War II, in a recreated barracks set at Fort Devens, Massachusetts, in December 1941, the visitors learn how new recruits were molded into fighting units, then shipped to Scotland in August 1942 for the final training for the invasion of North Africa. Present in the space are uniforms, a made-up steel bunk and photographs of mobilization and training. Over the radio on the shelf above the bunk can be heard the ringing words of Franklin Delano Roosevelt's appeal to Congress for a declaration of war against the empire of Japan. You cannot escape either the global significance of the entry of the United States into World War II or the impact of that entry on individual American citizens who had to take up arms in their country's defense in response to their president's call. A teacher might prepare to use this space to explain the process of mobilization and the global character of World War II by

² For example: Dale E. Wilson, *Treat 'Em Rough!: The Birth of American Armor, 1917-20* (Novato: Presidio, 1989); Ralph E. Jones, George H. Rarey and Robert J. Icks, *The Fighting Tanks: From 1916 to 1933* (Old Greenwich: WE Inc., 1969 [1933]); Richard Haigh, *Life In a Tank* (Boston: Houghton Mifflin, 1918); for the air war, see: Lee Kennett, *The First Air War, 1914-1918* (New York: The Free Press, 1991); John H. Morrow, Jr., *The Great War In The Air: Military Aviation from 1909 to 1921* (Washington, D.C.: Smithsonian Institution Press, 1993); other titles from which students could glean a "sense" of the war are: Henry Berry, *Make The Kaiser Dance: Living Memories of the Doughboy* (New York: Arbor House, 1978); John Ellis, *Eye-Deep In Hell: Trench Warfare in World War I* (New York: Pantheon Books, 1976); Frank Freidel, *Over There: The Story of America's First Great Overseas Crusade*, rev. ed. (New York: McGraw-Hill, 1990); John Toland, *No Man's Land: 1918, The Last Year of the Great War* (New York: Ballantine Books, 1982); Paul Fussell, *The Great War and Modern Memory* (London: Oxford University Press, 1975); Samuel Hynes, *A War Imagined: The First World War and English Culture* (New York: Atheneum, 1991); Albert M. Ettinger & A. Churchill Ettinger, *A Doughboy With The Fighting 69th: A Remembrance of World War I* (New York: Pocket Books, 1993); Henri Barbusse, *Under Fire: The Story of a Squad (Le Feu)*, trans. by Fitzwater Wray (New York: E.P. Dutton & Co., 1917); and the very best history, Edward M. Coffman, *The War To End All Wars: The American Military Experience in World War I* (Madison: The University of Wisconsin Press, 1986) [1968 by Oxford University Press]). There are, of course, many primary sources dealing with the American experience in World War I. Students might benefit from reading an attack order for a division, then trying to figure out what effort is required to accomplish the task. This kind of Socratic dialogue between teacher and students in a highly realistic museum setting can be most profitable.

having students read selectively from Eric Larrabee's *Commander in Chief*, Marvin A. Kreidberg and Merton G. Henry's *History Of Military Mobilization In The United States Army, 1775-1945*, or one of the many fine volumes in the *United States Army In World War II* series published by the Department of the Army.³

At the next stop along the chronological pathway through the museum's exhibits, you encounter a touch-screen television monitor. The program is titled "Soldiering." By selecting from interview segments with 1st Infantry Division veterans, you learn what it was like to be part of an infantry squad in World War II. A section of the program titled "Field Manual" presents several dozen short "packets" of information about many topics, like the Army Air Forces, penicillin, and land mines. A third section of the program lets you play the role of an infantry commander faced with decisions about tactical situations. By means of a computer and images and film footage stored on a laser disc machine, you are "led" to the best answer to the problem. Interactive television programs can be adapted to almost any museum learning situation, but are particularly useful in a military museum.

The Vietnam War is difficult to deal with in a non-pejorative way. Despite heavy, complex political and social messages, the Vietnam War has some positive learning value for students. The First Division Museum sets the story in an artificial jungle—you learn about the struggle for power in Vietnam after World War II and the eventual entry of the United States into what many viewed as an insurgency in South Vietnam instigated and supported by North Vietnam, but viewed by others as an internal or civil war. A walk down a simulated jungle trail, after seeing figures outfitted for warfare in the rice paddies and learning about the 1st Infantry Division's five year "tour of duty" in Vietnam, brings you to a clearing and the chance to see an award-winning ten-minute audiovisual program about the Big Red One's service in a decidedly hostile theater of operations. The setting is sufficiently realistic to permit the teacher to prompt the students to reflect on one or more provocative issues. For example, the simple question, "Why was the United States involved in combat in Vietnam?" might lead to a stimulating five or ten minutes in the lobby or on the beautiful grounds surrounding the museum. Likewise, a student who noticed many non-Caucasian faces in the audiovisual program might ask about equity of service and opportunities for advancement for minorities in the Armed Forces of the United States. The museum provides the stimulus and the opportunity for the teacher to build upon the exhibit content. Anyone who has taught college students is grateful for an occasional stimulating opportunity.

³ Eric Larrabee, *Commander in Chief: Franklin Delano Roosevelt, His Lieutenants, And Their War* (New York: Harper & Row, 1987); Marvin A. Kreidberg and Merton G. Henry, *History Of Military Mobilization In The United States Army, 1775-1945* (Washington, D.C.: Department of the Army, 1955); from the *United States Army In World War II* series, Robert R. Palmer, Bell I. Wiley and William R. Keast, *The Procurement And Training Of Ground Combat Troops* (1948); Mattie E. Treadwell, *The Women's Army Corps* (1954); Byron Fairchild and Jonathan Grossman, *The Army and Industrial Manpower* (1959), and Ulysses Lee, *The Employment of Negro Troops* (1966); see also Larry I. Bland, Sharon R. Ritenour and Clarence E. Wunderlin, Jr., editors, *The Papers of George Catlett Marshall* (Baltimore and London: The Johns Hopkins University Press, 1981-), 3 volumes to date. Volume 2 contains General Marshall's thoughts on manpower and mobilization.

IV: MUSEUM-VISITOR INTERACTION

The process of reestablishing the First Division Museum at Cantigny in its new space took six years from concept to reality. Although long-range planning continued throughout the six years, it was only after the collections were organized and protected, the staff expanded and trained, stable funding forecasted, and the new facility completed, that the museum was ready to launch into its functional role of connecting with the community. As a result of a visitor profile survey taken early in the process, the museum staff knew that students of all ages made up about forty percent of the visiting public.

With some pre-visit coordination, careful hosting on the day of the visit, and some follow-up after the visit, student groups can make best use of their visit time, which usually is carved out of precious classroom contact time. By looking into ways that the museum's educational spaces and equipment might be used to supplement the curricular goals of the visit, the museum outing becomes more than a day away from the classroom routine. For example, most museum staff professionals are trained in some traditional discipline like history or sociology in addition to their skills in museum exhibition. Additionally, most museums have a reference library of works relevant to the theme of the museum. By scheduling time for students to use those references, the museum visit day can be made more interesting with contributions from the students. Similarly, a visit by a team from the museum staff to the classroom, bringing an artifact trunk and perhaps a videotaped oral history coordinated with the curriculum topic, often can be an excellent adjunct to learning.

Program outreach will not happen by itself. Teachers simply are too pressed to do very much as a supplement to the classroom requirements. The process of arranging transportation, finding enough interested colleagues to help supervise the trip, thinking about lunch arrangements, and making the coordination with the visited museum often does not leave the teacher much time to think about the substantive aspects of how the museum and its collections might reinforce teaching points. The museum staff can help with this process. First, however, the teacher must know the capabilities of the museum and the willingness of the staff to be a curricular resource.

It is very important for the museum not to crowd too much information into any of its gallery spaces. We all have visited museums that are essentially "open storage," that is row after row of different examples of the same artifact without explanation or story. It is crucial that the museum interpret every space that it presents to the public—from shoe-box size to room-size. The story is the important feature of a history museum exhibition; the artifact, photograph, and text simply are the means to explain and interpret the story. There are those in the museum profession who revere the artifact to the exclusion of the story associated with it. Preservation and protection of the artifact are essential for many reasons, but they are among the means, not the ends, of museum work. The payoff for many long hours of planning and hard work is that bright look of comprehension on the faces of visitors in the exhibit area. It tells us that we are connecting with the communities which we serve.

V: SOME IDEAS ABOUT THE STUDY OF WAR

War and its aspects often present a significant challenge to teachers at every level because of the inherent emotional and social burdens. The human catastrophe of war

is a legitimate subject for historical inquiry because, as with cancer, a fuller understanding of the circumstances may yield better approaches and techniques for dealing with it. Like oncologists, historians of war are not in love with their subject, only respectfully in awe of it and determined to understand it. In the case of the First Division Museum at Cantigny, the staff makes clear at every opportunity, particularly with students, that the principal focus of the storyline is soldiers, what they do in combat, the sacrifices they make to accomplish their purpose, and their achievements in the midst of one of life's most trying circumstances—war.⁴

We now are in the midst of observing the fiftieth anniversary of events of World War II. There is much commemoration of individual heroism and assessment of military-political achievement by the Allied nations in their victory over the Axis powers. There is also the opportunity to understand the Cold War from the perspective of its terminus. Museums can add to our power to understand the events of our world, but only if we visit them intelligently as a resource to learning.

The effective military museum is neither a passive supplier of information nor an advocate of radical interpretations. Rather, it presents its story accurately and sympathetically, but powerfully, using techniques that stimulate all of the senses. Gone are the days when museum visitors bring only their bodies to the museum to peer at anachronisms in large glass cases. Expectations today are higher and the challenges for the museum are greater.

⁴ There is a large body of literature dealing with the nature of war and its effects. A few selected titles include: J. Glenn Gray, *The Warriors: Reflections on Men in Battle* (New York: Harper & Row, 1959); Robert L. O'Connell, *Of Arms And Men: A History of War, Weapons, and Aggression* (New York: Oxford University Press, 1989); Quincy Wright, *A Study of War*, 2d ed. (Chicago: The University of Chicago Press, 1965 [1942]); Gabriel Kolko, *Anatomy Of A War: Vietnam, the United States, and the Modern Historical Experience* (New York: Pantheon Books, 1985); John Keegan, *A History of Warfare* (New York: Alfred A. Knopf, 1993); Raymond Aron, *On War*, trans. from the French by Terence Kilmartin (New York: W.W. Norton, 1968); John G. Stoessinger, *Why Nations Go To War* (New York: St. Martin's Press, 1974); Michael Howard, *The Causes Of Wars and Other Essays* (Cambridge: Harvard University Press, 1983); Bernard Brodie, *War And Politics* (New York: Macmillan, 1973); W. Scott Thompson and Donaldson D. Frizzell, eds., *The Lessons of Vietnam* (New York: Crane, Russak & Company, 1977). While it probably is too soon to expect a searching account of the Gulf War of 1990-91, Rick Atkinson's *Crusade* (1993) is worth the time. War is the most persistent, intractable problem facing the human race.

HOW TO PLAN AN EDUCATIONAL VISIT TO AN HISTORIC SITE

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INTRODUCTION

Teaching history can be far more than dry lectures and reading long books. One challenge is to find creative and innovative ways to present the material. Another challenge is to avoid having a visit to an historical site degenerate into an elementary school field trip. The "historical staff ride" program in the United States Army can serve as an example of how to teach history outside of the classroom.

The "historical staff ride" is a method for teaching military history by visiting a battlefield and discussing the events that took place. The historic event is then used to teach current Army doctrine. The United States Army has had a leading role in developing this technique.¹ Battlefield visits have obvious applications to the education of Army officers. Yet the techniques used in developing a staff ride can be applied to any historical topic. This article provides some ideas on how to develop your own visit to an historical site. For simplicity, this out of classroom event will be called a visitation in this article.

VALUE OF VISITATIONS

A visitation can be exceptionally valuable to a history class. There are concepts that are very difficult to communicate in the classroom. In military history, terrain appreciation is one of them. Unless students can look at the ground over which a battle was fought, many of the actions of units are meaningless. Arrows on maps often fail to communicate the sheer difficulty of moving from point A to point B.

A similar point can be made in a class covering eighteenth or nineteenth-century migration. What better way to appreciate the difficulties of moving cross-country in a Conestoga wagon than to go out to a location and try moving from point A to point B? Students will have a much better sense of history after they have tried to wrestle a wagon out of a rut and up a hill.

There are two key points to making a visitation worthwhile. The most important is imagination. There are countless locations around the country that the "historical staff ride" method can be applied to. A museum, a restored house, a factory, a park, or government building could all be locations that support an historical visit. The challenge is thinking of the commonplace in a new way.

The second key to making a visitation useful is developing the teaching point you want to make. Does the trip facilitate learning about an aspect of history that you cannot communicate in the classroom? Does the organization of the trip have the

¹ The War College, the Command and General Staff College, the Center for Military History, and the Department of History at the United States Military Academy are all major proponents of the "historical staff ride" in the Army. The author would like to thank Professor Ira Gruber, Visiting Professor, Department of History, United States Military Academy, for commenting on a draft of this article.

students thinking, discussing, or doing something? Will the program of instruction do more than show students something? These are key questions to keep in mind as you prepare your excursion. Is it simply a lecture while standing? If the answer to this question is yes, then it should be a warning that you should rethink your tentative plan.

CONSTRAINTS

A teacher always faces time and money constraints. Few military history teachers in California can realistically expect to fly their entire class to Gettysburg, Pennsylvania, to walk the ground of that historic battlefield. The maximum distance feasible for a visit of this nature is 100 miles, approximately two hours on a bus. With four hours driving time, round trip, your site visit can last four hours and still fit into an eight-hour day.

A trip longer than one day is probably not feasible for most classes. An overnight trip adds immense problems concerning lodging, meals, and other necessities. There is also the issue of how many other classes a student will miss while participating in your excursion.

These constraints need to be considered up front in the planning of your visitation. They will limit your possibilities. Several weeks into putting together the course plan for a project of this nature is not the right time to discover constraints.

RESEARCH

The first step is to acquaint yourself with one of the several published "historical staff rides." A well known work is *The U.S. Army War College Guide to the Battle of Gettysburg*, edited by Jay Luvaas and Harold Nelson.² This, or one of the other volumes in the War College guidebook series, is indispensable as a format for creating your own visitation. Another valuable guide is William G. Robertson's *The Staff Ride*.³ From these works you should have a good idea of how the ideal "staff ride" works. The format is easily transferable to other subjects.

At this point consult your course objectives to guide your research. You should look for an historical site that fits one of your goals. A course emphasizing transportation systems might want to look for a railroad bridge or canal. A key to success at this stage is imagination. Even the most mundane or well known location can be a valuable experience if used in a new and exciting way. Remember, the course objective should be a guide, not a constraint keeping you from visiting an important local site.

Armed with a basic idea of how a visitation operates and remembering the course objectives, the teacher, or trip organizer, now faces the hardest part. The RESEARCH! There is no need to panic at this step. Before resigning yourself to countless nights in the library reading, you should consider the following short cuts.

² Jay Luvaas and Harold W. Nelson, ed., *The U.S. Army War College Guide to the Battle of Gettysburg* (Carlisle, PA: South Mountain Press, 1987).

³ William G. Robertson, *The Staff Ride* (Washington, D.C.: U.S. Army Center of Military History, 1987).

A key source of information is a nearby archive or research library. In my research for an "Historical Staff Ride to the Canard River," John Dann, the Director of the William L. Clements Library at the University of Michigan, was of immense assistance. Mr. Dann was able to provide me with most of the extant sources on the Hull Campaign in the War of 1812. If you do not teach at a university or college, you are probably within driving distance of one. Odds are somebody on the staff or faculty of a nearby facility can assist you in your research.

Another available source is local historical or antiquarian societies. This seems like a strange place to look for information, but the rewards can be exceptional. For example, the Infantry Officer Advance Course, at the United States Army Infantry School, Fort Benning, Georgia, conducts an "historical staff ride" to Kennesaw Mountain National Battlefield Park, Georgia. A park ranger at Kennesaw Mountain is a Civil War reenactor. This ranger gladly assists with the staff ride. This is the kind of asset that adds a great deal to a visit, but cannot be found readily. These unexpected wealths of information are out there. The key is tapping into the right group to find them.

If these short cuts fail to produce a possible site, then research is the only alternative. Initially, consult tourist guide type material to find some possible sites. There are numerous printed works that fit this description. One example is *Guide to Historical Resources in Orange County, New York*.⁴ Published local histories are another good way to find sites near your classroom. Research with an eye toward the teaching point you want to make and the distance from your school.

PLANNING

Once your research has uncovered a possible location, you must match the material to the terrain. The first step is to conduct a personal reconnaissance of the area. A sad fact of life is that construction does not stop for history. This is especially true if you want to visit an old battlefield. It is impossible to conduct an "historical staff ride" of the Battle of Detroit, August 16, 1812, because the Renaissance Center and the rest of downtown Detroit has altered the terrain. This holds to a lesser degree for other topics. Much of Saratoga Springs, New York, has changed. However, the Saratoga Historical Museum is sufficiently preserved to facilitate an interesting class on "taking a cure" in nineteenth-century society.⁵ The terrain does not have to be exactly the same as when the event occurred; that would be an impossible requirement. However, major features should be the same.

The next step is to select several stopping points from which to discuss various aspects of the site. For a battlefield, you should select key terrain or a vantage point overlooking key terrain. For non-military visits, the spot should be some place with a view of an area that will facilitate your discussion.

⁴ *Guide to Historical Resources in Orange County, New York: Repositories* (Ithaca: New York Historical Resources Center, Olin Library, Cornell University, 1989).

⁵ For more information on this particular site, call: (518) 584-3255/1531 or write: The Saratoga County Chamber of Commerce, 494 Broadway, Saratoga Springs, New York 12866.

Ideally, you want to read a first-hand description of the event or location at a particular stop. First-hand accounts from participants add realism and authenticity to your visit. While not a requirement, they are very beneficial. This method is illustrated with an example from an "historical staff ride" that I developed for the skirmish along the Canard River, Ontario, Canada, on July 16, 1812. My first stop was on the American side of the river, so I selected the following description of the terrain by Colonel Lewis Cass, the commander of American forces.

From Sandwich to the river Aux Canards lies an open country, cultivated for many years, for distance of about 12 miles, along or near the river—The river Aux Canards is a small stream, but deep—about three rods over, perhaps not so much, and has a bridge; there is an open prairie ground from the Camp towards Malden, for the space of about 1 1-2 miles, near which the ground is bad for marching troops,—the whole distance from Sandwich to Malden is quite level.⁶

Using the Saratoga Springs example, your first stop might be at the entrance to Congress Park looking toward the building where the museum is housed. From this vantage point you have a good view of the park and building. To begin your discussion you could read this description of the area from John Disturnell's 1864 travel guide.

The village of SARATOGA SPRINGS, 38 miles north of Albany and 40 miles south of Whitehall, by railroad route, is pleasantly situated on a plain, surrounded in part by a beautiful grove of pine trees. This is the most noted watering-place in the Union, or on the continent of America; the mineral springs, possessing great medicinal properties, . . . The village is built chiefly on one broad street, intersected by cross streets and the numerous large hotels and boarding-houses for the accommodation of visitors give it a lively and imposing appearance, particularly when thronged with fashionable company, as it usually is during the summer months. Population about 6,000.

The principal hotels are the United States Hotel, Union Hall, Congress Hall, Columbian Hotel, American Hotel, and Marvin House, all being situated on the main street or avenue running north and south. Other hotels and private boarding-houses are to be found in every direction. There are also several public bathing-houses near the Springs, where cold and warm water and shower baths can at all times be obtained.⁷

⁶ James G. Forbes, *Report of the Trial of Brig. General William Hull* (New York: Eastburn, Kirk, and Co., 1814), 18-19.

⁷ J. Disturnell, *The Traveler's Guide to the Hudson River, Saratoga Springs, Lake George, Falls of Niagara and Thousand Islands; Montreal, Quebec, and the Saguenay river; also to the Green and White Mountains, and other parts of New England; Forming the fashionable northern tour through the United States and Canada* (New York: American News Company, 1864), 60.

The next step is to develop discussion questions for each of the planned stops. In a battlefield visit, these questions can develop lessons learned from the historical battle, how the battle should have been fought, or why the opponents acted the way that they did. The questions should expand on the passages read at that stop. Returning to the above example from the River Canard, some activities or questions that would follow from Colonel Cass's description are:

1. Conduct a terrain analysis of the Sandwich-River Canard-Fort Malden area.
2. Is the bridge over the River Canard key terrain?
3. What engineering assets are required for a river crossing operation?

Of course, if your topic is non-military, you would be developing different discussion questions. Returning to the example of Saratoga Springs, you could ask questions like these:

1. Was there a correlation between drinking spring water as a cure and the lack of municipal drinking water systems in the nineteenth century?
2. Why would a casino develop at a health spa?

A final consideration in the planning is the requirement for prior preparation. Preparation falls into two categories, class and individual. To get the most out of your visit, classes on the topic being studied might be necessary. Again, considering the River Canard, a class on nineteenth-century weapons and tactics would be useful before visiting the terrain. The key to developing your pre-visit lecture plans is to consider what your students need to know before they get to the site in order to get the most out of the visit.

The other aspect of the "staff ride" technique is individual preparation. In a visit to a battlefield, each student is assigned a particular role to play or the responsibility for leading the discussion at one stopping point. Returning to the Canard example, students could be assigned the roles of Colonel Lewis Cass, Brigadier General William Hull, Brigadier General Sir Isaac Brock, or the unknown British Army Captain in charge of the defenders at the River Canard. Prior to going on the trip, students should research their role in order to properly play the part during the visit.

Applying the role playing technique to a social history topic would work just as well. While the student may not have a name, they could still play a typical individual from a given group. Building on the Saratoga Springs example, roles could be assigned for a middle class white woman visiting the spa, an immigrant man working as hired help in the Casino, or an African-American woman working in the baths at the spa. At each stopping point a selected student would lead the discussion of society, using their character as a starting point.

Naturally, every student probably will not have a role to play or discussion to lead. This is not a serious problem. A good visit very much depends on the quality of the

preparation by the students. Student participation can be managed by having students work in groups to prepare the role.

LOGISTICS

The planning and development up to this point has been entirely education oriented. However, for any historical visit to be successful, logistics need to be considered well ahead of time. If you are visiting a battlefield, one of the most important resources are maps. In the case of a well known battlefield, like Gettysburg, maps are fairly easy to obtain; however, for a less well-known battlefield maps could be a real problem. You need two maps. The first is a map of the area, showing the actions of the battle. You also need a good present-day road map so you can move around the location using the modern road network.

As previously mentioned under constraints, transportation and lodging are vitally important. Do not forget to coordinate bus transportation far enough in advance to support your trip. There is too much work involved in a project of this nature to see it all fall apart because the bus does not show up at the right time or place.

Permission to use the area also needs to be considered, especially if private property is involved. This could be a very time-consuming process, but several agencies exist to assist you. The Chamber of Commerce for the area you are visiting would probably be more than willing to help you contact the people necessary to use private property. Another resource might be a local school principal.

Clothing and equipment will depend on transportation decisions and weather. The variables of your specific trip preclude a discussion of all the factors that affect this aspect of logistics. One example can suffice: If you plan to walk anywhere, good walking shoes for all your students will be necessary.

CONCLUSION

There are tangible benefits, besides educational value, involved with an historical visit. Use of local history helps to establish a greater sense of pride in where your students live. History is no longer something they read in books, but something that happened where they live. The research and coordination done to prepare for an historical visit also serves to strengthen ties between the school and local community. I hope this article stimulates you to develop your own historical visit. Proximity to a national battlefield should not dictate whether you conduct an historical visit. That river at the edge of school property might just be of historical significance. All that is required is a little research and some imagination.

REVIEW ESSAY

THE IDENTITY CRISIS REVISITED: TEACHING AFRICAN AMERICAN HISTORY

Charles Banner-Haley
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Kwame Anthony Appiah, *In My Father's House: Africa in the Philosophy of Culture*. New York: Oxford University Press, 1992. Pp. xi, 225. Cloth \$28.00; paper, \$14.95.

Gerald Early, ed. *Lure and Loathing: Essays on Race, Identity, and the Ambivalence of Assimilation*. New York: Allen Lane (The Penguin Press), 1993. Pp. xxiv, 351. Cloth, \$23.50; paper, \$11.95.

When our students come into our history courses they bring with them the messy puzzles regarding who they are, what they want to be, and confusion over how to answer those questions. History courses indirectly become a means by which they find some solace, if not clues, as to who and what they are. For Afro-American students, black history courses can easily become sought after places in which to resolve identity crises. For white students, African American history courses can either be exercises in feeling guilty or studying blacks as some foreign people. Only when all students are shown that Afro-Americans make up an integral part of American history and that they can learn about themselves as much as about black people over time can the real business of teaching Afro-American history take place. Which is to say that African American history is not just mainly about Identity as much as it is about the courageous efforts of black women and men to free themselves from the mental and physical shackles of slavery and the removal of racism. The identity component of African American history is not just unique to black people, but given the nature of the Afro-American experience, it illuminates what should be the core of all American history: the question of what is an American.¹

The two books under discussion obviously would and should be included in any serious course on African American history whether in graduate courses or upper-level undergraduate courses focused on intellectual, political, or social histories of black people, and in a few cases general Afro-American survey courses. But these works should also be included in American history courses. Both of them, *Lure and Loathing* and *In My Father's House*, for different reasons, certainly belong in upper-level American history courses.

If the reconceptualization and integration of African American history into American history is to continue and be meaningful, then students in American history courses have to be exposed to the concrete history and the thinking of black people in this nation. This means that the traditional ways of approaching the nation's history

¹ I would like to thank those who took the time and patience to read through a much longer draft of this review essay: Eugene D. Genovese, Jay R. Mandle, Joan Mandle, Ronald Butchart, William Mugleston, Stephen Kneeshaw, Dernal Davis, Larry Greene, and Faye Dudden. Their suggestions and comments for revision were deeply considered. Of course they bear no responsibility for any errors in the final outcome.

has to be re-thought. Both of the books here go far towards initiating and carrying out that process. They are not flawless, but they make up for shortcomings by stimulating serious reflections. Because African American history courses are intimately tied up with the idea of Race and Racism as well as the question of Identity, the one book that I think all teachers of American and Afro-American history should tackle is Kwame Anthony Appiah's *In My Father's House*.

I use the verb "tackle" seriously, for this is a book that requires patience and a slow, careful reading. Appiah, a Ghanaian, teaches philosophy and Afro-American literature at Harvard University. *In My Father's House* puts forth what may be the most thoughtful description and analysis of racism currently available. Nonetheless, the reading can be tough going for anyone not well versed in the ethereal language of philosophy and literary criticism. While Appiah tries to keep a handle on this, he occasionally slips, especially in those chapters dealing with African literature. However, Chapter 1, "The Invention of Africa," Chapter 2, "Illusions of Race," and the "Epilogue: In My Father's House" are more than worth the price of the book and should be required reading for any graduate student wanting to teach African American history.

In the first two chapters Appiah lays out the arguments against racism. And in our political climate with regard to race, gender, and class studies on most college campuses today it is indeed a courageous analysis. Political dogmatists—those who are "politically correct" on the right or the left—are not going to be happy with Appiah's analysis, but they like everyone else owe it to themselves to give Appiah a respectful hearing.

What I have found in using Appiah in my African American history courses (I do not assign the book in my survey class but rather present the ideas in lecture/discussion form) is that teaching about Afro-Americans in the social sciences and the humanities over the last twenty years has sunk into a dangerously simplistic form of oppressor versus oppressed. And students, black and white, have thoroughly absorbed this formulation, in which racism is most definitely a white thing that black people cannot acquire. After all, racism is about power and since black people have no real power in the society, only whites, who do have power, can be racists. Implicitly and ironically African Americans are here being acted upon ("victims" is the standard term) and have little to say or do in resisting their status and becoming human actors in history. And when there is an attempt to remedy the situation, we who study African American history are faced with arguments for an Afrocentric view of history that calls for teaching the essence of "blackness."

Kwame Anthony Appiah will have none of this. "Racialism," he states "is at the heart of nineteenth-century attempts to develop a science of racial difference" and racialism is "a presupposition of other doctrines that have been called 'racism' and these other doctrines have been in the last few centuries, the basis of a great deal of human suffering and the source of a great deal of moral error." (p. 13) Those doctrines of racism to which Appiah refers are "extrinsic" and "intrinsic" racism. It is here that Appiah's analysis is especially fresh and illuminating. For he sees racism as having intellectual, physical, and moral properties that must be broken down and looked at carefully in order to eradicate them. Appiah, not wanting to use the term racism loosely, seeks precision when determining who is a racist. And when that determination is made it may well be that there are black racists as well as white racists.

The essentials of Appiah's analysis are three. First is the idea that Racism is an historical construct. It has changed over time and, even though it is still a problem today, it surely is not the same as it was in say 1954, 1884, 1854, or 1754. Second, Appiah is right about Racialism being at the core of nineteenth-century thinking: See for example Kenneth R. Manning's excellent historical overview "Race, Science, and Identity," in *Lure and Loathing*. Thus the nineteenth-century northern free Afro-American intellectuals who analyzed the problems of society and put forth solutions were as caught up in and tainted by the racist dilemma as everyone else. Finally, Appiah's studied analysis of Alexander Crummell and W.E.B. Du Bois and their thinking on race offers a challenge to anyone who would use racism as a moral "us against them" cudgel in teaching African American history. In Appiah's considered judgment, Alexander Crummell was an intrinsic racist, for he believed in a racial essence that decreed black people to be morally, intellectually, and physically superior to all other races. The solution to the problems of his time was for blacks in America to free themselves from slavery, recapture their glorious heritage and essence, and take their rightful place as leaders and rulers of human civilization from a Christianized, Western-enlightened Africa. W.E.B. Du Bois was a fervent admirer of Crummell, but he came to a very different conclusion concerning race, one that Appiah finds more agreeable. Du Bois saw race as an historical construct and, owing to his shift from an idealistic to a materialistic analysis of history in the thirties, felt that racism was a tool of those who had power to keep people divided so that the world's resources could be controlled by the few. But Du Bois was also concerned, as were all nineteenth-century American thinkers, with what one's identity was about, whether within the group or on a national scale.

In 1903, Du Bois put forth his ideas on racial identity in the classic book *Souls of Black Folk*. More than any other intellectual work in twentieth-century Afro-American and American history, this one goes to the heart of what it means not only to be an Afro-American but also what it means to be an American. But Du Bois was also working out a theory of Pan-Africanism that would seek to give a sense of racial solidarity to those Africans in diaspora. Appiah provides an excellent exegesis of Du Bois's thought on Pan-Africanism and, by turns, Zionism. In doing so, Appiah demonstrates the trap that Du Bois was caught up in using racist theories and deconstructs the notion of a Pan-Africanism based on racial solidarity. He sees Zionism as having been caught in the same dilemma despite some significant differences between the two movements. Both were immersed in the conventional race theories of the day and were working towards the same end: the attainment of land and the resolution of a divided identity. Appiah concludes: "The truth is that there are no races: there is nothing in the world that can do all that we ask race to do for us." (p. 45)

Thus Gerald Early's collection of original essays that explore the Du Boisian Theory of Dual Consciousness is must reading, for it focuses attention on not only what that theory means to African American intellectuals but also on what they mean by being American. For black people, the idea of dual consciousness has been a thorny problem and black intellectuals continue to wrestle with it. But now we are living in the Post-Civil Rights Age where the easy labels of racism do not easily explain the critical conditions that the majority of black people find themselves in and where the

fruits of integration have become bittersweet for those who have entered the middle class. That is not to say that racism does not exist or that white America has finally accepted black people as citizens and equals. Racism is alive and well. But it is now about more than black and white.

A look at the way blacks and Asians face each other in New York or Los Angeles provides one stark example. Even more startling is that a young Japanese exchange student could be shot to death and the white killer acquitted by a jury on the grounds that his property was invaded. The resurgence of antagonism between blacks and Jews has also resurfaced and touched off violent confrontations as seen in the Crown Heights, Brooklyn, episode in 1992. And the steady immigration of Afro-Caribbeans, poor Asians from Southeast Asia, and Latinos from Central America causes friction among Afro-Americans, who perceive these groups as destroying their neighborhoods and taking away jobs that, they feel, Americans should have first call upon.

Meanwhile, the nation as a whole is in economic difficulty and throughout the land there is anxiety about just where America will be heading in the next century, culturally, economically, and politically. The African American intellectuals in Early's collection, while ostensibly writing around the theme of Du Bois's idea of dual consciousness, are grappling with this anxiety. In the best tradition of Afro-American intellectual thought, they offer us some much needed reflections and critiques. From Glenn Loury's opening essay on personal identity and its meaning in the black community to Darlene Clark Hine's closing reflections on race, gender, and class and re-thinking the Du Boisian theorem in the light of those constructions, the intellectuals and artists provide the reader with the most diverse, multi-layered, and expansive view of Afro-American thinking today. This book very much reminds me of Rayford Logan's important book *What the Negro Wants*. Indeed Gerald Early's collection could well be read as an update of that 1944 collection of essays.² The authors in Early's collection view politics in relation to age and gender range. What is missing, however, are any thoughts from those African Americans who are gay and lesbian. The Du Boisian Dual Consciousness Theorem surely has an impact on those whose sexual orientation is not heterosexual.

But aside from this omission, this is a serious work that will last well into the next century. It deserves a wide reading by teachers and students as well as serious discussion. Since there is so much that is good in this work, teachers might want to make a few selections at certain intervals in their courses (I would recommend this as a text for an upper-level Afro-American history course or seminar) and take the time to go through the essays thoroughly. Thus Glenn Loury's essay could be paired with Molefi Kete Asante's essay, in order to show students how the Du Boisian paradigm can be viewed from one side or the other. Another suggestive pairing would be to look at James Alan McPherson's piece entitled "Junior and John Doe" and Itabari Njeri's "Sushi and Grits: Ethnic Identity and Conflict in a Newly Multicultural America." These two essays alone should go a long way towards getting students to think clearly

² Rayford W. Logan, ed., *What the Negro Wants* (Chapel Hill: The University of North Carolina Press, 1944).

and seriously along the lines of America as being a racial and cultural mosaic. As Njeri wonderfully and pointedly puts it:

As we approach this mine-laden social-psychological terrain, among the questions we should be asking is, What does it mean to be African American at the end of the twentieth century? In the same breath we should ask, What does it mean to be American? These questions are at the heart of the unresolved tension in discussions about cultural pluralism: balancing what is perceived to be universal with ethnic pluralism. (p. 33)

James McPherson, quoting from an interview with Ralph Ellison, one of our more perceptive intellectuals, has Ellison provide this important reflection:

I think that we're polarized by the very fact that we keep talking about "black awareness" when we really should be talking about black American awareness, an awareness of where we fit into the total American scheme, where our influence is. I tell white kids that instead of talking about black men in a white world or about black men in a white society, they ask themselves how black *they* are because black men have been influencing the values of the society and the art forms of the society. (pp. 175-76)

In an age when most rap records are bought by young white males and sports heroes such as Michael Jordan and Magic Johnson are looked up to, it is words such as Ellison's that merit closer and deeper analyses. It should be noted, by the way, that the above quote was taken from an interview McPherson had with Ellison in 1970. Here it is 1994 and the words are probably more meaningful than they were then when Ellison was under fire from black militants for being an "integrationist." The fact of the matter is that, then and now, the reality for African Americans is that they already are integrated into the society. Ellison's advice to be aware of where black Americans fit in the total scheme of the society and what their cultural and social influences have been has in recent years spawned academic work that is uncovering the deep and often times unconscious influence that the African presence has had on American writers, artists, and intellectuals.

Recent works by Toni Morrison and Eric Sundquist are not only showing us that influence but are also helping us, as teachers/scholars and citizens, to realize the extent to which African Americans are entwined in the American society. This in turn should open us to the understanding that this society is no longer (if it ever was in reality) a "white man's country."³

³ See Toni Morrison, *Playing in the Dark: Whiteness and the Literary Imagination* (Cambridge: Harvard University Press, 1992), and Eric Sundquist, *To Wake the Nations: Race in the Making of American Literature* (Cambridge: Harvard/Belknap Press, 1993). In a similar vein are these two studies: Shelley Fisher Fishkin, *Was Huck Black?: Mark Twain and African American Voices* (New York: Oxford University Press, 1993), and Eric Lott, *Love and Theft: Blackface Minstrelsy and the American Working Class* (New York: Oxford University Press, 1993).

What the state of AfroAmerica will be in the twenty-first century will assuredly affect the course of America, but what direction the teaching and studying of Afro-American history will take depends upon how seriously we who teach and write about the African-American presence come to grips with the issues of identity, race, and racism as they have affected all of us in the past so that we may finally find meaningful ways to eradicate racism. Then, perhaps, future generations will study racism as a tragic and self-defeating way to create an identity. These works by Appiah and Early stand as signposts in that effort to understand more fully the question of identity, race, and racism in America.

* See Toni Morrison, *Playing in the Dark: Whiteness and the Literary Imagination* (Cambridge: Harvard University Press, 1992), and Eric Sundquist, *To Wake the Nations: Race in the Making of American Literature* (Cambridge: Harvard University Press, 1993). In a similar vein are these two studies: Shelby Steele, *Black Man's Burden: Race, Politics and African American Power* (New York: Oxford University Press, 1995), and Eric Foner, *The Black Reconstruction: A New History* (New York: Oxford University Press, 1988).

REVIEWS

Jerry J. Bentley. *Old World Encounters: Cross-Cultural Conflicts and Exchanges in Pre-Modern Times.* New York: Oxford University Press, 1993. Pp. xi, 220. Cloth, \$35.00; paper, \$14.95.

In the last generation or so, any number of new approaches to the study of history—from Cliometrics to gender—have shown promise of new visions and new understanding. One of the richest of these new approaches is world history, dating in its modern incarnation to the 1960s. Today, the efforts of world historians are focused in the World History Association, with its newsletter and journal. Jerry Bentley, the author of *Old World Encounters*, is editor of that WHA journal, the *Journal of World History*. He is in the forefront of this new intellectual pursuit, in which a host of world historians are trying to put aside the distorting lens of traditional Eurocentrism (or even traditional Sinocentrism) and replace it with a truly global understanding.

In this monograph, Bentley looks at cross-cultural contacts and exchanges before Columbus. In actual practice, his study is of religious exchanges, with only passing attention going to technology, institutions, or art. Bentley further limits his study to the periods of time for which there are substantial written sources.

He focuses on large-scale religious conversions, which he classifies under three rubrics. First is conversion by voluntary association, that is, individuals choosing to change. Second is conversion brought about by political, social, or economic pressure. Third is conversion by assimilation, when a minority group slips into a majority's beliefs. No matter which form of conversion occurred, it was always accompanied by some degree of syncretism; no conversion took place without the convert retaining some elements of previous beliefs.

Bentley looks at four periods. First was the time of the ancient silk roads from 200 B.C.E. to 400 C.E. The decline of the Roman and Han Empires ended this period, and in about 600 the large imperial states of the Tang, Abbasid, and Carolingian Empires and the Indian Ocean's sea lanes tied the Eurasian landmass together once again. This second period blended into a new one after 1000, a period driven less by mercantile impulses than by the political and military expansion of the Mongols and Turks. The terrible plague of the Black Death disrupted that system, but by 1400 new technologies drove a reconstitution of the trade system.

In the context of these commercial and cultural contacts, Bentley looks at how the great world religions (and their heresies and offshoots) spread and gathered converts. He clearly recognizes, but may underestimate, the importance of the need for a common code of ethics and morality to carrying out long-distance trade. Bentley uses a wide range of sources, but he wears his learning easily, so that even beginning undergraduates can profit from this book.

University of North Texas

Bullitt Lowry

J. Kelley Sowards, ed. *Makers of World History.* New York: St. Martin's Press, 1992. Volume I: Pp. xii, 302. Volume II: Pp. xii, 334. Each volume \$19.35.

Among Western Civ teachers, J. Kelley Sowards has been known for a long time as a provider of useful biographical supplements for basic textbooks. Now, as many of us adapt to the demands of *World Civ*, we have his *Makers of World History* to perform the same service. In both the Western and World courses, Sowards seems to assign a large role to "great men" and "great women" in the generation of historical forces. This runs against strong trends in basic

textbook publishing and other elements of the historical profession that favor "non-elitist social history" and guide readers' attention toward dynamic processes, groups, and categories. However, Sowards's selections do restore the universal concept of personal identity to college courses guided by texts crowded with lists, time-lines, and abstract phrases. This is particularly important in the World History courses, where even the best-known persons, places, and events are just foreign-sounding words to many students.

Makers of World History is a two-volume paperback that breaks around 1500. The volumes are the same in format and quality. Each volume contains fourteen 20-page sections, each of which presents the career of a historically important person through an autobiographical account or contemporary biography, an "orthodox" or influential interpretation, and a recent reinterpretation, plus a bibliographical essay for follow-up reading assignments. The persons selected are chosen because of their influence in their own and subsequent times and the inherent interest of their personalities. The first volume covers Akhenaton, The Buddha, Confucius, Socrates, Alexander the Great, Asoka, Julius Caesar, Muhammad, Murasaki Shikibu, Eleanor of Aquitaine, Leonardo da Vinci, Martin Luther, Montezuma, and Suleiman the Magnificent. The second volume covers Akbar, Tokugawa Ieyasu Shogun, Shah 'Abbas I, Peter the Great, Napoleon, Shaka Zulu, Cecil Rhodes, V.I. Lenin, Adolf Hitler, Albert Einstein, Mahatma Gandhi, Mao Tse-tung (Zedong), Jomo Kenyatta, and Margaret Thatcher. Not all of these are recognized major causative figures in world history, and each of us may have persons we would prefer to see on the list, but almost all of these characters are prominent enough to qualify. They are chosen to supplement the organization of most world history texts and represent most of the important eras in all of the continents except Australia and Antarctica. As presented by Sowards's excerpts, all of the characters are fascinating persons.

These are not *the* most important 28 people in world history and the book could not be the basic text of a true World Civ course. The chapters in Sowards can be used to focus on a manageable number of themes in a course with a comprehensive textbook that may seem to lead one in all directions. These themes involve not only personalities but historical interpretations of them. The book deals with who interpreted whom in what way and why, so the names of the authors of each excerpt presented are important. But there are 84 excerpts and nearly that number of authors to keep straight and relate to the textbook and class notes. This will challenge abler students and cause others to seek help or lose interest. Sowards offers some features intended to help students use the book. He includes italicized introductory statements for each chapter and each excerpt and concludes each chapter with a set of "review and study questions." There is danger in this. As a rule, most American college students are familiar with study-guide questions at the end of each chapter in high school textbooks. If these questions are not very skillfully drawn or administered they lead students to start with the questions and "hunt and pick" through the chapters to find answers rather than to read in an orderly way for knowledge. We have to assume that a majority of college freshmen will approach study-guide questions with this in mind. Fortunately, Sowards's introductions and study questions are indeed well designed to provoke thought and to reward careful study of the excerpts. However, their message will reach only those students capable of independent analysis and willing to discover relationships between disparate texts where the best results are only judgments requiring substantiation and there are no pat "answers."

The book has other attractive features that can be used to lead students further into the intellectual benefits of historical study. The "suggestions for further reading" are quite sophisticated and should be made available in advanced courses as well as in introductory surveys. They discuss historiographic issues beyond the themes of the chapters, use periodical as well as book references, and suggest possible routes of further investigation. Departments planning "senior seminars" or other historical methods courses might profitably adopt *Makers*

of *World History*. Indeed, enterprising graduate students could impress comprehensive examiners by inserting bibliographical data from Sowards into their orals and writings.

Back to students in introductory courses, would *Makers of World History* combined with one of the 800-page, multi-faceted, World Civ textbooks be too heavy for entry-level college students? If it were just piled on top of other assignments without being integrated into daily and weekly instruction, yes. Mediocre students cannot handle it without clear direction from instructors and abler students will learn what they can of the data and consider their task accomplished until instructors lead them into higher levels of interpretation. Adoption of this book will entail hard work for all, but it will be worth it.

Georgia State University

Gerald H. Davis

Edmund Burke III, ed. *Struggle and Survival in the Modern Middle East*. Berkeley and Los Angeles: University of California Press, 1993. Pp. xi, 400. Cloth, \$50.00; paper, \$16.00.

Charles D. Smith. *Palestine and the Arab-Israeli Conflict*. New York: St. Martin's Press, 1992. 2nd edition. Pp. xiii, 343. Cloth, \$45.00.

Both of these books deal with the theme of struggle in Middle Eastern society. The volume edited by Edmund Burke, a professor of history at the University of California, Santa Cruz, presents 24 short biographies, by 27 authors, of individuals struggling to survive the wide variety of economic, social, and political conditions of the modern Middle East. Charles Smith, a history professor at San Diego State University, focuses on the struggles between and among the Jewish and Arab populations of Palestine since ancient time.

Burke's goal is to encourage a rethinking of 19-20th century Middle Eastern history from the perspective of non-elites or ordinary people. In this "bottom up" approach, Burke presents both men and women working as peasants, weavers, labor organizers, domestics, and several other occupations (including a slave) residing in the countryside, village, and city from Morocco to Afghanistan and Turkey to Arabia. Burke begins with an introduction in which he argues the need for what he calls social biography and provides the historical context for the studies to follow. The book is then divided into three sections, each including eight biographies. Section one, "Precolonial Lives," examines the struggle against the encroachments of the world economy and Westernization in the Ottoman Empire, Iran, and Morocco to World War I. "The Colonial Experience" deals with different responses, ranging from military resistance to cooperation, to European imperialism after WW I. The final section, "Contemporary Lives," treats the new set of struggles brought about by nationalism, independence, and economic development in the post-WW II era.

While one might quibble about how ordinary or non-elite individuals such as the Tunisian labor leader Muhammad Ali might be, Burke has collected an interesting and diverse group of biographies. Julia Clancy-Smith's account of Zaynab bint Shaykh Muhammad ("The Shaykh and His Daughter") is illustrative. Smith's description of Zaynab's efforts to resist French imperialism in Algeria through leadership of her father's *zawiya* exemplifies the kind of activity by a non-elite that is all too often ignored not just in general histories of the Middle East but also in more specialized works on North Africa and Algeria. The book is highly recommended as a supplement to a standard text in modern Middle Eastern courses.

Charles Smith's *Palestine and the Arab-Israeli Conflict* is a more traditional history of the struggle between Palestinians and Israelis. Smith's goal is to provide a college text that places the struggle in its historical context while striking a balance between the conflicting interests.

To this end, Smith sees "Zionist and Palestinian attitudes to be equally understandable in the context of the history of the culture of each."

Smith begins with two chapters presenting a broad survey of Palestinian history from the Old Testament to 1914 with valuable explanations of land ownership patterns, the beginnings of Zionism, and the nascent Palestinian opposition to Jewish migration. Chapters Three and Four discuss World War I and the interwar period. Smith characterizes this period as a struggle between the Zionists and Palestinian Arabs as well as between Pro-Zionist British Mandatory officials and the Pro-Arab military. Smith then turns his attention to the World War II era and the 1948 wars in which a unified Zionist movement was able to draw on international emotional support in reaction to the holocaust while the faction-ridden Palestinians had only Arab leaders and their competing national interests to turn to. The period from independence to the Suez War is dominated by Israeli security concerns heightened by the United States's attempts to establish an Arab-based regional defense pact against the Soviet Union. Israeli policy is to force neighboring Arab states to conclude peace by continually demonstrating the state's superior strength. The years 1957-67 are characterized as the Nasser decade when the Egyptian president is perceived as a major threat to Israel's existence but whose destruction results in the emergence of Palestinian nationalism. In Chapter Eight Smith describes the decade 1967-77 as a time of diplomatic paralysis as the Arab states were in disarray and the United States was preoccupied with Vietnam and Watergate. Smith then examines 1977-84 with the turmoil in Lebanon, increased troubles on the West Bank, the rise of the Likud government in Israel, a unified American policy, and Egyptian president Sadat's concern with domestic issues all contributing to the Camp David accords but in no way bringing peace to Israel and the Palestinians. The last chapter, new in this second edition, brings events to 1991 with discussion of the disintegration of the Soviet Union and the new order in the Middle East with the rise of the intifada and Saddam Hussein's invasion of Kuwait.

Smith largely succeeds in his goal of presenting a balanced history of Palestine within the context of the conflicting goals of its Jewish and Arab populations. It is, in this reviewer's opinion, the best book available on the subject and is recommended as a text for a course on the Arab-Israeli conflict or, in combination with a general text such as Malcolm Yapp's *The Near East since World War I*, for a course on the modern Middle East. The book is also recommended as an excellent source for those non-specialists who cover the Middle East in a world civilization survey or similar course touching on Middle Eastern issues.

University of Memphis

Calvin H. Allen, Jr.

Nicholas Phillipson and Quentin Skinner, eds. *Political Discourse in Early Modern Britain*. New York: Cambridge University Press, 1993. Pp. xiii, 444. Cloth, \$59.95.

Paul Fideler and T. F. Mayer, eds. *Political Thought and the Tudor Commonwealth: Deep Structure, Discourse and Disguise*. London and New York: Routledge, 1992. Pp. x, 287. Cloth, \$59.95.

New works dedicated to discussing and interpreting English political philosophy are always welcome. These two well-done collections concerned with political thought during the Tudor and Stuart periods do exactly that. *Political Thought and the Tudor Commonwealth* contains eight essays on such diverse topics as the use of myth and history to enhance royal power and the growing importance of peace in Tudor political thought. *Political Discourse in Early Modern Britain* contains sixteen essays that are dedicated to and discuss the work of the noted historian

J. G. A. Pocock. His response is in essay seventeen. This book is interested in several different aspects of seventeenth-century political thought as reflected in the ideas of such people as George Buchanan, William Cavendish, the Earl of Newcastle, David Hume, and the Earl of Shaftsbury.

The essays are uniformly well written although often very narrowly focused. The authors make extensive use of primary sources and the writings of the political thinkers they discuss. Basic historical methods of documentation are used: *Tudor Commonwealth* uses notes at the end of each essay; *Political Discourse* uses the classic footnote format. In both cases it is easy to refer to the sources. The contributors have been selected from the United States, Britain, and Canada, and their qualifications are impressive.

The essays in *Tudor Commonwealth* are more accessible to the non-specialist, although they presuppose considerable knowledge of British history. The first essay on the use of myth and history to enhance royal power discusses such methods as making the monarch's accession day a holiday, depicting certain kings as evil, such as Richard III, and the importance of the historical play. This is an excellent start. Essay six, which follows the thoughts of William Cecil, Lord Burghley, as he considers the pros and cons of usury during the 1571 parliamentary debates on the subject, gives insight into both Burghley's ideas and the English attitude toward usury. Other essays look at such beliefs and attitudes as those of Reginald, Cardinal Pole, on resistance; the importance of reformation and change in sixteenth-century British history; counsel and Sir Thomas Elyot; moral philosophy and Sir Thomas Smith; Thomas Smith, William Perkins, and Sir Francis Bacon and the ideas, aspirations, and perceptions that influenced the treatment of the poor in the sixteenth century; and the growing emphasis on peace and its influence on politics by the 1540s. The book concludes with a very fine critical bibliography on the topics discussed.

Political Discourse requires a considerable knowledge of the Stuart period. All of the essays are directed to the various areas of research in which Professor Pocock has been interested. The first essay on "George Buchanan and the Anti-Monarchomachs" sets the tone. Buchanan attempted to justify the removal of Mary Queen of Scots and, in the process, developed ideas threatening to monarchical power. The second essay is a discussion of Pocock's ideas as reflected in his work *The Ancient Constitution and Feudal Law: A Study of English Historical Thought in the 16th Century* (1957). Later topics considered include "Arminianism: The Controversy that Never Was," several essays on various aspects of Thomas Hobbes, and three on David Hume. Hume's views on the public debt are heavy going. "Priestcraft and the Birth of Whiggery" discusses the idea that English Whiggism was born in anti-clericalism and constitutionalism. "Casuistry to Newcastle" looks at his *Advice*, which was probably presented to the soon-to-be Charles II in 1659. It discusses the key question of "How can Charles maintain his power over a commonwealth he does not yet possess?" The most interesting essay in the book may well be on the Earl of Shaftsbury and the idea of the political use of "the language of politeness." It presents Shaftsbury's idea that there needs to be a shift from a civil emphasis on institutions to a concentration on manners, i.e., the importance of discourse. No collection of this type would be complete without at least one essay on Locke's political ideas. The author discusses what he calls eight myths about the *First and Second Treatises on Government*, such as the idea that they are the mainstream Whig apology for the Revolution of 1688. The conclusion reached is that the *Treatises* are important, but so are many other political writings, including others by Locke. The book ends with a list of Pocock's publications.

As can be seen, the two books cover a large variety of topics, require a considerable amount of knowledge about Tudor and Stuart England, and assume familiarity with the different types of political, economic, and social thought found during the periods. It is unlikely that anyone teaching a high school or college western or world survey course would find much

that is usable in this material. Those who teach courses that contain a generous helping of English political ideas (political theory, Tudor and Stuart England, etc.) will find the essays both challenging and beneficial, although some of the ideas are too specific for these classes as well. While certainly not for the general reader, the books are essential for any library with good history and political science holdings.

Anyone who teaches a graduate seminar on the Tudor or Stuart period can expect that students with strong British history backgrounds will find the essays very thought provoking, and the ideas developed should generate considerable discussion. But, please remember, impecunious graduate students will not appreciate being asked to buy a book that costs \$59.95.

Kennesaw State College

K. Gird Romer

Arlette Farge. *Fragile Lives: Violence, Power, and Solidarity in Eighteenth-Century Paris*. Cambridge: Harvard University Press, 1993. Pp. 314. Cloth \$49.95; paper, \$17.95.

As Director of Research in Modern History at the Centre National de la Recherche Scientifique in Paris and already the author of three other books on various aspects of Early Modern French social history, Arlette Farge offers a study of eighteenth-century Parisian behavioral patterns. As the author reminds the reader frequently, her monograph is not based on memoirs, chronicles, treatises, or novels, but exclusively on the judicial archives of the eighteenth century.

Fragile Lives contains fascinating information, some of which is useful as supplemental readings for advanced undergraduate classes and as a source for an instructor's lectures. The chapter "Invitations to the Crowds" offers a subtle yet graphic assessment of the role of punishment within eighteenth-century society that will capture the attention of student audiences. Here Farge gives an insightful analysis of why signs, rituals, and symbols were so important in capital punishment. "Girls for Marrying" and "Seduced and Abandoned" are two chapters that offer information, not available elsewhere, for potential lectures. Farge provides thoughtful assessments of the relationship between parents and children. She confirms the generally accepted assumptions about the inequity of sexes before the laws and customs of eighteenth-century society, particularly in concubinage where daughters and/or wives were imprisoned on demands by the family or husbands whereas sons and/or husbands usually escaped the wrath of law or society. The sections on life within workshops could be valuable, but it will require placing some of the sophisticated ideas within the proper historical context.

Fragile Lives does not follow the usual *Annales* School pattern of quantifying the bits and pieces garnered from the archives and interpreting them through a mass of charts, tables, and graphs. Clear prose should therefore be the means that makes archival material come alive. In spite of the book jacket claim that this book is "elegantly written and skillfully translated," the reader must struggle too many times through obfuscated prose. Such sentences as "it is of these encounters that I have attempted a considered account" or "Three gent's [sic] handkerchiefs have apparently gone missing . . ." appear too frequently. A work based on such detailed research and filled with illuminating conclusions deserves a wider audience than this book will ever have.

The University of Montana

Robert O. Lindsay

Peter Calvocoressi. *Resilient Europe: A Study of the Years 1870-2000*. London and New York: Longman, 1991. Pp. 276. Paper, \$20.95.

Onetime Reader in International Relations at the University of Sussex, Peter Calvocoressi has written extensively on recent history, diplomacy, and international politics. This volume is an engaging, if sometimes polemical, interpretive essay that sets forth the advantages for Europe of proceeding with further development of the European Community to replace the older, divisive sovereign state system, itself a European invention. Calvocoressi considers the sovereign state an instrument of fragmentation, its regulation by shifting alliances over the centuries designed to preserve the independence of the several states by maintaining a balance and preventing domination by any one unit. In the European state system "the parts were more important than the whole."

Nonetheless, the preponderance of a united Germany became the principal feature of European history after 1870. Temporarily overcome by the First World War, Germany resumed its dominance in the 1930s. The "German Menace" was succeeded by the "Russian Menace" after the Second World War, with Central and Eastern Europe enveloped within the Soviet orbit. The Cold War, spreading from an initial conflict over Germany to embrace much of the world, introduced an ideological element into a contest dominated by two superpowers, one that left western Europe seemingly a creature of the United States. The "depreciation" of both superpowers, especially that of the Soviet Union, is considered by the author as an unalloyed good in affording to Europe a splendid opportunity to solidify the European community.

The last and most interesting section of this study addresses the new patterns that have become evident since the Second World War. Among the most felicitous, the author argues, is the rapprochement between France and Germany, a development whose desirable results were grasped by De Gaulle and, belatedly, Adenauer, followed by Giscard d'Estaing and Helmut Schmidt. This mutually advantageous reconciliation lay at the crux of a reinvigorated Europe. The integration of German power in a larger Europe appears to the author to be the best hope for both the preservation of German democracy and the prevention of a resumption of German domination.

Calvocoressi devotes an excellent chapter to Britain's failure to grasp the first opportunities afforded for European integration and its wrongheaded attempt to stake its future on "two will-o-the-wisps"—one the Commonwealth, an intriguing but artificial connection, the other the alleged "special relationship" with the United States which, the author contends, was based on little beyond the personal connection forged between Churchill and Roosevelt. Reliance on the United States, moreover, led the British, once they did join the European community, to behave in an "embarrassingly petulant" manner. Margaret Thatcher's confrontational style coupled with her allegedly simplistic monetarist thinking further delayed the maturing of the European community.

That community, Calvocoressi argues, is a peculiarly western European phenomenon. Created in 1957 and expanded from the European Coal and Steel Community of 1951, the original six became nine in 1973 and then added Greece, Spain, and Portugal in the eighties. The author argues the community risks weakening if it accedes to temptations to incorporate additional central and eastern European countries, and contends that the concept of a Europe split into two parts long preceded its traditional attribution to the Second World War and the Cold War.

The "resilience" referred to in the title is intended as a measure of Europe's adaptability to new conditions, surely not to any moral quality that, the author suggests, has sometimes hampered American foreign policy. This is a sophisticated study that would be suitable for

advanced undergraduates and graduate students, but assumes a background in European history that less advanced American students will ordinarily lack.

University of Memphis

Abraham D. Kriegel

Paul Hayes, ed. *Themes in Modern European History, 1890-1945*. London and New York: Routledge, 1992. Pp. vii, 315. Cloth, \$69.95; paper, \$19.95.

This collection of essays focuses on that period of history from 1890 to 1945 that other publishers refer to as the end of the European era, or something to that effect. Such texts usually concluded a series in the history of modern Europe, but as the post war/cold war wore on, another volume was needed to cover events since 1945. And now the events of the late eighties and nineties seem to demand another concluding volume. This volume, edited by Paul Hayes of Oxford University, is part of the Themes in Modern European History series that is targeted at an undergraduate audience. Hayes does more than edit, since he and Philip Bell of the University of Liverpool wrote eight of the twelve entries in this book that thematically treats a period of tremendous change and upheaval in Europe.

Since the work seeks a university audience (primarily upper-level history majors), the authors provide a standard fare of interpretations based on current secondary literature. Each essay contains a very useful annotated bibliography that will be of immeasurable help to students. The essays by Hayes do have a common theme. Whether discussing pre-1914 Germany, France, Austria-Hungary, and Russia, or, later, Fascist Italy and Nazi Germany, he keeps returning to the idea of the changed relationship between the individual and the state: Was the state an expression of individual or collective wills? While certainly not original, Hayes does bring out nicely the idea that the absorption of the masses into politics goes far in explaining such movements as Fascism and Nazism. And now even Leninism can be seen as nothing more than a bizarre excess of intellectual modernism and/or an outcrop of early twentieth-century idealism and revolutionary puritanism. Philip Bell competently covers the origins of World War I and World War II, although in the latter case he does not go beyond what he previously wrote in the *Origins of the Second World War in Europe* (1986). Michael Biddess, the general editor of the series for Routledge, covers the cultural history of the period in two selections. He presents the Valhalla of modernism in a clear, unpretentious style: Einstein, Freud, Nietzsche, Durkheim, Weber, Woolf, Ibsen, Proust, Picasso, Stravinsky, Wittgenstein, and Joyce, concluding with H. G. Wells's pessimistic last work of 1945, *Mind at the End of its Tether*, where he predicted the extinction of mankind. Biddess uses Wells's journey from an earlier scientific utopian optimism to his final gloomy assessment as a trope for the history of Europe from 1890 to 1945. What I do find extraordinary is the lack of any mention of cinema, arguably the most influential and popular art form of the twentieth century. Essays by Edward Acton on the state and society under Lenin and Stalin, a particularly important theme given the reassessment now taking place in the new post-Soviet Russia, and by Nicholas Atkin on France in the years 1918-1945, complete this useful anthology. Instructors can not only assign the book as supplemental reading for courses in modern European history, but may themselves find it useful for its synthesis, bibliographies, and as a source for that pithy phrase or anecdote so sought after to enliven a lecture.

Cameron University

Richard A. Voeltz

Geoffrey Swain and Nigel Swain. *Eastern Europe Since 1945*. New York: St. Martin's Press, 1993. Pp. xiv, 255. Paper, \$14.50.

Contrary to popular perceptions, Eastern Europe is not a single entity. Geoffrey and Nigel Swain reject that perception by examining the uniqueness of each of the seven or eight countries making up the Eastern bloc. At times it seems that the distinctions are extremely minute, but the total of these small differences do support their thesis that each country came under the Soviet umbrella in distinct enough ways and, more importantly, emerged from under that umbrella in such different ways as to warrant the demise of the term Eastern Europe.

Although sometimes difficult to read, the book is well researched and written. One weakness is the lack of a comprehensive bibliography. Extensive notes do provide the necessary documentation, but they are not as useful for others researching the topic as a bibliography. A highly detailed index helps locate specific information. Additionally, at the beginning of the book is a detailed chronology of events affecting these countries from April 1, 1939, until January 15, 1992.

At times it seems as if this is the story of Yugoslavia and East Germany, but the authors prepare the reader for this perception and give a reasonable explanation for why the book may seem unbalanced. The authors chose eight themes and examined each country for that theme. Yugoslavia was closely identified with the first four themes, while East Germany best demonstrated the last four. Even though these two seem to dominate the book, each of the other countries is covered, frequently in contrast to the two major countries.

Geoffrey Swain is now Lecturer in History at the University of the West of England, Bristol, while Nigel is the Deputy Director at the Centre for Central and East European Studies, University of Liverpool. Consequently, each of the authors is a recognized expert in the field. Geoffrey's speciality is Tito and Yugoslavia, while Nigel's is Hungary. Together they bring much expertise to the joint effort. One of the results of this depth of knowledge is an increased understanding of Stalin's paranoia toward his fellow communists. The reader also comes away from the book with a much better understanding of how the term Eastern Europe came to be applied to these distinctly different countries and why the communist experiment failed so badly.

As a result, lecture material is abundant in the book. There are also some excellent charts that could make good overheads to help students see relationships between individuals, party positions, and government positions within and between countries. Because of the many subtle distinctions and depth of detail, the book, in its entirety, is probably most applicable to upper-division classes and/or seminars.

Lower-division classes could utilize individual essays for purposes of discussion and/or writing exercises. Some interesting current event projects might also be developed using the last essay and newspaper articles to see how the countries have progressed since 1989. Such a project could also be adapted for high school history classes.

Perhaps the greatest use for this book on all classroom levels would be to help students understand how Yugoslavia was formed and what has happened to the country. Because of the many fine distinctions, the book can also help students understand why the Balkans need to be considered separately from central Europe, something the authors insist the world must learn to do.

University of Nebraska at Omaha

Nancy K. Jaeckel

Martin Ridge, ed. *History, Frontier, & Section: Three Essays by Frederick Jackson Turner*. Albuquerque: University of New Mexico Press, 1993. Pp. 116. Cloth, \$22.50; paper, \$9.95.

Since Carl Becker's essay on his mentor appeared in the mid-1920s, more has been written about Frederick Jackson Turner than about any other American historian, including Frances Parkman and Henry Adams. Works by Fulmer Mood, Wilbur Jacobs, Richard Hofstadter, James Bennett, and Ray Billington have carefully documented the life and times of the great Wisconsin scholar. Their conclusions about Turner the man are identical to Becker's. The Turner magic boiled down to personal warmth, imaginative teaching, and originality of thought. And the influence continues even today, as evidenced by an excellent review article, "The Frontier Trail: Rethinking Turner and Reimagining the American West," by John Mack Faragher, that appeared in the February 1993 issue of the *American Historical Review*.

The main outline of Turner's life is familiar. Born in Wisconsin in an area still on the frontier, the budding scholar learned to enjoy strenuous outdoor activities and developed a strong interest in the past. An excellent student at the fledgling University of Wisconsin, Turner was hired to teach history immediately after completion of his B.A. degree. Required to undertake further study as a condition of permanent employment, Turner went east to Baltimore to enroll in the legendary Johns Hopkins program where virtually all the first generation of professional American historians received their training. With a Ph.D. and secure in his Wisconsin teaching post, Turner in 1893 electrified the stodgy American Historical Association with his seminal paper on the frontier. That single paper established Turner as an original thinker and made him a power in the profession. The "frontier thesis," as it soon came to be called, provided a secular explanation for American development and put an emphasis on new world conditions rather than old world influences. In the years between 1893 and 1910, Turner worked successfully to turn Wisconsin into a center for historical research.

Leaving Wisconsin for Harvard in 1910, Turner turned his thoughts to the influences of sectionalism, his second original idea. He spent the remainder of his life refining the "sectional thesis." In World War I, he served briefly with the Board of Historical Service. Retiring from Harvard in the early 1920s because of failing health, Turner moved first to Maine, back to Wisconsin, and finally to Pasadena, California, to the idyllic surroundings of the Huntington Library. There he died in 1932, considering himself a professional failure because he had never written a "big book."

Turner developed his ideas not in books but in essays. Thus it is appropriate that Martin Ridge, a Senior Research Associate at the Huntington Library, should edit three of Turner's best known and most influential essays. The editor's lengthy introduction provides a cogent analysis of Turner as historian, scholar, and teacher. The book is enriched by an outstanding collection of photographs. The essays demonstrate that Turner was a "pioneer" if not a "master" at aligning history with the social sciences rather than with literature. Turner viewed history as a practical problem-solving discipline. Not surprisingly, his favorite presidents were the historians Theodore Roosevelt and Woodrow Wilson.

Ridge's volume is potentially usable in a number of classes. It could be assigned as a supplement in a survey class, or it could obviously be used in classes in the westward movement, although the textbooks in that field are heavily Turnerian. The most appropriate use for Ridge's volume is in a junior/senior-level historical methods class. This reviewer hopes that Ridge will next turn his editorial skill toward a volume of the essays of Walter P. Webb, another disciple of the frontier thesis.

John Mack Faragher, Mari Jo Buhle, Daniel Czitrom, & Susan H. Armitage. *Out of Many: A History of the American People*. Englewood Cliffs, NJ: Prentice Hall, 1994. Vol. I: To 1877. Pp. xxiii, 640. Paper, \$36.67. ISBN 0-13-556730-0. Vol. II: Since 1865. Pp. xxiii, 608. Paper, \$36.67. ISBN 0-13-557117-0. Combined Edition, Pp. xxxi, 1152. Cloth, \$51.33. ISBN 0-13-556599-5.

The world of textbook publishing well illustrates the old adage that each generation writes its own history and brings its own perspectives. One of the newest entries, *Out of Many*, is by four younger scholars: Faragher, of Yale University; Buhle, of Brown University; Czitrom, of Mount Holyoke College; and Armitage, of Washington State University. The book's premise is that out of an incredible mosaic of diverse "communities" a nation has emerged, linked together by modern communication. The narrative tries to strike a balance between the familiar national story and the experiences of ethnic and regional communities in the United States.

Each of the 31 chapters begins with a short essay (which are unfailingly well done) illustrating "community," a term the authors use rather loosely. Examples: The Roanoke colony; Pueblos and Spanish in early Santa Fe; the First Continental Congress; slaves on Georgia coastal plantations; women factory workers of Lowell, Massachusetts; Washington, DC, in the Civil War; an Alabama county in Reconstruction; Milwaukee in World War I; the new "community" of movie audiences; the Flint sit-down strike; Los Angeles zoot-suiters; rock-n'-roll fans of the fifties; the Montgomery bus boycott; and Students for a Democratic Society. The problem, as with many such efforts to balance narrow and national coverage, is that the thesis of community becomes blurred or buried in a comprehensive narrative that includes political, economic, social, cultural, military, religious, gender, minority, and ethnic issues. The writing style is mature and may be challenging for some ill-prepared students.

Yet this book has many strengths. Maps, charts, and graphs are plentiful and clear, many containing unusual information. Photographs are superb—much of the standard textbook fare but also striking or unfamiliar ones: a ludicrous Calvin Coolidge in full Indian regalia; Mary Pickford absorbed in reading a feminist newspaper; "Little Egypt" from the 1893 Columbian Exposition; Dred Scott and his family; a pensive Jefferson and Varina Davis; Andy Warhol with his Brillo soap pads art; Eleanor Roosevelt, George Marshall, and John Foster Dulles at a 1948 U.N. session; and a cartoon of John F. Kennedy with an exploding Cuban cigar. The book's graphics almost make it worth a price that students will likely find forbidding. Quotations are liberally used and well-chosen. There is a strong and generally successful effort to include the roles of women and minorities in our past. Slave rebellions get much more attention than in most texts. There is a sophisticated discussion of the Equal Rights Amendment in the 1920s.

A special strength of the book is the entire chapter on the modern civil rights movement, including Mexican-Americans, Puerto Ricans, Asian-Americans, and Indians. Most students today, black and white, are woefully ignorant of the struggles that brought about today's largely integrated society. This is one of the few texts this reviewer has seen that gives attention to Billy Graham and his place in modern religion. Suggested "Additional Readings" for each chapter are well-chosen and explained. Misprints and misspellings are fairly few in number.

Inevitably, in an effort of this magnitude, there are errors and weaknesses. The index refers to Georgia's "succession" in the Civil War. The domestic program of Taft, admittedly not a great President, gets remarkably short shrift in one slender paragraph. And in a text this detailed, how could Ralph Nader and the entire modern consumer movement be virtually ignored? The famous Granger "happy yeoman farmer" painting appears twice in nine pages. The Appendix list of "Presidents, Vice Presidents and Cabinet Members" includes only State, Treasury, Defense, Navy, Postmaster-General, Attorney-General, and Interior, and for some reason omits the Departments of Commerce, Labor, Veterans Affairs, Agriculture, Housing and Urban Development, Health and Human Services, Transportation, Education, and Energy.

As with all current texts, the publisher provides the usual platter of extras: Instructor's manual, study guides, test item file (in hard copy or on computer disc), transparencies, documents, a booklet free to students on answering essay questions, and a joint program with the *New York Times* providing *Times* articles relevant to classroom study.

In short, *Out of Many* is a comprehensive and mature survey many teachers will find attractive. Its size will limit the amount of collateral reading that can be assigned but there is much here to appeal to students and instructors alike.

Floyd College

William F. Mugleston

Donald W. Whisenhunt, ed. *American Portraits: History Through Biography*. Dubuque, IA: Kendall/Hunt Publishing Co., 1993. Volume I: To 1877. Pp. x, 339. Volume II: From 1865. Pp. x, 335. Paper, \$23.95 each volume.

Professor Whisenhunt has assembled two excellent collections of biographical essays designed primarily for introductory history courses at the college level. In addition to their sound scholarship, the sixty essays in the two volumes are extremely interesting and provocative.

Each of the essays was written especially for the project, and does not appear in any other source. With two essays per chapter, each of the chapters focuses on a major theme or historical period, with a short introduction to each chapter. Chapters are organized to correspond to the format usually found in standard history texts, an important consideration when designing a course syllabus. Both volumes contain the same chapter on the Reconstruction period, with essays on Thaddeus Stevens and Hamilton Fish. Most of the subjects chosen for inclusion are significant but not dominant figures of their time (e.g., Benjamin Rush, Dred Scott, Margaret Sanger, and William Douglas). Only a minority of the essays deal with really dominant characters (e.g., Alexander Hamilton, William Jennings Bryan, and Dwight Eisenhower), and likewise, a minority of the chosen people are relatively obscure to most Americans (e.g., Jason Lee, Susan Picotte, Henry McCowen, and Jack Kerouac).

Inevitably, most historians will question whether in some cases the selection of historical figures might have been improved upon, and those who emphasize military affairs probably will be disappointed. Although I would have recommended a number of different subjects, I do think that Whisenhunt's choices represent a good balance, and that each of the sixty essays is relevant to an important theme or movement. From the perspective of gender and racial diversity, twelve of the essays—or 20% of the total—deal with women, five treat African Americans, four are devoted to American Indians, one essay deals with an individual of Hispanic background, and forty essays—about two-thirds of the total—are written about males of European ancestry. Even in the last category, however, there is a good mixture of people of various professions, class backgrounds, and ideological persuasions. Some feminists concerned about gender equity might object to the fact that only seven—slightly more than 10%—of the contributing authors are women.

Each essay is ten to twelve pages in length—ideal for pedagogical purposes. Without being so long as to be intimidating to undergraduate students, the essays are long enough to include more than the basic facts of an encyclopedia article. A student with average reading speed will be able to finish an essay in one sitting of thirty or forty minutes. In keeping with the purposes of the volume, there are no notes for scholarly documentation, but each of the essays is followed by a concise discussion of the bibliographical materials available on the subject, including a consideration of interpretative disagreements. Perhaps teachers more than students will be interested in the bibliographical component, but since the readings tend to stimulate

curiosity, at least a minority of the students should be encouraged to seek additional materials for research papers or for general readings.

To me, the two volumes were a joy to read. Of the subjects about whom I have some competence, I found that the essays are factually accurate, based on good research, and filed with perceptive observations and anecdotes. Like most historians, I have only limited knowledge about some of the people included in the essays (William Patterson and Alice Paul, for example), and I completed the readings with the feeling that I had learned a great deal about a number of fascinating characters of history. I would expect that teachers who use the volumes will enjoy their class preparations more than is the case when using most anthologies.

One of the fundamental historical controversies involves the role of individuals in human affairs—whether individuals have shaped history, whether they have been shaped by it, or a combination of the two. In contemporary historiography, of course, there is a tendency to minimize the role of individual people, and to emphasize general movements, economic forces, and major categories of people. Whatever one's views on the role of the individual in history, Whisenhunt presents three strong reasons to include the study of individuals in a history course: (1) It is difficult to deny that some persons have been "important to and instrumental in the shaping of events in their own time;" (2) It is generally accepted that individuals are often "representative of certain categories of people and of the times in which they lived;" and (3) Experience shows that "by adding individuals into the study of history, the past is personalized and may be more interesting because of it."

Unquestionably, there are historians who will react negatively to the idea of a reader limited to biographical portraits, with the argument that such a reader tends to promote an inordinate concern for individual people—even encouraging the discredited "great man" school of history. Many historians will like the idea of some use of biography, but will prefer to choose a reader that also includes other essays that concentrate on historical problems, broad movements, or groups of people. For the teacher with such a preference, there already exist a number of excellent alternatives edited by John Garraty, Stephen Oates, and others. For the teacher who wishes to emphasize the biographical approach, however, I think that the Whisenhunt volumes represent the most useful alternative available at the present time.

While most teachers find that textbooks are indispensable to introductory courses in history, all textbooks tend to present a somewhat simplified impression of the way that events and movements occur, and their summary nature tends to obscure the humanistic drama of complex persons formulating goals and making decisions in conformity with their chosen values. Whisenhunt's two volumes, used as a supplement, should go a long way toward ameliorating these limitations; thus, they should contribute to the stated goal of making "the learning of American history a richer experience."

Mount Senario College

Thomas T. Lewis

David M. Reimers and Frederick M. Binder. *The Way We Lived: Essays and Documents in American Social History*. Lexington, MA: D. C. Heath & Co., 1992. 2nd edition. Volume I: 1607-1877. Pp. x, 321. Paper, \$16.00. Volume II: 1865-Present. Pp. x, 326. Paper, \$16.00.

As a social studies specialist who trains Advanced Placement teachers, I am constantly barraged by pre-collegiate educators with the inquiry, "What readings book do I recommend for the survey American History course?" As a part-time instructor at the local community college, I have often asked myself the same question. Many supplemental primary source books include excerpts from the standard documents: e.g., the Constitution, Seneca Falls Declaration,

the Emancipation Proclamation. Supplemental readings books usually contain excerpts from book chapters or reprinted articles from professional journals. Seldom do classroom adjunct materials do both.

The two-volume *The Way We Lived* can help the classroom practitioner of Clio alleviate the problem of searching for both a good supplemental readings and a documents book for the traditional survey course. Because editors Binder and Reimers feel that "History courses have traditionally emphasized . . . wars and laws, technological advances and economic crises, ideas and ideologies, . . . famous heroes and infamous villains . . .," they have done an admirable job of compiling materials that reflect "scholars' growing attention to social history" by focusing on everyday lives of people as related to key issues from historical eras.

The format for both volumes is the same. The editors begin with a brief synopsis of an historical period and then use an essay to present an overview of a particular topic. Anthony F. C. Wallace's "The Seneca Nations of Indians," originally published in his 1969 classic *The Death and Rebirth of the Seneca*, serves as the foundation essay for chapter one, "Indians and Europeans." Original source materials utilized by social historians in their research "help to illuminate and expand upon the subject dealt with in the [lead] essay." For example, Wallace's opening remarks are followed by excerpts from James E. Seavie's *A Narrative of the Life of Mrs. Mary Jemison* (1824), Henry Breckenridge's letter to the "Freeman's Journal and North American Intelligence" (1782), and Samuel G. Goodrich's *Lives of Celebrated American Indians* (1843). These documents are illustrative of themes that the editors have labelled "Recollections of 'White Indians,'" "The Indian as Ruthless Savage," and "An Indian's View." The editors stated that these examples "bring the reader into direct contact with the people of the past—people who helped shape, and people who were affected by the 'momentous events'" of the American past.

Binder and Reimers's documentary source materials are designed "to call attention to particular points in the selections, [while] raising questions for students to ponder as they read." Standard book-length classics appear in the bibliographic "Suggestions for Further Reading" that concludes each major chronological part, such as part one's "Colonial Society, 1607-1763."

Volume One scopes 1607-1877. After the editors begin their quest by examining "Indians and Europeans" in the first chapter, they march through fifteen other topics, while utilizing a host of primary source materials. Congressional Records, Documentary Histories, Negro Spirituals, School Board Records, Leaflets, Travel Accounts, Newspapers, and Letters appear, as the editors hope to expose the student to the rich variety of documents that are available to the researcher of social history.

Volume Two covers 1865 to the present and follows the same format as Volume One. What is innovative is that in several chapters two documents are drawn from the specified time period being analyzed, while a third is from the present. The editors illustrate that some current historical issues are rooted in the past and were not resolved in some cases until very recently. For example, in the chapter on "Americanizing" the Native Americans, the first two documents examine 1890 rules for Indian schools and the 1905 United States Department of the Interior's call for teaching Indians the "good" American work ethic. Then a 1989 discussion of the financial problems of Native American colleges is introduced. Volume Two contains sources available to researchers from the public domain, especially governmental records, illustrating the wealth of materials on women's issues, the Civil Rights movement, and other multicultural themes and topics.

What makes Binder and Reimers's essays and documents book so invaluable is that they introduce neophytes to little known journals that are often slighted in standard survey materials of instruction. Besides recognizable and accepted professional journals, such as *The William and Mary Quarterly* and the *Journal of Social History*, gems from the lesser known and infrequently

cited *South Atlantic Quarterly*, *American History Illustrated*, *American Heritage*, *The Crisis*, and *Feminist Studies* appear.

Both volumes are definitely timely because they include current social history research while also being multicultural in nature. These items combine to form one of the great strengths of the volumes, that is, the inclusion of unusual and highly interesting documents often neglected in previous readings books designed for classroom instruction at either the pre-collegiate or collegiate level. For example, the late nineteenth century is not only covered by the usual examination of European immigrant documents, but also includes chapters on Asians, Native Americans, and women.

The choices of essays and documentary evidence that Binder and Reimers have provided for teachers and students alike will stimulate lively discussions in the classroom. In fact, the editors often present thought-provoking questions in their initial chapter overviews. One such example is the chapter "Morals and Manners in the 1920s" that includes an essay on the sexual revolution, followed by documents on "Petting and Necking in 1924," movies, and drinking. All of these materials undoubtedly will stimulate youthful readers, while providing them with good background in order to make comparisons with current issues facing society today.

Actually these volumes could serve well as the basic text for a United States history course, while the standard text of dates and events of political and military history could serve as the supplemental work. Using these volumes in such a way would aid students' understanding of the historical precedents of present American society and make the reading of history much more lively and thought provoking. Now when my colleagues approach me and inquire as to what readings and documents book I suggest using in the survey course, I'll say Binder and Reimers's *The Way We Lived*.

Anne Arundel County Public Schools, Maryland

James F. Adomanis

Hilda Satt Polacheck. *I Came a Stranger: The Story of a Hull-House Girl.* Urbana and Chicago: University of Illinois Press, 1991. Pp. xx, 248. Paper, \$12.95.

A ten year old Polish Jewish girl, Hilda Satt, moved with her family to Chicago. Her diary is the most complete chronicle yet uncovered of a "Hull House girl," and represents a clear window through which we can observe immigrant life in the late nineteenth and early twentieth centuries. Hilda arrived in Chicago in time for the 1893 World's Fair, where her mother refused to let Hilda eat a banana she bought because it looked like a sickly yellowed sausage. After a preface by a Chicago social historian and introduction by Hilda's relative who rediscovered the diary, the chapters are divided into five parts: the years in Poland, the voyage to America, the Hull-House Years 1895-1912, Life in Milwaukee, and return for "final" years in Chicago. An afterword, a time line, and a list of Hilda's writings (including work commissioned by Hull House and by the Federal Writers Project) provide helpful appendices.

Through Hilda's eyes, we learn about Hull House and the settlement movement, women's suffrage, and the peace movement. Hilda idolized Jane Addams and ended her diary with Addams's death—Hilda's last 32 years perhaps seemed an anticlimax after her brush with history had ended. Addams spotted Hilda's writing talent immediately and made arrangements for her to attend a semester at the University of Chicago. She took special writing courses, which helped her transcend her spotty schooling. When she told her mother she was going to attend the University, her Mother asked, "But how can you?" Hilda explained she was to be given a scholarship to pay for the tuition, she was to be listed as an unclassified non-degree seeking student, and she was to be given a loan to be paid back later for the amount she would

have earned had she continued to work that semester in her factory job. The experience proved a turning point for Hilda. She was determined not to go back to the factory; Addams found her a job as hostess at Hull House. The hostess job was normally a volunteer position filled by socialites, but in the summer most upper-class families left on vacation and Addams needed help. Hilda loved her new job and then asked Addams to let her teach English for immigrant girls and women. She soon became a full-time teacher.

In Hilda's autobiography she devotes a section to Jane Addams as a person. Hilda argues that Addams's *Twenty Years at Hull House* reveals little about Addams the person. Most of the sources on Hull House were written by the same sort of upper-class Yankees as Addams herself—that is, by the volunteers rather than the clients. Hilda's diary provides a fresh ethnic viewpoint, though it is totally uncritical, and never mentions any faults in Addams or Hull House that sharp-eyed Hilda might have noticed. The book is likely to provoke students to broaden their perspective on settlement houses, taking more the viewpoint of the reformees than the reformers. Teachers focusing on the Progressive era or the settlement house movement can mine the 78 pages of materials starting with "I Discover Hull-House" and ending with a discussion of Jane Addams. For teachers wishing to read excerpts to students about another young student's trip to the New World or initial impressions and experiences in America, the first third of Hilda's diary is excellent material.

Austin Peay State University

D'Ann Campbell

June Sochen. *Mae West: She Who Laughs, Lasts*. Arlington Heights, IL: Harlan Davidson, Inc., Pp. vii, 153. Paper, \$9.95.

June Sochen's *Mae West: She Who Laughs, Lasts*, a concise and well-written biography, explores Mae West's career within the context of early twentieth-century entertainment, women performers, and popular attitudes toward female sexuality. Sochen relied extensively on newspaper clippings, show business periodicals, censorship cases, and West's autobiography, *Goodness Had Nothing to Do with It* (1959). Given Sochen's focus and the nature of her sources, it is hardly surprising that the private Mae West rarely emerges in this study. More information on West's off-stage life is necessary for readers to assess the appropriateness of Sochen's frequent conflation of the public persona and private person. Although she occasionally refers to differences between the two, Sochen does not adequately explore the woman behind the image. However, as an engaging account of an extraordinary career that spanned five decades and encompassed vaudeville, Broadway, Hollywood, night clubs, and even radio and television, *Mae West: She Who Laughs, Lasts* provides illuminating information on several facets of American popular culture.

Sochen is especially effective in dealing with the ways in which Mae West pushed the boundaries of acceptable sexual behavior for women. "In prudish America," Sochen writes, "she kidded her audience, the censors, and all others who believed in the double sexual standard, in woman's passivity, and in their own moral seriousness." West created a persona that kept moralists on edge and maximized media exposure and ticket sales. Her vaudeville and stage image in the 1910s and 1920s as "a sexually active woman who saw no difference between her needs and preferences and those of men" defied conventional assumptions and intrigued audiences. By the time West arrived in Hollywood in 1932, she had written and starred in several of her own plays, most notably *Sex*, for which she was arrested and jailed; *Drag*, a sympathetic portrayal of homosexuality; and *Diamond Lil*, which received popular and critical

acclaim and established her as a superstar. Lil, West's stock character, was a prostitute with "a heart of gold," who "used men" and was "always in control."

Although West had a contract with Paramount and a formidable reputation, Sochen notes that her success in Hollywood was far from certain. The irrepressible West, however, quickly discovered "the trump cards that would allow her to get her way" at Paramount, and established her special niche as a sex comedienne by bringing various reincarnations of Lil to the screen. Her 1933 films *She Done Him Wrong* (the film adaptation of *Diamond Lil*) and *I'm No Angel*, both extremely successful, reiterated West's themes about women's sexual nature and their "right to express it" without suffering "any social consequences as a result." West made other films and received enormous amounts of publicity in her constant skirmishes with Will Hays and the Production Code, but Sochen points out that what had once seemed daring soon became predictable and hackneyed. Convinced her persona need never change, West blamed others for the decline in popularity of her movies. Sochen's discussion of West's Hollywood career is balanced and fair; she delineates both West's talents and the different facets of her personality that contributed to her demise as a film star. Although her film career was over by 1943, West remained an active performer for two more decades, first in stage revivals of *Diamond Lil*, and later in a night club act in which she was surrounded by male body builders in a parody of the "girlie" shows. West's vanity and ego seemed somewhat pathetic at this stage of her life, but Sochen treats her with admirable understanding and sympathy. The author is not convincing, however, when she claims that West had become "a vital force" among the Baby Boom generation in the 1960s.

As Sochen notes, the historical profession has been slow to acknowledge the importance of popular culture. Thus many historians have only recently begun to incorporate more information on popular culture into their classes. *Mae West: She Who Laughs, Lasts* provides some very valuable background for such instructors, but it will probably remain on supplemental rather than required reading lists for most general twentieth century surveys or women's history courses. *Mae West* is more likely to be assigned in film studies classes or American studies courses with a strong emphasis on popular culture.

DePauw University

Barbara J. Steinson

James R. Ralph, Jr. *Northern Protest: Martin Luther King, Jr., Chicago, and the Civil Rights Movement*. Cambridge & London: Harvard University Press, 1993. Pp. xi, 338. Cloth, \$27.95.

The story of the civil rights movement has been frequently told, both in print and in visual form. However, most treatments of the topic have allocated little space to the open-housing protests in Chicago in 1966. *Northern Protest* very adequately fills this void.

The book begins with the decision by the Southern Christian Leadership Conference (SCLC) in August 1965 to take its non-violent campaign to the North. The site selected for the first action was Chicago, a city where the civil rights movement showed signs of faltering. The author carefully probes the difficulties encountered by the SCLC when trying to confront entrenched social and economic inequities in the North with the same methods that had worked so effectively in the South. The picture that emerges is often one of confusion and uncertainty. It becomes clear that the SCLC had trouble selecting an injustice that seemed certain to rally the black population. Furthermore, divisions within the black community itself and disagreements between national and local leaders often threatened to derail the process. After an initial attempt to target Chicago's slums, the goal of integrating white neighborhoods was selected as the primary focus of the non-violent campaign. Although many blacks and a

significant number of whites ultimately participated, the level of commitment was far less than in the earlier protests in the South. When marches through white neighborhoods did take place, sometimes with violent response, they failed to gain the media coverage that had turned the Southern protests into national news, thus generating widespread support. The role of the SCLC came to an end after controversial negotiations with city leaders produced an agreement designed to promote housing reforms. Throughout the presentation of the Chicago protest, Martin Luther King, Jr., for the most part, retains his heroic stature. Although it is acknowledged that King made some mistakes, the renowned leader is largely exonerated by his ability to admit his errors and to learn from them.

Ralph has meticulously researched his subject, interviewing many of those involved in organizing the protests and examining more than fifty manuscript collections. Nearly 100 pages of notes at the end of the book attest to his careful survey of the sources. Two organizational defects mar the fluidity of his presentation, however. Rather than putting all the necessary background information together in the introductory chapter, bits of it are intermingled with the protest story itself. Thus it is sometimes difficult to avoid confusing past events with those of 1966. Secondly, a chapter on the national government and the Civil Rights Bill of 1966 interrupts the Chicago story. These shortcomings aside, *Northern Protest* provides a significant new perspective on the northern non-violent movement.

Because the topic is quite narrow, the usefulness of this book in college classes will be limited. While it certainly would be instructive reading in a course on the civil rights movement or on the politics of protest, it is probably not appropriate to use as required reading even for a course on the United States since 1945. It could certainly be suggested as recommended reading for such a course, however. On the other hand, by studying the material contained in these pages, an instructor would clearly broaden his/her knowledge of the peculiar problems that were associated with the non-violent movement in the North. There is valuable material for class lectures to be found here. While *Northern Protest* may not be a best seller in most college bookstores, it is nonetheless a well written and well balanced contribution to the scholarly literature on the civil rights movement.

Northern Essex Community College

Elizabeth J. Wilcoxson

Philippe Ariés and Goerge Duby, eds. *A History of Private Life. Volume I: From Pagan Rome to Byzantium*. Paul Veyne, ed. Cambridge: Harvard University Press, 1987. Pp. ix, 670. Paper, \$18.95. Volume II: *Revelations of the Medieval World*. Georges Duby, ed. Cambridge: Harvard University Press, 1988. Pp. xiii, 650. Paper, \$18.95.

These are the first two volumes of a five volume series unique in their approach and scope in western historical scholarship. Later volumes, also now in print, come down to the present century. Originally published as *Histoire de la vie privée* and translated from the French by Arthur Goldhammer, they are lavishly illustrated with black-and-white and color pictures, diagrams, and other drawings.

Multi-authored works usually suffer from varied writing styles and a general lack of overall balance and organization. The use of a single highly able translator has helped to pull this English edition together at least in style. A bibliography and index are in both volumes, brief notes are present only in volume I.

Paul Veyne writes the initial section of over 200 pages in volume I on the pagan Greco-Roman world of the early Empire. Slavery, family life, the treatment of children, concubinage, and marriage are among the many topics discussed. The baths, the spectacles, views of death

and the afterlife and many other aspects of the pre-Christian world are integrated along with those topics not commonly found in texts until recently, such as pederasty, buggery, and prostitution. This section would stand alone as an excellent social history text for a class in Roman history.

Peter Brown is the author of the next section in volume I on private lives among Jews and early Christians. The attraction and terror of sexuality in the East and the West, in adolescence, in the desert, and in marriage, are among the many topics covered in a little over a hundred pages in what is the most impressive section of the work. This volume concludes with excellent sections on domestic architecture in Roman Africa by Yvon Thébert, private life in the West to the age of Charlemagne by Michel Rouche, and life in the Byzantine World in the tenth and eleventh centuries by Evelyne Patlagean.

Volume II, *Revelations of the Medieval World*, does not waste precious space on the fringes of medieval civilization—the Celts, the Germans, the English, or the Spaniards. Feudal France during the High Middle Ages, and Tuscan Italy on the eve of the Renaissance fill the first half of the work. The last half of the work, in three sections, is focused on France, Italy, and nearby areas. Danielle Régner-Bohler discusses how the literature of northern France from the eleventh to the fifteenth century can be used to gain insight into the private lives; since many find the literature of courtly love incomprehensible, this is a most useful and enlightening essay. There are other sections which discuss the houses of the peasants and townspeople, and the palaces of the ruling classes.

There is, along with many other fascinating topics, an extensive passage on the fourteenth-century papal palace at Avignon. The private lives of the nuns and monks, and of the rising banking and merchant class are dissected in ways not easily found elsewhere. One of the last topics, for example, is bathing at Baden, near Zurich, and in wealthier private homes. Yes, medieval people did sometimes bathe, sometimes even publicly and nude.

Most publishers would charge considerably more (have you noticed that since conglomerates have absorbed most major commercial publishers, the less expensive texts and monographs are more commonly being published by university presses? Before the recent mergers and buyouts, it was the opposite).

These two volumes are handsomely printed and provide dimensions of social history, including family history and women's history, not easily available in traditional texts. While the time periods covered in each may not exactly fit most courses, the low cost makes it easier to use one or the other of them. Those teaching classes on Modern Europe may also wish to look at the later volumes in the series.

Emporia State University

Samuel E. Dicks

Edwin P. Hoyt. *The Last Kamikaze: The Story of Admiral Matome Ugaki*. Praeger: Westport, CT and London, 1993. Pp. xvi, 235. Cloth, \$22.95.

Vice-admiral Matome Ugaki of the Japanese navy kept a diary of his experiences during World War II down to his own fruitless suicide run after peace had been declared. It is this diary that forms the basis of Hoyt's book. Ugaki held a series of commands during the war, concluding with the depressing position of being in charge of kamikaze pilots and sending so many eager and promising young men to their deaths. Unlike his superior, Admiral Yamamoto, Ugaki was in favor of the war. While Yamamoto feared the clearly superior reserve resources of the U.S. would win in the long run, Ugaki hoped that the early crippling of the U.S. at Pearl Harbor would eliminate the possibility that reserves would ever be tapped. The U.S. oil

embargo was the precipitating issue and a special concern for the navy which could not function without the fuel. In April 1943 Yamamoto and Ugaki, travelling together in separate planes as Yamamoto insisted, were both shot down. Yamamoto was killed but Ugaki survived, although he was injured and out of action for a time.

As the war drew to a close Ugaki became more and more despairing, yet he felt he had saved enough air power to make an American invasion of Japan so costly that the Americans would not try. Upon hearing of the atomic bombs his reaction was to try to devise a plan to meet them. Although fully aware of Japan's weakness Ugaki was deeply distressed at the Emperor's message of defeat. Ugaki's motivation throughout the war was an unswerving loyalty to Japan and the emperor, yet his final act was in defiance of the emperor's announced wishes. The vice-admiral had long ago decided he would not live through the war. Considering the defeat in part his personal failure, he might have committed ritual seppuku. He was determined, however, to die as the many young men he had sent out on Kamikaze missions, like "Cherry blossoms into the sea." He planned that his last effort would do some damage to the enemy so he aimed his last flight toward the American ships at Okinawa. Despite their victory, the Americans had not fully let down their guard, so Ugaki and his companions were attacked and plunged gloriously (?) into the sea, inflicting no damage.

Ugaki's story should be interesting because it brings a different perspective than most often seen in the U.S. Using a personal diary as a source should give us a multi-dimensional view but Ugaki's story does not. His family is rarely mentioned and when it is the same information is present: his wife was dead and his children grown. As he contemplates his approaching death his thoughts turn to nature but the reader doesn't really feel those thoughts or the emotion behind them. Ugaki had many acquaintances in the military but apparently not any friends. The life presented is of a military machine with an occasional thought or feeling tacked on. Those thoughts and feelings, even the growing despair, do not convey a developed human personality. Ugaki's story is of a career, not a person. The accounts of rivalry and lack of communication among the Japanese military leaders and branches make one wonder why the Japanese were as strong as they were. Loyalty would appear to compensate for lack of coordination and communication.

The primary source for this book is the diary, supplemented largely by Hoyt's other works, an extensive body of research on World War II in the Pacific. The book will be of great interest to war buffs with an interest in the Pacific. For those without previous knowledge of the Pacific portion of the war, the events will be hard to follow. A map of the action and sketches of ships and airplanes discussed would make the work more accessible. Pictures of Ugaki about to die are interesting but more visual help is needed. An instructor will find this useful to add perspective to a lecture. Students will find it perhaps an interesting supplement.

New Trier Township High School
Winnetka, IL

Darlene Emmert Fisher

Christine Bolt. *The Women's Movements in the United States and Britain from the 1790s to the 1920s.* Amherst: University of Massachusetts Press, 1993. Pp. x, 390. Cloth, \$45.00; paper, \$15.95.

In tracing the history of the women's movements in Britain and the United States from the late eighteenth century through the 1920s, detailing both differences and similarities, Christine Bolt has provided the reader with a fine example of comparative history. In a unique way, Professor Bolt consistently provides the reader with a chronological sense of the issues that

pervade the feminist movements in both countries, weaving the themes of sex and morality; marriage; education; politics; protest and reform; women's organizations; work; ideology, and anti-feminism with the historical developments occurring throughout the time covered by the book. Professor Bolt uses an extensive array of primary (e.g. Mary Putman Jacobi Papers) and secondary sources (e.g. *The Bonds of Womanhood*) to substantiate her research.

In her comparative analysis, Professor Bolt explains that organized feminism emerged from social conditions which were similar in each nation. These included a dominant Protestant culture, the emergence of an influential middle class, a common belief in Enlightenment thought, some expansion of political rights among common citizens, and the gradual transformation of society wrought by urbanization and industrialization. Throughout the book, she attempts to illustrate the influence each nation's movements had on the other. Feminists, she explains, "watched each other's progress, exchanged visits and even labored in each other's campaigns, but took pride in their own successes, their own ways of doing things."

Other similarities between feminists on both sides of the Atlantic are mentioned throughout the book. American and British feminists both viewed educational advancement and new employment opportunities as key priorities. Activists in each nation not only sought equal treatment as citizens and rational human beings but also appealed to their special needs and qualities as women. Both attained their greatest progress in the areas of educational improvement, legal revision, welfare provision, and social purity.

Throughout the centuries, important differences were also visible and attributable to the unique political and social environment in each country. Issues of class were always at the core of British feminism. In addition, in their reform efforts, British women used different means than American women. Unlike their American counterparts, British feminists were more politically oriented and achieved greatest success in getting legislation enacted. The American woman's belief in the superiority of her social circumstances, marked by the greater freedom and respect accorded her, inspired American feminism, providing strength and boldness. The issue of race becomes a flaring difference in the two countries as the author points out that in America, "conservative southern politicians generally feared that female enfranchisement would make unwelcome voters of black women and reopen the question of black male voting rights."

The author's great strength is her comparative framework which, I believe, enables her to avoid labeling each women's movement as strictly conservative or radical, thus offering the reader a more complex, intricate, and balanced approach. One major weakness of this work, as acknowledged by the author, is the lack of attention given to Scottish, Irish, and Welsh women as well as black American women.

Since some background in American and British history is needed to fully understand this volume, I would recommend this book for use in upper level history classes, especially those which focus on women's history, social history, or comparative history. Any women's studies course which covers the suffrage movement or women's movements in America would also benefit by using this book. Likewise, this book could be used in any course in British history which concentrates on their suffrage movement or women's movements.

This monograph is unusual in that it offers a comparative perspective which fills a void in American women's history as well as in American history. Perhaps future work in women's history will follow such an approach.

Independent Scholar

Mary Jane Capozzoli Ingui

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Susan H. Armitage is Professor of History at Washington State University. Among her publications are two coedited books, *THE WOMEN'S WEST* (1987) and *SO MUCH TO BE DONE: WOMEN ON THE MINING AND RANCHING FRONTIER* (1991) and many articles on western women's history.

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