Southern Political Science Association

Europe: The Radical Challenge. by Hugh Thomas

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The Journal of Politics, Vol. 36, No. 3 (Aug., 1974), pp. 807-808

Published by: [Cambridge University Press](#) on behalf of the [Southern Political Science Association](#)

Stable URL: <http://www.jstor.org/stable/2129260>

Accessed: 04/02/2014 13:37

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he is usually represented to be—a polemicist who could by no means see the full implications of his arguments.

WALTER H. BENNETT, *University of Alabama*

Europe: The Radical Challenge. By HUGH THOMAS. (New York: Harper & Row, 1973. Pp. vii, 211. \$8.50.)

Written in a simpler era of abundant oil resources and relative labor market tranquility in Britain, Thomas' volume on the promise of the expansion of the European Economic Community seems to have been overtaken by crisis headlines. Within less than six months of the publication of the book, the outbreak of renewed conflict in the Middle East helped trigger a series of events that have seriously strained cohesion within the EEC area—including disparate national responses to the soaring cost of oil and French recalcitrance on a common currency policy. Simultaneously Britain confronted a succession of domestic upheavals underscoring factors of persisting economic and political instability. Under these circumstances, the question inevitably arises whether the EEC can survive as a viable organization at all.

Yet short-term difficulties do not necessarily obviate the central concerns voiced by Thomas. The integration movement may indeed falter, at least temporarily, but even dawning awareness that the advanced nations may have reached the end of an industrial-technological era does not negate the central theses of Thomas' book: that Britain will benefit more as a member of the EEC than if she were to retreat into national isolation and that contemporary economic and political issues can be managed effectively (if at all) only through the kind of institutionalized co-operation exemplified by the European community.

Thomas' purpose is advocacy—namely, the affirmation of British links with the EEC—and his perceived audience consists primarily of those members of the Labour Party who have forsaken the ostensible internationalism of European social democracy in their hostility toward “joining Europe.” Thus, his study is an exercise in partisanship rather than detached social science. As such, it reveals a radical democratic commitment to achieve change on behalf of

"greater emphasis on the quality of life, both in work and at home, more economical use of scarce resources, and greater and more real rights at a local level" (p. 2).

To this end Thomas provides an openly subjective survey of the EEC's institutions, decision processes, and performance in important policy areas (including social policy, women's rights, industrial relations, agriculture, transportation, energy, and others). The book is divided into three unequal parts: political (nine chapters), social (two chapters), and economic (twelve chapters). The vast scope necessarily results in superficial treatment at critical junctures; some chapters are only three pages in length, and the all-important contemporary issue of energy is dealt with in only a paragraph.

What does emerge clearly is Thomas' articulate critique of the centralized power of national governments and his vision of radical humanist change within the expanded European community. Accordingly, Thomas' advocacy encompasses a prescriptive call to democratize the EEC's institutions—by providing for the direct election of the European Parliament in Strasbourg and granting Parliament the power to designate the head of the Commission—and to restructure present arrangements so that cultural-economic regions such as Brittany and Scotland could have a direct voice in Brussels.

The volume is thus a compelling, if in places excessively abbreviated, treatment of the achievements and prospects of European integration. Events have greatly compounded the difficulties of the community's further development into a viable economic and political union, but Thomas provides sensible guidance for those who would make the attempt.

M. DONALD HANCOCK, *The University of Texas at Austin*

Education and Modernization in the Middle East. By JOSEPH S. SZYLIOWICZ. (Ithaca, N.Y.: Cornell University Press, 1973. Pp. xii, 477. \$19.50.)

This comparative study of educational change in the Middle East concentrates on three important themes: (1) how modern education affected these societies, specifically the role of education in