

Reviews

Perspectives in American Social History: Reconstruction: People and Perspectives, edited by James M. Campbell and Rebecca J. Fraser. Series editor, Peter C. Mancall. Santa Barbara, CA: ABC CLIO, 2008. 279 pages. \$30.00, cloth.

Recent developments in Reconstruction historiography have seen a marked shift away from the largely racist “Lost Cause Ideology” which was presented by many of the nineteenth- and early twentieth-century historians. These developments shift to the views of the recent revisionist and post-revisionist historians whose works were largely intended for study in academic circles. The authors of this text have presented a new perspective of Reconstruction from the lives and experiences of ordinary people, who were not considered an important part of the narrative of this period by earlier historians. This text is intended for use and study by teachers, students, and those who desire to attain a broader understanding of this period. The book’s purpose is to “reveal the diversity of everyday life in the region” and “to highlight the interplay of categories of race, class, gender, and geography in shaping the lived experiences of Reconstruction-era Americans” (p. xxii). This text is the latest in a series of sixteen volumes that study American Social History from 1492 to the present and create perspectives through the lives of ordinary citizens.

This text has been set out as a resource and reference book for both students and teachers studying this period. A detailed timeline showing the political processes between the years 1860 and 1915 is a useful reference point for the chapters that follow. The eight chapters, written by individual authors, examine the experiences of previously marginalised groups such as American Indians and African American women. The authors, in each chapter, have provided additional information in their use of “sidebars,” which examine either a significant incident, individual, or idea related to the group in question as support to the text. The provision at the end of the text of a series of primary documents and a very extensive reference section enable avenues for further research and study.

The book is very well-presented with illustrations, black and white photographs, and quotations throughout the text, as well as a primary sources section, which contains interviews, letters, testimonies, speeches, reports, and other documents that are invaluable for source analysis and comparison, around which many student-based activities could be centred. A detailed reference section provides information about key individuals, acts, groups, and events. The authors, in their choice of language, have directed this volume to students from a middle and high school range through to tertiary levels. The text is not condescending in either its subject matter or language and has created a very accessible

resource that can be used, either in part to add to the study of a particular interest group, or in its entirety to demonstrate how the rights and freedoms of these groups have changed over time. The authors have condensed a significant amount of facts in a very meaningful way and the use of conclusions to complete each chapter is a good summary.

The chosen groups for study include the experiences of both men and women of the white planter class, as well as war veterans and Northerners who relocated to the South, Freed slaves in both rural and urban locations, and the experiences of black women. The inclusion of the experiences of American Indians during this period provides many thought-provoking facts and issues. Indian tribes were unavoidable participants in the War through both their geographical location and, in the case of the Five Civilised Tribes, their ownership and use of African American slaves. This “ideological” placement with the Confederacy had more drastic consequences for them than those faced by other groups during this period. Although they experienced traumatic hardships and lost much of their territory, through remarkable resilience and determination they were able to survive this period and retain their national autonomy and cultural identity.

The book avoids making judgments on the experiences of any of those groups, but instead focuses on the work of individuals and groups to establish communities and social networks. This book makes a very significant contribution to the historiography of this period. In the selection of the material for the eight chapters, the authors are showing contrasting views of Reconstruction that highlight many of the hidden histories. While this book is not a definitive text on the social history of this period it does, however, provide a very balanced and informative treatise on how the lives of ordinary people, as well as those who are well-known, formed and were shaped by the events of this time.

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Ann Gilberthorpe

Gibbons v. Ogden, Law, and Society in the Early Republic, by Thomas H. Cox. Athens, OH: Ohio University Press, 2009. 264 pages. \$26.95, paper.

In this well-researched and thoughtful book, the author examines the landmark 1824 U.S. Supreme Court decision in *Gibbons v. Ogden*, the “steamboat monopoly case,” which addressed Congressional power to regulate interstate commerce. The decision, with an opinion authored by famed Chief Justice John Marshall, “successfully depicted the federal government as the champion of economic opportunity and social progress,” as Cox urges, while “steering away from difficult issues of state commercial regulation” (p. xii) leaving such details for subsequent deliberation. Familiar to many readers as a decision testing the meaning of the commerce clause of the U.S. Constitution, *Gibbons* not only laid the groundwork for interpreting federal power to regulate interstate commerce, but also, as Cox notes, influenced how subsequent courts examined a variety of issues from the slave trade in the early 19th century to the relationship of state to federal gun laws in recent years. Cox helps us understand why *Gibbons* is so significant for understanding the constitutional footing for such federal power and the wider importance of the decision in U.S. Constitutional history. Perhaps even more importantly, Cox examines the broader historical context out of which *Gibbons* emerged, especially how steamboat transportation became central to debates about “internal improvements” and the role of the courts in navigating conflicts over the direction of such efforts in the early republic.

The book is divided into ten chapters, drawing on newspapers, archival collections,

and court opinions. The earliest chapters focus on the history of steamboat technology, the use of monopolies by states to encourage economic development, as well as the personal, political, and business rivalries among early inventors, adopters of the technologies in question, their investors, and political officials. Situated within this wider narrative is the story of the *Gibbons* case itself, focusing on how the players involved, through a variety of lawsuits and political struggles, ended up before the U.S. Supreme Court. Chapter 8 nicely summarizes various arguments for and against preserving New York's steamboat monopoly scheme and the wider implications for a decision either way. After outlining Marshall's opinion and public reaction, Cox closes the book highlighting the wider implications of *Gibbons v. Ogden* for its time, and in limited ways, into the present.

Cox interprets *Gibbons* by positioning the case with wider debates about the role of the state and federal governments in promoting economic development, the meaning of states rights, and the role that courts played in such deliberations. Cox painstakingly examines the strategic use of courts by both the litigants involved in *Gibbons* to navigate these uncertain waters, especially the degree to which personal conflicts between and among interested parties sometimes fueled these struggles as much as larger issues of profit, politics, and state support for "internal improvements." His discussions of the machinations of the Livingston, Gibbons, and Ogden families over control of steamboat routes and access to waterways in New York and New Jersey is especially revealing of just how intertwined the issues were with interpersonal relationships of the parties involved.

While the book offers much to students of the early republic, business history, or constitutional law, the focus on so much detail, whether regarding familial histories and conflicts or particulars about the development of steam technology, is at times distracting from the main focus and may challenge the attention of some undergraduates. Still, the book is especially useful for those seeking a deeper understanding of the early history of the U.S. Supreme Court. Chapters 8 and 9 examine not only the arguments made before the Court in *Gibbons* and the Court's decision, but also the wider impact in various regions and in the popular press, revealing just how important (and contested) the early years of U.S. Supreme court were, especially in terms of the meaning of judicial review in practice. Moreover, students of 19th-century U.S. business history might benefit from Cox's close attention to the use and decline of state monopolies to encourage internal improvements and how struggles over the practice ended up in state and federal courts. Regardless, Thomas H. Cox has written a welcome examination of the wider meaning and direction of economic development in the United States during the early 19th century, using a close look at *Gibbons v. Ogden* to reveal just how critical the U.S. Supreme Court was in determining just what kind of roles that federal and state governments would play in the process.

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Russia in War and Revolution, 1914-1922: A Documentary History, edited and translated by Jonathan Daly and Leonid Trofimov. Indianapolis, IN: Hackett Publishing Company, 2009. 371 pages. \$27.95, paper.

This valuable new collection of documents provides an excellent teaching resource for courses in modern Russian and modern European history. The documents cover the period from the outbreak of World War I in 1914 to the Bolshevik victory against their

opponents in 1922. This collection has two advantages over previous compilations. First, it presents many sources that have never been translated into English. Second, the documents cover a wide range of topics, from high politics and military affairs to social and cultural history.

The introductory essay ably lays out the main social, economic, political, and military challenges facing the Russian Empire during World War I. It also explains the key role of defeat in war in producing the conditions that made revolution possible. Following the introduction, the book proceeds chronologically, grouping the documents into five chapters. Each chapter contains a brief introductory essay that lays out the major themes and ideas of the chapter's documents. Close attention to historical context will help students deepen their interpretation and critical analysis of the primary sources.

Chapter one covers the period from the outbreak of World War I to an eyewitness account of Rasputin's murder in December 1916—always a favorite topic. The documents highlight the growing economic, political, and moral crisis of the Russian Empire in its final years, exemplified by Rasputin's notorious hold over Empress Alexandra. Students who read carefully will clearly understand the tragic consequences of blundering into a total war for which the regime had neither the ideological nor material resources.

Chapter two begins with the Tsar's abdication in February 1917 and the attempt by various parties to fill the vacuum of power. The disastrous war effort fed a growing radicalization of popular sentiments from February 1917 to October 1917 that played directly into the hands of the Bolsheviks. Perhaps the greatest blunder of various revolutionary parties was their determination to continue to fight the war abroad and to conduct revolution at home. They ended up doing neither very well. Only the Bolsheviks dared to accept defeat, a position that aligned with popular sentiments, as the documents in the chapter clearly suggest.

Chapter three chronicles the Bolshevik seizure of power in October 1917. As with other chapters, the editors select sources which reflect attitudes in St. Petersburg and Moscow as well as in the deep provinces—a particular strength of this book. The sources reveal the hysterical climate of the time, a growing coarseness in political discourse that favored the political parties (especially Lenin's Bolsheviks) willing to rely on coercion and force. While the Bolsheviks were willing to do whatever it would take to retain power, they also continued to advance a utopian agenda of total social and economic transformation. Astute readers of these documents will wonder if the Bolshevik means to power ended up subverting the seemingly noble goals in their political program.

Chapter four explores the growing opposition to Bolshevik power, along with their increasing reliance on force to defend themselves from a growing list of enemies. A sense of encirclement, which was reinforced by the brutal civil war of Reds versus Whites from 1918 to 1922, promoted a paranoid and Manichaeian style of politics. The effect of the Civil War was to augment even more Lenin's view of politics as a zero-sum game in which compromise with political opponents was equated with capitulation and defeat. As Lenin liked to say, politics was a matter of "*kto-kogo*"—who beats up whom. Elections were irrelevant to revolutionary outcomes, as Lenin explicitly stated in one of the documents.

The final chapter deals with the aftermath of victory, if that is what mass famine and brutally suppressed rebellion can be called. This is the so-called era of compromise, when Lenin eased up on economic policies by allowing peasants to sell their grain rather than be forced to turn it over at gunpoint, and by permitting small-scale private enterprise. Compromise in economic affairs nonetheless required a simultaneous clamp-down on opponents in the political sphere, including the use of show trials, execution without trial, and heavy-handed censorship. Whenever forced to compromise on economic and social

matters, the Bolsheviks always instinctively tightened their grip on political power by suppressing and eradicating perceived “enemies of the people.” This political tendency, produced by the disasters of World War I and the civil war that followed, would later be expressed in the terrifying politics of the Stalin era.

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The Enemy Within: A Short History of Witch-Hunting, by John Demos. New York: Penguin Books, 2008. 318 pages. \$17.00, cloth.

Witches and witchcraft hold endless fascination and interest for many people. Students, in particular, find a level of mystery mixed with curiosity about the subject, often sparking an interest among them to pursue further reading and research on the topic. One book they must read is this work by John Demos, entitled *The Enemy Within: A Short History of Witch-Hunting*. The author is a distinguished historian who describes this book as “first and last—a history of witch-hunting” (p. 2). He provides the reader with broad and sweeping coverage of the history of witch-hunting, pulling together, in four parts, “histories as widely separated as the late Roman empire, medieval Europe, colonial America, and modern-day Red scares” (p. x). Part One examines European witch-hunting in the 16th and 17th centuries, followed by a survey in the next section of witch-hunting in early colonial America. Part Three focuses on the Salem Witch trials of the late 17th century, and the book concludes with a detailed narrative in Part Four of witch-hunts in modern times in America.

Each of the four parts of the author’s analysis includes a lengthy central chapter detailing from start to finish the topic at hand. Each of the sections is “bordered fore and aft by vignettes keyed to some particular episode, person, artifact, or career” (p. 4). It provides the reader with a useful way of understanding the expansive narrative of the history of witch-hunts followed by a particular episode applying the general interpretive analysis to a specific person or event. Part Three, for example, includes a brief introduction to Salem, Massachusetts, followed by an extensive narrative of Rebecca Nurse one of the accused at the Salem trials in 1692. Subsequently, the author presents a detailed study of the hysteria and horror surrounding that ordeal. Of particular interest in the chapter is a useful chronological summary and overview of various published studies by scholars including historians, sociologists, and psychologists. The author mentions many writers and publications including Carol Karlsen’s *The Devil in the Shape of a Woman*, Kai Erikson’s important historical sociological work *Study in the Sociology of Deviance*, and most importantly Mary Beth Norton’s *In The Devil’s Snare: The Salem Witchcraft Crisis of 1692*. Professor Demos calls Norton’s book the “most rounded and comprehensive treatment of its subject yet” (p. 209). This particular section of Chapter VIII is a fine commentary by the author of the changing and expanding interpretations of what happened at Salem and why it happened. Students will find this section most beneficial. The final section of this valuable book focuses on witch-hunts in America starting with the anti-Masonic troubles (Chapter X) in 1826 and further includes a thoughtful overview of the Great Red Scare (1919-1920) and the McCarthy witch-hunts of the 1950s. Chapter XI concludes with the Fells Acres Day School story that shocked and unnerved the city of Malden, Massachusetts in 1984.

There is much to praise about this study, including its look at witchcraft in various

regions of colonial America. The author argues that witchcraft “never amounted to a great deal outside of New England” (p. 92) and he answers a question many ask about why New England was such fertile ground for witch trials and witch-hunts. His explanation for that situation is that Puritans “lived with a pervasive fear of disorder” (p. 93). Witchcraft, according to Demos, brought disharmony, and the Puritan response would be “intense and unrelenting discipline” (p. 93). They enshrined “the principle of *control*, both control of the individual person and outward control among the community of saints” (p. 93). They never forgot John Winthrop’s call, “we must knit together as one man” (p. 94), and as the author notes, this sentiment expressed “the very heart of what they were about” (p. 94).

The Enemy Within should be included in every instructor’s bibliography of American history. It will be particularly useful in colonial American history undergraduate and graduate courses. Surely, students who wish to do extensive reading and research on this topic will, of necessity, consult this book. It is an engaging work providing a sweeping and broadly based narrative of the history of witch-hunts, including specific details that help illuminate the author’s interpretation of these fascinating events. Witches, witchcraft, and witch-hunts still have an unrelenting hold on our historical mindset.

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J. Robert Oppenheimer, the Cold War, and the Atomic West, by Jon Hunner. Norman, OK: University of Oklahoma Press, 2009. 272 pages. \$24.95, cloth.

If students are apt to recall just one detail from their introduction to the life and career of J. Robert Oppenheimer, it is his sobering epigrammatic nod to the *Bhagavad Gita* upon witnessing the first successful detonation of an atomic weapon on July 16, 1945 in Alamogordo, New Mexico: “Now I am become Death, the destroyer of worlds.” After reading Jon Hunner’s excellent book, they will also find the history of the American West inseparable from that of Oppenheimer and the origins of the atomic age. In seven brisk chapters, Hunner suggests that the historical landscape of the region is crucial to understanding not just the personal history of Oppenheimer, but also the larger arc of America’s global ascendancy in the post-World War II era. That rise to superpower status, he argues, is largely attributable to the power of science and technology. Overall, the author provides a sympathetic cast to Oppenheimer, seeing in his advocacy for international control of atomic energy a path-not-taken that warrants renewed consideration (pp. 211-218).

The sections of the book most useful for teachers detail the ways in which that Western landscape was transformed into the “Atomic West.” Hunner credits the Manhattan Project—given its scale and resources—with the role of catalyst in transforming what was once a peripheral region into a vital one. As he puts it: “The West, boosted by its atomic enterprises and its focus on national security, started to lead the country in producing advanced technology and postwar prosperity. As a result, the region garnered a stronger position in the national economy, had a more powerful voice in politics, and served as an integral part of the nuclear military establishment” (p. 146). Historians of the New Deal might look askance at that assessment, omitting as it does the earlier promotion of resource development (especially water) through federal programs and agencies which in turn spurred modernization of the region. Nonetheless, Hunner provides a convincing case that it was the growth of atomic facilities, with their clear connection to the nation’s

postwar security demands, that facilitated the political importance of the West (p. 229).

After his stint as director of the Los Alamos laboratory, which developed the “Fat Man” and “Little Boy” unleashed on wartime Japan, Oppenheimer achieved the height of his prominence in the immediate postwar years as chairman of the Atomic Energy Commission’s (AEC) General Advisory Committee. But it was a position fraught with professional peril. In that capacity, he opposed plans to develop the even greater destructive power of the hydrogen bomb. For all of his scientific and intellectual brilliance, Oppenheimer could not match the bureaucratic power of those who strenuously pushed for development of the H-bomb, particularly his *bête noire*, Edward Teller. In that context, questions of Oppenheimer’s political orientation, personal indiscretions, and a decade-long campaign by J. Edgar Hoover’s FBI to establish his membership in the American Communist Party (never proven) all led to the tragic demise of the renowned physicist’s public career in 1954. The details of Oppenheimer’s dramatic rise and fall are briefly but ably covered here.

A few quibbles. The author throughout refers to his subject informally as “Oppie.” This conveys a folksy familiarity that is at odds with the weighty and complex subject matter. Simplistic writing sometimes mars the narrative as well. For example, under the subheading “Oppie Starts a Family,” the author writes: “During this heady period of camaraderie in the fight against the Great Depression and fascism, Oppie found his future wife” (p. 60). This awkward construction leaves the reader to imagine that Oppenheimer’s marriage was at the front line of battle against unemployment and totalitarianism.

J. Robert Oppenheimer; the Cold War, and the Atomic West has the misfortune of vying for readers’ attention with a recent spate of excellent scholarship on these subjects: the definitive biography of Oppenheimer by Kai Bird and Martin Sherwin (*American Prometheus: The Triumph and Tragedy of J. Robert Oppenheimer*), an elegant synthesis of the transnational nature of the bomb’s scientific construction by Andrew Rotter (*Hiroshima: The World’s Bomb*), and a fresh analysis by Campbell Craig and Sergey Radchenko (*The Atomic Bomb and the Origins of the Cold War*) of the bomb’s role in shattering the wartime alliance between the U.S. and Soviet Union. Hunner’s distinctive contribution, however, deserves foremost consideration for use in the classroom. Its reader-friendly format and the author’s ability to render his subject’s life story in a clear, concise style make this a terrific aid to history teachers attempting to do the same.

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Kirk Tyvela

The Untilled Garden: Natural History and the Spirit of Conservation in America, 1740-1840, by Richard W. Judd. New York: Cambridge University Press, 2009. 318 pages. \$85.00, cloth. \$25.00, paper.

Judd, Professor of History at the University of Maine and editor of *Maine Journal*, offers a history of conservation thinking in America in a detailed, well-researched volume, divided into three sections. He begins with the colonial period, “Forging a Scientific Community,” and examines the group of naturalists who explored the land and collected information about the flora and fauna. Part two, “The Natural History of America,” covers the first decades of the nineteenth century, a time when scientists gained insights into the geological formation of the land. Following the westward movement of the nation into the Ohio Valley, part three, “Improvers, Romantics, and the Science of Conserva-

tion,” chronicles the changes in ways of looking at, and interpreting, nature. Judd ends his study before the age of Darwin.

Amongst the many names mentioned in this volume are colonial naturalist John Bartram; early nineteenth-century naturalist Thomas Nuttall; Andre Michaux, born in France, who traveled to North America and explored from Hudson Bay west to the Mississippi River; geologists Benjamin Silliman and Edward Hitchcock; and explorers sent West by the government, including Lewis and Clark, John Sibley, and Zebulon Pike and Jacob Ferris, who published in 1856 a history of the American Frontier, *The States and Territories of the Great West*.

Judd quotes liberally from the naturalists’ and explorers’ field notes and journals. Citations are at the bottom of each page and this makes handy reference for readers. This is a highlight of the text: to read the actual descriptions, the authentic words, and, by implication, the emotion of the writers. Early authors reflected a stout dependence upon European ideas, but an American character, ideal, and outlook soon emerged. Nature had been viewed as an entity, an untilled garden that could be improved upon. With more study, more discoveries, and movement west to lands beyond the Appalachians, writers began to change and described nature as something valuable just for itself.

This growing realization that all of nature is connected also fostered the belief that nature should be preserved. Scientists, influenced by thoughts of the Romantic Movement, described nature in such terms as to be the creation of a widespread conservation movement.

This book will appeal to readers who are already familiar with the topic and have a background in American history; it is not for beginners. It should be noted that the influential scientific community of New Harmony, is located in Indiana and not Illinois.

Wabash Valley College

Patricia Ann Owens

Black Walden: Slavery and Its Aftermath in Concord, Massachusetts, by Elise Lemire. Philadelphia, PA: University of Pennsylvania Press, 2009. 233 pages. \$29.95, cloth.

Rendered forever famous by its most celebrated author, the woods around Walden Pond had shielded other sorts of refugees long before Henry David Thoreau built his cabin there in 1845. In discussing the open green spaces then admired by Concord’s residents, Thoreau devoted a chapter of his book to the former slaves who had been driven to the village’s margins and cultivated small patches by the pond. Elise Lemire aptly notes that these “green spaces began as black spaces” (p. 12). The small community of enslaved men and women—together with the equally small number of wealthy whites who owned them on the eve of the American Revolution—is the subject of this slim but passionate and elegantly written study.

With an enslaved population that comprised only four percent of the colony’s residents, Massachusetts was hardly the sort of slave society found in other corners of the British Atlantic empire. Yet even readers familiar with the findings of scholars such as Shane White and Graham Hodges, who argue against the myth that Northern slavery was necessarily milder than its Southern counterpart, may be stunned by some of the stories Lemire here brings to life. When, in 1755, master John Codman separated his bondman Mark from a wife and family in Boston, Mark and two female slaves determined to poison Codman.

Codman died following seven doses of arsenic, and after a brief trial, Mark was found guilty and executed, his body left hanging in irons. Terrified of the women who cooked their dinners, the magistrates ordered one of Mark's female accomplices burned alive, and the other was resold into the Caribbean. Twenty years later, as Paul Revere galloped westward to warn militia companies of the arrival of British forces, he may have noticed Mark's rotting body, still swinging in its gibbet.

With the coming of freedom, Concord's black residents quit their former masters' relatively dispersed farms and homes, choosing to build their shanties as closely together as squatting arrangements in the woods permitted. Whether this arrangement was due to dimly recalled African housing practices or the need of impoverished people to band together in the name of survival, Concord's tiny free black population proved less willing to remain in their former owners' homes as live-in domestics than were freed people in Philadelphia. Either way, black life near the pond remained harsh. White residents of the village, for example, boasted mortality rates better than the overall rates of whites across the new nation. Former slaves living in the woods, however, lost children at an alarming rate due to malnourishment, disease, and dysentery. Jack Garrison lost half of his children, while fellow freedman Peter Hutchinson buried all of his. When young black men gave up on the region and moved to Boston or Philadelphia, it diminished an already limited marriage pool. Black veteran Brister Freeman died an old man in early 1822; when his eight-year-old grandson John died eighteen days later, the Freeman family vanished from Concord.

Ultimately, *Black Walden* reveals both the virtues and vices of microhistory. As impressive as is Lemire's encyclopedic knowledge of the people who tramped Walden's woods, her monograph rarely wanders far from the confines of Concord Village or addresses larger questions of race and freedom in the early national North. Early on, Lemire insists that the "gradual end" of slavery in Massachusetts has "long confounded historians" (p. 10), and much later she adds that still other scholars "imagin[e] that slaves received their freedom in exchange for their military service" (p. 108). Lemire never mentions who any of these unnamed scholars might be, even in her endnotes. Although she is certainly right in arguing that Massachusetts slaveholders were rarely more egalitarian-minded than their Virginia counterparts, neither does she explore the correlation between Revolutionary ideology and the region's miniscule black population that allowed New England to eradicate slavery in the wake of the conflict. Nor does Lemire even mention the two interconnected court cases launched by Quok Walker and Elizabeth Freeman that all but abolished slavery in Massachusetts.

Lemire also makes some peculiar editorial choices. Not wishing to bestow "more authority and respect" on Thoreau or the other whites who later populated the village than on its earlier black inhabitants, she consistently refers to adults by their forename only (p. 14). For example, even after bondman Brister achieved his liberty and adopted the surname of Freeman, he here remains Brister, a stylistic decision that not only diminishes one of the most important decisions Freeman ever made, but erases the power dynamic that allowed whites to deny adult bondpersons the dignity of a surname.

Le Moyne College

Douglas R. Egerton

Teaching What Really Happened: How to Avoid the Tyranny of Textbooks and Get Students Excited About Doing History, by James W. Loewen. New York:

Teachers College Press, 2010. 248 pages. \$21.95, paper.

In the sequel to his bestseller, *Lies My Teacher Told Me*, James Loewen has crafted a critique of how history is being taught in public education that should be in the hands of every practicing and pre-service social studies teacher in the United States. Using a writing style aimed at practitioners, Loewen divides *Teaching What Really Happened* into two distinct sections. The introduction and first four chapters discuss the sociological power of history, the numerous limitations of textbooks and standardized tests in teaching and assessing history in public schools, the pedagogical value of historiography, and the rationale for having students “do” history rather than simply learn about it. In the final six chapters, Loewen puts these lessons into a practical context by offering detailed explanations of ways teachers can use these strategies to teach historical topics that are often depicted in the classroom as factually inaccurate and rooted within subliminally racist or paternalistic ideologies.

While these specific examples are useful in that they show how teachers can make history an active and engaging process for students while simultaneously demystifying the traditional narrative found in most textbooks, the real value of Loewen’s book is in the larger themes that permeate throughout. In particular, the two that I believe carry the most beneficial messages for social studies teachers are the notions that teachers have an obligation to portray history as it actually happened and that learning to think historically is considerably more important than ascertaining mass amounts of historical knowledge. Both of these themes are central to any attempt to drastically change the way students learn and understand history, particularly in this era of increased educational accountability in the United States.

In this aptly named critique of history education, Loewen urges teachers to teach from a standpoint of what really happened, rather than the romanticized tales of American white male superiority that are often portrayed in textbooks and state curriculum standards. History, at least the way it is commonly taught in public education, is based as much on myth as it is on fact. The problem is that these myths are so commonly repeated in our culture that they have become “facts” that teachers feel they *have* to teach. Loewen suggests using these widely held beliefs as a way of engaging students and getting them to “do” history. However, this strategy requires teachers move their instruction beyond acquisition of facts and dates and engage their students in historiography, the systematic analyzing of history practiced by historians. In a particularly illustrative example, Loewen dissects the transformation of John Brown from a clean-cut businessman to a crazed mad man—nearly 50 years after his death! Loewen then describes how teachers can have their students discover what “really happened” through common historical methods, such as oral histories, research, and primary source analysis, all of which can subsequently be compared with students’ textbooks to highlight the interpretive nature of history.

Perhaps the most salient aspect of Loewen’s argument is his discussion of broad historical topics (which he calls “trees”) versus memorization of disconnected historical facts (which he calls “twigs”). Loewen states that teachers should focus less on twigs and more on trees, and he goes so far as to say that teachers only need to teach thirty to fifty personally selected trees in any given course. Of course, this method of selectively choosing topics for coverage contradicts the entire notion of standardization, which relies on students demonstrating broad knowledge of twigs on end-of-course tests. Loewen contends that students need to go beyond twigs in order to appreciate history, and teachers are more likely to achieve student engagement if students develop the skills of historiography, which can only occur if there is sufficient time devoted to each tree.

This differentiation between twigs and trees may be both the most useful and prob-

lematic aspect of Loewen's argument. While reading this book, I kept thinking about the students in my methods classes who are often quick to be skeptical of any lofty pedagogical goals that do not provide clear explanations of *how* teachers can be expected to teach in a way that both engages students and prepares them for end-of-course tests. To his credit, Loewen offers suggestions on how to bridge this gap in the classroom and with school administrators, but I am not sure these suggestions would satisfy my hardest skeptics. This book, however, is about possibility, not typicality, and even adopting a few of Loewen's ideas would make any history classroom exceedingly vibrant and, more importantly, accurate.

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Pashas: Traders and Travellers in the Islamic World, by James Mather. New Haven, CT: Yale University Press, 2009. 320 pages. \$35.00, cloth.

Pashas is a monograph designed to partially fill a gap in Western scholarship between the early modern and post-Napoleonic/Industrial Revolution eras (16th-early 19th centuries) in the history of interaction between the West (largely Great Britain) and the Ottoman Empire, and is loosely configured around the history of The Levant Company, which was chartered by Queen Elizabeth I in 1581 as England's first systematic attempt to carry out trade with the Ottoman Empire. Mather writes, "the main concern is to reconstruct the everyday existence of Britons living there [in the Ottoman Empire], the commerce in which they became engaged and their interactions with the wider society that they found. In doing so, the broader contours emerge of their relationship with the Ottoman world" (p. 12).

The book is divided into sections entitled with the four most important cities in the Ottoman Empire: an introduction starting in Jerusalem, and then three parts titled, respectively, Aleppo, Constantinople, and Alexandria. The chapters within the Aleppo section deal with the beginnings of British trade with the Ottoman Empire, the nature of and demand for the goods traded, the early history of the Levant Company, and the practice of apprenticeships, the perils of travel to the region, and the early challenges of expatriate communities resident in the city. The Constantinople section deals with the later period of more established trade, the political events and intermittence between the Ottoman Empire and Europe, the close associations of trading companies with capitulation agreements and ambassadorial missions to the Ottoman government, and a final chapter that considers Grand Tourism and Enlightenment dabbling in Middle Eastern philosophical (but seldom religious) ideas found on manuscripts that eventually ended up in the Bodleian Library at Oxford University. The final and most brief section, which could be better organized and thus a bit less redundant, centers on Alexandria and discusses the twilight years of British trade with the Ottomans, the challenges of expanding that trade to North Africa, competition with the East India Company as well as other European countries (mainly France), inclinations to more military actions than previously done, and finally the paradigmatic shift brought on by Napoleon's invasion of Egypt in 1798. The end of the 18th century signaled a change in both the economic and political relations between Britain and the Ottoman Empire and indicated the beginnings of the imperialistic attitudes and military aspirations of the Europeans (including the British) that would come to be the hallmark of relations by the middle of the 19th century. The book concludes with an epilogue more focused on India than on the Middle East, perhaps attempting to indicate

the British shift in emphasis farther east, but also in the process creating an incomplete conclusion to coverage of the Ottoman region at the close of the period under consideration in the rest of the book.

Although it contains copious endnotes and a thoroughly complete bibliography, the book should appeal not only to academics at multiple levels, but also to the interested layperson. The “*Dramatis Personae*” listed at the beginning, as well as an interesting narrative writing style, makes for the telling of good stories as along with analytical considerations of the topics included in the work. However, it is sometimes challenging to distinguish between the multiple players and their experiences, as the author gives considerable tangential information and extraneous details that make it difficult for the reader to keep up with the thread of the argument.

Lastly, Mather makes a few passing references to the Western idea of ‘oriental despotism’ and writes that the scope of his book is rather before the emergence of the set of ideas later identified as Orientalism had formally taken shape; however, his references to the early forms of those ideas as well as his chapter on British polemical writings concerning Islam allow readers to see the historical continuities identified by disparaging comments about the Prophet Muhammad, allegations of Islam as a religion spread ‘by the sword’, and preoccupations with the harem and lascivious living that can still be found in contemporary writings. The author concludes that the period considered in his book can be seen as a time when “there was a peaceful and mutually enriching encounter between Britons and the still-troubled Middle East. We can only hope there will be again” (p. 244).

Greensboro College

April L. Najjaj

Chicago: A Biography, by Dominic A. Pacyga. Chicago, IL: University of Chicago Press, 2009. 472 pages. \$35.00, cloth.

Dominic Pacyga, a long-time scholar of Chicago, offers readers an “urban biography,” attempting to capture what he calls the “spirit of this place” by highlighting the people that capture the city’s essence. Pacyga does not purport to tell a complete history of the sprawling metropolis. Instead, he explains, “my goal is to try and tell the story of Chicago through events major and minor that I believe explain its importance to America and the world” (p. 1).

While Pacyga offers a brief pre-history on the region, his story truly picks up with the founding of the city in the 1830s. The economy provides the central narrative thread through the 21st century. But it was in the 19th century that Chicago’s entrepreneurs transformed the small community along Lake Michigan into the nation’s then second largest city by creating innovative economic institutions from the Board of Trade to the Union Stock Yard. Other scholars have raised these issues in the past, but perhaps Pacyga’s greatest contribution is twofold. First, he reminds readers of the risks inherent in these transformations; the city’s success was always contingent, never preordained.

Second, Pacyga highlights just how deeply and how widely immigrants and workers contested Chicago’s industrialization and the harsh conditions it sometimes imposed. Pacyga describes a chaotic landscape. A hotbed of union activity at the end of the 19th century, “Chicago quickly became known as the center of radicalism in the United States” (p. 89). Facing an upper- and middle-class establishment that often used legally sanctioned violence to stymie labor organization, some workers became increasingly more

anarchistic. By the early 20th century, as the city became less chaotic and workers gained leverage, unions established footholds in key industries such as steel and the stockyards. Pacyga also reveals the increasingly significant role of federal dollars in stimulating the local economy from the New Deal forward.

One of the strong points of Pacyga's narrative is his use of small vignettes about average Chicagoans to explain dramatic changes in the social and physical landscape. He makes the city's history more personal while expertly revealing the racial, ethnic, and class diversity that defined it, although religion, even the ever-present Catholic Church, is seen primarily through the lens of ethnicity rather than as its own analytical category. For example, readers viscerally experience the destabilizing impact of urban renewal and federal highway construction by learning about George and Angeline Jackson, a Catholic African-American family on the South Side, who saw their neighborhood disintegrate around them.

A lightly footnoted book, *Chicago* would work well for high school and undergraduate courses. Students will easily follow its linear story and a clear thesis regarding the central, albeit often chaotic role of the economy in shaping urban history. The book may prove less useful to teachers who want to emphasize other issues such as politics, the environment, or gender. Famous politicians such as Anton Cermack and Richard Daley appear, but this is not a history of the city's famed political machine. Likewise, while there are references to some issues such as industrial pollution or the reversal of the Chicago River, the book does not historicize the city's complex relation with its natural environs. For some teachers, maps revealing the physical growth of the metropolis or appendices with population figures might have been useful.

The limited discussion of gender is a bit more problematic. Famous women such as Jane Addams and Jane Byrne make brief appearances, but women are generally under-represented, their economic contributions perhaps marginalized here as they have been historically. For example, the Irish Sisters of Mercy, the city's first female religious order, arrived in 1846. These women (and others like them) provided essential social and economic services. In addition to educating many of the city's children, the Sisters of Mercy, for example, opened the first permanent hospital in the city in 1851. Yet, these nuns do not appear until late in the story, well into the 20th century, when Pacyga briefly mentions their move to the far southwest side. Like most women, they play a small role in this story.

Nonetheless, Pacyga has offered an intriguing and useful narrative of Chicago. He effectively places Chicago's economy at the center of his book and persuasively argues that Chicago stands at the center of American capitalism. His passion for the city, in all its glory and gore, are clearly evident. His integration of personal anecdotes on everyday people will appeal to students on an emotional level and engage them in the city's history.

University of Houston

Kathleen A. Brosnan

History Education 101: The Past, Present, and Future of Teacher Preparation, edited by Wilson J. Warren and D. Antonio Cantu. Charlotte, NC: Information Age Publishing, 2008. 270 pages. \$45.99, paper.

In this fine book, *History Education 101: The Past, Present and Future of Teacher Preparation*, editors Wilson J. Warren and D. Antonio Cantu highlight the problems fac-

ing universities preparing teachers for today's K-12 social studies classroom. Beginning with the first chapter and continuing throughout the volume, various contributing authors cite statistics and use case studies to underscore the main point that social studies teachers need necessary content knowledge combined with good pedagogy skills in order to increase student achievement in the classroom. This repetitive theme stresses the conflict between schools of education and history departments because the former focuses on teaching methods while the latter concentrates on developing subject matter. Seldom, according to the authors, do teacher credentialing courses successfully blend these two responsibilities together.

Divided into three sections, the essays start with background information on current teacher preparation, explore what universities actually do to train teachers, and suggest improvements for future coursework. D. Antonio Cantu's opening article posits that educating pre-service social studies teachers has become a major problem that needs immediate attention to avoid an impending crisis. Cantu surveys the ratio of history professors to methods instructors and discovers that nearly twenty-five percent of methods courses are taught by adjunct faculty. Moreover, most history departments require their methods instructors to have only two years experience in the K-12 system. Cantu argues that pre-service teachers need solid foundations in content from history professors, but the lack of well-qualified methods instructors hampers teacher training. Cantu contends that the importance of pedagogy needs elevating within history departments in order to improve teacher quality.

The second portion of the text discusses how some universities approach teacher education by providing specific case studies and course descriptions. One school detailed the strategies they developed over a period of several years to challenge widely held misconceptions that studying history meant rote memorization of names, dates, and places. Pre-service teachers incorporated primary source readings and other supplementary texts in their lessons, thereby exposing high school students to a variety of historical materials. This resulted in encouraging better historical thinking skills in the classroom. The assignments made in these methods courses stressed the importance of analytical reading in understanding historical processes. Unfortunately, it also revealed that teachers frequently had difficulty integrating such reading practices in the classroom.

The final essay in this section asserts that pre-service teachers suffer from a lack of technology in their coursework. Gina Hogue maintains that history professors often use computers to communicate with students via e-mail or to research for their own use, but fail to adequately demonstrate technology as a teaching tool in methods classes. Hogue's writing clearly shows the advantages of providing adequate computer lab-style courses at the university. She illustrates a number of strategies used successfully in the classroom by pre-service teachers during their internships. Each vignette Hogue describes highlights the enthusiasm for history that using technology generated for both the teacher and student.

In the last section of the book, the essays discuss education reform efforts. Some of the ideas proposed include increasing the amount of time history professors spend with pre-service teachers. Doing this, argues contributor Fritz Fischer, means that novice teachers will develop a finer sense of how historians frame questions and seek answers which, in turn, encourages them to incorporate these techniques into useable lesson plans. Lastly, Fischer opines that progress in teacher education programs happens only when university professors take a more active role in instructing both pre-service and in-service teachers.

The essays in this book emphasize the pressing need for reform in teacher preparation colleges. Using innovative lesson plans that develop historical thinking practices,

incorporate analytical reading strategies, and utilize new computing technologies in methods and history classes allows pre-service teachers to see firsthand best practices in action. Teachers who adopt these techniques prevent their classrooms from becoming passive and stale.

The authors have written a wonderful collection of motivating articles suitable for many readers running the gamut from pre-service teachers to university professors. The stories of successful modifications in teacher preparation programs serve as excellent examples for those contemplating making changes in their own schools. For teachers already working in the K-12 system, the fresh ideas shared by experienced history professors will help renew their passion for their chosen profession. Because it will be frequently referenced, this book deserves a prominent spot on the bookshelf.

West Memphis High School

Marjorie Hunter

A History of Modern Britain: 1714 to the Present, by Ellis Wasson. West Sussex, U.K.: Wiley-Blackwell, 2010. 404 pages. \$44.95, paper.

Ellis Wasson's book, *A History of Modern Britain: 1714 to the Present*, is a textbook designed to trace the development of Great Britain from the Hannoverian accession in the early eighteenth century to the early twenty-first century. Wasson's book ranks among his other works on British political history, such as *Whig Renaissance: Lord Althorp and the Whig Party 1782-1845*; *Born to Rule: British Political Elites*; and *Aristocracy in the Modern World*. Like Walter Arnstein's four-volume work on the history of Great Britain, *A History of Modern Britain* gives a narrative of the birth of the British cabinet system and the evolution of the British Empire into the Commonwealth of Nations.

Wasson begins his work with a sentimental story of seeing a photograph of the royal family and Churchill on V-E Day, cheered on by the British people, celebrating victory over Nazi tyranny. From there, he notes the paradoxes that made up British society in 1945: a victor on the verge of losing its empire, overseen by an archaic monarchy about to confront social and economic change. Wasson gives several purposes for writing this work: to understand the global scope of British history; to argue that Britain became a peaceful and stable society, not *in spite* of its traditions, but rather *because* of them; and to realize that the British people are in fact four distinct nations (England, Scotland, Wales, and Ireland) in an archipelago bound together by shared values and not just "England writ large," as he puts it.

The book is composed of three parts. Part I, titled "Uniting the Kingdoms," examines Great Britain in 1714 and how the Hannoverian dynasty acquired its legitimacy amid rebellion, war, and revolution. Part II, "The British Century," illustrates the gradual inclusion of the middle and working classes, the rise of the British Empire, and the effects of industrialization during the nineteenth century. In Part III, "Dividing the Kingdoms," Wasson looks at the evolution of the British Empire into the Commonwealth of Nations, the decline of the aristocracy, the emergence of the welfare state, and the "devolution" of Scotland, Ireland, and Wales.

There are several strengths in *A History of Modern Britain*. Wasson's easygoing style makes British history accessible to the average college student through anecdotes, which lighten the burden of wading through the centuries. Wasson's analysis of British society in key periods gives the reader a snapshot of the social, political, and economic trends

in Britain. Wasson follows through on his promise to examine how the Scots, Irish, and Welsh adapted to changes overtaking Britain, such as industrialization and imperialism. Though not overly laden with jargon, Wasson makes great effort to include the analysis of other historians, which is a great strength to his work. *A History of Modern Britain* contains helpful tools, such as a useful chart of the British political system, showing the relationships between the sovereign, Parliament, and local governments; biographical inserts; an array of illustrations and maps that highlight various periods of British history, including profane cartoons that poke fun at the political establishment; and a glossary explaining the key terms for each chapter.

While *A History of Modern Britain* contains many positive qualities, it does, however, have some shortcomings. While Wasson devotes a great deal of attention to the geography and social hierarchy of Britain, he seems to give short shrift to cultural trends transpiring in Britain, such as the Enlightenment and Romanticism. He gives little context of the events leading to the Hannoverian succession. Another disappointment in this work lies in the fact that despite Wasson's belief that "British history is global history," his treatment of the long-term causes leading to World War I and Britain's subsequent role in the Middle East is almost nonexistent. He does not fully illustrate British strategy in relation to its allies in the Second World War, and he casually treats the issues facing Britain in its relationship to Europe. In other words, the author could have done more to place Britain into a broader global context.

Wasson's *A History of Modern Britain* gives the reader a wider appreciation of the diversity of the British people and the evolution of Britain into a stable and tolerant society, traits which have escaped other nations. This book can easily be a fixture in upper-division college curricula of British history, supplemented with primary sources and other forms of literature.

University of California, Riverside

Dino E. Buenviaje

Ulysses S. Grant: American Hero, American Myth, by Joan Waugh. Chapel Hill, NC: University of North Carolina Press, 2009. 384 pages, \$30.00, cloth.

Grant the drunkard; Grant the butcher; Grant the corrupt. Brief indictments have resonated soundly in determining the historical reputation of the Civil War conqueror who then served two terms as our eighteenth president. Joan Waugh hopes to remove some of the tarnish from a dull image. She is not naïve to her subject's faults. Her hero stumbles and is indeed flawed. However, Waugh joins an increasing number of historians who recognize greatness in Grant that has been too often dismissed or ignored. This study is not a traditional full biography; only half the volume is dedicated to his life. The remainder focuses on Grant's efforts to craft a remarkable two-volume memoir, his courageous battle with throat cancer and ensuing funeral, and the decade-long crusade that followed to erect a proper monument to his life and service. An experienced scholar in the rising field of "memory studies," Waugh brings that expertise to bear in exploring how and why Grant's persona was altered over the past century.

"Lyss" Grant was an unremarkable child. His father Jesse, a southern Ohio businessman, sent his favorite son to private schools and then to West Point. Following his rather undistinguished service in the Mexican War (which he opposed), the Army dispatched Grant to the west coast in 1852, where he touselled with superior officers, failed at small business ventures, and began to drink in earnest. He resigned from the army in disgrace

in 1854. Waugh contends that Grant, of slight build and stature, was not an alcoholic, but a reputation emerged that unjustly followed him throughout his life. The author sympathetically recounts Grant's struggle merely to survive in the 1850s; a struggle that built his character.

"Sam" Grant's life mirrored the name he gave the family's log cabin in Missouri—"Hardscrabble." Contemptuous of slavery, but still largely apolitical in 1860, he grew to appreciate the important relationship between politics and war. The author offers an excellent summary of Grant's military career, from his return to the Army in 1861 and earliest victories on the western rivers in 1862, to the embattlements near Petersburg in the spring of 1865. The extensive Yankee losses in Virginia resulted not because of Grant's desire for a war of attrition, but because Robert E. Lee forced the issue by skillfully entrenching his own army. Ultimately, however, the generous Grant triumphed and extended a hand of reconciliation to Lee at Appomattox.

Grant's standing soared, culminating in his overwhelming election to the White House in 1868. Sadly, his administration, rife with incompetence and fraud, seemed a soft target for greedy businessmen of the rising "Gilded Age." Revisionist historians can not refute those charges, but argue that an intelligent and engaged Grant labored hard not only for sectional harmony, but also for the rights of African Americans and Native Americans. He brought strength and stability to a shattered country and offered a vision for race relations, as well as a new economy, western development, and foreign affairs. Waugh concedes, however, that his presidency polarized a nation that was almost impossible to govern effectively.

Between 1877-1879, Grant traveled through western Europe and Asia on a much-celebrated tour. He had become "the most famous living American" as foreign dignitaries and the working classes turned out to cheer him. Returning home, he dabbled unsuccessfully (again) in business and then commenced writing his memoirs. He barely won his heroic battle against cancer, completing his second volume only days before he died in July 1885. The chronicle sold very well, over 300,000 sets, and Grant's New York funeral procession of 60,000 soldiers and civilians honoring the magnanimous victor represented a milestone in the North and South coming together. Waugh concludes by discussing the fundraising effort to build the gigantic neo-classical mausoleum/memorial to Grant in Riverside Park. Intended to foster a sense of national unity and identity, the completed shrine (1897) was a huge attraction for veterans and tourists. Over time, however, the neighborhood declined and so did Grant's reputation. His status fared poorly against the elegant and gentlemanly Lee, a rising icon who embodied the goodness of the "Lost Cause" and white reconciliation.

This well-written volume—interpretive, but unencumbered by extensive theory and distracting jargon—merits widespread attention. Suitable for high school and college students, the work is particularly valuable as an introduction to "memory studies." Those seeking a detailed exploration of Grant's tactics in the Wilderness or the chicanery of the Whiskey Ring will be obliged to look elsewhere. Instead, Waugh offers a welcome and balanced portrayal of Grant that should encourage a long-overdue debate about his ideals and contributions.

University of South Florida

John M. Belohlavek

In Pursuit of Liberty: Coming of Age in the American Revolution, by Emmy E. Werner. Washington D.C.: Potomac Books, Inc., 2009. 109 pages. \$17.95,

paper.

Emmy Werner attempts to provide readers with a relatively new perspective—i.e., through the eyes of children and teenagers who lived during this critical period in our nation's history—on events that served to define the nation during the American Revolution. The reader is promised insight into the lives of children, from myriad backgrounds, who experienced the seminal events that charted the course this nation took during the 1770s and the 1780s. Werner delivers on this promise to provide multiple perspectives on the American Revolution, through the integration of eyewitness accounts of boys and girls representing an array of colonial and revolutionary society demographics, to include slaves, patriots, loyalists, Hessians, and even a child who would become president. *In Pursuit of Liberty* is similar in design and makes several references to *Sally Wister's Journal*, originally published in 1902. Werner's account, though, delves much deeper, examining several points-of-view. The resulting rich and descriptive narrative, however, is at times difficult to follow, due in part to the numerous and frequent eyewitness transitions. This begs the question, who is the intended audience? The target audience for *In Pursuit of Liberty* appears to be upper middle school/junior high, although the challenging nature of readings from diaries, letters, and memoirs would make the book suitable for high school students, as well.

In Pursuit of Liberty has a certain small-world character to it, as the reader is introduced to Isaac Jefferson, an enslaved youth owned by Thomas Jefferson who we follow throughout the war, including his return back to Monticello with assistance from George Washington. Werner also introduces the reader to a young John Quincy Adams at various stages of his life during the American Revolution, to include an entire chapter that makes the reader want to know more about the later life of our nation's sixth president. More traditional historical accounts, such as the adventures of Molly Pitcher and the extreme weather conditions endured by soldiers at Valley Forge, are also included. *In Pursuit of Liberty*, however, provides a more detailed account of these events than typically found in a standard middle school or high school American history textbook. For example, Werner's examination of Valley Forge includes a detailed account of how Prussian General Friedrich von Steuben transformed a group of ragamuffins into an effective fighting force. Another example is the equally inspiring story of a fifteen-year-old free black named James Forten and his time aboard the prison ship *Jersey*, where he passed up a chance to escape in order to afford another white teenager the opportunity to do so.

Several anecdotes keep the young reader's interest, from the wooden British Grenadier that scares approaching soldiers, to an Italian Greyhound who howls when he hears bad music. Caution, however, should be followed when using this book with younger students because some material may be inappropriate, such as the mention of rapes, a cat being cut in two pieces, men burned on hot coals while held down by pitchforks, and other references which—while they accurately portray the harsh reality of war—may be too mature for some middle school students. The usual hardships of war (e.g., smallpox, starvation, extreme weather conditions) are also present; however, children and teenagers who chronicle this in their diaries do not dwell on these unpleasanties. Instead, there is more a focus on survival or escape.

History teachers will find the visual documents (e.g., paintings, illustrations) and chronology of events of great utility in helping their students gain a better understanding of this critical period in American history, although the inclusion of maps would have been a great addition as well. An accompanying supplemental to this book should not only include maps, but also a set of vocabulary terms and definitions for each chapter.

Despite these shortcomings, *In Pursuit of Liberty* remains a great resource for introducing students to the American Revolution through the eyes of their colonial and revolutionary period counterparts. The mosaic of eyewitness accounts as told through myriad primary source documents (e.g., letters, diaries, journals, memoirs) will help students appreciate the individual journeys these young people experienced during this period as well as understand how this nation came of age at the same time these young adolescence were coming of age themselves.

Bradley University

D. Antonio Cantu

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