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When fourteen-year-
old Carlotta Walls

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walked up the stairs of Little Rock Central High School on September 25, 1957, she and eight other black students only wanted to make it to class. But the journey of the “ Little Rock Nine, ” as they came to be known, would lead the nation on an even longer and much more turbulent

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path, one that would challenge prevailing attitudes, break down barriers, and forever change the landscape of America. For Carlotta and the eight other children, simply getting through the door of this admired academic institution involved angry mobs, racist elected

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officials, and
intervention by
President Dwight D.
Eisenhower, who was
forced to send in the
101st Airborne to
escort the Nine into
the building. But
entry was simply the
first of many trials.
Breaking her silence
at last and sharing
her story for the first
time, Carlotta Walls

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has written an engrossing memoir that is a testament not only to the power of a single person to make a difference but also to the sacrifices made by families and communities that found themselves a part of history.

The type of local and school history before

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the reader may be unfamiliar. It is a definitive and scholarly history in the style of many grammar school histories in Queensland. Although it is not unknown for Australian public and private schooling, it is unique for Queensland state

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schools. By saying it is a 'definitive and scholarly history', what is meant is not that the history is complete; only that it reaches decisive conclusions in a substantive treatment. In this particular case, the historian is someone who has been trained at the level of a

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profit companies,
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and politicians
involved in the
network, are linked.

Joel Spring,
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addresses textbooks
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and Serbia. Political
myths and mythical
spaces play a key role
in shaping processes
of identity-building,
concepts of ' self '
and ' other ' , and
ideas pertaining to

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the location of the self and nation within a post-conflict context. The Albanian case is particularly interesting because the majority of Albanians live outside the borders of Albania, despite the existence of the nation-state, which gives rise to fascinating

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complexities regarding the shaping of national identities and myths surrounding concepts of ' self ' and ' other ' . What textbooks teach is always of political interest, as they represent society ' s intentions for its next generation. This renders identity-

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building processes via textbooks in this context a particularly fascinating topic for research, here examined through the lens of myths and mythical spaces.

The untold story of the root cause of America's education crisis--and the seemingly endless

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cycle of
multigenerational
poverty. It was only
after years within the
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movement that
Natalie Wexler
stumbled across a
hidden explanation
for our country's
frustrating lack of
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comes to providing
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quality education.

The problem wasn't one of the usual scapegoats: lazy teachers, shoddy facilities, lack of accountability. It was something no one was talking about: the elementary school curriculum's intense focus on decontextualized reading

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comprehension

"skills" at the expense
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flaw in our education system--one that fellow reformers, journalists, and policymakers have long overlooked, and of which the general public, including many parents, remains unaware. But The Knowledge Gap isn't just a story of what schools have gotten so wrong--it

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also follows

innovative educators who are in the process of shedding their deeply ingrained habits, and describes the rewards that have come along: students who are not only excited to learn but are also acquiring the knowledge and vocabulary that will

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enable them to succeed. If we truly want to fix our education system and unlock the potential of our neediest children, we have no choice but to pay attention.

"Represents an extremely raw, emotional, unfiltered, and highly subjective

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web of short, intermingling biographies of the men of LCS 52. The inclusion of high-resolution images including official navy photographs and personal snapshots acquired from a crew member ' s private camera helps readers better visualize the

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well-armed gunboat on which much of the story takes place.

World War II history buffs and those interested in twentieth-century military, social, and cultural history will find Burn ' s work to be a comprehensive and satisfying read. The author has effectively

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immortalized the memories of LCS 52 and its fighting crew forever"--H-Net

Reviews In late 1944, 78 U.S. Navy sailors and officers climbed aboard a ship just 150 feet long and 23 feet wide, and headed toward the sound of gunfire. One of a class of gunboats known as "mighty

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midgets," LCS 52 carried an arsenal equal to ships twice its size. Yet its shallow draft enabled it to maneuver to within a few hundred feet of any beach. Packed inside the tiny craft, the diverse crew were farmers, students, cooks and teachers. They ranged from age 17

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to middle-aged—a few had seen combat in the Atlantic and the Pacific. This book tells the story of the ship ' s extensive service in World War II ' s Pacific Theater. Most of the crew survived the war, as did LCS 52 itself, serving in the U.S. Navy and Japanese Maritime Self-

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Defense Force until 1958, when it was decommissioned and used for artillery practice. A roll call of crew members is included, with biographical information when available.

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is not just a matter of knowing history--it is a set of skills that can be developed and honed through practice. In this theoretically informed but eminently practical volume, Mary Jo Festle examines the recent explosion of research on the teaching and

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learning of history. Illuminated by her own work, Festle applies the concept of "backward design" as an organizing framework to the history classroom. She provides concrete strategies for setting up an environment that is inclusive and welcoming but still

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challenging and engaging. Instructors will improve their own conceptual understandings of teaching and learning issues, as well as receive guidance on designing courses and implementing pedagogies consistent with what research tells us

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