

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

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

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

The University of Southwestern Louisiana

Robert J. Gentry

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

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

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

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

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

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

University of Arkansas at Monticello

Jan Jenkins

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

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

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

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

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