Broadsides: Indiana, The Early Years, 1816–1850. Resource Guide and Student Document Packets. (Indianapolis: Indiana Historical Bureau, 1987. Illustrations, figures, maps, table, bibliographies. Paper, $6.50.)

Critics of current teaching methods often express concern over the lack of emphases placed on state and local history. Teachers who attempt to remedy the situation confront a major problem: in a time of textbook publishing company consolidation, only texts and supplemental material with a national market are published. As a result, teachers frequently are faced with the time-consuming task of developing their own materials or ignoring components that could make the study of history more personal to students. Indiana teachers have been fortunate to receive assistance from several sources. One major resource is the Broadsides program, sponsored jointly by the Indiana Humanities Council and the Indiana Historical Bureau.

In addition to providing primary historical materials on Indiana during the period from 1816 to 1850, the Broadsides program has three goals, "To introduce both teachers and students to the creative use of primary source materials in the classroom; to develop a Resource Guide for teachers which provides easy access to detailed information, activities, and resources about the pioneer period in Indiana; and to provide a model by which teachers and other educators and their students might explore and utilize primary resources in their own communities" (p. xi). Students work with packets on five general subject areas: Commerce, Trade, and Agriculture; Daily Life; Education; Politics; and Transportation and Communication. Each packet includes five Indiana documents, a timeline, a glossary, a letter of introduction, and an Indiana map locating the sources of the documents.

The teacher resource guide contains pertinent background information on the topic and documents, supplemental documents, teaching suggestions, related maps, and suggestions on locating additional resources. The background information portion of the guide should prove especially helpful to the teacher. Because of the obscure nature of many of the documents, the terminology, place references, and individuals mentioned will be unfamiliar to teachers and students. The guide provides adequate identification to help the teacher feel comfortable with the document and assist students in understanding its meaning. Paragraph biographies are provided for the 1844 election broadside of not only Henry Clay but also of Hoosiers Samuel C. Sample, Richard W. Thompson, Horace P. Biddle, and John D. Defrees. The guide provides convenient in-text source information for those wishing to pursue the topic further.

All documents are from originals located in the Indiana State Library and the William H. Smith Library of the Indiana Histori-

cal Society, which naturally limited the selection process. An inventory of the packet on education reveals, nevertheless, an interesting variety of documents. The packet includes a page from Abraham Lincoln's 1824 sumbook, an 1823 letter from an eleven-year-old boy to his parents on his first day at "college" in Bloomington, an 1843 advertisement for a girls' school in Indianapolis, two 1840s cards of merit for pupils, and a teacher's contract for 1850. While not all counties or major cities are represented by documents, there appears to have been some attempt to choose documents which students from all parts of the state could find relevant to their region.

Teachers will likely use the *Broadsides* materials as supplements to the existing curriculum rather than constructing a course completely around the packets. The documents and guide are suggested as appropriate for upper elementary grade levels through high school. It seems, however, that the student activities in the guide are most useful for the upper elementary level. A more appropriate approach for high school activities would be a series of documents containing opinions and actions on a specific issue or event which would require the students to interpret, analyze, and organize the data in an attempt to reach logical conclusions.

While the teachers who use all or parts of this program are unquestionably helping their students develop a stronger understanding of the significance of the nation's history, they may well be teaching a concept of greater importance. Students who use this material should acquire a far better appreciation of the nature of history itself. They will appreciate more fully the significance of primary source material not only in understanding the content of courses in school but also in analyzing the history of their families and communities.

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The Transformation of American Quakerism: Orthodox Friends, 1800–1907. By Thomas D. Hamm. (Bloomington: Indiana University Press, 1988. Pp. xvii, 261. Illustrations, charts, tables, appendixes, notes, bibliography, index. $25.00.)

The image of the Quakers, or Society of Friends, for most Americans is fragmented into two aspects. The genial gentleman on the oatmeal box represents the colonial Quaker, dressed in the plain style to symbolize a people set apart, like the Amish, by their quaintly sectarian ways. The second image, that of the activist Quaker, usually so by "convincement" rather than "birthright," has been a major force in contemporary pacifist and humanitarian