

own experiences. It's kind of like watching your neighbor bake a cherry pie. Unless you've never eaten one, the only possible surprises can come from her unusual methods or an exotic ingredient. In this case, most readers will find a familiar dessert.

*"Bending the Future to Their Will": Civic Women, Social Education, and Democracy*, edited by Margaret Smith Crocco and O. L. Davis Jr. Lanham, MD: Rowman & Littlefield, 1999. vii, 291 pp. Illustrations, notes, index. \$24.95 paper.

Reviewer Sandra D. Harmon is instructional assistant professor and acting director of women's studies at Illinois State University. Her research and writing have focused on women and education.

*"Bending the Future to Their Will"* is a collection of essays about eleven women who, through their writing and teaching, grappled with issues of social education. Coeditor Margaret Smith Crocco defines social education as that which "seeks to address the issue of what skills and knowledge individuals need to live effectively in a democracy" (1). Through careers that spanned the late nineteenth to the late twentieth century, these women offered theories and methods often at odds with the educational wisdom of the day. Only one of the women, Jane Addams, is widely known today, and she is not necessarily known for her contributions to social education. The others—Mary Sheldon Barnes, Lucy Maynard Salmon, Mary Ritter Beard, Marion Thompson Wright, Lucy Sprague Mitchell, Bessie Louise Pierce, Rachel Davis DuBois, Hilda Taba, Alice Miel, and Hazel Whitman Hertzberg—will be familiar to some and new to others. In fact, a recurring theme of the essays is the invisibility of these women in histories of American education for democracy.

The editors note that their sample of women educators is neither comprehensive nor representative. All but one of the women was white; only one was foreign born; and most were affiliated with eastern institutions, particularly Columbia University's Teachers College. Nevertheless, several had midwestern roots, including Bessie Louise Pierce. Raised in Waverly, Iowa, Pierce attended the University of Iowa, where she received both her bachelors' (1910) and doctoral (1926) degrees. She taught in Iowa high schools and at the University of Iowa until 1929, when she accepted a position at the University of Chicago. Murry R. Nelson discusses her research on teaching methodology and on the relationship between educational policy and national ideology, which she began during her years in Iowa.

This volume is more cohesive than edited volumes generally are. Beginning with an introduction by Crocco outlining the questions the volume attempts to answer and ending with an analytical chapter by Andra Makler, the essays in between give brief biographical sketches of their subjects and analyses of their work based on their publications. Each chapter concludes with an excerpt from the subject's own writing. The chapters, similar in format, present seamless discussions of the women under consideration. Each author wishes to write his or her subject back into the history of social education but does so critically.

A number of themes run through the essays. All of the women theorized about the meaning of education for democracy. Most took a more inclusive view of citizenship than did many of their contemporaries. All were proponents of active learning. Some took leadership roles in professional associations such as the American Historical Association and the National Council for the Social Studies. Others were outsiders. All were influential in their own times, but overlooked or forgotten since. Gender shaped their careers and the acceptance of their ideas, although not all of them acknowledged that fact and most did not directly address gendered differences in citizenship.

This volume is an important contribution to the history of education for democracy in the United States. By restoring these women to that history we are better able to see the evolution of ideas that led to the "new social studies" of the 1970s and to debates that continue today on the role of education for citizenship in a democracy. The book is also an important contribution to the history of women and the history of ideas in the United States by restoring these women to their roles as public intellectuals in an important debate on democracy.

*The St. Louis Veiled Prophet Celebration: Power on Parade, 1877-1995*, by Thomas M. Spencer. Columbia: University of Missouri Press, 2000. xv, 204 pp. Illustrations, tables, notes, bibliography, index. \$29.95 cloth.

Reviewer Patricia Mooney-Melvin is associate professor of history at Loyola University Chicago. She is the author of many books and articles on public and urban history.

Historians have become interested in the ways groups have used the public sphere as they attempt to exert control over their communities. Public spectacles, such as parades, pageants, and street demonstrations, offer opportunities to examine the various ways segments of the urban populace have tried to promote particular visions of the political, economic, or social landscape.

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