

curiosity, at least a minority of the students should be encouraged to seek additional materials for research papers or for general readings.

To me, the two volumes were a joy to read. Of the subjects about whom I have some competence, I found that the essays are factually accurate, based on good research, and filed with perceptive observations and anecdotes. Like most historians, I have only limited knowledge about some of the people included in the essays (William Patterson and Alice Paul, for example), and I completed the readings with the feeling that I had learned a great deal about a number of fascinating characters of history. I would expect that teachers who use the volumes will enjoy their class preparations more than is the case when using most anthologies.

One of the fundamental historical controversies involves the role of individuals in human affairs—whether individuals have shaped history, whether they have been shaped by it, or a combination of the two. In contemporary historiography, of course, there is a tendency to minimize the role of individual people, and to emphasize general movements, economic forces, and major categories of people. Whatever one's views on the role of the individual in history, Whisenhunt presents three strong reasons to include the study of individuals in a history course: (1) It is difficult to deny that some persons have been "important to and instrumental in the shaping of events in their own time;" (2) It is generally accepted that individuals are often "representative of certain categories of people and of the times in which they lived;" and (3) Experience shows that "by adding individuals into the study of history, the past is personalized and may be more interesting because of it."

Unquestionably, there are historians who will react negatively to the idea of a reader limited to biographical portraits, with the argument that such a reader tends to promote an inordinate concern for individual people—even encouraging the discredited "great man" school of history. Many historians will like the idea of some use of biography, but will prefer to choose a reader that also includes other essays that concentrate on historical problems, broad movements, or groups of people. For the teacher with such a preference, there already exist a number of excellent alternatives edited by John Garraty, Stephen Oates, and others. For the teacher who wishes to emphasize the biographical approach, however, I think that the Whisenhunt volumes represent the most useful alternative available at the present time.

While most teachers find that textbooks are indispensable to introductory courses in history, all textbooks tend to present a somewhat simplified impression of the way that events and movements occur, and their summary nature tends to obscure the humanistic drama of complex persons formulating goals and making decisions in conformity with their chosen values. Whisenhunt's two volumes, used as a supplement, should go a long way toward ameliorating these limitations; thus, they should contribute to the stated goal of making "the learning of American history a richer experience."

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David M. Reimers and Frederick M. Binder. *The Way We Lived: Essays and Documents in American Social History*. Lexington, MA: D. C. Heath & Co., 1992. 2nd edition. Volume I: 1607-1877. Pp. x, 321. Paper, \$16.00. Volume II: 1865-Present. Pp. x, 326. Paper, \$16.00.

As a social studies specialist who trains Advanced Placement teachers, I am constantly barraged by pre-collegiate educators with the inquiry, "What readings book do I recommend for the survey American History course?" As a part-time instructor at the local community college, I have often asked myself the same question. Many supplemental primary source books include excerpts from the standard documents: e.g., the Constitution, Seneca Falls Declaration,

the Emancipation Proclamation. Supplemental readings books usually contain excerpts from book chapters or reprinted articles from professional journals. Seldom do classroom adjunct materials do both.

The two-volume *The Way We Lived* can help the classroom practitioner of Clio alleviate the problem of searching for both a good supplemental readings and a documents book for the traditional survey course. Because editors Binder and Reimers feel that "History courses have traditionally emphasized . . . wars and laws, technological advances and economic crises, ideas and ideologies, . . . famous heroes and infamous villains . . .," they have done an admirable job of compiling materials that reflect "scholars' growing attention to social history" by focusing on everyday lives of people as related to key issues from historical eras.

The format for both volumes is the same. The editors begin with a brief synopsis of an historical period and then use an essay to present an overview of a particular topic. Anthony F. C. Wallace's "The Seneca Nations of Indians," originally published in his 1969 classic *The Death and Rebirth of the Seneca*, serves as the foundation essay for chapter one, "Indians and Europeans." Original source materials utilized by social historians in their research "help to illuminate and expand upon the subject dealt with in the [lead] essay." For example, Wallace's opening remarks are followed by excerpts from James E. Seavie's *A Narrative of the Life of Mrs. Mary Jemison* (1824), Henry Breckenridge's letter to the "Freeman's Journal and North American Intelligence" (1782), and Samuel G. Goodrich's *Lives of Celebrated American Indians* (1843). These documents are illustrative of themes that the editors have labelled "Recollections of 'White Indians,'" "The Indian as Ruthless Savage," and "An Indian's View." The editors stated that these examples "bring the reader into direct contact with the people of the past—people who helped shape, and people who were affected by the 'momentous events'" of the American past.

Binder and Reimers's documentary source materials are designed "to call attention to particular points in the selections, [while] raising questions for students to ponder as they read." Standard book-length classics appear in the bibliographic "Suggestions for Further Reading" that concludes each major chronological part, such as part one's "Colonial Society, 1607-1763."

Volume One scopes 1607-1877. After the editors begin their quest by examining "Indians and Europeans" in the first chapter, they march through fifteen other topics, while utilizing a host of primary source materials. Congressional Records, Documentary Histories, Negro Spirituals, School Board Records, Leaflets, Travel Accounts, Newspapers, and Letters appear, as the editors hope to expose the student to the rich variety of documents that are available to the researcher of social history.

Volume Two covers 1865 to the present and follows the same format as Volume One. What is innovative is that in several chapters two documents are drawn from the specified time period being analyzed, while a third is from the present. The editors illustrate that some current historical issues are rooted in the past and were not resolved in some cases until very recently. For example, in the chapter on "Americanizing" the Native Americans, the first two documents examine 1890 rules for Indian schools and the 1905 United States Department of the Interior's call for teaching Indians the "good" American work ethic. Then a 1989 discussion of the financial problems of Native American colleges is introduced. Volume Two contains sources available to researchers from the public domain, especially governmental records, illustrating the wealth of materials on women's issues, the Civil Rights movement, and other multicultural themes and topics.

What makes Binder and Reimers's essays and documents book so invaluable is that they introduce neophytes to little known journals that are often slighted in standard survey materials of instruction. Besides recognizable and accepted professional journals, such as *The William and Mary Quarterly* and the *Journal of Social History*, gems from the lesser known and infrequently

cited *South Atlantic Quarterly*, *American History Illustrated*, *American Heritage*, *The Crisis*, and *Feminist Studies* appear.

Both volumes are definitely timely because they include current social history research while also being multicultural in nature. These items combine to form one of the great strengths of the volumes, that is, the inclusion of unusual and highly interesting documents often neglected in previous readings books designed for classroom instruction at either the pre-collegiate or collegiate level. For example, the late nineteenth century is not only covered by the usual examination of European immigrant documents, but also includes chapters on Asians, Native Americans, and women.

The choices of essays and documentary evidence that Binder and Reimers have provided for teachers and students alike will stimulate lively discussions in the classroom. In fact, the editors often present thought-provoking questions in their initial chapter overviews. One such example is the chapter "Morals and Manners in the 1920s" that includes an essay on the sexual revolution, followed by documents on "Petting and Necking in 1924," movies, and drinking. All of these materials undoubtedly will stimulate youthful readers, while providing them with good background in order to make comparisons with current issues facing society today.

Actually these volumes could serve well as the basic text for a United States history course, while the standard text of dates and events of political and military history could serve as the supplemental work. Using these volumes in such a way would aid students' understanding of the historical precedents of present American society and make the reading of history much more lively and thought provoking. Now when my colleagues approach me and inquire as to what readings and documents book I suggest using in the survey course, I'll say Binder and Reimers's *The Way We Lived*.

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Hilda Satt Polacheck. *I Came a Stranger: The Story of a Hull-House Girl.* Urbana and Chicago: University of Illinois Press, 1991. Pp. xx, 248. Paper, \$12.95.

A ten year old Polish Jewish girl, Hilda Satt, moved with her family to Chicago. Her diary is the most complete chronicle yet uncovered of a "Hull House girl," and represents a clear window through which we can observe immigrant life in the late nineteenth and early twentieth centuries. Hilda arrived in Chicago in time for the 1893 World's Fair, where her mother refused to let Hilda eat a banana she bought because it looked like a sickly yellowed sausage. After a preface by a Chicago social historian and introduction by Hilda's relative who rediscovered the diary, the chapters are divided into five parts: the years in Poland, the voyage to America, the Hull-House Years 1895-1912, Life in Milwaukee, and return for "final" years in Chicago. An afterword, a time line, and a list of Hilda's writings (including work commissioned by Hull House and by the Federal Writers Project) provide helpful appendices.

Through Hilda's eyes, we learn about Hull House and the settlement movement, women's suffrage, and the peace movement. Hilda idolized Jane Addams and ended her diary with Addams's death—Hilda's last 32 years perhaps seemed an anticlimax after her brush with history had ended. Addams spotted Hilda's writing talent immediately and made arrangements for her to attend a semester at the University of Chicago. She took special writing courses, which helped her transcend her spotty schooling. When she told her mother she was going to attend the University, her Mother asked, "But how can you?" Hilda explained she was to be given a scholarship to pay for the tuition, she was to be listed as an unclassified non-degree seeking student, and she was to be given a loan to be paid back later for the amount she would