

tinctly human organization, and he tells the story of *how* it failed because of the follies, foibles, and personalities of the people running it.

In one sense, the book's structure seems to undermine its purpose, though not fatally: the focus on individual leadership in the relatively narrow context of national-level organizational politics leaves a somewhat thin sense of what was at stake in this factionalism. A better sense of how leaders functioned in the Local and District Assemblies even as they interacted with the national Order may have helped to strengthen the book as an account of the KOL as a social movement. Of particular interest to readers of *Pennsylvania History*, the specific geographical roots of the Order in Pennsylvania go untended. As a result, the book leaves the reader ungrounded in the local or regional efforts that first propelled KOL leaders upward, and continued to bind them to old obligations.

In conclusion, Robert Weir has focused an intense light on this most important, but persistently elusive Gilded Age institution as both an institution and a social movement. His work is original in its method, and important in its conclusions. It should be of interest to labor historians, and anyone interested in social movements, the Knights of Labor, or the Gilded Age in general.

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By Nicholas Evan Sarantakes, *Keystone: The American Occupation of Okinawa and U.S.-Japanese Relations*.

(College Station, TX: Texas A&M University Press, 2000. Pp. xxiii, 197, Notes, Cloth, \$34.95)

*Keystone* is an in-depth study of the problems surrounding the reversion of control of Okinawa to the government of Japan following the Pacific campaigns of World War II. The author, using recently declassified documents, attempts to explain the problems in postwar relations which were founded in wartime conditions and their immediate aftermath. In doing so, he focuses on Okinawa, its people and government, its relationship with Japan, its site as the culminating battle in the Pacific War, and the subsequent American occupation. The problems and policies of the occupation, the attitudes of major players in all of their respective offices, and the role these attitudes played in United States-

Japanese relations are the heart of his analysis.

Most Americans are unaware that the American military constituted the postwar government of this province of Japan for twenty-seven years long after the occupation ended for the rest of the country. Issues which underlay this continued control centered around the fear of a resurgent Japanese military power should the American military withdraw from the island, and of Okinawa's strategic location in the East Asian-Pacific area during the Cold War. As the problems of the postwar period became apparent, some American officials were concerned with the reliability of the Japanese as allies and feared that the government of Japan would adopt an attitude of neutrality.

Whether the American occupation and control constituted a new development in colonial control, or whether the Japanese held residual sovereignty became an issue in United States policy considerations. The fact that the United States governed Okinawa meant that actions could be taken with American forces based on the island without consulting other governments. Yet, Japan was regarded as an ally, and an ever more important one as the Cold War intensified. Should the United States govern this territory, or would control of the island become rancorous issue in our relations with Japan? Given Japan's strategic geographic location, and the desirability of regional stability, this issue colored policy discussions for much of the period.

When the issue of the reversion of Okinawa was raised by the island's people, it became an issue in their elections. As nationalism revived, the Japanese government, also concerned with wartime alienation of territory (an issue which still informs Japanese-Russian relations) began to insist that the issue of residual sovereignty be addressed. Veterans of the Pacific campaigns, particularly those who had fought on Okinawa, had strong views. Many American veterans opposed reversion; these included many in the policy levels of the military and government.

Okinawa reverted to Japanese control in 1972. The reversion was difficult to negotiate for many reasons: the fragmented nature of the ruling Japanese Liberal Democrat Party, the desire of the people of Okinawa for a major role in decisions affecting the island and the American presence there, and lack of agreement in the various agencies of the American government. Not all issues and interests were resolved effectively. The continued need for consultation on issues affecting the island remains. Okinawa remains the keystone of the American base system in the East Asian-Pacific area.

The author focuses on American foreign policy; this book is number

six in the series on foreign policy and the presidency from the Texas A&M Press. Since this study is the core of the author's dissertation, it contains extensive bibliographic references and notes. He deftly handles complex issues of diplomacy and security, making them accessible to the interested public, as well as to those with academic focus in this area. The issues which he investigates are well illustrated, the portraits of the key figures well drawn, but most importantly, he allows the novice in Japanese government and politics to follow the developments with understanding. While his explanations are thorough, he does not overwhelm the reader with detail. Most importantly, he stays with the analysis, not allowing the text the wander into interesting but irrelevant information.

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**Carla Mulford, editor, *Teaching the Literatures of Early America.***

**(New York: The Modern Language Association of America, 1999. Pp. xii, 402, extensive bibliographies. Paperback, \$22.00.)**

In recent years, the field of early American studies has grown closer, in method and content, to literary studies. In a departure from the social scientific, quantitative methods of the 1960s and 1970s, an increasing number of early Americanists have adopted literary topics in their research and pedagogical work. Many historians, some of whom were leaders in the social-science oriented methods popular a few decades ago, have now turned their skills to mastering literary sources, studying colonial autobiographies or captivity narratives, utilizing poetry or ballads in their research or exploring the importance of the rise of the early American novel. Likewise, a survey of the syllabi of courses in early American studies, conducted by viewing the web sites of the American Studies Association of Society of Early Americanists, discloses how closely traditional historical and literary topics are combined in many undergraduate and graduate courses.

But as we acknowledge that changing historiography, we are also faced with a serious question: where do we get information on the wide variety of primary and secondary sources available? Many of us likely look back at high school or undergraduate American literary courses that moved through the colonial period as quickly as possible, giving perhaps a day or two to Ann Bradstreet's poetry or Benjamin Franklin's autobiography, running through a Jonathan Edwards sermon on the