

Stolen Test Used to Rally Teachers

WASHINGTON, DC — *Washington Times* education reporter George Archibald recently exposed a scheme by the teacher training establishment to undermine one of the promising educational innovations of the Bush administration: the idea of certifying knowledgeable and experienced college graduates to be teachers even though they are not graduates of America's schools of education.

Last year, the Department of Education awarded a two-year grant to the American Board for Certification of Teacher Excellence (ABCTE) to produce an alternate process for credentialing college graduates without education degrees as teachers. The process would award a "Passport to Teaching."

According to its website, www.abcte.org, ABCTE was created in September 2001 by the National Council on Teacher Quality, in partnership with Education Leaders Council (ELC), and is funded by the Department of Education. It was recognized in the federal No Child Left Behind Act of 2001 as an approved provider of teacher certification. Its mission is threefold: 1) To offer a rigorous, reliable new approach to teacher certification focusing on the skills and experience that are critical to student learning; 2) To provide states with a consistent supply of high quality teachers to meet their needs; and 3) To recognize experienced teachers of high merit and encourage a diverse community of American Board teachers who are dedicated to classroom excellence and student academic achievement.

Naturally, the education establishment is incensed, and David G. Imig, president and chief executive of the American Association of Colleges of Teacher Education (AACTE), has led the campaign against the American Board and its conviction (based on research findings) that children from disadvantaged backgrounds

learn best under traditional methods.

George Archibald reported that at a March 17 meeting hosted by the Carnegie Foundation for Advancement of Teaching, attended by education certification professionals, Imig circulated a copy of a confidential teacher certification examination which was being field-tested by ABCTE. His apparent purpose was to demonstrate to the education insiders attending the conference that the new test, in the words of Professor Suzanne M. Wilson, who attended the meeting, "had running through its bones the ideology of traditional-



George Archibald

ists . . . the framework of direct instruction." (That traditional-education approach is anathema to the academicians.)

Imig refused to tell the *Times* how he obtained the exam or reveal the names of those attending the meeting. His release of the test forced ABCTE to scuttle its initial field test, and to sever relations with the test's developer, ACT Inc. of Iowa City, IA, whose security measures were breached. Had the test been used after the copies had been circulated, some applicants would have had an unfair advantage. American Board president Kathleen Madigan said Imig's action made the test questions useless and wiped out six months of work.

ACT's media director says that an internal investigation did not identify how the test was stolen. However, Imig told the *Washington Post* he "received the test questions from someone working on the test development project and did no harm because he shared them only with other professionals who understand the material's sensitivity." It appears that the highest priority of the Teachers College Association's leader is to protect its monopoly on teacher certification. 

Online Classrooms Are Booming

Over 3 million students are earning college credits this year without attending class. About 10% of all students earn credit toward their degrees online, and 56% of all 2- and 4- year colleges and universities offer online courses. Schools offered 127,400 different distance-education courses in the 2000-01 school year, and 1,330 college-level degree and certificate programs are now designed to be completed entirely on line.

Active duty military recruits, stay-at-home mothers, and full-time employees complete their distance-learning courses, while schools increase enrollment and meet current faculty costs despite facing government budget constraints.

Roseann Runte, president of Old Dominion University in Norfolk, presented the Virginia General Assembly with a \$20 million proposal to add 10,000 students to the university's current enrollment of 20,105 over the next five years, primarily by expanding the statewide TeleTechNet program. TeleTechNet offers distance-learning courses in partnership with the state's 23 community colleges.

The American Federation of Teachers acknowledges that "student and industry preferences certainly matter in designing curricula," but warns that "there is a real danger that curriculum will not be coherent, rigorous or broad enough to meet students' long-term interests." 

American History 101: Anti-American History?

ST. LOUIS, MO — St. Louis Community College offers at least one American History class that a student and her family say is anti-American and anti-Christian. When Kimberly Level enrolled in American History 101 at the school's new Meramec Bottom Road campus, it was with excitement and enthusiasm. The 17-year-old was looking forward to her first college-level class.

As her mother describes, "Kimberly went in with a smile and came out disillusioned." Her disillusionment was caused by a combination of factors, including the four books chosen for the class in lieu of a textbook. She especially objected to *The Devil's Dominion: Magic &*

Religion in Early New England, by Richard Godbeer. The Levels say this book focuses on witchcraft and portrays the Puritans in an unfavorable light, setting up Christianity for distortion and criticism. According to Mr. Level, the book refers to Puritan ministers as preaching "Protestant propaganda," while describing witches as "ministering healing."

Kimberly says she was disappointed in the book because, "of all of early American history, the material covered primarily consists of witchcraft, sorcery, and astrology." She says that course instruc-

tor Kay Blalock, Ph.D., an assistant professor at the college, indicated her intention to spend considerable class time discussing these subjects. "Is this the most beneficial use of class time, to cover subjects that are insulting to some students' personal convictions and beliefs?" Kimberly asks.

The Levels spent several hours discussing their concerns with Dr. Blalock, and also met with the head of the History

Department, the dean, and the president of the college over a period of several days. At no time, they say, did they feel welcome, nor did they feel that their concerns were taken seriously.

Mr. Level told *Education Reporter* that Dr.

Blalock claimed that much of U.S. History "has been portrayed positively and patriotically" and that it is up to her "to present the more negative aspects."

When Mr. Level mentioned the contributions of Christopher Columbus, Queen Isabella, the Jesuits, and the explorer Cortez, one college official became visibly angry and disparaged those historical figures, referring to "the evil intent of Christianity." With such attitudes on the part of instructors and administrators, the Levels ask, how can a student

(See *History 101*, page 2)



Kimberly Level (center top) with her family

Grammar Makes A Comeback

In recent years formal instruction in grammar and composition has been replaced by "language arts," reserving grammar instruction only when problems emerged in a student's writing. In 1985, the National Council of Teachers of English passed a resolution declaring that "the use of isolated grammar and usage exercises not supported by theory and research is a deterrent to the improvement of students' speaking and writing."

Last year the College Board, the non-profit group that administers the SAT, reported that the number of students receiving instruction in composition and writing had plunged in the last decade, resulting in stagnant verbal scores, while math scores improved dramatically.

As a result, the SATs will be completely revised by 2005 by adding a writing section that includes an essay and multiple-choice questions focusing on grammar.

The SAT will also change the verbal section of the test to "critical reading" by dropping the analogy section and adding more reading comprehension questions.

These changes will focus the test on the basic skill sets of reading and writing.

The new SAT will necessitate a new approach for teaching grammar to students. It will bring back the lost art of sentence diagramming as a key component of the SAT, as well as develop a foundation of skills necessary for college and future careers.

The concept of diagramming sentences in order to teach students grammar and sentence structure was developed in the 19th century by two Brooklyn professors. It used to be well understood that students could not express their creative writing abilities without a thorough understanding of the rules and conventions of written language. 



EDUCATION BRIEFS

Military discipline = high test scores. A report from the National Assessment of Educational Progress (NAEP) shows that the Department of Defense Dependents schools and Domestic Dependent Elementary and Secondary Schools scored extremely high in reading and writing among U.S. students in 2002. The high test scores are attributed to an environment of cohesiveness and discipline in military communities, even though many students come from single-parent homes or families in which a parent is deployed on active duty. Test scores of minority students were especially impressive, with African-American and Hispanic students ranking first, second, or third on each test.

The number of male teachers in America's classrooms has reached a 40-year low. The Associated Press reported (8-28-03) that a survey by the NEA shows that only two of every 10 teachers is a male. Only one in 10 is a minority, although about half of students are male and nearly 40% are minorities. One reason for the discrepancy is that some public school compensation is deferred, which many men find unappealing. The NEA cites the main factor as the ability to earn more money with less stress in other fields.

Poplar Bluff, MO, School District apologizes for strip searches. Last January, 10 junior high school girls ranging in age from 12-15 were strip searched at Poplar Bluff Junior High School after \$55 given to a teacher by another student for safekeeping turned up missing. The 10 were singled out for the searches despite the fact that none of them was seen in the area where the money was taken. The girls were forced to pull their shirts up over their heads and pull down their jeans so that a school nurse could search under their bras and around the waistbands of their panties. Part of the settlement of claims filed by eight of the girls included an acknowledgment by the school district that the searches did occur. No other students or teachers were searched, nor were their belongings. (See additional **Brief** at right.)

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History 101 (Continued from page 1)

expect to be given a balanced view of American history and how can Christians expect their faith to be treated fairly?

The Levels say they asked the officials to recommend an alternative class and/or a professor whose teaching might be less offensive to Christians, in the hope that Kimberly could remain at St. Louis Community College. They declined to make a recommendation. Instead, the Levels report, Dr. Blalock and the other school officials suggested that Kimberly "should attend a Christian college." When contacted by *Education Reporter* about the allegation, Dr. Blalock said she believes the only way Kimberly might feel comfortable is at a Christian college. "I do not think she would be comfortable in any class here," Blalock observed, although she added that Kimberly "has a right to public education" and said she wanted her "to come into her class."

Blalock defended her choice of books because "I select books intentionally to stir up controversy to get students to think." The Levels have no problem with this intent. But they say Dr. Blalock told them that her class "is a history class, not a religion class." They wonder how introducing a book that is clearly about religion can preclude the discussion of religion. Mr. Level said that "Kimberly's inclination would be to defend the Christian beliefs of the Puritans and America's founders, and it didn't appear that this would be allowed."

Dr. Blalock says she does not make personal judgments in class and that she cannot present a sanitized version of American history. She said she was offended by the Level family's assumption "on the basis of one book" and on the appearance of her office and classroom, that the course would be biased.

Other educators familiar with college history departments say that the books selected by Dr. Blalock "are not as bad as" many others currently offered at colleges elsewhere.

Historically Challenged?

The 2002 National Assessment of Education Progress (NAEP) report indicates that less than half of high school seniors demonstrate even a basic grasp of history. Pulitzer-prize winning historian David McCullough told a Senate committee last spring that "we are raising a generation of people who are historically illiterate." The American Council of Trustees and Alumni, in a report called "Losing America's Memory: Historical Illiteracy in the 21st Century," charged that 55 colleges and universities, including

America's most prestigious institutions, have no American history requirement, and only one-fifth of colleges require any history course at all.

Of the courses that are offered, many suffer from what one education researcher referred to as "stifling political correctness," focusing only on the negative elements of America's past, and excluding her heroes and achievements. Some colleges do require courses in "non-Eurocentric culture or society," and this requirement can be filled by courses in human development, sociology, theater, dance or film. Social science requirements can be met by courses in women's studies.

Why has American history instruction, once a staple in classrooms at all education levels, become so distorted? Experts say there are several factors, including that many history teachers, especially at the high school level, did not major in history. Another is that teachers are not prepared by teachers colleges to present a balanced view of our nation's past. They teach the biased version of American history that they themselves were taught.

Politically-Correct Standards

In 1994, the National Endowment for the Humanities (NEH) allocated taxpayer funds to professors at the University of California Los Angeles to develop American history standards for public school students. When the 271-page "National Standards for United States History" was published, it was filled with multiculturalism, anti-Western bias, and the politically-correct notion that all ethnic and gender groups are victims of white male oppression.

"Standards" was denounced by the U.S. Senate in a vote of 99 to 1. Long-time American Federation of Teachers CEO Al Shanker noted that this was the first time a government ever tried to teach children to "feel negative about their own country."

After a public outcry, the authors made some cosmetic changes in Standards. But by then, thousands of copies of the original book were already in use. Its contents remain incorporated in textbooks, lesson plans, and are reflected in both high school and college history courses.

Kimberly Level's parents have some advice for other parents whose children are entering college: "Beware of course descriptions and recommendations. They are so vague it is impossible to determine what will actually be taught in the classroom. Investigate for yourselves. Visit the schools and interview the professors. Then speak out against the propaganda and indoctrination."

Briefs (Continued)

San Ramon, CA, replaces DARE with 'Character Counts.' The new program is less expensive than DARE and allows participants to decide the best way to teach the Character Counts' "pillars" of trustworthiness, respect, responsibility, fairness, caring and citizenship. Since



1993, 115 cities, communities or counties have adopted the program, which targets children from preschool to 12th grade and covers issues such as peer pressure, bullying, and the danger of meeting strangers on the Internet. The 20-year-old DARE program focuses on drug use and violence prevention in the 5th and 6th grades.

Book of the Month



The Language Police: How Pressure Groups Restrict What Students Learn, Diane Ravitch, Knopf, 2003, 272 pages, \$24.00

Diane Ravitch has written a book about how pressure groups, primarily liberals and feminists, have made massive changes in the language of textbooks. These pressure groups are not government officials; they are private groups that dictate rules to textbook publishers, laying down long lists of words, phrases and pictures which publishers are ordered to keep out of textbooks. Somehow, these pressure groups have achieved the clout of a police force, and that's why Ms. Ravitch calls her book *The Language Police*.

Ravitch explains why you can pick up any textbook and never see a male carpenter, a female nurse, a white male mathematician, a black janitor, an Irish policeman, or a Hispanic yardman. Those images are surely in the real world, but they are censored out of the fantasyland constructed by textbook censors. Adam and Eve must be replaced with Eve and Adam to demonstrate that males do not take priority over females.

The appendix, where Ms. Ravitch lists pages of these censored words, is the most interesting part of her book. The feminist thought police have banned as sexist these words: brotherhood, fellowship, forefathers, Founding Fathers, lady, ladylike, layman, mankind, manpower, middleman, mothering, motherland, and sportsmanship.

You are forbidden to use the feminine pronoun to refer to boats. You must replace the masculine pronouns (he and his) with plural words (they and their) even though that is terrible grammar.

Textbooks are forbidden to show pictures of mothers wearing aprons, men playing sports or working with tools, or girls in dresses or playing with dolls. It's hard to say which rule is the silliest, but perhaps it is the rule that textbooks cannot show men and boys as larger and heavier than women and girls.

The effort to retell history to please liberal interest groups has the effect of distorting it. Suddenly the American Revolution seems less about George Washington and more about women's rights. The Iroquois loom larger than the English as a source of ideas for the Constitution. Primitive African countries are portrayed as deeply concerned about women's issues and air pollution.

The Thought Police have created textbooks that are far out of touch with the real world.

(Visit Amazon.com, Randomhouse.com — Knopf is a division of Random House — or call 212/782-9000).

FOCUS: Transformational Education: The New Mission of Schools

By Michael Chapman

Like every state in the nation, Minnesota is in a battle with the federal government for control of education. The National Content Standards dictated through Goals 2000 did not disappear with the Clinton administration. For example, President Bush's "No Child Left Behind" (NCLB) Act names and funds the Center for Civic Education (CCE), which was first named in the 1994 funding law, HR6, and mandated by Goals 2000 as the standard for America's Civics and Government curriculum.

Both HR6 and NCLB selected as the model Civics textbook *We the People; the Citizen and the Constitution*, written by the CCE. This textbook opens by declaring: "The primary purpose of this textbook is *not* to fill your head with a lot of facts about American History and Government." What then, is its purpose?

The CCE answers that question in a report posted on its website entitled, *Teaching Democracy Globally, Internationally, and Comparatively: The 21st Century Mission of Schools*: "In the past century, the civic mission of schools ... was education for democracy in a sovereign state.... In this century, by contrast...education will become everywhere more global.... And we ought to... improve our curricular frameworks and standards for a world transformed by globally accepted and internationally transcendent principles."

In other words, education is no longer about teaching *American principles* for the *maintenance of freedom*, but teaching *internationally accepted principles* to transform America for the "global village." To help reach this new goal of education, *We the People* promotes "universal principles" while demoting the Bill of Rights as an outdated relic. The chapter, "How May Citizenship Change in the 21st Century," promotes the "global village" and

asks students, "Do you think world citizenship will be possible in your lifetime?"

The global village requires citizens to hold a *pluralist world-view* (e.g. all ideas are equal), and globalist themes are promoted in the national standards.



Michael Chapman

For example, the National Curriculum Standards for Social Studies defines that subject's new mission: "The United States and its democracy are constantly evolving and in continuous need of citizens who can adapt to meet the changing circumstances. Meeting that need is the mission of social studies. ... Students should be helped to construct a pluralist perspective based on diversity...[and] should be helped to construct a global perspective..."

Likewise, the National Content Standards for Economics (also named and funded by NCLB) states: "The consensus process shall be open to all points of view and shall represent a balanced approach to economics." In the global village, America's free-market system must be "balanced" with other systems rather than considered "best."

The problem for the globalists is that "facts" tend to contradict their theories, so they eliminate the teaching of "facts." The National Standards for Economics explain: "These standards are primarily conceptual. They do not include important basic facts about the American and World economies."

The National History Standards push "concepts" over "facts" going so far as to eliminate "truth:" "One of the most common problems...is the compulsion students feel to find the one right answer.

...Or, worse yet, they rush to closure, reporting back as self-evident truths the facts or conclusions presented in the document or text."

Perhaps you recognize a not-so-subtle attack on the "self-evident truths" named in the Declaration of Independence, such as the God-given unalienable rights of man, national sovereignty, and *limiting* government power. A citizen who understands these principles stands in the way of the global village. Therefore, our Founding Fathers and the Declaration of Independence must be trashed, and we are fighting that battle right now in Minnesota.

In May, Minnesota became the first state to overwhelmingly reject the National Curriculum, known locally as, "The Profile of Learning." The vote to scrap the Profile was expected due to political action against it by the Maple River Education Coalition (www.EdWatch.org) and other activists. The real battle, however, was in setting parameters for the replacement standards.

The House version of the standards included a mandate to "promote and preserve the principles contained in the Declaration of Independence." But that mandate was missing from the final version that emerged from the joint House and Senate education committee. During testimony, Senator Steve Kelley (D), chairman of the committee, was asked why the mandate had been stripped. He responded, "The Declaration of Independence has no legal status in defining people's rights and privileges."

"The Declaration of Independence has no legal status in defining people's rights and privileges."

- Minnesota Senate Education Committee Chairman, Steve Kelley

Incredibly, he repeated his assertion before the full Senate, to which Senator Michele Bachmann (R) asked, "Senator Kelley...I also noticed missing ... [is to preserve] other such American principles as national sovereignty, natural law and free-market enterprise.' ... Why would your committee fail to include these basic American Principles?"

Senator Kelley responded: "Like everything that happens in conference committee, it was a compromise."

Distressingly, only Senator Bachmann stood in protest, pointing out that in this case "compromise" meant the "omission" of basic American principles. Ultimately, it also means the end of our freedom – especially since the Constitution relies on the Declaration to give it meaning.

On April 30, 1789, John Quincy Adams explained the vital relationship be-

tween these two foundational documents: "The virtue which had been infused into the Constitution of the United States... was no other than... those abstract principles which had been first proclaimed in the Declaration of Independence – namely, the self-evident truths of the natural and unalienable rights of man... and the sov-

Unless we recognize the "Supreme Ruler of the universe" as the source of our rights, the globalists will redefine our rights.

ereignty of the people, always subordinate to a rule of right and wrong, and always responsible to the Supreme Ruler of the universe for the rightful exercise of that sovereign... power. This was the platform upon which the Constitution of the

United States had been erected."

Unless we recognize that platform and the "Supreme Ruler of the universe" as the source of our rights, the globalists will redefine our rights and the Constitution to fit the "transcendent principles" required for membership in the global village. The Universal Declaration of Human Rights may sound nice, but it actually *limits* our rights by naming a new god: *Government!* Article 29.3., declares: "These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations."

Thomas Jefferson's words serve as fair warning for today: "Can the liberties of a nation be thought secure when we have removed their only firm basis: a conviction in the minds of the people that these liberties are the gift of God? That they are not to be violated but with His wrath? Indeed, I tremble for my country when I realize that God is just, and His justice cannot sleep forever!"

As revealed by the National Curriculum Standards, education is no longer about preparing our children to maintain true liberty. Instead, by force of law, it is about indoctrinating them to accept membership in the global village, where government will determine what constitutes one's life, liberty, and happiness.

Michael Chapman is founder of the organization, American Heritage Research, and has been part of the Maple River Education Coalition. He has conducted research for state legislators and U.S. Congressmen. Mr. Chapman is the co-author of No Retreat, No Reserves, No Regrets, and has published articles in professional periodicals, magazines, newspapers, and web-based journals. To help in the fight to preserve freedom, visit the Maple River Education Coalition websites: www.EdWatch.org, www.EdAction.org, and Michael Chapman's website, www.AmericanHeritageResearch.com.



How to Become a Military Expert

With Congressman Ike Skelton's 50-Book Reading List



one of the very key ways we can strengthen it," said Richard H. Kohn who is also a chairman of the Curriculum in Peace, War and Defense at the University of North Carolina.

WASHINGTON, DC — Convinced that American policymakers and military commanders may be forgetting history's lessons, Rep. Ike Skelton (D-MO) released in June his National Security Book List, a compilation of books he recommends as required reading to all officers of the Armed Forces, Members of Congress, and those interested in national security.

"I don't believe the statement that history repeats itself, but I do believe that those who don't study history tend to repeat the mistakes of the past," said Skelton, who serves as a senior member of the House Armed Services Committee (HASC).

Motivated partially by a series of recent attacks that have killed dozens of U.S. soldiers since the Iraq war ended, Skelton drew parallels with the French following their defeat in the 1954 battle of Dien Bien Phu and in Vietnam where U.S. troops were hit with grenades and sniper fire prior to the 1968 Tet Offensive. Skelton claims that an understanding of the history of such events and of guerilla warfare will produce better and more informed leaders.

Skelton hopes that his list will produce future generations schooled in leadership and character. This list "will make you a better officer, a better legislator, a better expert witness, a better executor of American policy." Skelton stated that too many senior officials and officers who testify before his defense committee lack insight into the current relevance of past problems faced by Americans.

Skelton mailed copies of the list to hun-

dreds of people, including chiefs of all the military branches, war college officials, various military officers, and every member of the U.S. House. In the first week alone, his office mailed out over 600 copies of the 50-book National Security List.

He spent weeks compiling titles, all of which he has read. Through the years he has benefited "enormously by seeking out books recommended by others who share my interest in history and military affairs." The 50 books he has chosen cover topics of leadership, character, and military art. The subjects range from ancient to modern warfare and world leadership.

No. 1 on the list is the U.S. Constitution, although Skelton claims that the most important book on the list is Edward Shepherd Creasy's *Fifteen Decisive Battles of the World: From Marathon to Waterloo*. Written in 1859, this 400-page book describes 15 famous battles of the previous 2,300 years that changed the course of world history.

Twenty of the books he recommends are biographies, including Alexander the Great, Napoleon, Harry S. Truman, Winston Churchill, Daniel Boone (a distant relative of Skelton), and Tecumseh. Three of his recommendations are autobiographies: Ulysses S. Grant, Gen. Douglas MacArthur, and Field-Marshal Viscount William Slim who led British forces in retreat from Burma to India during World War II. Another biography listed is Frank E. Vandiver's *Black Jack: The Life and*

Times of John J. Pershing. "The best place to learn history is from biographies," Skelton said, "from people who have actually been there."

Other books include the ancient Chinese philosopher Sun Tzu's *The Art of War*, written in 4th century B.C., *Undaunted Courage* by Stephen Ambrose, and *From Vietnam to 9-11: On the Front Lines of National Security* by John P. Murtha and John Plashal. The books cover Napoleonic rule, Nazi aggression, and Japanese intelligence battles.

Skelton gives a great deal of emphasis to U.S. history and leadership, with a strong focus on early American life and the Civil War. "I also believe that if you don't know where you came from, you don't know where you're going," stated Skelton. "I believe that every American citizen ought to have a basic understanding of the story of America. The list is comprehensive and covers each branch of the U.S. military. If one undertakes to read the entire list, I expect it would be about a 10-year project."

As far as Skelton is aware, no other list like this has been published. Reactions to his recommendations have been positive. Richard H. Kohn, former chief of history for the Air Force, complimented Skelton by pointing out that he has long been a devotee of reading history, and it has made him one of the most knowledgeable and persuasive members of national security community.

"I think that Congressman Skelton has perceived one of the real weaknesses of our national security policy thinking, and



Ike Skelton



Congressman Skelton's National Security Book List



1. Constitution of the United States, Constitutional Convention, 1787
2. Sun Tzu, *The Art of War*
3. Carl von Clausewitz, *On War*
4. Michael I. Handel, *Masters of War: Classical Strategic Thought*
5. John Keegan (ed.) *The Book of War*
6. Edward Shepherd Creasy, *Fifteen Decisive Battles of the World: From Marathon to Waterloo*
7. Peter Bamm, *Alexander the Great*
8. Sir Gavin De Beer, *Hannibal*
9. John Keegan, *The Face of Battle*
10. Fred Anderson, *Crucible of War: The Seven Years War and the Fate of Empire in British North America, 1754-1766*
11. John Mack Faragher, *Daniel Boone: The Life and Legend of an American Pioneer*
12. Richard Barksdale Harwell and Douglas Southall Freeman, *Washington*
13. John Sugden, *Tecumseh: A Life*
14. Stephen Ambrose, *Undaunted Courage*
15. Vincent Cronin, *Napoleon Bonaparte: An Intimate Biography*
16. Napoleon Bonaparte, *The Military*

17. Christopher Hibbert, *Nelson: A Personal History*
18. John Keegan, *The Price of Admiralty: The Evolution of Naval Warfare*
19. Morris, Donald R, *The Washing of the Spears: The Rise and Fall of the Zulu Nation*
20. Douglas Southall Freeman, *Lee*
21. Ulysses S. Grant, *Personal Memoirs*
22. Richard S. Brownlee, *Gray Ghosts of the Confederacy: Guerrilla Warfare in the West, 1861-1865*
23. James M. McPherson, *Battle Cry of Freedom: The Civil War Era*
24. Evan S. Connell, *Son of the Morning Star*
25. Elbert Hubbard, *A Message to Garcia*
26. John Eisenhower, *Yanks: The Epic Story of the American Army in World War I*
27. Frank Everson Vandiver, *Black Jack: The Life and Times of John J. Pershing (Two Volumes)*
28. Roy Jenkins, *Churchill: A Biography*
29. Allan R. Miller and Williamson

- Murray, *A War to be Won*
30. Douglas MacArthur, *Reminiscences*
31. William L. Shirer, *Rise and Fall of the Third Reich*
32. John Prados, *Combined Fleet Decoded: The Secret History of American Intelligence and the Japanese Navy in World War II*
33. Hampton Sides, *Ghost Soldiers: The Forgotten Epic Story of World War II's Most Dramatic Mission*
34. Richard Frank, Penguin USA, 1992, *Guadalcanal: The Definitive Account of the Landmark Battle*
35. Stephen Ambrose, *The Victors: Eisenhower and His Boys and Men of World War II*
36. Lynn M. Homan and Thomas Reilly, *Black Knights: The Story of the Tuskegee Airmen*
37. Frank Freidel, *Franklin D. Roosevelt: A Rendezvous with Destiny*
38. Maj. Gen. Jeanne Hold, USAF, Retired, *Women in the Military: An Unfinished Revolution*
39. William Slim, *Defeat Into Victory*

40. David McCullough, *Truman*
41. T.R. Fehrenbach, *This Kind of War: The Classic Korean War History*
42. Robert Coram, *Boyd: The Fighter Pilot Who Changed the Art of War*
43. Harold G. Moore and Joseph L. Galloway, *We Were Soldiers Once...and Young*
44. Thomas G. Houlahan, *Gulf War: The Complete History*
45. Robert D. Kaplan, *Warrior Politics: Why Leadership Requires a Pagan Ethos*
46. MG Robert H. Scales Jr., *Yellow Smoke: The Future of Land Warfare for America's Military (Role of American Military Power)*
47. Eliot Cohen, *Supreme Command: Soldiers, Statesmen and Leadership in Wartime*
48. John P. Murtha with John Plashal, *From Vietnam to 9/11: On the Front Lines of National Security*
49. Thomas E. Ricks, *Making the Corps*
50. Russel Frank Weigley, *The American Way of War: A History of United States Military Strategy and Policy*