

John Mack Faragher, Mari Jo Buhle, Daniel Czitrom, & Susan H. Armitage. *Out of Many: A History of the American People*. Englewood Cliffs, NJ: Prentice Hall, 1994. Vol. I: To 1877. Pp. xxiii, 640. Paper, \$36.67. ISBN 0-13-556730-0. Vol. II: Since 1865. Pp. xxiii, 608. Paper, \$36.67. ISBN 0-13-557117-0. Combined Edition, Pp. xxxi, 1152. Cloth, \$51.33. ISBN 0-13-556599-5.

The world of textbook publishing well illustrates the old adage that each generation writes its own history and brings its own perspectives. One of the newest entries, *Out of Many*, is by four younger scholars: Faragher, of Yale University; Buhle, of Brown University; Czitrom, of Mount Holyoke College; and Armitage, of Washington State University. The book's premise is that out of an incredible mosaic of diverse "communities" a nation has emerged, linked together by modern communication. The narrative tries to strike a balance between the familiar national story and the experiences of ethnic and regional communities in the United States.

Each of the 31 chapters begins with a short essay (which are unfailingly well done) illustrating "community," a term the authors use rather loosely. Examples: The Roanoke colony; Pueblos and Spanish in early Santa Fe; the First Continental Congress; slaves on Georgia coastal plantations; women factory workers of Lowell, Massachusetts; Washington, DC, in the Civil War; an Alabama county in Reconstruction; Milwaukee in World War I; the new "community" of movie audiences; the Flint sit-down strike; Los Angeles zoot-suiters; rock-n'-roll fans of the fifties; the Montgomery bus boycott; and Students for a Democratic Society. The problem, as with many such efforts to balance narrow and national coverage, is that the thesis of community becomes blurred or buried in a comprehensive narrative that includes political, economic, social, cultural, military, religious, gender, minority, and ethnic issues. The writing style is mature and may be challenging for some ill-prepared students.

Yet this book has many strengths. Maps, charts, and graphs are plentiful and clear, many containing unusual information. Photographs are superb—much of the standard textbook fare but also striking or unfamiliar ones: a ludicrous Calvin Coolidge in full Indian regalia; Mary Pickford absorbed in reading a feminist newspaper; "Little Egypt" from the 1893 Columbian Exposition; Dred Scott and his family; a pensive Jefferson and Varina Davis; Andy Warhol with his Brillo soap pads art; Eleanor Roosevelt, George Marshall, and John Foster Dulles at a 1948 U.N. session; and a cartoon of John F. Kennedy with an exploding Cuban cigar. The book's graphics almost make it worth a price that students will likely find forbidding. Quotations are liberally used and well-chosen. There is a strong and generally successful effort to include the roles of women and minorities in our past. Slave rebellions get much more attention than in most texts. There is a sophisticated discussion of the Equal Rights Amendment in the 1920s.

A special strength of the book is the entire chapter on the modern civil rights movement, including Mexican-Americans, Puerto Ricans, Asian-Americans, and Indians. Most students today, black and white, are woefully ignorant of the struggles that brought about today's largely integrated society. This is one of the few texts this reviewer has seen that gives attention to Billy Graham and his place in modern religion. Suggested "Additional Readings" for each chapter are well-chosen and explained. Misprints and misspellings are fairly few in number.

Inevitably, in an effort of this magnitude, there are errors and weaknesses. The index refers to Georgia's "succession" in the Civil War. The domestic program of Taft, admittedly not a great President, gets remarkably short shrift in one slender paragraph. And in a text this detailed, how could Ralph Nader and the entire modern consumer movement be virtually ignored? The famous Granger "happy yeoman farmer" painting appears twice in nine pages. The Appendix list of "Presidents, Vice Presidents and Cabinet Members" includes only State, Treasury, Defense, Navy, Postmaster-General, Attorney-General, and Interior, and for some reason omits the Departments of Commerce, Labor, Veterans Affairs, Agriculture, Housing and Urban Development, Health and Human Services, Transportation, Education, and Energy.

As with all current texts, the publisher provides the usual platter of extras: Instructor's manual, study guides, test item file (in hard copy or on computer disc), transparencies, documents, a booklet free to students on answering essay questions, and a joint program with the *New York Times* providing *Times* articles relevant to classroom study.

In short, *Out of Many* is a comprehensive and mature survey many teachers will find attractive. Its size will limit the amount of collateral reading that can be assigned but there is much here to appeal to students and instructors alike.

Floyd College

William F. Mugleston

Donald W. Whisenhunt, ed. *American Portraits: History Through Biography*. Dubuque, IA: Kendall/Hunt Publishing Co., 1993. Volume I: To 1877. Pp. x, 339. Volume II: From 1865. Pp. x, 335. Paper, \$23.95 each volume.

Professor Whisenhunt has assembled two excellent collections of biographical essays designed primarily for introductory history courses at the college level. In addition to their sound scholarship, the sixty essays in the two volumes are extremely interesting and provocative.

Each of the essays was written especially for the project, and does not appear in any other source. With two essays per chapter, each of the chapters focuses on a major theme or historical period, with a short introduction to each chapter. Chapters are organized to correspond to the format usually found in standard history texts, an important consideration when designing a course syllabus. Both volumes contain the same chapter on the Reconstruction period, with essays on Thaddeus Stevens and Hamilton Fish. Most of the subjects chosen for inclusion are significant but not dominant figures of their time (e.g., Benjamin Rush, Dred Scott, Margaret Sanger, and William Douglas). Only a minority of the essays deal with really dominant characters (e.g., Alexander Hamilton, William Jennings Bryan, and Dwight Eisenhower), and likewise, a minority of the chosen people are relatively obscure to most Americans (e.g., Jason Lee, Susan Picotte, Henry McCowan, and Jack Kerouac).

Inevitably, most historians will question whether in some cases the selection of historical figures might have been improved upon, and those who emphasize military affairs probably will be disappointed. Although I would have recommended a number of different subjects, I do think that Whisenhunt's choices represent a good balance, and that each of the sixty essays is relevant to an important theme or movement. From the perspective of gender and racial diversity, twelve of the essays—or 20% of the total—deal with women, five treat African Americans, four are devoted to American Indians, one essay deals with an individual of Hispanic background, and forty essays—about two-thirds of the total—are written about males of European ancestry. Even in the last category, however, there is a good mixture of people of various professions, class backgrounds, and ideological persuasions. Some feminists concerned about gender equity might object to the fact that only seven—slightly more than 10%—of the contributing authors are women.

Each essay is ten to twelve pages in length—ideal for pedagogical purposes. Without being so long as to be intimidating to undergraduate students, the essays are long enough to include more than the basic facts of an encyclopedia article. A student with average reading speed will be able to finish an essay in one sitting of thirty or forty minutes. In keeping with the purposes of the volume, there are no notes for scholarly documentation, but each of the essays is followed by a concise discussion of the bibliographical materials available on the subject, including a consideration of interpretative disagreements. Perhaps teachers more than students will be interested in the bibliographical component, but since the readings tend to stimulate