

Wilson J. Warren and Frederick Drake explore the history of two major teacher training programs. The first section ends with an essay by Ashley Lucas that considers the value of a social studies education within a History Department.

Opening the second section on "Practice," David Hicks presents a comparative consideration of history teacher preparation in the United States and England, highlighting the best features of both systems. The next two essays might be the most useful for academics and history teachers who are continually on the lookout for innovative ideas and insight into their own efforts. Flannery Burke and Thomas Andrew use their own teaching experience and offer a system to improve the training of history teachers that follows with an essay by Daisy Martin and Chauncey Monte-Santo presenting readers with innovations used in teacher training at Stanford University. The final entry in this section is Gina Hogue's contribution arguing the importance of technological training for history teachers.

The final segment on "New Directions" includes three essays that propose to offer new perceptions, but instead read like dire warnings. While Fritz Fischer presents ways in which academic historians might contribute to the intellectual integrity of history teachers and their work, he also demonstrates the chasm between these professions. The following two essays by Richard Cooley and Sean O'Neill, respectively, focus their attention on issues of accountability, generally lacking in most pre-service programs, and the impact of accountability on future work.

In conclusion, the volume's organization and overall objectives were well met. The essays will be applicable to academics committed to understanding their past and present role in the education of pre-service history teachers. The essays in whole or part could be assigned in history education courses. For history teachers, there are few new innovations offered here that are of practical use. In the first essay, co-editor Cantu identified the perceived debates between history and education departments as a schism that has grown into a chasm. The challenges facing both are greater than ever. This collection of essays serves as both a bellwether of what lies ahead and a ray of hope for those dedicated to the work.

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Dawn Marsh

Rachel G. Ragland and Kelly A. Woestman, eds. *The Teaching American History Project: Lessons for History Educators and Historians*. New York: Routledge, 2009. Pp. 352. Paper, \$38.95; ISBN 978-0-415-9882-7.

This book delivers the first scholarly examination of the Teaching American History Project, which awards grants to colleges, universities, local educational agencies, schools, libraries, museums, and nonprofit historical and humanities institutions, to improve instruction in American history. The editors are Rachel Ragland, assistant professor of education at Lake Forest College near Chicago, and

students to local and national historical issues. Many historians, serious about both scholarship and pedagogy, have already adopted these practices in their classrooms.

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Peter Fritzsche. *Life and Death in the Third Reich.* Cambridge, MA: Harvard University Press, 2009. Pp. 368. Paper, \$17.95; ISBN 978-0-674-03465-5.

Historian Peter Fritzsche's latest work, *Life and Death in the Third Reich*, is an attempt to study the relationships between Germans and Nazis. In doing so he reveals the appeal of the Nazis on the German public and the depth of collective guilt among the Germans for racism, the Holocaust, and World War II, in other words, the crimes of the Third Reich. In this endeavor, Fritzsche joins other key historians, including Christopher R. Browning (*Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland*, 1993) and Daniel Goldhagen (*Hitler's Willing Executioners: Ordinary Germans and the Holocaust*, 1997). Fritzsche's previous work, *Germans into Nazis* (1999), examined the role of the post-World War I era on Germany, the impact of the Treaty of Versailles, and the creation of the *Volk*. His new monograph seems almost a natural extension of the first study.

The basic history is not that different from other works on the Third Reich. Fritzsche's true strengths are the questions that he poses and the way that he uses his unique sources to address these issues. He states early on that "the following pages explore the Nazis' ambition to regenerate national life in Germany and the allied conviction that to do so they needed, on an increasingly gigantic scale, to annihilate life."

He relies heavily on diaries to view everyday life in Germany the way that the German people viewed it. He then uses these observations to try to understand why the German people went along with the Nazis and how much they believed what they were being told. As these accounts unfold, we can see how some Germans descended into fanatical Nazism, while others became increasingly disillusioned.

Fritzsche concludes that many Germans exhibited passive or even lazy attitudes towards Nazi ideology. Germans often agreeing with Nazi rhetoric or not speaking out against Nazi laws seems to be taking the easy road rather than a case of active compliant participation. Through diaries we learn that even the act of saying "Heil Hitler" was viewed by many as egregious, or often ignored in certain settings. This is also true of Nazi propaganda, like the speeches playing in the background at a truck stop that busy German customers didn't even seem to notice. Yet, "as more Germans said 'Heil Hitler!' to one another, it became harder not to respond in kind." Despite this outward appearance of conformity, Fritzsche states that "insiders were never sure whether support for the regime was genuine or halfhearted; the border between true believers and mere opportunists was not clear."