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ABSTRACT

Designed to help local boards of education eliminate biased instructional materials, these guidelines contain (1) a suggested contractual provision which specifies instructional material reflecting the multi-ethnic nature of society, (2) a rationale for the contractual provision, (3) three examples of how textbooks can be analyzed, (4) the Michigan Curriculum Committee's criteria for evaluating human relations content in textbooks, and (5) the book selection and evaluation policies and criteria of the Detroit Public Schools regarding minority treatment in curriculum materials, as well as the Detroit Board of Education's policies about human relations concerns. A policy statement of the Los Angeles City Schools, concerning the screening of instructional materials with regard to their treatment of cultural minorities, is also included. (DD)

Negotiating For Better Schools

GUIDELINES

VOLUME I

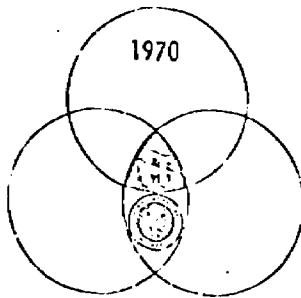
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Eliminating Racial Bias

in

Instructional Materials



Office of Professional Development & Instructional Services

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ELIMINATING RACIAL BIAS IN INSTRUCTIONAL MATERIALS

Compiled and edited by the Office of Professional
Development and Instructional Services, Michigan
Education Association.

Karl Ohlendorf - Assistant Executive Secretary
Patrick Dolan - Instruction Consultant
Joe Hayden - Human Relations Consultant
Howard Belton - Human Relations Consultant
Patricia High - Secretary
Marsha Cosgrove - Secretary
Kathy Johnson - Secretary

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INTRODUCTION

We take it as a fact that instructional materials have an impact on the personal development of the student. It is a recognized fact that until recently producers of instructional materials have neglected to represent the multi-ethnic nature of our society. This lack of balanced treatment of minorities makes the job of the teacher much more difficult. Increasingly, however, appropriate materials are becoming available and even greater efforts by publishers can be expected if practitioners refuse to purchase biased materials.

The utilization of the negotiation process for the elimination of biased instructional materials charges the local board of education with certain responsibilities, but it does not exempt the teacher from discharging his obligation in the area of providing more balanced instructional materials.

This booklet provides the negotiator with a suggested contractual provision, explanatory materials and some aids in the form of examples which should be helpful in the clinical analysis of materials. The implementation which follows the negotiation of the specific provision is, after all, the most important phase of the process.

PART I

SUGGESTED CONTRACT PROVISION

INSTRUCTIONAL MATERIALS

1. INSTRUCTIONAL MATERIALS USED IN THE SCHOOL DISTRICT SHALL REFLECT THE MULTI-ETHNIC NATURE OF OUR SOCIETY AND SHALL EVIDENCE A SENSITIVITY TO PREJUDICE, TO STEREOTYPES, AND TO MATERIALS OFFENSIVE TO MINORITY GROUPS, AS MEASURED BY THE FOLLOWING CRITERIA:
 - a. THE SUGGESTION, BY OMISSION OR COMMISSION, OR BY OVER OR UNDER EMPHASIS, THAT ANY RACIAL, RELIGIOUS, OR ETHNIC SEGMENT OF THE POPULATION IS MORE OR LESS CAPABLE OR MORE OR LESS IMPORTANT IN THE MAINSTREAM OF AMERICAN LIFE IS TO BE AVOIDED.
 - b. OPPORTUNITIES FOR FULL, FAIR, ACCURATE AND BALANCED TREATMENT OF MINORITY GROUPS SHOULD BE UTILIZED.
 - c. RECOGNITION OF MINORITY GROUPS BY FREQUENT PLACEMENT IN POSITIONS BY LEADERSHIP AND CENTRALITY IS NECESSARY.
 - d. BOTH MALE AND FEMALE MEMBERS OF MINORITY GROUPS SHOULD BE DEPICTED IN SITUATIONS WHICH EXHIBIT THEM AS WORTHY EXAMPLES OF MATURE AMERICAN CITIZENS.
 - e. ATTENTION SHOULD BE GIVEN TO THE PRESENTATION OF FULLY INTEGRATED HUMAN GROUPINGS AND SETTINGS INDICATING EQUAL STATUS.
 - f. THE GROUP REPRESENTATION OF INDIVIDUALS SHOULD BE CLEARLY APPARENT AND THE UTILIZATION OF CAUCASIAN FACIAL FEATURES AVOIDED IN SUCH REPRESENTATION WHERE APPROPRIATE.
 - g. BROADLY RANGING, WELL PLANNED, AND COMPREHENSIVE MATERIALS WHICH REPRESENT THE CONTRIBUTION AND ACHIEVEMENTS OF MINORITY GROUPS IN ART, SCIENCE, HISTORY, LITERATURE, AND ALL LIFE AND CULTURE SHOULD BE APPARENT IN THE DESIGN OF MATERIALS.
 - h. LIFE IN CONTEMPORARY URBAN ENVIRONMENTS, AS WELL AS RURAL AND SUBURBAN ENVIRONMENTS, SHOULD BE PICTURED.
2. A MATERIALS CENTER SHALL BE MAINTAINED AND CHARGED WITH THE RESPONSIBILITY FOR SEEKING MULTI-ETHNIC MATERIALS RELATED TO STUDY UNITS BEING TAUGHT. THE CENTER SHALL ALSO DEVELOP AND MAINTAIN A CURRENT LIST OF RESOURCE CENTERS AND PERSONS WITHIN AND OUTSIDE THE COMMUNITY.
3. THE BOARD SHALL PROVIDE NECESSARY IN-SERVICE PROGRAMS AND CONTINUING ASSISTANCE TO ALL STAFF MEMBERS IN THE PROPER UTILIZATION OF THE MATERIALS CENTER AND IN THE SCREENING AND USE OF INSTRUCTIONAL MATERIALS. THE ASSOCIATION SHALL ASSIST THE BOARD IN DEVELOPMENT AND IMPLEMENTATION OF THIS PROVISION.

PART II

RATIONALE

We think that the contractual provision is self-explanatory, but we should point out that paragraph 1 pertains solely to criteria used in the identification of suitable materials. The Appendix gives some concrete examples which may aid a committee in this analysis.

The second paragraph deals with the establishment and maintenance of a materials center. Just as the Doctor is assisted in many ways by nurses and technicians, the teacher requires supportive services such as can be provided by a materials center. By means of the center teachers are not only relieved of work which can be supplied by persons with less training and experience, but duplication of efforts by individual practitioners is avoided.

The third paragraph of the provision recognizes the Board's responsibility to provide clinical help for teachers as part of the Board's continuing responsibility for the in-service education of its teachers. There is an increasing responsibility here which the teachers must accept: Practitioners should insist that professional staff members of a district avail themselves of such an opportunity to develop clinical skills in the analysis of materials once the Board has provided the means. The responsibility of the local education association is clearly recognized in the sentence, "The Association shall assist the Board in the development and implementation of this provision."

A 1968 report prepared by Detroit staff members for the United States Senate Permanent Committee on Investigations noted shortcomings of instructional materials and serves to further explain the criteria set forth in the contract provision:

"The textbooks of the past were clearly and obviously prepared for an undemocratic, exclusive, Caucasian, Protestant-Christian, and native-born majority group audience. Such books generally reflected and, in effect, taught group prejudice and stereotypic thinking. These books either omitted all reference to minority groups or strongly implied that such minorities were less worthy, less capable, less important, and really were outside the mainstream of American life.

"Today there are some textbooks on the market which are indicative of some change and improvement. There are a number of textbooks available which do include some positive references to minority groups. In these books content material which would be offensive to minority groups has been eliminated. In these books there are illustrations of minority group members and of mixed racial groups. Indeed, at first glance, some of these books would appear to be quite satisfactory. However, after careful and thoughtful analysis, most of these books are still found to be unsatisfactory and undesirable despite the minor improvements. Careful and thoughtful page-by-page analysis makes it clear that the new non-traditional textbooks are still far from meeting the real and vital learning needs of all of our children and youth.

"If one reviews numerous textbooks, a clear-cut pattern appears to emerge. This pattern or formula applies to almost all of the newer non-traditional 'improved' textbooks, regardless, of course, of subject area or grade level and regardless of publishing house. There appears to be conscious and deliberate effort to minimize the role of black people and other minority groups in our society and in the development of our civilization. The treatment of the various minority groups can be characterized as only tokenism.

"Consider the treatment of black people in our 'improved' textbooks. The Negro or Afro-American, if included, is usually given a role of secondary and lesser significance. Very infrequently, if ever, does the black individual appear in a position of centrality or leadership. The black characters that are utilized will be mostly stereotypic images from the world of sports or entertainment. Adult Negroes appear very rarely and adult male Negroes are even more rare. The picture of a happy, healthy, wholesome Negro family is never shown. In many instances, illustrations camouflage and consciously confuse racial identification by smudging some color over caucasian features. Black children are commonly pictured alone or with other black children. There are very, very few pictures of fully integrated human groups. Where white and black children appear together, the black children are nearly always in the background or in the periphery of the group. If the writings of Negro authors are used, these will predictably be of Langston Hughes or Arna Bontemps, as though there are no other Negro authors. If a story about a famous Negro is used, there is an excellent chance that it will be about Harriet Tubman or George Washington Carver or Jackie Robinson, as though no other Negroes played significant roles in life and history. The pattern is sure, plain, and unmistakable--a minimization of the black man and his role in our society either through the techniques of omission or tokenism.

"Textbooks and other curriculum materials constitute highly consequential elements in the total educational environment. They affect the life and learning of our young people in critical ways.

"All text material--whether intended or not--affect knowledge, attitude, and skills. The majority and minority group youngsters do not learn about themselves only in social studies textbooks which delineate the problems and progress of human society. Literature books and music books also teach a great deal about group and intergroup life--in the very matter of inclusion or exclusion of selections, in the quality and quantity of representative choices, in clear or unclear group identification, in the position and placement of the material, in the textual content, in the editorial comments, etc. Text or typewriting also teach a great deal more than spelling or math or homemaking or typewriting. Consciously or unconsciously, directly or indirectly, in ways that are sometimes obvious and sometime subtle, the content and illustration of text materials teach the learner much about himself and about his racial, religious, ethnic, and social class group, and about his life expectations and his life chances. Whether the lesson is implied, suggested, stated, or declared, the learner learns the lesson. Whether in the lines or between the lines, it does not take long for the student to 'get the message'; it came in 'loud and clear.'

"Who would deny that a negative image reinforced over and over again in textbook after textbook, in grade after grade, must affect powerfully the learning experience of the child? Considering this treatment of black people in our 'improved' textbooks, what can we expect of a black child or youth who does not 'see himself' in the learning tools? What can we expect of a black child or youth who views the learning tools as irrelevant to him and to his life experience? We can certainly expect that a tremendous psychological barrier is thereby created. This child feels by what he does see and by what he does not see in the textbook that he is a 'left-out.' He is separate and apart from the mainstream. He feels that he is one more reason for this child to develop a largely self-concept without pride in himself or his group, and without much hope. What happens to this black child's motivation? What happens to this black child's sense of identification with the entire educational process? What happens to this black child's attitude towards our society and his stake in it? And it is of special and particular importance to realize that in the process not only is the black child being taught a negativism about himself; the white child is also being taught a negativism about the black child."

PART III

APPENDIX

Here are three examples of how textbooks can be analyzed. These examples have been taken from: TEXTBOOK REPORT, Prepared for U.S. Senate Permanent Subcommittee on Investigations by Detroit Public Schools staff members; Publication 1-112; Intergroup Relations Department, School-Community Relations Division, Detroit Public Schools, 1968. We think they are excellently done and say something about approaching the problem systematically.

Example 1

Kottmeyer & Claus. Basic Goals in Spelling (Series: Grades 2-8)
(McGraw-Hill Book Company, 1968)

Book 6
Sequence B

This speller was selected for a more detailed documentation, as tabulated below, because it vividly illustrates the several patterns more or less evidenced in this set and most other textbooks. Some of the more significant patterns are: (1) the central, dominant position of white human figures; (2) the virtual absence of the black adult, particularly the male, despite the fact that a wide variety of vocational roles are depicted; (3) the usual token or even segregated pattern of human relationships within group settings, e.g., Ron Rulemaker is shown with three male adult role models--all white.

	<u>PRIMARY OR CENTRAL FIGURES</u>	<u>SECONDARY FIGURES*</u>
Intro.,		
Page 3	white boy (Ron Rulemaker)**	
Unit 1	" " structural steelworker	Negro boy at chalkboard
2	" " metal worker	Oriental girl (?)
3	" " bulldozer operator	group of 3 girls, 1 Negro
4	" " truck driver, w/white man	-
5	" " lineman	intercultural grouping
6	-	-
7	" " fisher, w/white man	intercultural grouping
8	" " farm tractor driver	white boy astronomy hobbyist
9	" " stock boy w/? customer	-
10	" " cane cutter	group of 3, incl. 1 Negro
11	" " farm laborer	-
12	-	-
13	" " fruit picker	-
14	" " cannery worker	intercultural grouping
15	" " baker	intercultural grouping
16	" " chef	Negro boy student
17	" " waiter	-
18	-	-
19	" " police officer	Negro girl
20	" " gas station attendant	-
21	" " television camera operator	-
22	" " bank teller	-
23	" " carpenter	-

* Tertiary figures (pen-sketched) are not specifically herein tabulated, because in comparison to the central and secondary figures, they are very much overshadowed.

**Ron Rulemaker is the recurring central figure, reddish-blond and fair, appearing in the following "World of Work" roles. Of course, by selecting one kind of youth (also in the two previous books), the prevalence of this racial type is a foregone conclusion. The question remains: Why, if such a racially-loaded technique is employed, are all the paragons white?

	<u>PRIMARY OR CENTRAL FIGURES</u>	<u>SECONDARY FIGURES</u>
(cont.)		
Unit 24	-	-
25	white boy weather technician	-
26	" " astronomy hobbyist	-
27	" " surveyor	-
28	" " forest ranger	white boy at chalkboard
29	" " orchestral conductor	-
30	-	-
31	" " chemist	-
32	" " legislator	-
33	" " flight control tower worker	white grouping
34	" " veterinarian w/white client	-
35	" " dentist w/white patient	-
36	-	white grouping

Example 2

Robinson, Helen M. and others. Dimensions (Book 7)
(Scott, Foresman and Co., 1967)

I. Findings and Conclusions:

This seventh-grade literature book has the stated purpose of presenting "a wide-angled view on human experiences." The evidence below indicates otherwise with respect to black Americans.

II. Content:

Of the many stories included in this book, only one is by and about a Negro-American, W. C. Handy. It perpetuates the stereotype of the Negro musician. The significance of the two "Negro-American" poems is lost to the reader without the judicious use of annotations. And the three poems by the Johnsons, pp. 349-351, are non-racial in message. Thus, even with five poems by Negroes and one about a Negro, the struggle of these Americans, and its significance, can be easily lost to the reader.

As the italicization below indicates, there is nothing in the first 335 pages with which the Negro student can racially identify. His first opportunity in this respect is the photo essay on pp. 336-9 showing primitive African tribesmen!

(Prose and verse having some identifiable ethnic traits)

<u>Page Numbers</u>	<u>Description</u>
79 - 91	- story with Arabic secondary characters.
187 - 198	- story with Swiss central character
224 - 229	- colorful photo essay of Thailand, "land of the free"
230 - 242	- story about a Thai family
338 - 339	- photo essay of sculptures of primitive African and Asian human figures
340 - 348	- innocuous autobiographical sketch by W. C. Handy
349 - 351	- three non-racial poems by Herbert C. and Georgia D. Johnson, Negro poets
369	- poem "The Heritage" by Abbie Farwell Brown
370 - 385	- story of ancient Egypt
386 - 390	- story of archaeologists in Egypt
399 - 411	- story of Sparta
412 - 429	- story of ancient Greece
438 - 449	- story of German inventor of movable-type Gutenberg
450 - 454	- choral reading, "Four Faces on a Mountain," greatly overstated, e.g., "love of its fellowmen," "unity of purpose," etc., esp. p. 454, contrary to Negro experience in America
455 - 456	- poem about a heroic Negro navy "mess-attendant" in World War II, reminiscent of Kipling's Gunga Din

<u>Page Numbers</u>	<u>Description</u>
457	- poem, "Lift Every Voice," by James Weldon Johnson. The historical and current significance of this verse is not mentioned.
459 - 553	- story of prehistoric England

III. Illustrations:

Quantitatively, of the many illustrations of which approximately forty-five are racially identifiable, only four or five include Negro or black human figures--for a total of 11 or 7% black figures out of a grand total of about 158.

Qualitatively, of those illustrations containing Negro or black figures, nearly all are stereotypical--African primitives, a Negro musician, and Negro basketball players. The treatment accorded the natives of Thailand is several levels above that of the black man.

(Photos and non-photos, including cartoons, which are clearly distinguishable as to race and/or ethnic background)

<u>Page Numbers</u>	<u>White</u>	<u>Negro</u>	<u>Other</u>	<u>Remarks</u>
181	1	-	-	astronaut
199	1	-	-	Naismith
202-3	9	-	-	basketball team
208	12	-	-	Gilbrath
211	1	-	-	"
217	14	-	-	"
222	1	-	-	"
225-9	(6 color photos of many Thais)			
246	3	-	-	cartoon
257	2	-	-	"
260	2	-	-	"
269	2	-	-	family
274	3	-	-	"
289	1	-	-	Galileo
297	11	-	-	Florentines
305	1	-	-	Lister
319	1	-	-	Mark Twain
331	2	-	-	Tom and pal
332	1	-	-	Hoffman
338-9	-	4	2	Sculptures
341	-	1	-	W. C. Handy as youth
353	1	-	-	Fr. Flanagan
359	5	-	-	boys
364-5 (a)	6	3	-	classroom
(b)	2	-	-	lab
(c)	2	-	-	auto shop
(d)	3	-	-	bakery
(e)	4	-	-	barber shop
(f)	2	3	-	basketball court
(g)	many	few if any	-	outdoors

Page Numbers	White	Negro	Other	Remarks
395	-	-	1	Egyptian head
410	1	-	-	Spartan figure
431	6	-	-	medieval
436	8	-	-	"
480	1	-	-	prehistoric
533	15	-	-	"
546	7	-	-	"
546	1	-	-	"
548	3	-	-	"
<u>549</u>	<u>7</u>	<u>-</u>	<u>-</u>	"
TOTALS 45 (approx.)	143 or 90%	11 or 7%	3 (plus Thais) or 3%	

Example 3

Suppes, Patrick. Sets and Numbers (Singer Mathematics Program)
(The L. W. Singer Co., 1966)

I. Findings and Conclusions:

This book is intended for the upper-elementary mathematics student. It uses a profusion of illustrations, showing human figures in many and varied situations, obviously as motivational devices. If this is the case, there are very few motivational ingredients for the Negro pupil.

II. Content:

The content contains nothing of a human-relations aspect. Because of the neutral subject matter, this is to be expected.

III. Illustrations:

As the following documentation evidences, the illustrations in this book do not portray Negro pupils or adults in a representative manner. At best there is some token inclusion of minority-group types, though bordering on stereotypes.

The first tabulation (#1) of "central figures" shows a virtual exclusion of Negro children as centers of attraction or movers of action. Of approximately twenty instances, one girl is Negro and one boy is "other," probably Asian.* There is not a single Negro boy depicted as a central figure.

The second tabulation (#2) of "children and pupils in groupings" shows that the title page is quite representative of the entire book. Eight, or twenty percent, of forty illustrations are white with the Negro and "other" children serving only in secondary or peripheral roles--with two exceptions. Also, while there are many instances where boys and girls are shown together, they are all of the same race.

The third tabulation (#3) of "adult figures and family groups" is similar in pattern to #1 and #2. The Negro, particularly the adult male, is seen as a token figure if at all. With one or two exceptions, many opportunities for accuracy, fair treatment, model figures, and counter-stereotyping were missed.

In sum, the illustrative material of this volume for both white and Negro students is racist in character.

Tabulation #1 - Central Pupil Figures:

- p. 18 white boy at a console
- p. 28 white boy at a console

*The shading technique to suggest racial differentiation is very uncertain.

- p. 37 white girl at board
- p. 38 black girl reading
- p. 40 white boy reciting
- p. 41 white girl in lab
- p. 52 white boy with tinkertoy
- p. 61 oriental boy at refrigerator
- p. 71 white boy basketball player
white girl flower arranger
- p. 136 white boy coin collector
- p. 166 white girl at piano keyboard in "nice" living room
- p. 172 two individual white boys
- p. 202 white girl
- p. 221 white stock boy
- p. 277 two individual white boys

Summary: Eleven white boys (including two pairs of white boys), no black boys, one oriental boy, five white girls, one black girl.

Tabulation #2 - Children in Groupings:

- p. 9 three white children playing monopoly
- p. 16 several playing volleyball with three peripheral Negro girls
- p. 25 three boys playing marbles--one white, one Negro, one other
with white central figure
- p. 27 white boy and girl (four frames)
- p. 30 white boy and girl
- p. 31 white boy and girl
- p. 32 white boy and girl
- p. 33 first frame--two white girls, second frame--one white boy,
one Negro boy
- p. 34 two white boy ticket buyers
- p. 35 first frame--two white girls, second frame--two white boys
- p. 36 white boy and girl
- p. 42 four frames of white boy and girl
- p. 61 white boy and two white girls playing hide and seek
- p. 62 white boy and girl
- p. 68 white boy and girl
- p. 82 three white boys
- p. 97 two white boys buying candy
- p. 98 five boys playing marbles with one Negro and one oriental on
the periphery
- p. 109 white (?) Little Leaguers
- p. 138 four boys "weighing in" including one Negro
- p. 141 excellent camping setting of boys with men; racially integrated
- p. 145 white girl scouts at camp site
- p. 175 white boy and girl
- p. 203 white and Negro boy eating watermelon at camp
- p. 222 white boy and girl with white bus driver
- p. 227 two white boys as sidewalk superintendents (three farmers)
- p. 230 two groups of children, all white

- p. 231 two white and one "other" boys
- p. 267 two white girls
- p. 271 three white girls playing dolls
- p. 274 group of seven pupils, including one Negro and one "other" on periphery
- p. 275 same as p. 274
- p. 312 two white boy cyclists

Tabulation #3 - Adults and Family Groups:

- p. 3 white "chemist"
- p. 21 white astronaut in space (also pp. 75, 93, 114, 137, 143, 153, 211, 229, 252, 253, 265, 322, 324, 325)
- p. 34 white ticket cashier
- p. 69 three men including one Negro at console
- p. 70 white male cashier
- p. 71 two white baseball players and umpire
- p. 97 white candy store proprietor
- p. 138 white lady shopper
- p. 141 excellent camping setting of men w/boys; racially integrated
- p. 172 international air terminal scene marred by typical Negro "sky cap"
- p. 207 white mother baking
- p. 271 white bus driver with white boy and girl
- p. 227 two white carpenters being watched by two white boys
- p. 223 white family on camping trip, around which six story problems are presented
- p. 236 two white men at consoles
- p. 268 white scientist
- p. 270 one Negro and one white data analyst
- p. 287 an "other" family going on a trip
- p. 288 white father and son and white gas station attendant
- p. 291 amusement park scene with only one Negro mother and daughter; everyone else is white including a family group
- p. 317 white family setting
- p. 319 Negro (?) family group strolling (race is questionable)
- p. 321 white family
- p. 322 two white astronauts splash down, assisted by three white frogmen
- p. 324 white hero astronaut on board a space ship with a white crew (at least all three central figures in the crew are white)
- p. 325 two white astronauts in tickertape parade escorted by white (?) motorcycle policemen

MICHIGAN CURRICULUM COMMITTEE

The Michigan Curriculum Committee on Better Human Relations has prepared the following Criteria for the Evaluation of Human Relations Content in Textbooks as a guide for educators throughout the state who wish to choose, from the many textbooks available, those; which transmit to children the democratic value system of respect for diversity.

The Committee recognizes that not all criteria are equally applicable to all subject fields. Individual book selection committees may wish to discuss the guide and decide which questions can reasonably be asked about the books under consideration. Questions more directly related to the human relations content of a specific subject matter area may be added in the blank spaces provided.

It is recommended that human relations content, both in text and illustrative materials, be an important part of the total criteria used in making a judgment. This guide attempts to focus on a few questions which can be used to examine human relations content.

CRITERIA FOR THE EVALUATION OF HUMAN RELATIONS

CONTENT IN TEXTBOOKS

The written word, from its earliest beginnings of crude pictures etched in stone to its many modern forms, has always been used to convey concepts in addition to recorded knowledge. Through books, man has transmitted ideas, beliefs, and attitudes from one person to another and from one generation to the next. The books children read are a part of their environment, a part of their learning experiences, and thus a part of themselves.

In order that children may learn the highest ideals of a democratic society, all textbooks used in the schools of our nation should be carefully examined to insure that respect and dignity is accorded to all groups within the society and that the racial, religious, and ethnic plurality of our nation is presented in an accurate and unbiased manner. In both the content and illustrative materials, textbooks should:

- ... Support the concept of the brotherhood of man.
- ... Recognize the commonality of basic human needs.
- ... Develop appreciation for the inherent worth of the individual.
- ... Strengthen belief in democratic values.
- ... Present diversity of race, custom, culture, and belief as a positive aspect of our nation's heritage.
- ... Contribute to intergroup understanding.

In order to determine how well a specific textbook meets these criteria, the following questions may be asked.

DOES THIS BOOK:

1. Avoid the use of stereotypes and caricatures in portraying group differences and group characteristics?
2. Appear to be free of unnecessary language or material which would tend to offend any racial, religious, or ethnic group?
3. Clearly indicate through illustrations and/or content the fact that America is a multi-racial nation?
4. Give adequate representation to the contributions of the many racial, religious, and ethnic groups which are a part of our society?
5. Indicate that within each group there is a wide range of individual differences?
6. Present the environmental and historical influences which have been instrumental in developing group differences where they exist?
7. Portray each culture, race, and ethnic group in a manner which will develop understanding, acceptance, empathy, and respect?
8. Present the forces and conditions which have worked to the disadvantage of minority groups, so that the student is led to make accurate and unbiased judgments regarding intergroup conflicts?
9. Present an analysis of conflict situations honestly and objectively with emphasis on possible solutions to intergroup tensions?
10. Help children recognize prejudice as something which prevents mutual understanding and appreciation for the rights of others?
11. Provide motivation for children to examine their own attitudes and behavior in relations to their democratic values?
12. Help children develop wholesome democratic values and note their importance to good citizenship and to a happy life?

Most of the above questions are general and can be applied to textbooks of more than one subject area. Book selection committees may wish to develop additional questions which would be specific for the particular curriculum area or grade level for which the book is being chosen.

CRITERIA FOR SCREENING CONTENT OF NEW INSTRUCTIONAL
MATERIAL WITH REGARD TO THEIR
TREATMENT OF CULTURAL MINORITIES
(Los Angeles City Schools)
POLICY STATEMENT

The Los Angeles City Schools seek to develop in each individual the desire to "learn to live and work harmoniously with others." Point of View states that the individual who is accomplishing this purpose acts, in accordance with his age, ability, and experience, in such a way that he "respects individual character and achievement, regardless of race, religion, national background, and socioeconomic status" and "recognizes that people have the right to be different and to have their right respected."

The Los Angeles City Schools conform with the provisions of Section 8452 of the California Education Code, which states:

"No textbook, chart, or other means of instruction adopted by the State, county, city, or city and county boards of education for use in the public schools shall contain any matter reflecting upon citizens of the United States because of their race, color, or creed."

CRITERIA

The staff of the Los Angeles City Schools will continue to select books and other instructional material appropriate to the maturity of pupils and in accordance with established criteria:

1. Does the content help to develop understanding, respect, and appreciation for the dignity and worth of all people?
2. Does the content reflect the fact that American society is the product of the interaction and contributions of many groups-- racial, ethnic, religious, and social?
3. Does the treatment of historical and contemporary material accurately present the participation of minority groups in American life?
4. Does the content include graphic and verbal illustrations that reflect the many different groups that make up American society?

5. Does the treatment of content avoid stereotyped concepts of race, religion, national origin, ancestry, or socioeconomic status?
6. Does the content refrain from implications which are derisive or degrading to any of the groups which make up American society?
7. Is the treatment of content consistent with the findings of recent and authoritative research concerning the minority groups in our culture?
8. Do unresolved intercultural problems in the United States, including those which involve prejudice and discrimination, receive candid treatment, or are they rationalized, distorted, or ignored?

July, 1969

DETROIT PUBLIC SCHOOLS
OFFICE FOR IMPROVEMENT OF INSTRUCTION

BOOK SELECTION PROCEDURES

I. General Policies

In Michigan, the selection of books is left to the local school districts; and there are no state-adopted or state-printed textbooks.

The Detroit Board of Education provides textbooks free for use by pupils in grades K-10. These are purchased and distributed through General Stores. Pupils in grades 11 and 12 in senior high schools are expected to purchase their own textbooks. These books are purchased and distributed through high school stores, a self-support item in budget, and are sold in secondary school bookstores. The Board of Education does, however, provide free textbooks to indigent pupils.

Books are selected in three broad categories: basic and limited basic texts, supplementary, and library. Library books are those purchased for placement and use in school libraries. Basic textbooks are those used for particular subjects and grades. Limited basic texts are those used in specified schools and subjects. Supplementary books are those used as aids in instruction and usually are provided in relatively small quantities per class.

Detroit Public Schools encourage teachers to seek for supplementary materials which will enhance the creativity of educational experiences in the classroom. A review procedure is provided which expedites inclusion of qualified materials on the approved list.

II. Textbooks

Only approved basic texts as adopted by the Board of Education, or limited basic texts and/or materials as approved by the Office for Improvement of Instruction shall be used for class instruction in all subject-matter areas. The use of approved supplementary books, experimental texts and materials in lieu of the basic text, or the conduct of a class without basic textbooks must be approved by the Office for Improvement of Instruction, the Division of School-Community Relations, and the department head with responsibility in the subject area concerned. A list of adopted basic textbooks for the schools is provided in September Principals' Notes each year. Textbooks are categorized as follows:

A. Basic Texts

Basic textbooks are those which are formally adopted for city-wide use in regular courses. Adoptions are further designated as single and multiple, depending on the number of titles approved for basic use. No other books, including supplementary books, may be used as basic textbooks without special permission--for experimental purposes or other valid reasons.

B. Limited Basic Texts

Limited basic textbooks are those which are used for specialized electives, honors and advanced placement classes, remedial courses, and special curricula involving only selected schools.

C. Supplementary Books

Supplementary books are those which are used in classrooms for other than basic instruction; they include classics, enrichment texts and readers, books for reference shelves, references for teachers, and books for classroom libraries. A card file of titles of all approved textbooks and supplementary books is kept in the Office for Improvement of Instruction.

III. Selection of Basic Textbooks

These are the books used for basic instruction. Each year of a five-year cycle certain courses are "opened" for adoption of new texts. The concept of having a five-year review of all adopted textbooks is fundamental to the improvement of instruction, since this forces a consideration of current philosophy, techniques, and materials. Recommendations for new adoptions are made by the supervisory departments concerned and are reviewed by the associate superintendent in the Office for Improvement of Instruction, who forwards the recommendations to the Curriculum Council for review and subsequently to the superintendent for approval.

The procedure in the selection of new texts may be described as follows: Announcements about forthcoming adoptions are made in the Principals' Notes. Teachers and administrators are invited to apply to serve on the selection committees. These applicants are considered when the superintendent appoints a textbook selection committee for each course under consideration. The members of each committee are well qualified in the subject field being reviewed, are selected from the Detroit Public Schools' contract instructional staff, are geographically selected, and are adequately representative of sexes and minority groups. The size of the committee depends upon the size and complexity of the subject-matter area, its place in the curriculum, the number of books to be examined, and the number of grades covered. The subject-matter supervisor or director generally serves as chairman of the committee. The director of the department, the associate superintendent in the Office for Improvement of Instruction, and the deputy superintendent for administration serve as ex-officio members. When texts are used in only a few classes, a similar procedure is followed, but with smaller committees.

All textbook publishers qualified and registered to sell textbooks in Michigan are notified by letter of the courses for which new basic texts are to be chosen, are given a description of policies and procedures for book selection and adoption, and are invited to indicate whether they have texts they wish to have considered. They are asked to furnish sample copies to the members of the committee.

The committee reviews the overall objectives of the subject and course and establishes criteria which will aid in the textbook evaluation and selection. This statement of criteria includes the Board of Education policy regarding treatment of minority groups. The committee may arrange meetings for presentations by publishers' representatives. The representatives are asked not to call on the committee members other than supervisors, but they are free to send analyses and other materials to all committee members.

Applying the previously developed criteria, the committee critically examines and evaluates all textbooks and supplementary materials submitted. After careful consideration, the committee arrives at a recommendation for the basic textbook or textbooks. The final selection of each committee is submitted to the Division of School-Community Relations for further screening in the light of the criteria set in the Board of Education policy regarding treatment of minority groups. With this approval, the recommended books are submitted by the Office for Improvement of Instruction to the superintendent for final approval by the Board of Education.

After two years of use, or such time as the teachers are thoroughly familiar with the new texts, the supervisory department asks the schools using the newly approved text to indicate the text's areas of strength and weakness in achieving the goals of the course or activity for which the text was selected. The supervisory department concerned uses this evaluation in the formation of criteria and procedures in future selections.

If, within the five-year period, the publisher revises a textbook that has been adopted, the revision may be purchased and used providing (1) the supervisory department concerned states after examination that the revised edition can be used in a class, along with the original edition as adopted, without undue inconvenience; and (2) the publisher states, in writing, that he will not interpret acceptance of the revised edition as a new adoption.

IV. Limited Basic Texts

Since limited basic texts are limited in use to specialized courses in a smaller number of schools, their selection is generally made by small and informal committees of teachers, or they may be selected from the approved supplementary list upon the recommendation of the supervisors concerned, and the approval of the Office for Improvement of Instruction.

V. Supplementary Book Selection and Approval

These are books used in classrooms for other than basic instruction (classics, enrichment texts and readers, books for reference shelves, classroom libraries, etc.). Since smaller quantities of these books are purchased, a simpler procedure for listing is followed.

The processing of supplemental books for use in the classroom is accomplished in the following manner:

Three classroom teachers or other instructional staff members will read each book and sign the recommendation form certifying that the content of the book has instructional value, that it is "in good taste," and that it treats minority groups in a fair and balanced manner.

The supervisor concerned will review the book in the light of established EVALUATION CRITERIA: MINORITY TREATMENT (copy attached) and if he approves, add his signature to the recommendation.

It is obvious that every book and item of instructional material may not meet all of the criteria. It is necessary, however, that the instructional material for a course show evidence of a sincere effort to conform to the criteria.

The signed recommendation forms and a copy of the book then go for final approval to the director or divisional director of the subject-matter department, and for final processing to the Office for Improvement of Instruction. The books are processed as follows:

- A. Those requested for classroom use and sale through high school stores are submitted to the Board of Education in the same manner as textbooks.
- B. Those representing limited purchase for reference shelves, classroom libraries, and smaller sets are forwarded to the Purchasing Department and Inventory Control with approval to purchase. The titles are compiled into special supplementary lists twice each year and sent to members of the Board of Education.

New editions of supplementary and reference books already on the approved list may be considered to be on the approved list without further specific action.

Any book on the supplementary list may be purchased up to 20 copies for any given teacher or room; any book on the "library list" may be purchased up to 10 copies for any given teacher or room.

VI. Encyclopedias and Unabridged Dictionaries

Encyclopedias and unabridged dictionaries are listed for general stores purchase on recommendation from special committees representing the Department of School Libraries and the supervisory departments most concerned. Approval is secured from the associate superintendent in the Office for Improvement of Instruction, the superintendent, and the Board of Education.

VII. Books for Experimental Use

A limited number of books may be approved for use in an experimental program on recommendation of the supervisory department involved and the administrative offices concerned. If an experimental program or instructional material is approved for continuation beyond the first year, it should be reapproved only for the schools in the experimental program.

VIII. Library Books

The Department of School Libraries annually compiles a book list from which librarians order books for their school libraries. The list includes classics, titles of perennial importance, and new books of recognized merit. The final list is a result of careful examination and evaluation of publishers' samples which arrive daily, of titles which are approved at the Detroit Public Library, and books recommended by teachers or administrators. Three book selection committees, made up of librarians from each level--elementary, junior high, and senior high school--carefully examine and evaluate each book before it is recommended or rejected. Critical reviews in professional periodicals are studied carefully in an effort to keep informed on current important titles and also to take advantage of the reviews of experts. When library book selection committees are in doubt about the value of a book on a specialized subject, the book is referred to the supervisor in that subject-matter area for evaluation.

In an effort to keep the book list current, revisions must be made constantly. Titles which are obsolete, out of print, or no longer useful or popular are removed and new titles are added.

The mimeographed book list which is distributed to all schools contains approximately 10,000 titles. It is the responsibility of each librarian to select books which are appropriate for his own school within the limits of his allocation for library books.

IX. Special Review and Evaluation of Instructional Material Not on Approved List

In general, the approval, purchase, and use of supplementary instructional material will follow the procedures described in Section V above.

In the event that a serious question is raised about the use of supplementary instructional materials which have not been approved for classroom use, a "streamlined" procedure will be followed which, within one week's time, will provide either ex post facto approval or a prohibition of further use in the classroom of the materials in question.

In secondary schools, the subject-matter department head and the principal will present a written evaluation of the material in question with recommendations for its continued approved use or its discontinuance to the associate superintendent in charge of the Office for Improvement of Instruction.

In elementary schools, the principal and the subject-matter supervisor will prepare the written evaluation with recommendations.

The material and the above mentioned evaluation will be considered by a special committee appointed by the superintendent. The committee will be composed of the following:

Deputy Superintendent for School-Community Relations

Associate Superintendent for Improvement of Instruction

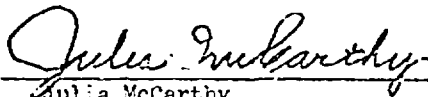
Divisional Director(s) of Subject-Matter Department(s)
Concerned

A classroom teacher with at least two years of experience of teaching in the same subject and grade where the questionable materials were used.

A knowledgeable lay person outside the immediate school community who can bring an objective point of view to the evaluation.

The committee will present its recommendation to the superintendent for appropriate action within one week after the issue is raised.

Approved



Julia McCarthy
Deputy Superintendent
Division for Administration
of Schools

EVALUATION CRITERIA: MINORITY TREATMENT

Following is a list of criteria on which educators can evaluate most if not all curriculum materials. It was prepared jointly by the Office for Improvement of Instruction and the Division of School-Community Relations. (This topic was a chief concern of the October 4-6 Waldenwoods Workshop on "Racism in Textbooks.")

While not all 15 criteria will be applicable in every case, the questions raised by them do focus upon basic considerations in the materials that we use in the education of our children.

Do the curriculum materials--

1. Give evidence on the part of writers, artists, and editors of a sensitivity to prejudice, to stereotypes, and to the use of offensive materials?
2. Suggest, by omission or commission, or by over-emphasis or under-emphasis, that any racial, religious, or ethnic segment of our population is more or less worthy, more or less capable, more or less important in the mainstream of American life?
3. Provide abundant, but fair and well-balanced, recognition of male and female children and adults of Negro and other minority groups by placing them in positions of leadership and centrality?
4. Exhibit fine and worthy examples of mature American types from minority as well as majority groups in art and science, in history and literature, and in all other areas of life and culture?
5. Present a significant number of instances of fully integrated human groupings and settings to indicate equal status and non-segregated social relationships?
6. Make clearly apparent in illustrations the group representation of individuals -- Caucasian, Afro-American, Indian, Chinese, Mexican-American, etc. -- and not seek to avoid identification by such means as smudging some color over Caucasian facial features?
7. Delineate life in contemporary urban environments; as well as in rural or suburban environments, so that today's city child can also find significant identification for himself, his problems, and his potential for life, liberty and the pursuit of happiness?
8. Portray racial, religious, and ethnic groups, with their similarities and differences, in such a way as to build positive images?
9. Emphasize the multi-cultural character of our nation as having unique and special value which we must esteem and treasure?
10. Assist students to recognize clearly and to accept the basic similarities among all members of the human race, and the uniqueness and worth of every single individual, regardless of race, religion, or socio-economic background?

11. Help students appreciate the many important contributions to our civilization made by members of the various human groups, emphasizing that every human group has its list of achievers, thinkers, writers, artists, scientists, builders and statesmen?
12. Supply an accurate and sound balance in the matter of historical perspective, making it perfectly clear that all racial, religious and ethnic groups have mixed heritages, which can well serve as sources of both group pride and group humility?
13. Clarify or present factually the historical and contemporary forces and conditions which have operated in the past, and which continue to operate to the disadvantage of minority groups.
14. Analyze intergroup tension and conflict fairly, frankly, objectively, and with emphasis upon resolving our social problems in a spirit of fully implementing democratic values and goals in order to achieve the American dream for all Americans?
15. Seek to motivate students to examine their own attitudes and behaviors, and to comprehend their own duties and responsibilities as citizens in a pluralistic democracy--to demand freedom and justice and equal opportunity for every individual and for every group?

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DETROIT BOARD OF EDUCATION POLICIES AND PRACTICES

Related to Human Relations Concerns

By-Laws of the Board of Education

On November 24, 1959, the Detroit Board of Education took official action to include the following statement in its By-Laws:

The School District of the City of Detroit shall not discriminate against any person or group because of race, color, religion, creed or national origin. This By-Law shall have application to all school functions, operations, activities and to the use of the facilities of this system.

Intercultural Policy for the Detroit Public Schools

On January 9, 1945, the Detroit Board of Education approved an "Intercultural Policy for the Detroit Public Schools." This policy is printed in the Administrative Handbook and in The Human Touch, both of which are in every school. See Appendix A.

Fair Employment Practices Act

On January 24, 1956, the Detroit Board of Education took action to affirm that "the rules and regulations of the Fair Employment Practices Act be accepted as the practice and policy of the Board of Education."

Selection and Assignment of Teachers

The Citizens Advisory Committee on School Needs recommended in 1958 "that the following Board policy be reaffirmed and vigorously enforced: In the recruitment, selection, assignment, transfer and promotion of all personnel there is to be no individual or group discrimination because of race, color, religious belief or place of birth of the individual or group concerned. The citizenship requirement for employment should be continued." This recommendation was approved as official policy by the Detroit Board of Education.

Teachers in Detroit are hired and assigned to teaching positions without regard for race. Approximately 25% of the contract staff is Negro.

New teachers are placed on the eligibility list for their subject area specialization on the date when they are approved for placement. When a vacancy occurs, it is offered to the first person on the list. See Appendix B for the complete procedure.

Career Teacher Transfers

Teachers who have had no previous experience are, under ordinary circumstances, kept in their initial teaching assignment for three years. At the end of that time, they achieve "career teacher" status and may be reassigned to a position in a different location which will provide them with a varied teaching experience. They are expected to remain in their second position at least two years, when they may, if they wish, request a transfer through regular channels. See Appendix C.

Emergency Substitutes in Regular Positions (ESRP)

"By action of the Board of Education from this time on all who are considered for teaching will be expected to qualify on the same standards and by the same procedures, whether it be for contract or substitute teaching."

Administrative Handbook, II-14.

ESRP's are fully qualified and certificated teachers, who, for some reason, are assigned to a school on a temporary basis. Sometimes, a recent college graduate is assigned as ESRP until all records are cleared and then continues in the assignment as a contract teacher. Other ESRP assignments are made to hold a position for a regular contract teacher who may be on illness leave, but is expected to return. In some instances, an ESRP is assigned to a vacancy because a contract teacher cannot be found for that particular subject matter at the moment. Very often, the teacher who is assigned as ESRP is a person who, for personal reasons, does not wish to take a permanent position.

School Attendance Areas

Under the Michigan School Code, the Board of Education has the authority to establish attendance areas within the school district. The Citizens Advisory Committee on School Needs recommended in 1958 that:

"A complete analysis be made immediately of all school boundaries within our city for the express purpose of establishing school districts that will be based on these major principles: safety of the child; distance involved; efficient use of school plane; and the inclusion of all ethnic, racial and religious groups residing in each school area."

(School-Community Relations Recommendation #4)

The Detroit Board of Education has approved this recommendation as policy and it is the basis upon which decisions are made regarding boundaries of local school attendance areas.

Bussing of Students from an Overcrowded School

As a measure to relieve overcrowded conditions and to provide all children with a full day of adequate education, it is sometimes necessary to transport elementary school children from their local school to another.

In such cases, it is the policy to bus children by geographic area, rather than by grades. Within the receiving school, bussed in children are grouped in the same manner and on the same basis as are the children who walk to school.

Children are bussed to the nearest school with available space without regard to the racial composition of the receiving school or of the children who are to be bussed. See Appendix D.

Open Schools - Transfer Policy

Near the end of each school semester, a list of schools with excess capacity is prepared and distributed to any interested person. A newspaper release is made so that this list is given wide publicity. Any parent in the city may request a transfer for his child to one of the schools listed as having excess capacity. It is not necessary to give a reason.

Under special conditions, children are also granted transfers to schools not listed as having excess capacity. See Appendix E for a complete statement of the transfer policy.

Detroit also has a number of high schools such as Cass and Wilbur Wright which enroll students from all areas of the city.

Apprentice Training Program

The Detroit Board of Education operates an apprentice training program as a service to the community and to the young adults who participate. While the Board of Education does not select the apprentices who take part in this program, it does recognize its responsibility to insure that this opportunity be open to all who qualify without regard to race, creed or ethnic origin. Consequently, the Board requires each local apprentice council to file a statement of non-discriminatory practice and to guarantee compliance with Board policy of non-participation in any discriminatory program. See Appendix E.

Textbooks and Other Instructional Materials

The Detroit Board of Education has adopted a policy statement on "The Treatment of Minorities in Textbooks and Other Instructional Materials" which serves as a guide to book selection committees and publishers who submit materials for examination in Detroit. See Appendix G.

Statement on Non-Discrimination in the Schools

The Teachers' Bulletin, Number 3, published by the Board of Education in 1962 and distributed to all teachers and administrators contains a statement of "Non-Discrimination in Schools" which is broad enough to have application to all phases of the school program. See Appendix H.

CRITERIA FOR EVALUATING THE TREATMENT OF MINORITY GROUPS
IN THE SELECTION OF TEXTBOOKS AND
OTHER CURRICULUM MATERIALS

Educators have a major responsibility for the kind and quality of textbooks and other curriculum materials used in the learning-teaching process.

As responsible and dedicated educators in a democracy, we must bring our influence and strength and commitment and wisdom to bear. We must insist upon the production, selection and use of the finest learning materials that our writers and artists are capable of creating for the education of all of our children--black and white, rich and poor, rural and urban and suburban, Catholic and Protestant and Jewish, Indian and Puerto Rican and Japanese-American and Spanish-American--all of our children without exception.

Textbooks and other curriculum materials are vitally important to the learner and his learning. These materials are relevant to the student's life experience, or they are not. These materials give the student the clear feeling that this education is intended for him, or it is not. These materials make the student aware that he is part of the mainstream of American education and American life, or that he is not. Curriculum materials profoundly effect the learner and his learning--in the way he views himself and his social group; in the way he thinks about his role and future, and about the society and its future; in the way he is motivated to work and play and learn and live.

All textbooks and other curriculum materials should be examined, analyzed and evaluated with care and thought, to insure that they meet the highest standards both in subject area content and in their treatment of minority groups. Books and other materials which do not meet these highest standards should certainly be rejected.

Treatment of Minority Groups, Textbook Selection
Page 2

Following is a list of twenty criteria which can serve as significant guidelines for educators in the process of selecting textbooks and other curriculum materials. While not all of the criteria will be applicable in every case, the questions raised do focus upon basic considerations in the learning materials that we use in the education or miseducation of our children.

Does this textbook or curriculum material in both its textual content and illustrations:

1. Evidence on the part of writers, artists and editors a sensitivity to prejudice, to stereotypes, to the use of material which would be offensive to any minority group?
2. Suggest, by omission or commission, or by over-emphasis or under-emphasis, that any racial, religious, or ethnic segment of our population is more or less worthy, more or less capable, more or less important in the mainstream of American life?
3. Utilize numerous opportunities for full, fair, accurate and balanced treatment of minority groups?
4. Provide abundant recognition of Negro and other minority groups by placing them also, and frequently in positions of leadership and centrality?
5. Depict both male and female adult members of minority groups in situations which exhibit them as fine and worthy examples of mature American types?
6. Present many instances of fully integrated human groupings and settings to indicate equal status and non-segregated social relationships?
7. Make clearly apparent the group representation of individuals--Caucasian, Afro-American, Indian, Chinese, Mexican-American, etc.--and not seek to avoid identification by such means as smudging some color over Caucasian facial features?
8. Give comprehensive, broadly ranging and well planned representation to the minority groups--in art and science, in history and literature, and in all other areas of life and culture?
9. Delineate life in contemporary urban environments as well as in rural or suburban environments, so that today's city child can also find significant identification for himself, his problems, and his potential for life, liberty and the pursuit of happiness?
10. Portray racial, religious and ethnic groups in our society in such a way as to build positive images--mutual understanding and respect, full and unqualified acceptance, and commitment to insure equal opportunity for all?

Treatment of Minority Groups, Textbook Selection

Page 4

11. Present social group differences in ways that will cause students to look upon the multi-cultural character of our nation as of prime meritorious and special value which we must esteem and treasure?
12. Assist students to clearly recognize the basic similarities among all members of the human race, and the uniqueness of every single individual?
13. Teach the great lesson that we must accept each other on the basis of individual worth, regardless of race or religion or socio-economic background?
14. Help students appreciate the many important contributions to our civilization made by members of the various human groups, emphasizing that every human group has its list of achievers, thinkers, writers, artists, scientists, builders and statesmen?
15. Supply an accurate and sound balance in the matter of historical perspective, making it perfectly clear that all racial and religious and ethnic groups have mixed heritages, which can well serve as sources of both group pride and group humility?
16. Clarify the true historical forces and conditions which in the past have operated to the disadvantage of minority groups?
17. Clarify the true contemporary forces and conditions which at present operate to the disadvantage of minority groups?
18. Analyze intergroup tension and conflict fairly, frankly, objectively, and with emphasis upon resolving our social problems in a spirit of fully implementing democratic values and goals in order to achieve the American dream for all Americans?
19. Seek to motivate students to examine their own attitudes and behaviors, and to comprehend their own duties and responsibilities as citizens in a pluralistic democracy--to demand freedom and justice and equal opportunity for every individual and for every group?
20. Help minority group (as well as majority group) students to more fully identify with the educational process by providing textual content and illustrations which give the student many opportunities for building a more positive self-image, pride in his group, worthy models to emulate, knowledge consistent with his experience; in sum, learning material which offers the student meaningful and relevant learning worthy of his best efforts and energies?