

comparisons are made to slavery in Virginia. With the numerous examples available in the narrative, instructors have both the framework and the stories to offer an interesting lecture. Hoffer's excellent bibliographic essay, which illustrates the depth of his knowledge in the subject, also provides a plethora of sources that instructors can refer to, either to utilize as monographs in the classroom or for their own edification.

Medaille College

Daniel P. Kotzin

Susan Dunn, ed. *Something That Will Surprise the World: The Essential Writings of the Founding Fathers*. New York: Basic Books, 2006. Pp. 450. Cloth, \$32.00; ISBN 0-465-01779-7.

Every teacher who makes a commitment to using primary sources in the classroom either faces a lack of easily accessible materials or such a cornucopia of resources that making the best selection is time-consuming and complicated. For those educators who teach early American history or history of the American Revolution, the latter scenario is more often the case. The founders were prolific writers and the ongoing publication of their public and personal writings shows no sign of tapering off in the years to come. While this might seem like an enviable position for teachers and students alike, the process of selecting the appropriate resources for the content and approach utilized by the teacher in the classroom will be more successful if the primary source material is tailored to the particular goals of the instructor.

This collection of primary sources is unique in its predominant focus on the personal correspondence of Washington, Jefferson, Adams, Hamilton, and Madison. Dunn organizes the material by author and precedes each section with a very brief, but illuminating introduction. This approach is to be lauded because it allows the reader to enter into the personal intellectual arena of the founders without heavy-handed editorial directions, a problem that often deters from many other similar compilations. A brief introductory essay by Joseph Ellis is interesting but adds no new insight to the materials.

The selection will provide teachers and students with a look into the more personal processes of decision-making and governance. It is often difficult for students to recognize and empathize that the founders were struggling on a very personal level with ideas many of them sensed would have a profound impact on a world much larger than their own. They had a sense of humor, they were governed by passions, they had personalities that clashed and complicated the development and implementation of their collective ideas. Through the selection offered by Dunn, students and teachers will come to understand the dynamic intellectual struggles and compromises inherent in their achievements. Students will see them as friends, rivals, husbands, and fathers. Tempers flare, friendship is offered, and loyalties are defended in their ongoing collaboration.

While the collection emphasizes personal correspondence, it also includes the public documents essential in any collection, such as Washington's Farewell Address, which is reprinted in full text. Dunn's selection of public writings only complements and illuminates personal writings of the authors. At times it is as though she wants the readers to recognize the personal path to the public product.

The only fault found in the collection is the absence of writings by Benjamin Franklin. It is hard to understand why Franklin's writings are absent and the author offers no explanation for such a glaring omission. For those educators who are looking for a comprehensive selection of documents in a single volume for the classroom, the lack of Franklin's work and his personal correspondence leaves the reader with the sense that a big part of this personal and public collaboration is absent. Despite this disappointing omission, we can be assured that there are many sources, both online and in print, of Franklin's writings to fill this need.

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Dawn Marsh Riggs

Charles W. Calhoun, ed. *The Gilded Age: Perspectives on the Origins of Modern America*. 2nd edition. New York: Rowman & Littlefield Publishers, Inc., 2007. Pp. 402. Paper, \$26.95; ISBN 0-7425-5038-9.

In this second edition of collected essays on the Gilded Age, editor Charles Calhoun has improved upon an already valuable teaching text. As stated in the preface, this edition includes revised and new essays as well as a list of suggested readings that showcase newer works of related scholarship. Calhoun's synthesis of sixteen lively essays offers an amalgamation of topics that remains extensive in scope. These engaging pieces allow students to consider the numerous political, socio-economic, and cultural factors that moved the United States from a rural, isolated society to an increasingly urban and integrated modern America. Calhoun also shows why understanding the Gilded Age remains crucial to our understanding of America today.

Of particular note are essays by authors Ellen M. Litwicky and W. Bernard Carlson. Litwicky demonstrates how Americans progressively participated as agents within a growing consumer society and also addresses race. Using the Columbian Exposition as a microcosm of larger urban trends, she carefully reveals a myriad of the motives and meanings of commercialized leisure, technology, commerce, and race to show the pervading diversification of a cultural economy. Because entertainment businesses remained dominated by the white middle class, African Americans increasingly found themselves isolated from popular culture. Litwicky's essay opens a valuable, yet largely overlooked, window that lends great insight into the consociation of technology, consumerism, entertainment, and race. W. Bernard Carlson also addresses technology and consumerism from 1870 to 1900. Citing Edward Bellamy's *Looking Backward*, published in 1888, Carlson analyzes Bellamy's utopian vision with