

Pershing's expedition of 1917, or the race riots in Los Angeles in 1940? Probably, the editors would respond that they did not have room—perhaps, but only one article out of 193?

Moreover, as much as the editors try to shun the works of important “dead white men,” fully as many articles specifically deal with the traditional white heroes and villains of the past as they do with the black experience. In forty articles, the focus of the reading is on how people responded to something done by political or military leaders. And this distribution makes precisely the point that Ken Burns seems to have missed in high school. The function of the instructor is to show how people with power made decisions that affected the lives of the rest of us. Absolutely. It is necessary to relate the true experiences of the individuals, but it is also important that the explanation be made in the context of the political, social, and cultural background as shaped by those with power. To do any less is to celebrate the serendipitous as the common, it is to interpret the trivial as the truly important, and it is to disassociate the mundane from the theoretical. An instructor who uses only *Ordinary Americans* to validate the experience of mainstream America is as much the fool as the one who demands that every student know all the states and state capitals in isolation from their historical, economic, or geographical importance.

So what should you do with the book? Use it for what it is. It still has an excellent collection of interesting articles and some very creative and novel approaches to presenting the material. But beware that by using it, your students may feel that you uncritically endorse it. Our students today are, at once, superficially sophisticated and historically naive. While they may sometimes feel overburdened by the lessons we teach them, they have a keen ability to see through phoniness. The uncritical and singular use of *Ordinary Americans* will recreate a false historical experience, just as an over reliance on a traditional text would. Buy the book and take from it what will work for you—but, do not commit next year's social studies budget to its purchase. □

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Holocaust Education Web Site

An interdisciplinary team of teachers at North Hagerstown High School in Maryland has created a site on the World Wide Web consisting of student reactions to a 9th grade field trip to the United States Holocaust Memorial Museum. The team intend for the site to attract input from anyone with personal and professional experiences of the Holocaust, and invite teachers to share their feelings and knowledge on its historical, personal, and sociological importance. Their goal is to make this a rich and productive source for Holocaust education. The URL is: <http://www.fred.net/nhhs/html/tripintr.htm>. This site grew out of an educational unit on Tolerance and the Holocaust, entitled, “The Beast Within,” which can be found at: <http://www.fred.net/nhhs/html/beast.htm>. □

Solving Environmental Mysteries

Are you looking for a better way to teach environmental issues? Eco-Detectives is an 18-lesson curriculum that introduces students to productive ways of thinking about environmental problems. The lessons address environmental problems as mysteries worthy of investigation. The curriculum is suitable for high school as well as middle school.

Some of the mysteries are: Why are whales endangered but chickens are not?; Why do people in poor nations have more children than people in rich nations?; Why, in spite of today's emphasis on recycling, are bottles, cans, and papers routinely tossed into landfills?; and, Why do nice people refuse to use mass transit?

Such questions launch lessons that teach students about human behavior by introducing basic economic principles. Each lesson actively involves the student in the learning process and helps students begin to fashion realistic solutions. The principles can be applied to environmental problems of the present and past. The curriculum, written by Mark C. Shug, John Morton, and Donald R. Wentworth, was produced by PERC (the Political Economy Research Center) in Bozeman, Montana. A sample lesson is available at no charge. Contact Jane S. Shaw, PERC, 502 S. 19th Avenue, Suite 211, Bozeman, Mont. 59715; (406) 587-9591; fax: (406) 586-7555; e-mail: shaw@perc.org □

History Computer Review

The *History Computer Review*—formerly the *History Microcomputer Review*—publishes two issues a year, featuring articles by historians who use commercial software in imaginative ways or simply create their own software. With an international audience, *HCR* is especially interested in ways in which history and computing relate to education. The current subscription price is \$20 for the two issues. If you would like to subscribe or submit an article, contact: Jim Schick, HCR, Department of History, Pittsburgh State University, Pittsburg, Kans. 66762; e-mail: jschick@pittstate.edu. If you would like to be considered as a reviewer, contact Dr. Leslie G. Hunter, Review Editor, Department of History, Texas A&M University Kingsville, Campus Box 166, Kingsville, Tex. 78363; e-mail: lhunter2@tamuk.edu □

Teaching History: A Journal of Methods

Teaching History: A Journal of Methods contains articles concerning the teaching of history as well as reviews of history books. It is published twice yearly, in the spring and fall. For a free sample copy, write to Sam Dicks, Box 4032, Emporia State University, Emporia, Kans. 66801-5087. □

Bluestocking Press Catalogue

Bluestocking Press offers a variety of books and materials to “challenge the student's thinking as well as the teacher's.” Their subjects include American history—colonial, revolutionary war, early republic, westward expansion, civil war, California, and American Indian history—math, music, law, justice, entrepreneurship and economics, politics, and critical thinking. For a catalogue, write to Bluestocking Press, P.O. Box 2030, Shingle Springs, Calif. 95682-2030; (800) 959-8586; fax: (916) 642-9222. □

Economics in Argumentation

Economics in Argumentation offers economic, philosophical, and historical materials, lesson plans, and conferences for high school teachers and forensics programs. For more information, contact Gregory F. Rehmke, Economics in Argumentation, FEL, 9525 Katy Freeway, Suite 303, Houston, Tex. 77024; (800) 884-2189; fax: (713) 984-1343; e-mail: grehmke@aol.com □

History Headlines

Two-Volume Set on the Civil War

Cobblestone Publishing, Inc. has published a new teacher resource, a two-volume set on the Civil War Era edited by Harold Holzer which contains maps, index, time line, primary documents, and historic black and white photographs. Volume One, *A Nation Divided*, documents America before the war; Volume Two, *A New Nation*, continues the story, ending with the post-war West. Price: \$44.95 for the set or \$26.95 per book, plus 10% shipping and handling (\$4.00 minimum). To order a free catalogue, please write to: Cobblestone Publishing, Inc., 7 School Street, Peterborough, N.H. 03458; (800) 821-0115; fax: (603) 924-7380; Web address: <http://www.cobblestonepub.com>. □

Call for Syllabi and Related Materials

The Committee on Teaching of the Organization of American Historians is interested in receiving copies of innovative syllabi and related materials (reading lists, special assignments, etc.) for the purpose of sharing them, in electronic and possibly print format, with other interested faculty. Syllabi of courses at both the secondary and post-secondary levels—and for both general survey and specialized American History courses—are welcome. If you have such syllabi, please send them to: Gary W. Reichard, Office of Academic Affairs, California State University Long Beach, 1250 Bellflower Blvd., Long Beach, Calif. 90840; fax: (310) 985-8264. Details concerning dissemination of those syllabi which are received will be published in later issues of the *Magazine of History* and the *OAH Newsletter*. □

Call for Student Papers World War I

The League of World War I Aviation Historians is sponsoring a student paper competition which is open to undergraduate and graduate students enrolled at accredited institutions during the 1996-1997 academic year. A first prize of \$250 and five Honorable Mention awards of \$100 each will be awarded for the best original paper on any aspect of aviation. Judging will be based on the criteria of originality, technical accuracy, thoroughness of development of the subject, and source documentation. Winners will be announced

in the summer of 1997 and the League will have the right, but not the obligation, to publish the winning papers in a future issue of the *Over the Front* journal, the quarterly journal of the League of World War I Aviation Historians, with full credit given to the author. For more information and paper guidelines, contact Mr. Noel Shirley, 727 Swanswood Court, San Jose, Calif. 95120. Entries must be received by 31 May 1997. □

Small Group Projects

The National Endowment for the Humanities supports small group study projects, projects designed to develop educational materials, curriculum, and demonstration projects. For more information, call the Education Development and Demonstration group at (202) 606-8380; e-mail: education@neh.fed.us. □

Rethinking Recent U.S. History

"Rethinking Recent U.S. History" will take place June 27-1 July 1997 at the University of Virginia. Historians Edward L. Ahers and Herbert Braun will facilitate discussions about how the major events and processes in recent U.S. history are being interpreted in light of new evidence. Presenters and topics include: Melvyn P. Leffler on new information on U.S. foreign policy; Julian Bond on the civil rights movement; Barbara Clark Smith on the Enola Gay controversy; Nelson Lichtenstein on the new American labor movement; Joseph Kett on what knowledge is worth knowing; Eric Lott on new American literatures; Mark Barrow on the rise of environmentalism; Jeffrey Hadden on the resurgence of the Religious Right; and Bernard Mayes on American popular culture.

For more information, contact Marilyn Roselius, Division of Continuing Education, University of Virginia, P.O. Box 3697, Charlottesville, Virg. 22903; (804) 982-5276; e-mail: mjm6h@virginia.edu; fax: (804) 982-5270. □

Bicycle Tour of Revolutionary War Sites

Pedal Pennsylvania, a bicycle touring company, is offering a seven day tour of Revolutionary War battlefield parks and other sites in our War of Independence in eastern PA and NJ. This is an opportunity to enjoy great biking within the context of historical exploration.

From the first campsite within the walls of Fort Mifflin, to the final destination at the Liberty Bell, the tour visits a Revolutionary War site each day. Storytelling and reenactments add to the fun. For more information, contact Bob Ingersoll, Director, 1914 Brandywine Street, Philadelphia, Penn. 19130; (215) 561-9679; e-mail: bobi@pedal-pa.com; Web site: <http://www.pedal-pa.com>. □

Center for the American West

The Center for the American West emphasizes new topics in Western history. They publish bibliographies and reference guides and sponsor seminars and conferences. Some of their current publications include, Pat Devejian and Jacqueline J. Etulain, *Women and Family in the Twentieth-Century American West: A Bibliography*; N. Jill Howard and Jennifer Ann M. Clark, *Asians in the American West: A Selective Bibliography*; Jon Hunner, *A Selective Bibliography of New Mexico History*; and M. David Key and Dedra S. McDonald, eds., *Crossing Contested Territories: Historical Essays on American Culture and the Environment*. Each volume costs \$15.00. To order contact Center for the American West, Department of History, University of New Mexico, Albuquerque, N.M. 87131; (505) 277-7688. Fax: (505) 277-1191. □

Ike and His Times

The Pew Charitable Trusts have provided a grant to the Eisenhower World Affairs Institute and National Video Communications, Inc. to develop a multi-media package to augment a four-part television documentary series on Dwight D. Eisenhower that will air on the Disney Channel late this year. The Eisenhower Era education package will consist of print, video, and computer materials incorporating the latest historical research on this period. It will include: a classroom poster highlighting the major events of the era, twenty 20-minute video modules, hosted in part by General Colin Powell, a series of booklets with curriculum planning aids for teachers, and computer diskettes for student self-learning activities. For further information, contact Caroline Bruce, The Eisenhower Era, Suite 501, 918 Sixteenth Street, NW; Washington D.C. 20006; or call (202) 223-7220; fax: (202) 452-1837; e-mail: ikeedu@aol.com □