

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.

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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

indicates, the book is not a narrative account of the expedition, but rather a thematic exploration of the journal entries.

Barth divides the book into an introduction, five chapters, and an epilogue, each addressing a specific subject. He begins each section with a summary of the topic and then supplies several journal entries to illustrate his point. The volume begins with the events and issues surrounding the Louisiana Purchase and Jefferson's desire to explore the area for economic and scientific purposes. The following chapters address the personalities and characteristics of Lewis and Clark, the creation of the Corps of Discovery, and the development of its cohesion. Other topics include the company's struggles with weather and geography, their relationships with Native Americans, and their descriptions of plants and animals.

Most of the journal entries relate directly to the expedition itself. Some entries hint at a deeper social context by discussing, sometimes obliquely, discipline and punishment, slavery, medicine, and sex. Students might be surprised at the proposition that Sacagawea's greatest contribution to the enterprise was that of passport rather than guide. According to the journals, tribes did not attack the Corps because the presence of a woman and child meant their group was not a war party.

The book provides several sources for studying contemporary relationships with Native Americans. Barth uses journal entries to illustrate white Americans' paternalistic and disdainful attitudes toward Native Americans. The entries in his section on encounters with Native Americans are also excellent sources for rudimentary anthropological studies of the tribes and bands the Corps met. They give descriptions of Native American customs that members of the corps might not have understood, but that instructors and students can use to deduce tribal life and mores.

This book is an excellent source for lecture topics and a good starting point for further research. Some students who are used to linear history might have difficulty with its topical rather than chronological organization. In these cases, the maps and chronology Barth provides at the beginning of the book are helpful. The journal entries contain erratic and creative spelling and students who do not have phonetic training might find them difficult to read and comprehend. These drawbacks offer the instructor the opportunity to address research and writing requirements. Review questions in the back of the volume concentrate on the expedition and its historical setting. However, this book is a good general supplement to an American history survey text because of its descriptions of early nineteenth-century American culture. Instructors and students will find several uses for Barth's comments and the excerpts from the Lewis and Clark journals that he highlights.