material on the web arrived in our email boxes and not on our color screen and ways to access some of these archived resources are examined in this chapter. The H-Net (Humanities and Social Sciences Online) site is an excellent example of a wealth of information for students of history that does not always pop up as Google's most popular site on the topic yet contains numerous historical discussions among scholars and teachers that are useful even today. Finally, he discusses how to put material on the web in the last chapter. He succeeds at dealing with some of the bigger issues without recommending specific software because, as he aptly points out, the best software is a multi-variable decision for both students and instructors.

Teachers of high school history courses through graduate level courses will find this work useful in enhancing effective student use of the web both in and out of the history classroom. McMichael's writing is clear yet succinct and grapples with large issues and topics in an easy to read fashion that also succeeds in not talking down to the reader—a difficult task in any book like this.

Pittsburg (KS) State University Kelly A. Woestman

Dana Lindaman and Kyle Ward. *History Lessons: How Textbooks from Around the World Portray U.S. History*. New York: The New Press, 2004. Pp. xxi, 404. Cloth, $26.95; ISBN 1-56584-894-2.

We all recall Robert Burns's couplet, reminding us that we should see ourselves as others see us. Thus Dana Lindaman (a Harvard Ph.D. candidate) and Kyle Ward (a professor of history and politics at Vincennes University) have set a useful task for themselves. History teachers and students of the discipline in general should be interested in reading United States history as seen through others' eyes. But the task is not as straight-forward as it appears. Their study, though a useful and rewarding book, also raises as many questions as it answers.

The book proceeds more or less chronologically from the age of European exploration of the Americas through the post-Cold War world. Within each section, the editors have selected passages from current secondary school textbooks from a total of twenty-eight countries around the world (though surprisingly, Australia was left out). It is not surprising that the selections from any particular country emphasize topics that are relevant for its own history, and that apparently the books have little or nothing to say about other aspects of U.S. history. Prominent voices that appear regularly are from Canada. While they emphasize issues of importance to Canadians (such as trade policy), they also provide important and often critical commentaries on other aspects of U.S. foreign policy.

The editors are to be commended for dealing well with the technical aspects of their tasks. In addition to the resources of the Harvard libraries, they have tapped the excellent collection of the Georg Ekert Institute in Germany. Often the selections had to be translated by third parties. Simply arranging for the permission to publish from all

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of these books from so many countries must have been a challenge. Their notes and bibliography will be helpful to other scholars, while the accessible style of the texts will be user-friendly to students at both the secondary and the university levels.

The editors might have provided more than very brief introductions to the selections they have chosen. For example, when dealing with the Spanish American War, they use a passage from a Philippine textbook that states that the *Maine* had been "blown up by American spies." Well-informed historians have found no evidence to support this extreme theory. The editors should alert their readers—which may well include naive students—when items they have selected are myths rather than legitimately varying interpretations of history.

All of the excerpts from the books are "text only." We know that textbooks often include other materials, such as maps, pictures, chronologies, and primary source documents. One gets few hints of such material in this volume, even though the editors claim that they have "attempted to keep each text and its format as close to the original as possible." Reproducing page after page of visuals and insertions would have been impossible, but an occasional reference to such material (or its absence) would have provided important context within which to understand the textual material.

History Lessons would be a very useful addition to the library of every history educator, and selected excerpts from it would provide refreshing supplementary reading for students from the eighth grade on up. Fortunately, it is now available in paperback.

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Suzanne Le-May Sheffield. *Women and Science: Social Impact and Interaction.* Science and Society Series. Santa Barbara, CA: ABC-Clio, 2004; New Brunswick, NJ: Rutgers University Press, 2006. Pp. 448. Paper, $29.95; ISBN 0-8135-3737-1.

In *Women and Science: Social Impact and Interaction*, Suzanne Le-May Sheffield provides a unique look at women in science from medieval Europe to the present. This is clear from the beginning of the book, where rather than proceeding chronologically, Sheffield dives right into the career of Marie Curie as a biographical case study of the forces that hindered women in science and the strategies they used to overcome these barriers.

This kind of innovation is found throughout the book. The work takes not only a biographical perspective on women and science (who did what) but also weaves in a considerable amount of theoretical and philosophical material on changes in science. Thus, the section on medieval, Renaissance, and early modern science contains not only information on the woman scientists we know about but also about the shift in the idea of science and nature to one of male domination of both nature and women.

Throughout the book, Sheffield uncovers stories that are both familiar (Marie Curie and Rosalind Franklin) as well as a host of figures unfamiliar even to those with