

revolution occur. This was one of the many points of division Lenin had with other revolutionaries of his own time.

White's biography focuses on Lenin's thought as he passes through prison, exile, revolution, and achievement of power. White gives a basic sketch of the events of this tumultuous time while focusing continuously on how Lenin's thought and writing changed and influenced those around him. It is a refreshing approach to Lenin. While Lenin was a man of action when 1917 arrived, he spent most of his time in the first two decades of the twentieth century formulating his ideas and debating with friends and enemies.

Both works make outstanding contributions to Russian history. For teaching purposes, the Service book is certainly designed for just that purpose. It is brief and written clearly. It has a nice chronology and bibliography in the back, while the text itself is supplemented with numerous political cartoons from the era. This book would certainly be appropriate for a survey of Russian history or for a modern European history course that has a significant component on this topic. White's book is a more sophisticated work. It is not necessarily designed for a general survey course, but it would work well for a class on the Russian revolution or the Soviet Union in general. It includes a fine bibliography of the latest works in English on Lenin. It also includes especially good glossaries on the key players during this time and the more theoretical vocabulary. These books would work well together in a course that analyzes the Russian Revolution. The Service book could lay the foundation while the White book would be a good work for class analysis and discussion.

College of DuPage

William B. Whisenhunt

**Charles W. Calhoun, ed. *The Human Tradition in America from the Colonial Era through Reconstruction*. Wilmington, DE: SR Books, 2002. Pp. xxii, 323. Cloth, \$60.00; ISBN 0-8420-5030-2. Paper, \$19.95; ISBN 0-8420-5031-0.**

Scholarly Resources has recently published a number of undergraduate reading supplements targeted to topical and period college courses in U.S. History. This volume, intended for the first half of the two semester U.S. survey, brings together eighteen essays from those earlier volumes. Each chapter is preceded by one or two introductory paragraphs, usually stressing questions for students to consider and discuss. There are no illustrations. Each essay is biographical in subject matter, presenting an individual who encountered, responded to, and often influenced the outcome of a significant political, social, or cultural conflict. Each is the product of a different author, and the differences of tone and focus would permit class discussion of the range of modern historiography. Yet thanks to the volume and series editor, there are clear common elements.

In an excellent introductory essay, which is also a good classroom aid for less prepared students, Calhoun stresses the two themes he used to bring coherence and to facilitate student discourse. The first is the quest to define and exemplify the diversity of Americans' origins, the second is the continuing American tension between liberty and community. Issues of race, ethnicity, social status, and gender are thus prominent. In making his selections, Calhoun expresses a preference for studies that discuss brokerage (or mediation) between diverse groups, tensions between personal aspiration and societal conventions, and methodologies that permit us to hear the inarticulate. As teaching devices, the chapters that are best at drawing the reader into interpretive discussion include those on Anne Hutchinson by Marilyn Westerkamp, Rebecca Dickinson by Marla Miller, and Laura Wirt Randall by Anya Jabour. The weakest essay is probably the study of Olaudah Equiano by Robert Allison, if only because the subject spent so little of his life as a runaway slave in the American colonies. The cleverest essay is the study of George Washington Harris and his foolish literary creation Sut Lovingood, by John Mayfield.

Most of the chapters incorporate explicit discussions of sources and methods. Instructors who enjoy asking students to talk about how history is created will find opportunities to judge the contributions of diaries, autobiographies, speeches, letters, and third-party observations. The chapters on Squanto by Neal Salisbury, LaSalle Corbell Pickett by Lesley Gordon, and Sacagawea by Laura McCall are particularly insightful in this regard. Instructors considering adopting this collection might want to ask if it serves the pedagogical purposes of the core curriculum within which their survey course is housed. The focus here is strongly upon history as humanities, not as social sciences. The biographies are rich in personal life experiences, value judgments, and ideals. A number of the subjects were dissenters, and even eccentrics, within the reform movements of which they were a part. Use this collection with pleasure, if these are paths you would enjoy leading students along in a quest to understand American diversity, liberty, and community.

Butler University

George W. Geib

**Gunther Barth, ed. *The Lewis and Clark Expedition: Selections from the Journals Arranged by Topic*. Boston & New York: Bedford/St. Martin's, 1998. Pp. xxi, 230. Cloth, \$35.00; ISBN 0-312-12801-0.**

The journey of Lewis and Clark's Corps of Discovery from St. Louis to the Pacific Ocean is one of American history's great survival stories. The journals that Lewis, Clark, and other members of the company kept detail that trek. Gunther Barth's *The Lewis and Clark Expedition*, a volume in the Bedford Series in History and Culture, is a sampler of these journals. Barth uses the journals to describe the challenges facing the Corps of Discovery, and to illustrate Jeffersonian-era society and culture. As the title