

**Loewen's Choice Of Other Things He Wrote Or Said
That He Wished Would Get Quoted**
Or: You Can't Always Get What You Want...

Here are some quotes from my work that I *hoped* would be remembered, with published sources for most:

There is a reciprocal relationship between truth about the past and justice in the present. Telling the truth about the past helps cause justice in the present. Achieving justice in the present helps us tell the truth about the past. – *Up a Creek, With a Paddle*.

When the topic is shameful or controversial, oral sources are typically *more* accurate than written sources. – *Up a Creek, With a Paddle*.

History should be an occasion for cerebation, not celebration.

History must rest on evidence, not on opinions. – *Up a Creek, With a Paddle*.

When authors wrote about Lincoln influenced *what* they wrote about Lincoln. – *Up a Creek, With a Paddle*.

The Nadir of race relations is that terrible era between 1890 and 1940 when racism grew ever stronger, North and South. – *Up a Creek, With a Paddle*.

During the Nadir of Race Relations, which began in 1890 and began to loosen only around 1940, the United States went so racist in its ideology that the notion that Lincoln might actually have cared about black rights or ending slavery became an embarrassment. – “Lincoln's Second Inaugural on Its 150th Birthday,” at HNN blog.

Now that we let ourselves remember all of Lincoln's Second Inaugural, what if the United States could live up to its moral implications? What if we did construct a society with no unrequited toil? What if we did achieve a just and lasting peace with all nations? – “Lincoln's Second Inaugural on Its 150th Birthday,” at HNN blog.

By suppressing the antiracism of Abraham Lincoln, textbooks withhold from students a role model that might inspire them to oppose racism today, even if they are not perfect on the subject themselves. – *Up a Creek, With a Paddle*.

The SAT does not predict first-semester college grade point well, but it does “predict backward” to correlate closely with parental family income. Colleges use it because it's more defensible to admit richer students owing to their SAT scores rather than simply owing to their incomes. – *Up a Creek, With a Paddle*.

I have often been asked, “Have you really worked on social justice and accurate history your whole life?” Still, my answer must be “Not yet.” But I shall get to yes. – *Up a Creek, With a Paddle*.

All too often, history is written to justify the present, or worse, to mystify the past.

The [textbook] message is clear: the United States is a just and progressive society; all races and both sexes have contributed importantly to its history. How, then, are nonaffluent students to understand their own poverty? It must be ‘their fault,’ their family background, their culture.... They/we get what they/we deserve.” – “Pluralist History and Public Relations History,” *Clearinghouse for Civil Rights Research*, Summer, 1980.

War monuments are the continuation of war by other means.

In our classrooms, our nation's history gets betrayed each day. We — you — are engaged in a struggle for the soul of the nation — as we were in the 1630s, when we destroyed the Pequots; as we were in the 1830s, when we wrestled with slavery; as we were in the 1910s, when we finally convinced ourselves that women were fully people, so could be citizens; as we were in the 1960s, when we tried to stop our nation from bombing Vietnam into the stone age; and as we are today, when the U.S. has amassed more military power than all other nations of the earth combined.

All history is local. – *Lies Across America*.

It is even more important to understand what history gets wrong than what it gets right. – *Lies My Teacher Told Me*.

Chemistry books are called *Chemistry* or *Principles of Chemistry*, not *Triumph of the Molecule*. – *Lies My Teacher Told Me*.

Among the topics that teachers felt students were interested in discussing but that most teachers believed should not be discussed in the classroom were politics, race relations, and the Vietnam War. – “The Vietnam War in High School American History,” in Laura Hein and Mark Selden, *Censoring History*

Too often we simply assert history is “good for us” without thinking about why. – “The Vietnam War in High School American History,” in Laura Hein and Mark Selden, *Censoring History*

High school graduates have a right to enough knowledge about the Vietnam War to respond intelligently when it is mentioned in ongoing political debates. – “The Vietnam War in High School American History,” in Laura Hein and Mark Selden, *Censoring History*

“Covering” the textbook allows no time to *discover* or *uncover* anything. No time to get excited. No time to “do” history because we are too busy “learning” it. – “Burning Out in the Social Studies,” in Audrey Friedman and Luke Reynolds, *Burned In: Fueling the Fire to Teach*

When we teach history as a series of important issues ... each presented with passion and with relevance to the present, students invest intellectual and emotional energy in their work and remember things for years. – “Burning Out in the Social Studies,” in Audrey Friedman and Luke Reynolds, *Burned In: Fueling the Fire to Teach*

Teachers need to develop a list of 30 to 50 topics, each of which is important for understanding our nation’s past. Each should excite the teacher; each should have relevance to the present. This list cannot be totally arbitrary. If it does not include the Civil War and its impact, it’s not competent. If it does not include the making and use of the Constitution, it’s a bad list. But it does not have to – indeed, it must not – cover everything. – “Burning Out in the Social Studies,” in Audrey Friedman and Luke Reynolds, *Burned In: Fueling the Fire to Teach*

How many people does it take to make a massacre? Just two, if they’re white, according to a Florida state historical marker titled “The Bradley Massacre,” about the 1856 killing of two children of Capt. Robert Duke Bradley. Meanwhile, incidents that killed hundreds of Indians, including noncombatants, are routinely labeled “battles.” – “Lies Across the South,” in *Southern Exposure*, 33 (Spring, 2000).

All too often, across the South, communities that are notorious for a certain event make no mention of that event. Meanwhile, they put up historical markers and monuments that tell of incidents that are laughably insignificant in comparison. The result is a landscape of amnesia. – “Lies Across the South,” in *Southern Exposure*, 33 (Spring, 2000).

Accounts of history on the landscape should begin with American Indians, but too often the landscape makes Native Americans invisible. – “Lies Across the South,” in *Southern Exposure*, 33 (Spring, 2000).

Antebellum home sites go to extraordinary lengths to avoid mentioning slavery. Guides supply minutiae about the things – silverware, portraits, porcelain – but volunteer nothing about the people who worked there to pay for them. – “Lies Across the South,” in *Southern Exposure*, 33 (Spring, 2000).

Historic houses follow the Lake Wobegon principle: every owner was above average! – “Lies Across the South,” in *Southern Exposure*, 33 (Spring, 2000).

Antebellum homes might tell about Reconstruction, since they all existed throughout the period, but they freeze themselves in a historic moment some time before freedom came.... The staffs at most plantations are silent about Reconstruction, offering not a word nor showing a single object that might tell what took place there then. – “Lies Across the South,” in *Southern Exposure*, 33 (Spring, 2000).

Markers and monuments don’t cause history, of course. It’s more the other way around: dominant groups use their power to force historic sites to present history from their viewpoint. – “Lies Across the South,” in *Southern Exposure*, 33 (Spring, 2000).

I hope that the example of *Lies My Teacher Told Me* will motivate Chinese scholars to write a similar book about China's own history textbooks. – "Not Aesopian Enough: A Chinese Publishing Fable," *China Beat*, 2010.

The example of Nazi Germany helped to sharpen my thinking on this matter. Would we want Germany today to skim over that part of its past? To claim that the Holocaust — the intentional deaths of 6,000,000 Jews and 600,000 Rom people — never happened, or was an accident of war? Far better for Germany to face its past openly and to present it to other people honestly. What is appropriate for Germany has to be good for other nations. – "Not Aesopian Enough: A Chinese Publishing Fable," *China Beat*, 2010.

Perhaps every nation should outsource its history! Scholars in the U.S. could write a fine history of the U.S.S.R., for example, just as Russians could do a good job on our past. But about their own past, especially when writing for school children, authors tend to be ethnocentric, nationalist, and sometimes just plain wrong. – "Not Aesopian Enough: A Chinese Publishing Fable," *China Beat*, 2010.

Governments always think *they* know best what to do next. Therefore they emphasize education as socialization. In particular, governments think history should promote allegiance among students. They are wrong. – "Not Aesopian Enough: A Chinese Publishing Fable," *China Beat*, 2010.

When we write history affects what we write.

We are all Native Americans today. [owing to syncretism, democracy, etc.] Also, we are all descendants of Africans.

Writing it right helps right the wrong.

High school history textbooks tell about the past so as to indoctrinate the young and pacify the old.¹

'History to be above evasion must stand on documents not on opinion'. - Lord Acton. But Acton *should* have said 'must stand on evidence.' He does not understand the importance of oral history or the oral origin of most documents.

Why are history textbooks so dull when so much of them is fiction?

Emotion is the glue that makes history stick.²

The human race does not come divided into good and evil. Most of us, including our heroes and our villains, contain some mixture of both.

¹ Cf. Alex Roland, "How We Won The Moon," *NY Times*, 7/17/1994, "Two new books on Apollo are not so much histories as tribal rituals, meant to comfort the old and indoctrinate the young."

²I may have read this somewhere. The web shows mainly me as source.

What the world needs is for us to do, when we have tenure, what we said we would, when we were graduate students.³

If you take a serious look at red history, you're going to get red eyes.

History is not just a memory but an industry.

Segregation as a system of norms and definitions has passed into history. It happened overnight, in January, 1970, with the desegregation of the public schools. Suddenly to have a black passenger in your front seat no longer singled you out for police abuse for driving an "integrated car." Now you might both be teachers on the way to work. More generally, now that the largest institution in the social system had desegregated, without the world coming to an end, whites who still shouted "Never!" were suddenly on the defensive, while those who had been silent before now found it easier to speak. – *The Mississippi Chinese: Between Black and White*.

Although you can take the Chinese out of the Delta, and that is exactly what the younger generation is doing you cannot so easily remove the Delta from the Chinese. They will be Chinese-Mississippians, not merely Chinese-Americans, for many years to come. – *The Mississippi Chinese: Between Black and White*.

The point [of using social scientists in court] is not to know one is right but to prove it to others, using systematic, explicit, public, replicable methods. – *Social Science in the Courtroom*.

In every time period, some Mississippians of all races have acted with courage and dignity for the progress of the state and the good of its people. – *Mississippi: Conflict and Change*.

History is power. The people on top of society, those who determine its policies, know this. Therefore, they influence the way history itself is written... In order to understand why Mississippi is as it is, you have to understand the past. And you have to do it for yourself. Do not let other people, including the authors of this book, tell you the answers. Figure them out for yourself. – *Mississippi: Conflict and Change*.

If you do not know your own history, you will be ignorant and helpless before someone who does claim to know it. He can tell you what happened to cause you and your society to be the way they are, and he can therefore tell you what needs to be done how to bring about change. He may be wrong or biased, but if you do not know the true story, you will never find this out and you might believe him. Thus, he will be able to control you. – *Mississippi: Conflict and Change*.

³Cf. Henry David Thoreau, "The best thing a man can do for his culture when he is rich is to endeavor to carry out those schemes which he entertained when he was poor." — *Civil Disobedience*

Several possible futures face Mississippi. You, young people, will go where you can be free – free from racism, free to choose your own occupation even if it is unusual free to participate in many kinds of cultural and sports events. Your generation has in its hands the power to permit Mississippi to develop this freedom and this diversity, or to deny it. You can and you will choose a future – not only for yourself but for your state. The lessons from the past can guide you, if you continue to learn from them. – *Mississippi: Conflict and Change*.

Historic sites are always a tale of two eras. – *Lies Across America*.

Historical perspective does not always accrue from the passage from sasha to zamani. On the contrary, more accurate history – certainly more detailed history – can often be written while an event lies in the sasha. For then people on all sides still have firsthand knowledge of the event. Primary source material, on which historians rely, comes from the sasha. To assume that historians or sociologists can make better sense of it late in the zamani is merely chronological ethnocentrism. – *Lies Across America*.

America has always been changing. Maybe the United States will never *become* a truly just society – but we can constantly move our country toward *becoming* a truly just society. So long as our society is in revision then, so long will its historic sites need revision. – *Lies Across America*.

We can take back the landscape. It does not belong to the dead, but to the living. Monuments and markers are messages to the future, and the future does not belong to the rich alone but to all of us. We must not act in haste, but we must act to make the landscape ours. We must initiate a dialogue with the past from countryside to city square, which will also begin a civic dialogue with each other. – *Lies Across America*.

With a landscape of truth, we can learn where we really have been as a nation and what we have done as a people. – *Lies Across America*.

The landscape is left to us, all across America. It is our responsibility to erect markers and monuments that tell what happened on it, and to stop it from honoring “heroes” and events that deserve to be remembered but not commemorated. – *Lies Across America*.

America should not *have* white neighborhoods or black neighborhoods. It should have just neighborhoods. People who live in interracial neighborhoods and towns have taken an important stand in favor of better race relations. Integration is no panacea, but there is no substitute. – *Sundown Towns*.

There seems to be no stable resting point between slavery – which, though stable in a way, requires constant vigilance – and fully equal democracy. Since we have not yet attained fully equal democracy, race relations remains unstable, fluid, a source of continuing contention in our society. In this situation, those who act for racial justice are also helping to build social stability – maybe even the “beloved community” yearned for in the Civil Rights Movement. – *Sundown Towns*.

Integrated towns and suburbs are a necessary first step to integrated hearts and minds. Until we solve the problem of sundown neighborhoods and towns, we do not have a chance of solving America's race problem. – *Sundown Towns*.

Although there are problems in teaching slavery, there are bigger problems in *not* teaching slavery. Some teachers let their worries about teaching the subject deter them from giving slavery the attention it deserves. When they do ... they participate in making "the great rift" between blacks and whites deeper and wider. Moreover, it's bad history. Surely slavery, which caused and underlies this rift, was the most pervasive single issue in our past. – "Methods for Teaching Slavery to High School Students and College Undergraduates in the United States," in *Understanding and Teaching American Slavery*.

"Aptitude" tests ... can work to exclude minorities just as surely as if light pigmentation had been the requirement. In other words, they can ... deny equal opportunity even while pretending to constitute it. – "Testing and Citizenship: Introductory Note," *Clearinghouse for Civil Rights Research*, Autumn, 1978.

"Illiterates must be allowed to vote because *no one else will represent them*. – "Testing and Citizenship: Introductory Note," *emph. in orig. Clearinghouse for Civil Rights Research*, Autumn, 1978.

I don't think that the "A" in the SAT is merited. I don't think it should be called the Scholastic Aptitude Test. I don't think SAT scores measure who will be an apt student next year in college precisely enough to label a student as inept or apt. – *The Validity of Testing in Education and Employment*.

'Aptitude' testing completes a vicious cycle – socioeconomic advantage begets aptitude, otherwise known as a high SAT score, which then begets socioeconomic advantage. – *The Validity of Testing in Education and Employment*.

When *you* die, may people say of you: This person acted on the side of human potentiality? – "The Joy of Antiracism."

Many social scientists divide racism into three types: individual, institutional, and cultural. Acts of individual racism are committed by one or more persons to another person(s) and usually involve an element of intent. A landlord who refuses to rent an apartment to a couple because of their race would be an example.

Institutions ... can also be racist, however, without entailing individual racism.... Hiring on the basis of written aptitude test scores is not intentionally racist. It is racist in effect, however, because it makes hiring African Americans, Native Americans, and Hispanics difficult....

The third form, cultural racism, is built into our language, religion, etiquette, law, and so on.... For instance, all the images of powerful supernatural figures in our culture are Caucasian, from angels to God to Santa Claus to the tooth fairy. When pressed, to be sure, most Americans would probably claim not to believe in a god or angels or a tooth

fairy in human form, let alone in white human form. Nonetheless, the images permeate our culture. To some degree, they function to make people other than whites outsiders. – “The Difference Race Makes: Outcomes and Causes.”

Unless we change our institutions to counteract the patterns of institutional discrimination that still pervade our society, the color line will surely continue to generate riots, wars, and quiet desperation in the next [21st] century as well. If the United States can develop a multicultural society that works, however, other nations might copy our race relations policies as they now imitate our music and blue jeans. That would be a legacy to the world of which we could be justly proud. – “The Difference Race Makes: Outcomes and Causes.”

Children are the big losers when visitation drops off. Daughters especially can be left with a deep, lifelong yearning for their fathers. Sons are left with a greater likelihood of becoming delinquent. Both are subject to depression. Intrinsic to non-visitation is the feeling of being rejected, with detrimental consequences for self-esteem. Whatever the real reasons for non-visitation, the child’s natural inference is, “I must not be lovable, or Daddy would want to see me.” – “Visitation Fatherhood.”

Extensive visitation gives fathers someone to live for, cook for, and do things for and with. As visitation fathers take care of their children, they also take care of themselves.... Visitation increases fathers’ sense of purpose; some fathers feel a sense of exhilaration and even heroism, that they have persevered in relating to their children against the legal and cultural odds. – “Visitation Fatherhood.”

Among our tasks, as we work to eliminate white supremacy from our nation and our world, is to recover some of the white men who have preceded us in this struggle.... American history is full of anti-racist white men who have been forgotten or whose anti-racist words and deeds have been suppressed. Americans of all races and both sexes need to know about them. – “Introduction” to *White Men Challenging Racism*.

Examined closely, all past heroes have surely erred at one time or another. We must forgive their human failings, and our own, so we can learn from them -- and from those episodes when they did the right thing. Unlike hero worship, such thoughtful assessment results in enduring role models. – “Introduction” to *White Men Challenging Racism*.

High school textbooks in American history mystify the role of racism in our past, starting with Columbus. They therefore have no alternative but to mystify the role of anti-racism in our past, starting with Los Casas. – “Introduction” to *White Men Challenging Racism*.

Throughout our past some whites have always worked for justice for all, without regard to race (or sex or social class). The history of American anti-racism has been suppressed because anti-racism has typically been on the losing side. – “Introduction” to *White Men Challenging Racism*.

When history was written and who did the writing make a profound difference. The most telling date on a granite memorial may not be on its face, telling of the event it celebrates, but around back — the date it went up. — “Introduction” to *White Men Challenging Racism*.

Without effort by white men, race will remain a problem even as our country grows more racially diverse. — “Introduction” to *White Men Challenging Racism*.

Andrew Jackson is on our \$20 bill, while the Whigs who opposed his forced removal of the Indians from the Southeast lie forgotten. — “Introduction” to *White Men Challenging Racism*.

We cannot rest until every American who knows of Columbus also knows of Las Casas. — “Introduction” to *White Men Challenging Racism*.

To change attitudes, change practice.

We must live with our whole history, not just the parts of it with which we are comfortable.... But we can live in dignity, not shame. *We* did not do it. At the same time, we must understand that, living in their situation, we might have. *The Theory of the Leisure Class* deserves its fame. It is as relevant today as when it came out in 1899. It explains how we model our behavior and our standards of success--even of morality--on the class next above us in social structure, all the way up to "the wealthy leisure class," his name for what we call the 1%. — “My Life with Books,” at HNN blog.

No leftists think I’m on the left. (Right-wingers do.) — “Dinesh D’Souza Lied About My Work,” at HNN blog.

I've had just about enough of being discriminated against because I'm black! — “They Thought He Was Black, so They Claimed the Inn Was Full,” at HNN blog.

The twelve textbooks I examined for the first edition of *Lies My Teacher Told Me*, all published between 1975 and 1991, averaged 888 pages. The books I studied for the second edition, all published between 2000 and 2007, contained 1,152 pages. There is no excuse for this bloating. Textbooks should be shrinking. — “Farewell to the U.S. History Textbook?” at HNN blog.

The textbook industry has been disrupted. It just doesn't know it yet. — “Farewell to the U.S. History Textbook?” at HNN blog.

Bigots ... can always dismiss positive experiences with the "opposite race" as exceptions, leaving their negative generalization unscathed. — “Books, Blacks, and Bigots?” at HNN blog.

At least since the Civil War, American culture has located extreme racial violence in the South. — “My Lynching Photo Problem, and Ours” at HNN blog.

I found more than 500 sundown towns in Illinois, compared to just 3 in Mississippi. – My Lynching Photo Problem, and Ours” at HNN blog.

Indeed, a lynching can be defined as a public murder, done with considerable support of the community. – “My Lynching Photo Problem, and Ours” at HNN blog.

People usually put up monuments after they win, and the Confederates — we should say neo-Confederates because they were mostly a new generation by 1890 — won the Civil War in 1890. – “What Does Rockville, Maryland's Confederate Monument Tell Us About the Civil War? About the Nadir? About the Present?” at HNN blog.

A century and a half after the Civil War, most teachers ... still get secession 180° wrong. South Carolina and all other states succeeded because they were *against*, not for, states' rights. – “It's Time to De-Confederatize "The American Pageant": An Open Letter to David Kennedy” at HNN blog.

The Confederates won with the pen (and the noose) what they could not win on the battlefield: the cause of white supremacy and the dominant understanding of what the war was all about. – “Why Do People Believe Myths about the Confederacy? Because Our Textbooks and Monuments Are Wrong.” at HNN blog.

De-Confederatizing the United States won't end white supremacy, but it will be a momentous step in that direction. – “Why Do People Believe Myths about the Confederacy? Because Our Textbooks and Monuments Are Wrong.” at HNN blog.

Our War in Vietnam was not in the best interests of the United States or Vietnam and was morally as well as politically wrong. – “The Vietnam War Revisioned by Those Who Opposed It” at HNN blog.

No major museum treats the peace movement anywhere in the United States. – “The Vietnam War Revisioned by Those Who Opposed It” at HNN blog.

We cannot let the Pentagon, with its millions, tell the story of this war and its impact on America, Vietnam, and the world, all by itself. “The Vietnam War Revisioned by Those Who Opposed It” at HNN blog.

How European Americans got the country remains problematic. The U.S. and its predecessor colonies took other people's lands, uprooted their cultures, and in some cases moved them hundreds of miles. Then we kept them from acculturating and succeeding in our society. It can be hard to face these facts. The \$24 tale is much more comforting. – “Slandering Native Americans this Spring” at HNN blog.

Unfortunately, the Civil War settled only the issue of slavery — not white supremacy. – “Why Was There the Civil War? Here's Your Answer.” at HNN blog.

Getting the Civil War wrong was part of the program of white supremacy during the Nadir. – “‘Why Was There the Civil War?’ Here’s Your Answer.” at HNN blog.

Every monument has something to teach us about three eras: what it's about, when it went up, and our present day. – “Rockville’s Confederate Monument Belongs at White’s Ferry” at HNN blog.

At its heart, racial segregation is a system of etiquette, every element of which expresses White supremacy and Black inferiority. – “Should Students Call Professors by Their First Name?” at HNN blog.

Whites named Indiana for American Indians precisely as they were driving American Indians from the state. Similarly, during the Nadir whites made use of Native symbols precisely as they were driving Native people into despair. – “New Opposition to Old Sports Mascots” at HNN blog.

There can be no doubt that James Buchanan was gay, before, during, and after his four years in the White House. Moreover, the nation knew it, too -- he was not far into the closet. – “Now It's Obama Who's Our First Gay President!” at HNN blog.

When we allow facts to emerge—even awkward and untoward facts—when we encourage students to question national and local policies—and yes, when we insist that “opinions not backed by evidence cannot be given much weight”—then we are educating. Then we are producing Americans who are unlikely to profile. Then we are patriots. – “George Zimmerman, Trayvon Martin, and Me” at HNN blog.

Even God seems to have it in for men: lightning strikes males seven times as often as females. – “Penn State and Violence Against Men” at HNN blog.

Soclexia: This learning disorder makes it very difficult for the victims to grasp the basic idea of sociology. It may be genetic; certainly it strikes certain racial and economic groups more than others. Children from white (and Asian American) upper-class and upper-middle-class families are especially vulnerable. – *Teaching What Really Happened*.

What is the basic idea of sociology? It is this: Social structure pushes people around, influences their careers, and even affects how they think. – *Teaching What Really Happened*.

American history is a key breeding ground of soclexia. – *Teaching What Really Happened*.

Five -sixths of all Americans never take a course in American history after they leave high school. – *Teaching What Really Happened*.

High school textbooks in American history present the past as one damn thing after another.... Therefore, most high school graduates have no inkling of causation in history. – *Teaching What Really Happened.*

The United States leads the world in ethnocentrism. – *Teaching What Really Happened.*

Making our past seem ever-creditable comes at the expense of making it seem never credible. – *Teaching What Really Happened.*

The more teachers cover, the less kids remember. – *Teaching What Really Happened.*

Our goal must be to help students *uncover* the past rather than cover it. – *Teaching What Really Happened.*

Teachers must not let themselves hold low expectations for any child. – *Teaching What Really Happened.*

History can be a tool of liberation *or* oppression. Surely, learning the truth about the past is a tool for liberation. Teachers need to look within and ensure that their course and their thinking about the U.S. does not gloss over our misdeeds or imply that Americans did them with good intentions. Western civilization will not come to an end if our students face the past without flinching. On the contrary, our nation can only benefit from its newly informed citizenry. – *Teaching What Really Happened.*

Simply doing away with the [“standardized”] test in history offers no solution. The only thing worse than a statewide twig test in history is no statewide test in history at all—because then principals and superintendents will concentrate their resources on those subjects that are tested. – *Teaching What Really Happened.*

When students grasp the idea of historiography, they learn twice as much from every historic source they thenceforth encounter. – *Teaching What Really Happened.*

October and November are the two worst months to be Native American in our schools, thanks to Columbus Day and Thanksgiving. Teachers can transform these holidays into opportunities to learn new perspectives about Native American history. – *Teaching What Really Happened.*