

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.

Students read and analyze documents about the declaration of Child Health Day (1956), the table of contents of the National Defense Education Act of 1958, a document from a juvenile court case, and a copy of a student letter to a Supreme Court justice inquiring about a current case. *The Bill of Rights* kit suggests using the document analysis worksheet to help students better understand each document. This exercise allows them to discuss the origin of the document, how it came into existence, and evaluate its importance. The teacher's guide also suggests bringing in a lawyer who specializes in juvenile law or another juvenile court representative to speak to the class to encourage further discussion about the rights of minors and give students the chance to "ask the experts" their own questions. Suggestions for further research include having the students find out if their school district has a written policy addressing students rights and comparing the methods of children's rights advocates to those of civil rights advocates.

All of these exercises promote higher level thinking skills as well as making the material relevant to today's secondary social studies students. This collaborative effort of scholars and teachers is successful in fostering students' understanding of their Bill of Rights.

University of West Florida

Kelly A. Woestman

National Archives and Records Administration and National Council for the Social Studies. *Teaching with Documents*. Washington, D.C.: National Archives Trust Fund Board, 1989. Wire-O-Bound, \$15.

With a collaborative effort dating back to 1977, the National Archives and National Council for the Social Studies have produced another successful collection of primary source documents for classroom use. This work is a collection of documents published in the "Teaching with Documents" column in the NCSS journal *Social Education*. As one of the journal's most popular departments, "Teaching with Documents" provides practical suggestions for utilizing primary source material in a variety of classroom settings. Letting students examine and discuss letters, reports, pictures, photographs, and maps created by a first-hand participant in an event leads to an increased interest and understanding of these events by students. Studying these documents enables students to comprehend that history is the study of people—it is tangible, not abstract.

Among the 50 documents included in *Teaching with Documents* is a letter addressed to John F. Kennedy expressing the writer's belief that there should be no religious tests for men wishing to run for public office. The introduction to the document gives the teacher a wealth of information on the history of religious tests since the Revolutionary War in the United States. It correctly emphasizes how the results of the 1960 election overturned the conclusion of the 1928 election that a Catholic should not be president. The introductory material also points out that current public figures like Jesse Jackson have kept this same issue alive in American politics. The teaching activities suggest a close reading of the document and ask students to interpret the tone of the letter and the major points the writer makes. Students are then asked evaluate the letter's effect on Senator Kennedy. Additional critical thinking activities include having students brainstorm a list of qualifications for those people who run for president, keeping in mind that both religious leaders and non-believers would want to run for office. Students are asked to stipulate guidelines that would allow members of both groups to campaign for public office.

Another selection in *Teaching with Documents* gives teachers ideas about how to use political cartoons in their classrooms. For lower-level students, the teacher should ask what