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ABSTRACT

This document represents Volume I of a two volume study to determine the extent to which four elementary level social studies programs reflect the multi-racial, multi-cultural nature of American society. The document is presented in three parts. Part I covers the Michigan Social Studies Textbook Act, an historical overview of previous Michigan textbook studies, the professional responsibility of textbook evaluation and selection, and the design of the 1978 Social Studies Textbook Study. Fifteen reviewers evaluated textbooks and accompanying instructional materials according to the degree to which they accurately reflect our multi-cultural society, portray people from other areas of the world, are concerned with the handicapped and women, are adequate for bilingual and gifted students, are at appropriate reading levels, and accurately reflect current scholarship in social studies education. Textbooks and/or programs evaluated were "Concepts and Inquiry" (Allyn and Bacon, 1978), "The Social Sciences: Concepts and Values" (Harccurt, Brace, Jovanovich, 1970), the "Holt Databank System" (Holt, Rinehart, and Winston, 1972), and "Windows on Our World" (Houghton Mifflin Company, 1976). Part II includes a summary of findings and recommendations, editorial commentary, and suggestions for consideration. The findings are organized according to reviewer and the four textbooks are evaluated according to each of the specified categories. General findings demonstrate that none of the programs is adequate in all categories: significant deficiencies exist in terms of sex bias, handicapped, and American Indians; and much work is required before textbooks will accurately reflect our pluralistic society. Part III includes criteria checklists, and a list of reviewers, editors and the textbook review steering committee. (KC)

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1978-79 Michigan
Social Studies Textbook Study
Volume I

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(A Study of Selected Elementary
Social Studies Textbooks)

Michigan State Board of Education

ABSTRACT

Four elementary level social studies programs used in Michigan Schools were examined to determine the extent to which they reflect the multi-racial, multi-cultural and pluralistic nature of our society, both past and present. A group of independent reviewers were asked to review and rate the grades K-6 materials according to criteria approved by a Michigan Department of Education Social Studies Textbook Review Steering Committee. Each reviewer was asked to complete a total of eight sets of criteria checklists (2 per publisher) and four narrative reports (1 per publisher).

Volume I of the present report includes an Overview and Organization of the 1978 Social Studies Textbook Study; a Summary of Findings, Recommendations and Editorial Commentary; and the Appendices which include copies of the criteria checklists used along with a listing of reviewers, editors/technical writers, and the Textbook Review Steering Committee.

Volume II, which is available on microfiche, includes the individual reports of each reviewer. The microfiche is available in Michigan Intermediate School Offices, the State of Michigan Library and through ERIC.

The findings of the reviewers in this study are consistent with findings by others in studies conducted during the same time period. That is,

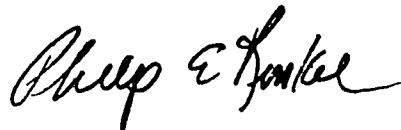
1. the publishers of the materials reviewed have attempted to respond positively to the need for the development of instructional materials which accurately portray our pluralistic society;
2. none of the programs were adequate in all respects and categories in regard to omissions, stereotypes, distortions, and bias;
3. in particular, in regard to sex bias, handicapped and American Indians, there were significant deficiencies noted; and,
4. there is still a long way to go before textbooks will be available which accurately portray our pluralistic society.

FOREWORD

The 1978 Study of Selected Elementary Social Studies Instructional Materials has been prepared in accordance with Act 451 of the Public Acts of 1976.

This year's report includes a full description of the study: its background, the methodology used, and a description and discussion of results. Those interested in 1) the general progress being made by publishers in regard to the development of instructional materials which are bias free; and 2) the degree to which appropriate school officials are selecting materials which accurately portray our pluralistic society will be particularly interested in this report.

We have been fortunate in having the services of some outstanding educators in the preparation of this study, and I wish to express my appreciation to the members of the Michigan Department of Education Steering Committee, the reviewers and those who served as technical writers and editors.



Phillip E. Runkel

November, 1980

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INTRODUCTION

The Social Studies Textbook Act

This study of textbooks is conducted by the Michigan Department of Education in compliance with Act 451 of the Public Acts of 1976, being Section 380.1173, of the Michigan Compiled Laws.

380.1173 Social Studies; selection and survey of instructional materials.

Sec. 1173. (1) The appropriate authorities of a public school of the state shall give special attention and consideration to the degree to which instructional materials that reflect our society, either past or present, including social studies textbooks, reflect the pluralistic, multiracial, and multiethnic nature of our society, past and present. The authorities, consistent with acceptable academic standards and with due consideration for the required ingredients of acceptable instructional materials, shall select instructional materials which accurately and positively portray the varied roles of men and women in our pluralistic society. (2) The State Board shall make a biennial random survey of instructional materials in use in this state to determine the progress made in the attainment of these objectives.

The major focus of the 1978 Study has been on elementary social studies textbooks and related supplemental materials. In addition, the scope of the review has been increased to include categories which were not included in previous studies, i.e. American Indians, Handicapped, Women, Bilingual, Gifted and Talented, and Other Areas of the World.

HISTORICAL REVIEW OF MICHIGAN STUDIES

The 1968 study marked the first time that the Department had carried out an annual study of social studies textbooks. This study was entitled, "A Report on the Treatment of Minorities in American History Textbooks."

The report received instant nation-wide acclaim, for it marked the first time that a state department of education had conducted such a report. Later on, many other state departments of education across the country followed suit.

The report emanated from the efforts of a five-member panel of Michigan educators and civil rights spokespersons, who served as a committee, and the six historians who agreed to serve as a review panel. Two of the historians were teaching in Michigan universities, with the remaining four from universities in Illinois, Louisiana, Missouri, and Virginia.

The initial committee was charged by Superintendent Ira Polley to: (1) develop standards against which social studies textbooks in use in Michigan schools could be reviewed, (2) establish procedures for a fair and impartial evaluation of the textbooks under scrutiny, and (3) make available a report reviewing the findings of the random survey.

Pursuant to charge #1, the committee developed "guidelines for evaluating social studies textbooks in relation to their treatment of racial and ethnic minorities, particularly Negro Americans." These guidelines consisted of the following sections:

- I. Historical Accuracy
 - A. The "facts" themselves should be correct.
 - B. The "facts" should be interpreted fairly and in the light of current historical research.
 - C. The historical accounts should be presented in a manner keeping with the perceptions, attitudes and concerns of the time.
- II. Present realistically the accomplishments and contributions of minorities in the past and today. Specifically, this means that it should include discussions of:

- A. The background of minorities in America;
 - B. The achievements, accomplishments, and contributions of minorities, with minority persons being clearly identified as such;
 - C. The struggle of minorities against opposing forces for freedom, human rights, and equality of opportunity;
 - D. Racism in contemporary urban society; and
 - E. The significance of social reform for all people.
- III. Indicate that its authors have shown great caution in their use of the term "race."
- IV. Through its total effect or tone convey to the student certain values that are both implicitly and explicitly stated.

Pursuant to charge #2 (establish procedures for a fair and impartial evaluation of the textbooks), the committee selected six prominent American historians to serve on the review panel. To insure objectivity of selection, the historians were suggested by several nationally known professional historians.

The final charge to the committee was that of rendering reviews for each book examined. The results found the reviewers in unanimous agreement over the fact that virtually "all" of the American history textbooks included in the study were judged inadequate when considering the criteria found in the legislation and the criteria established by the committee.

Finally, the most serious indictment against the textbooks was the fact that they, overall, were historically inaccurate. These inaccuracies were especially attenuated by errors of omission and commission, particularly so when it came to presenting the historical experiences of persons of African ancestry.

The 1971 Study: Interim reports were made to the Legislature between 1968 and 1971. The 1971 study marked the Department's second major attempt to ascertain the degree of improvement made in regard to the adequate treatment of minorities in United States history textbooks. This report indicated few appreciable gains were made.

The 1972 Study: The Department, for the first time, focused its attention on elementary social studies textbooks; eight books were reviewed. Reviewers acknowledged the books for reflecting the multiethnic, multicultural, and the pluralistic nature of American

society, but added " . . . the textbooks still did not present the great social problems of our times in as direct a way as possible."

The 1973 Study: This was the largest study to date. It consisted of twenty-five later-elementary, junior high school, and senior high school social studies textbooks. Historians and educators made up the review committee. Each book was reviewed and rated by three persons; hence, seventy-five reviews were obtained.

An analysis of the ratings indicated that 11% of them were in the Very Good category; 20% of them were in the Good category; 41% were in the Fair category; and 28% were in the Poor category. There was an overall high degree of agreement among the reviewers, and likewise, when the ratings were broken down for an analysis of the degree of agreement between historians and educators.

The 1974 Study: Eighteen elementary and secondary American history textbooks were selected for the study. This study's review panel was similar to the 1973 study. It, too, was made up of educators and historians. Three reviews were made of each textbook, resulting in a total of fifty-four reviews.

An analysis of the ratings indicated 13% of the textbooks were in the Excellent category; 37% in the Good category; 26% were in the Fair category; and 24% were in the Poor-Very Poor category.

The 1975 Study: This study was entitled "A Study of Junior High School Civics Textbooks." It marked the first time that the Michigan Department of Education examined civics textbooks in accordance with Act 127 of the Public Acts of 1966. Ten widely used textbooks were examined. Of the books rated, 13% were rated Excellent; 37% were rated Good; 26% were rated Fair; 20% were rated Poor; and 4% were rated Very Poor. This study also revealed a high degree of agreement among the thirty ratings.

The 1976 Study: This report examined twelve American government textbooks--a first for the Michigan Department of Education. An analysis of the ratings (36) indicated that 17% of the textbooks received an Excellent rating; 19% were rated Good; 28% were rated Fair; and 36% were rated Poor. None received a Very Poor rating.

The 1977 Study: The Secondary School American History Textbooks included four of the textbooks that were a part of the 1968 study, in an attempt to gauge the nature and degree of change that had resulted since the initial survey. In the opinion of the 1977 review panel they stated that the textbooks examined have undergone some degree of change to reflect the multicultural, multiracial, and pluralistic nature of American society.

Summary and Impact of the Studies to Date

"The State Board shall make a biennial random survey of instructional materials in use in this state to determine the progress made in the attainment of these objectives . . . local authorities are selecting instructional materials that reflect the pluralistic, multi-racial, and multi-ethnic nature of our society, past and present."

Ten years after the initial study, a review of the eight studies actually completed reveals some interesting information. This information can serve as a basis for speculation as to whether or not the intent of the law has been realized to any appreciable degree.

No data has been collected or is now available at the State Department of Education level in regard to the quality of the selection and evaluation of instructional materials. In Michigan, responsibility for the selection of instructional materials resides at the local school district level. It seems reasonable to conclude, based on the fact that there is a state statute, inquiries received within the Department in regard to the law and information received by the Social Studies Specialist in response to informal inquiries during consultation and technical assistance visits within local school districts, that:

- 1) most local school districts have some type of policy statement in regard to selection and evaluation of instructional materials;
- 2) many of the districts have curriculum and/or instructional materials selection committees and written procedures to be followed in the selection and evaluation of instructional materials;
- 3) at least some of the districts are attempting to use selection and evaluation procedures which are of a high quality, and these procedures have appreciably improved since 1968, in part, because of the state law and the biennial studies;
- 4) the continuing high number of requests from local school districts and elsewhere for copies of the studies published suggests that the textbook law and publication of the reports is having some impact;
- 5) the nature of the inquiries and informal information received from a variety of sources, in regard to the Michigan Studies, suggests that it is not possible to find instructional materials which are completely free of bias in all respects; and, there is need for an appreciable increase in pre-service and in-service educational activities for teachers in the area of instructional materials selection and evaluation; and,

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- 6) such staff development activities as those suggested in 5 above should focus on:
 - a. raising the awareness level of teachers in regard to bias, omissions and stereotypes in materials,
 - b. acquiring and improving on necessary skills for selecting and evaluating teaching materials which are as free as possible of such, and
 - c. where necessary, development of proficiency in using materials and compensating for their deficiencies.

In short, it seems reasonable to conclude that the state textbook law and publication of the biennial reviews are having some effect on what is occurring in local school districts in terms of the selection and evaluation of instructional materials which accurately portray our pluralistic society.

As indicated earlier, in some of the studies, reviewers were asked to rate the books on a scale which extended from excellent to poor or very poor in regard to the degree to which they accurately portrayed our pluralistic society. One might reasonably conclude, after reviewing and analyzing all of the previously published Michigan Social Studies Textbook Reports and the 1978 Textbook Report that:

- 1) without question, most publishers have attempted to respond positively to the need for the development of instructional materials which accurately portray our pluralistic society. Some have been more successful than others; and,
- 2) it is questionable that the results, as reflected in the Michigan Textbook Study Reports, would support a conclusion that sufficient gains are being made by publishers in the development of materials which accurately portray our pluralistic society. (Thus, local school officials cannot select what is unavailable.)

These conclusions are consistent with claims made elsewhere as to how successful publishers have been in developing texts which accurately reflect our pluralistic society. Frances Fitzgerald states in her book, America Revised, that: "It is interesting to ask at this point what a truly "multiracial, multicultural" history text would look like . . . somewhere - far from where texts are now - there is a real dilemma in the very notion of a "multiracial, multicultural" history."¹ While her report focused on history

¹Fitzgerald, Frances, America Revised. Boston: Little Brown and Company, 1979, p. 102.

books and the Michigan Reports have been based on an examination of instructional materials from various subject areas within the larger category of social studies textbooks, there appears to be the same continuing problems of "stereotypes, distortions and omissions."

William Patton in an article entitled, "Correcting Sex Stereotypes in Textbooks" concludes that, "For more than a decade, the problem of sex-role stereotyping in social studies textbooks has received public attention. Special interest groups have brought the problem into the political arena as well as the educational arena. The weight of law, however, has not been fully felt in correcting sex-role stereotypes . . . Progress toward the removal of stereotypes based on sex in social studies textbooks has been slow."²

In 1977, also, the Council on Interracial Books for Children published a study which validated many of the criticisms made by earlier studies from a variety of sources.³ These studies tend to support the conclusion endorsed here (after reviewing the Michigan Social Studies Textbook Reviews to date), that is, "The problem of bias toward a number of ethnic (racial and cultural) groups continues in social studies textbooks."⁴

The Michigan Social Studies Textbook Law directed the State Board of Education to conduct a biennial survey of instructional materials for the explicit purpose of:

- 1) obtaining information about bias in the materials, and,
- 2) determining the degree to which materials were being selected consistent with the intent of the Law.

Nine surveys, including the 1978 Survey, have now been completed as directed by the Textbook Law. The findings and conclusions based on all of the Surveys completed, are consistent with data obtained from Studies conducted by other agencies, organizations, institutions and individuals from all sections of the country. In terms of impact, the results, findings and general data from the Michigan Surveys have been used by publishers, local school districts authorities and researchers (including authors). Thus, one might justifiably conclude that, in addition to having contributed to some actual positive changes in textbooks as to the degree of bias, stereotypes, distortions and omissions, the Michigan Studies, in conjunction with others conducted during the same decade, have provided significant information which is being used to provide a more clearly conceptualized theoretical and practical view as to the

enormous complexity of the concept of cultural pluralism. As a result, those responsible for the development of instructional materials which accurately portray our pluralistic society and for evaluation and selection of appropriate materials for use in classrooms have the benefit of sound data and thinking which will enable them to deal effectively with the complex issues and problems which are inherent in their tasks.

Dr. John Chapman
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Michigan Department of Education

² Improving the Use of Social Studies Textbooks, Bulletin #63, National Council for the Social Studies, 1979, Chapter 5, p. 35.

³ The Council on Interracial Books for Children, Stereotypes, Distortions, and Omissions in U.S. History Textbooks (New York: The Council, 1977).

⁴ Improving the Use of Social Studies Textbooks, Chapter 5, Correcting Ethnic Stereotypes in Textbooks, William E. Patton, p. 50.

TEXTBOOK EVALUATION AND SELECTION:

A PROFESSIONAL RESPONSIBILITY

There was a child went forth every day,
And the first object he look'd upon, that
object he became,
And that object became part of him for the
day or a certain part of the day,
Or for many years or stretching cycles of
years.

Walt Whitman

In our schools, textbooks and/or programs have exerted a more direct and pervasive influence upon the social studies curriculum and upon the learning methodology than any other factor. Textbooks are often regarded by most teachers as the medium of instruction and the content of the course. This supposition is attested in the study conducted by the National Council for the Social Studies entitled, "The Status of Social Studies Education: Six Case Studies," and reported in the November-December, 1977 issue of SOCIAL EDUCATION (Volume 41, Number 7).

Today the use of a single textbook in the classroom is no longer adequate. To provide for individualization of instruction, implementation of the conceptual framework, and the utilization of the inquiry methodology, publishers are including an array of diversified instructional materials. Therefore, whenever a textbook is mentioned, it is assumed that it includes the entire coordinated program such as teacher's guides, films, filmstrips, video-tapes, supplemental reading materials, evaluation forms, simulations, games, activity cards, etc.

Textbooks are important. It is agreed that textbooks profoundly influence the learning environment. It affects the way students view themselves within their families and other social groups, the way they perceive their immediate and futuristic roles within our society and the world community. There is no doubt that understandings and attitudes about oneself and others have explicit impressions on our society and its future. Ultimately, the textbooks influence the way an individual is motivated to play, learn, work, and live.

Not only does the textbook influence the students but also teachers and their behavior in the classroom environment. In fact, the publishers actually assume the role of "teachers of teachers." Teachers tend to look to the textbooks and teacher's guides for leadership and for ideas regarding the "why" as well as the "what" and "how" of teaching. Generally, the textbooks are considered "ready-made" social studies curricula.

Since few teachers question the textbook they use, it is important that periodic evaluations be made and teachers and administrators be assisted in developing textbook evaluative skills. Furthermore, this task involves the development of teacher skills to adapt, modify, and create alternative learning experiences and instructional materials to enhance basic democratic values and to recognize the pluralistic nature of our global society. Oftentimes, it is necessary to supplement and revise instructional materials when the treatment of events, individuals and cultural groups is stereotypical, erroneous, and unbalanced and omissions are evident.

Because of inflation and the high costs of textbooks today, school systems are reluctant to purchase new and/or revised textbooks as often as they had in the past. Yet, our society is experiencing very rapid change socially, politically, and academically. Textbooks will become obsolete and dated within shorter periods of time. Consequently, teachers need assistance in developing instructional materials to supplement dated textbooks.

Teachers lack the expertise to evaluate and select textbooks, and the support is often lacking for a continuous, active Textbook Evaluation and Selection Committee comprised of competent and experienced individuals. In reality, teachers are generally informed that the budget allows for a set amount of money for the purchase of new and/or revised textbooks and other instructional materials. "If they (the teachers) wish to utilize these monies, the titles of their choice must be on the principal's desk by four o'clock Friday afternoon of this week or the monies will not be there next week." How can the best possible decisions be made under these circumstances? Teachers and administrators need to be aware of the importance of such decisions and must be given aid to develop competence and skill in the evaluation of textbooks.

Since textbooks have such authority, most school systems are confronted with the fact that many textbooks are unsatisfactory and even negative in their treatment of certain concepts and of certain groups of people in our society. Members of minority groups such as the Blacks, Hispanic peoples, American Indians, Arabic peoples, Africans, Asians, and others are ignored entirely, or given an insignificant role, or presented with distinct stereotypical views. The initial Michigan Textbook Study was mainly concerned with the treatment of minority groups; however, the concern is now expanded to involve unfair and unjust treatment given to women, the bi-lingual

learner, the highly motivated academic learner, the handicapped, and other persons treated unequitably in our society.

There has been an appreciable increase in the number of persons migrating to this country in the last few decades. Today, we are again, experiencing the arrival of "new Americans" from the Middle East, Southeast Asia, and other areas of the globe. Students must understand the significant ways in which the immigration today differs from others and why ethnicity and diversity is an integral part of our social system. There is, today, a need for greater tolerance and acceptance of cultural differences. Therefore, concern in evaluating textbooks must be further expanded to present a global view of ethnicity in a contemporary context.

It must be mentioned, too, that in many instances, without a good textbook the teaching of the social studies would be much more laborious and the learning much less effective. Textbooks can be used effectively if teachers are aware that points of view, attitudes, and prejudices engendered through the use of these materials and other supplemental media will tend to persist even when the detailed facts are largely forgotten by the students.

Administrators and teachers need to know how to establish and implement procedures for evaluation and selection of textbooks for use with a particular school and/or school system. These procedures should be adaptable to any locale, grade level, or subject matter area. To date, this has not occurred since teachers are under constraints such as overload of teaching assignments, lack of time to work with other concerned individuals, lack of professional leadership and financial support, and lack of textbook evaluative skills. This is a critical task since the textbook apparently determines the curriculum, the objectives, and the daily lesson plans for the teacher; it even determines the tests to be administered. Evaluating and selecting the most appropriate textbook to use with a specific community and students are challenging undertakings involving many hours of review and reflection.

Most important of all, the committee must be cognizant of the concept of social studies education. The social studies program must be a well-conceived one, based on study and research and developed by the teachers with administrators, community members, and students. This social studies curriculum, regarded as a "good" social studies program, must be developed by those directly involved in the teaching act. An effective social studies program today can not be limited to one single textbook and/or program. A variety of instructional materials must be available to implement individualized learning, inquiry methodology and the goals and objectives of social education.

The process of selecting the textbook should also serve as the starting point for the evaluation of the existing curriculum and the

course of study for the purpose of making suggestions and recommendations to the local curriculum committee about weaknesses and strengths in the existing program.

Furthermore, the task of selecting a textbook should be very different today than it has been in the past. Other factors than just the content must be considered. The textbook and/or program should communicate values basic to the American democratic society in a global perspective, reflect quality scholarship and thoughtful design and construction, be educationally sound, and support and complement the basic design and objectives of a particular school's curriculum. It is not necessary to confine one's choice to a single textbook but to many; and secondly, it is also difficult since many of the textbooks are only one part of a total program including other materials such as simulations and games, films, filmstrips, posters, activity sheets, etc. to find a program which is the school's total curriculum. If the textbook selection committee were well acquainted with the scope of the curriculum, it may be possible and advantageous to select only those materials of the program which would enhance the curriculum of the school rather than selecting the entire program.

Unfortunately, sometimes textbook selection is made predominately on the basis of costs. This criteria should not be a major determining factor. Above all, the important point is that the curriculum must determine the selection of the textbook; the textbook should not determine and press a curriculum on the school.

In some states, the selection of textbooks is determined at the state level; however, Michigan does not have a state adoption of textbooks. The choice is left at the local level. It is a local responsibility and a privilege which should be protected. The task must be approached with seriousness and academic scholarship. The Department of Education feels very strongly that the adoption of textbooks should be and must be at the local level. Therefore, the position of the Department is that they would like to and must provide school systems with the necessary leadership and assistance in developing procedures to help teachers define their own philosophy, rationale, goals, and conceptual framework for the purpose of effectively implementing evaluative textbook studies. If a quality decision is to be made, administrators must involve teachers, students, subject matter specialists, and community members in the process.

Committees of evaluation and selection should be and must be meeting on a continuing and regular basis to study curriculum and textbooks and other instructional materials. The decisions must reflect careful analysis of three components. First, the study and thorough understanding of the school system's philosophy, curriculum, and course of study are extremely important. Secondly, the committee must be aware of the growth and development of children and adolescents and of the local children's needs and interests, the community environment and attitudes,

and the academic background of the faculty members of the school. Thirdly, the committee must understand the application of learning theory to the classroom environment.

The textbook committee can develop their own criteria, use ones developed by other committees, and/or revise and modify existing criteria to meet their special needs. In developing criteria, consideration must be given to such factors as the validity and accuracy of the information presented in the textbook, the balanced treatment of multicultural, multiethnic, and multiracial character of our global society, and the realistic portrayals of individuals and groups. The format and organization of the book are important. The style of writing and the readability levels are components one must seriously consider.

Oftentimes, the effect of the instructional materials on the learners themselves is given little attention in evaluating and selecting a textbook. When the effect on the learner becomes the focus of attention, then the study will involve and stress the following five major categories. The following criteria was formulated by the State of Michigan Social Studies Review Steering Committee and presented here with slight revisions.

- I. The instructional materials should communicate values basic to the American democratic society in a global perspective.

Does the instructional material

- demonstrate consideration for the human worth and dignity of all people?
- reflect a strong commitment to equal rights and human rights?
- reflect a concern for the analysis of pertinent, persistent, controversial issues involving economic, religious, political and academic freedom?
- reflect objectively and honestly the historical and contemporary multicultural, multiethnic, and multiracial character of the American and world society?
- recognize the historical and contemporary achievements and accomplishments of ethnic and racial groups?
- avoid sex stereotyping?

- II. The instructional materials should reflect quality scholarship.

Does the textbook

- reflect contemporary research in the social sciences and social education?
- demonstrate a commitment to historical accuracy and authenticity?
- present individual and groups realistically, avoiding erroneous impressions?
- present the most recent information available?
- treat controversial issues with balance, objectivity, and accuracy?

- identify important concepts and present them analytically?
- adequately develop the cognitive and affective objectives to which it has committed itself?
- present the material in an interesting manner?
- develop and interrelate concepts in a logical manner?

III. The instructional materials should be educationally sound.

Does the textbook

- meet the needs of the different grade levels of the students for whom it is intended?
- highlight the multi-disciplinary approach to the study of humankind?
- emphasize and implement the process of inquiry?
- encourage decision-making experiences for the learner?
- encourage a variety of strategies and techniques such as independent study, group work, investigation, and other relevant learning experiences?
- present content and conceptual development in a logically well-organized format?
- permit teacher flexibility in the development of concepts, learning experiences, and other enrichment activities?
- challenge and motivate learners to utilize the process of inquiry?
- reflect an understanding of the social and intellectual growth and development of the learner?

IV. The instructional materials should reflect thoughtful design construction.

Does the textbook

- have a good table of contents, glossary, and index?
- include charts, graphs, illustrations, and maps which are accurate, up-to-date, and easily analyzed?
- have a variety of learning activities?
- have a good print for legibility?
- provide a teacher's guide which aids in developing an effective program?
- have a readability level suitable for special students?

V. The instructional materials should support and complement the basic design and objectives of a particular school's curriculum.

Does the textbook

- emphasize the philosophical basis of the school's social studies curriculum?
- meet the objectives of the school's social studies program?

Checklists based on the preceding criteria can help committees focus their discussions on crucial issues when evaluating the textbook. However, care should be taken that final decisions to use or reject a textbook are not solely made by simply adding up the checks.

Ideally, as a professional responsibility every social studies teacher should be involved continually in the process of textbook evaluation and selection. These two tasks, of course, are not similar. Even when a "selection" is not to be made, the textbook evaluation and selection committee should be involved in "evaluating" on a continual basis. In all probability, there may not be a single social studies series which one can rate as "excellent" in all categories of any criteria system. However, because of one's involvement in the process itself, the teacher will be able to recognize the strengths and weaknesses of a given series. The teacher, then, is in a better position to strengthen those shortcomings and/or omissions. Oftentimes, through questioning and other techniques and strategies, the teacher "strengthens" and/or includes "closed" areas of concern. The teacher can introduce minority groups and other persons unjustly treated in textbooks with additional information for a more accurate and balanced discussion and a more humane presentation of humankind.

The ultimate purpose in evaluating textbooks at the state level is to raise public awareness as to the existence of shortcomings, inaccuracies, biases, and omissions and to bring pressure on writers, publishers, and educators to provide more realistic representation of the pluralistic nature of our society and the global interdependence of humankind.

In summary, the most appropriate decisions regarding the evaluation and selection of a textbook is likely to occur if:

- I. the textbook committee develops a criteria focusing on a philosophical basis consistent with social studies goals and basic American democratic values emphasizing the worth and dignity of humankind, the cultural diversity of our planet earth, and the just, fair, and balanced treatment of all cultural groups.
- II. the textbook committee includes the active involvement of
 - a. teachers (Every teacher should be acquainted with the textbook evaluative skills and a greater number of teachers should be involved actively at some time on the committee),
 - b. students,
 - c. administrators,

- d. curriculum development, learning theory, and subject matter specialists and
 - e. community members.
- III. textbook evaluation and selection committees met regularly to study curriculum, textbooks, and other instructional materials even when the budget does not allow for new or revised selections.
- IV. the textbook committee is provided with the following resources:
- a. school's philosophy,
 - b. school's curriculum,
 - c. the school's social studies course of study,
 - d. profile of students and academic background of teachers,
 - e. sociological information about community, and
 - f. assessment of student needs, interests, and abilities
- V. the textbook committee provides for regular communication of its findings and recommendations to the remainder of the faculty and staff. Other teachers and concerned individuals must be continually informed and must feel that they are a part of the process even though they are not as directly involved as the committee members.

The purpose of evaluating textbooks is to provide information to the publishers, writers, and educators that might lead to improvement in social studies textbooks. Most importantly, involving teachers, as many as possible, in the process will lead to improvements in the social studies curriculum and lead directly to more effective teaching/learning at the classroom level.

Dr. Grace Kachaturoff
Professor of Education
University of Michigan-Dearborn

DESIGN OF THE 1978 SOCIAL STUDIES TEXTBOOK STUDY

Preliminary work for the 1978 Social Studies textbook and related materials study began in early Spring, 1978. Dr. John M. Chapman, Social Studies Specialist, Michigan Department of Education, met with members from various units within the Department who were asked to serve on the 1978 Social Studies Review Steering Committee:

The following persons served on the Social Studies Review Steering Committee:

John M. Chapman, Social Studies Specialist, Instructional Specialist Program
Jo Jacobs, Coordinator, Title IX, Office of School and Community Affairs
Nancy Mincemoyer, Gifted and Talented Consultant, Instructional Specialist Program
Maija Peterson, Bilingual Education Consultant, Office of Bilingual Education
Miguel Ruiz, Latino Education Coordinator, Office of School and Community Affairs
William Vorhauer, Equal Education Opportunity, Office of School and Community Affairs

The Steering Committee was charged with the following major responsibilities:

To review and to revise the design of the study and to determine the reviewers to be contacted for the study, the time-line for the completion of the tasks, and other related procedural matters to be followed by the reviewers.

To develop and/or to select criteria for use by the reviewers.

To review drafts and final reports and to make appropriate recommendations as needed.

The 1978 Study focuses on elementary social studies textbooks and related supplemental materials to determine the degree to which such textbooks and/or programs accurately, honestly, and positively portray the role of men and women in our pluralistic society. This is an important task since social studies education concerns itself with human behavior and the relationships among and between individuals and groups. The social studies curriculum--the teacher, the textbook and/or program, supplemental materials--is an important

part of the total educational experience. Children will need to comprehend themselves and their social and physical environment for the purpose of developing understandings and skills in working with others in dealing with common issues and problems of living together and of creating a better life of peace and quality for themselves and others. The study of American life and culture must foster a global and humanistic view and social studies must be presented from diverse ethnic perspectives to reflect more accurately the ethnic and cultural diversity within our society and world.

Specifically, the treatment of Blacks and the treatment of minorities in rather general terms highlighted previous Michigan Social Studies Textbook Studies. The 1978 design was greatly expanded to include treatment of Hispanic and American Indian people as well as Blacks. Also, the treatment of African, Asian, Middle Eastern, and Russian and East European persons was analyzed in depth. For the first time, materials were reviewed for appropriateness and suitability for the highly motivated academic learner, the bilingual student, and the handicapped. Also, the treatment of women was noted for accuracy and fairness by the reviewers. Furthermore, textbooks were investigated for their social science scholarship and learning theory as well as readability by recognized scholars.

The 1978 Social Studies Review Steering Committee met in early spring and summer, 1978. They discussed the problems and issues involved in the 1978 Textbook Study and reviewed pertinent information concerning "Population Figures for Persons of Spanish Origin in Michigan," a "Proposed Non-western Area Specific Evaluation Criteria Checklist," "Criteria - Talented and Gifted," and "The CEDISS Bias Review Procedure." A survey of fourteen representative school districts was conducted by telephone to list the textbooks and/or programs in social studies which were currently being used. The Committee then identified four frequently used textbooks and/or programs and publishers for the 1978 evaluation. Finally, the 1978 Social Studies Review Steering Committee addressed itself to the specific assignments related to the design of the study, format of the publication, and the reviewers.

Throughout this study, when references are made to a specific textbook or program, they will refer to not only the textbook itself but also the other instructional materials which are suggested by the publisher to be used in conjunction with the basic textbook. The materials might include supplemental booklets, activity sheets, posters, films, filmstrips, duplicating masters, maps, activity cards, simulations, games, diagnostic evaluation booklets, texts, artifacts, etc.

The Committee, in completing the list of reviewers, considered persons who were recommended because of their specialized knowledge and expertise, interest in the academic area of investigation, and commitment to elementary level students in social studies education.

Letters were sent to recommended reviewers informing them as to the design of the study, what the task of reviewers would be and asking them to notify the Committee if they wished to participate in the Study.

Fifteen reviewers were finally identified and selected to evaluate the programs to determine: (See Appendix B)

- I. The degree to which they accurately reflect our multi-cultural society.
 - a. Blacks
 - b. Hispanic
 - c. American Indians
- II. The degree to which they portray people from other areas of the world.
 - a. Africa
 - b. Asia
 - c. Middle East
 - d. Russia and Eastern Europe
- III. The degree to which they are appropriately concerned with the handicapped and women in our society.
 - a. Handicapped
 - b. Women
- IV. The degree to which materials are adequate for bilingual and gifted students.
 - a. Bilingual
 - b. Gifted and Talented
- V. The degree to which the materials are appropriate for the publisher's designated reading levels; and
 - a. Reviewer #12
 - b. Reviewer #13

VI. The degree to which the programs accurately reflect current scholarships in social studies education.

a. Reviewer #14

b. Reviewer #15

The four elementary social studies textbooks and/or programs selected for study are:

I. CONCEPTS AND INQUIRY. Boston: Allyn and Bacon, Inc., 1978.

The Education Research Council Social Science Program. Classroom teachers and curriculum specialists in the Cleveland Public Schools collaborated in the development of this series for kindergarten through sixth grade. Paperback booklets, vocabulary and concept development, ditto masters, and teacher's guides are included in the program.

Early Childhood

EARLY CHILDHOOD EDUCATION KIT:

Learning About the World - Spirit Duplicator Masters, Transparency Projection Masters, Teacher's Guide, Shortstrips

Children in Other Lands - Spirit Duplicator Masters, Transparency Projection Masters, Teacher's Guide, Shortstrips, 40 Study Prints (posters)

Recommended Level - Grade One

Our Country - Textbook, Teacher's Guide, Spirit Duplicator Masters, Transparency Projection Masters, 2 Sound Filmstrips

EXPLORERS AND DISCOVERERS SERIES:

14 Enrichment Booklets, Teacher's Guide (For Filmstrips, see page 25)

Recommended Level - Grade Two

COMMUNITIES AT HOME AND ABROAD SERIES:

Our Community - Textbook, Teacher's Guide, 2 Sound Filmstrips

Australia and the Aborigines - Textbook, Teacher's Guide, Sound Filmstrip

Alaska and the Eskimos - Textbook, Teacher's Guide, Sound Filmstrip

AMERICAN COMMUNITIES SERIES:

An Historical Community: Williamsburg, Virginia - Textbook

A Military Community: Fort Bragg, North Carolina - Textbook

An Apple-Growing Community: Yakima, Washington - Textbook

A Steel-Making Community: Pittsburgh, Pennsylvania -
Textbook

A Rural Community: Webster City, Iowa - Textbook
(Teacher's Guide for the AMERICAN COMMUNITIES SERIES)

Recommended Level - Grade Three

The Making of Our America - Textbook, Teacher's Guide,
Sound Filmstrip

The Metropolitan Community - Textbook, Teacher's
Guide, Sound Filmstrip

Recommended Level - Grade Four

Agriculture: People and the Land - Textbook, Teacher's
Guide, Sound Filmstrip

Industry: People and the Machine - Textbook, Teacher's
Guide, Sound Filmstrip

AREA STUDY:

The Indian Subcontinent - Textbook, Teacher's Guide

Recommended Level - Grade Five

THE HUMAN ADVENTURE SERIES (Books 1 - 4):

Ancient Civilization - Textbook, Teacher's Guide,
Sound Filmstrip

Four World Views - Textbook, Teacher's Guide

Greek and Roman Civilization - Textbook, Teacher's
Guide, Sound Filmstrip

Medieval Civilization - Textbook, Teacher's Guide

AREA STUDY:

Lands of the Middle East - Textbook, Teacher's Guide

Recommended Level - Grade Six

THE HUMAN ADVENTURE SERIES (Books 5 - 8):

The Age of Western Expansion - Textbook, Teacher's
Guide

New World and Eurasian Cultures - Textbook, Teacher's
Guide

The Challenge of Change - Textbook, Teacher's Guide,
Sound Filmstrip

The Interaction of Cultures - Textbook, Teacher's
Guide, Sound Filmstrip

AREA STUDY:

Lands of Latin America - Textbook, Teacher's Guide

Recommended Level - Grade Seven

CHALLENGES OF OUR TIME SERIES (Books 1 - 4):

Technology: Promises and Problems - Textbook,
Teacher's Guide

Prejudice and Discrimination - Textbook, Teacher's
Guide

Nations in Action: International Tensions - Textbook,
Teacher's Guide

Choices and Decisions: Economics and Society -
Textbook, Teacher's Guide

AREA STUDY:

Lands of Africa - Textbook, Teacher's Guide

- II. THE SOCIAL SCIENCES: CONCEPTS AND VALUES. Paul F. Brandwein, Series Editor. New York: Harcourt Brace Jovanovich, Inc., 1970. Hardbound textbooks are provided for each grade level, kindergarten through sixth grade. Filmstrips, audio-cassette programs, large study prints, and teacher guides are included in the series.
- III. THE HOLT DATABANK SYSTEM. W. R. Fielder, Series Editor, New York: Holt, Rinehart and Winston, 1972. This program provides students from the kindergarten through the sixth grade levels with textbooks as well as materials such as filmstrips, datacards, simulations, games, and other media. Teacher's guides area also included.
- IV. WINDOWS ON OUR WORLD. Boston: Houghton Mifflin Company, 1976. A kindergarten through sixth grade social studies series containing textbooks at each level and student workbooks, diagnostic evaluation and performance texts, activity cards, and teacher's guide.

KINDERGARTEN ME

Activity Sheets (64-sheet pad)

Teacher's Annotated Edition

Media Kit (5 20-frame color filmstrips and 8 transparencies)

LEVEL 1 THINGS WE DO

Student's Hardcover Text

Student's Consumable Text

Duplicating Masters (set of 20 write-on pages from Consumable Text)

Teacher's Annotated Edition

Diagnostic Evaluation Booklet (pkg. of 10)

Performance Test Booklet (pkg. of 10)

Teacher's Evaluation Manual and Key

Student Record Profile Form, Levels 1 - 6 (35-sheet pad)

Social Studies Skill Masters (20 duplicating masters)

LEVEL 2 THE WORLD AROUND US

Student's Hardcover Text

Student's Consumable Text

Duplicating Masters (set of 34 write-on pages from Consumable Text)

Teacher's Annotated Edition

Diagnostic Evaluation Booklet (pkg. of 10)
Performance Test Booklet (pkg. of 10)
Teacher's Evaluation Manual and Key
Student Record Profile Form, Levels 1 - 6
(35-sheet pad)
Social Studies Skill Masters (20 duplicating masters)

LEVEL 3 WHO ARE WE?

Student's Hardcover Text
Teacher's Annotated Edition
Activity Book
Teacher's Edition for Activity Book
Activity Cards (set of 160)
Teacher's Manual, Activity Cards
Diagnostic Evaluation Booklet (pkg. of 10)
Performance Test Booklet (pkg. of 10)
Teacher's Evaluation Manual and Key
Student Record Profile Form, Levels 1 - 6 (35-sheet
pad)
Social Studies Skill Masters (20 duplicating masters)

LEVEL 4 PLANET EARTH

Student's Hardcover Text
Teacher's Annotated Edition
Activity Book
Teacher's Edition for Activity Book
Activity Cards (set of 160)
Teacher's Manual, Activity Cards
Diagnostic Evaluation Booklet (pkg. of 10)
Performance Test Booklet (pkg. of 10)
Teacher's Evaluation Manual and Key
Student Record Profile Form, Levels 1 - 6 (35 sheet-
pad)
Social Studies Skill Masters (20 duplicating masters)
Windows on Japan (3 copies)
Teacher's Guide for Windows on Japan
Windows on Canada (3 copies)
Teacher's Guide for Windows on Canada
Windows on Latin America (3 copies)
Teacher's Guide for Windows on Latin America

LEVEL 5 THE UNITED STATES

Student's Hardcover Text
Teacher's Annotated Edition
Activity Book
Teacher's Edition for Activity Book
Activity Cards (set of 160)
Teacher's Manual, Activity Cards
Diagnostic Evaluation Booklet (pkg. of 10)
Performance Test Booklet (pkg. of 10)

Teacher's Evaluation Manual and Key
Student Record Profile Form, Levels 1 - 6,
(35-sheet pad)
Social Studies Skill Masters (20 duplicating masters)
Windows on Japan (3 copies)
Teacher's Guide for Windows on Japan
Windows on Canada (3 copies)
Teacher's Guide for Windows on Canada
Windows on Latin America (3 copies)
Teacher's Guide for Windows on Latin America

LEVEL 6 THE WAY PEOPLE LIVE

Student's Hardcover Text
Teacher's Annotated Edition
Activity Book
Teacher's Edition for Activity Book
Activity Cards (set of 160)
Teacher's Manual, Activity Cards
Diagnostic Evaluation Booklet (pkg. of 10)
Performance Test Booklet (pkg. of 10)
Teacher's Evaluation Manual and Key
Student Record Profile Form, Levels 1 - 6
(35-sheet pad)
Social Studies Skill Masters (20 duplicating masters)
Windows on Japan (3 copies)
Teacher's Guide for Windows on Japan
Windows on Canada (3 copies)
Teacher's Guide for Windows on Canada
Windows on Latin America (3 copies)
Teacher's Guide for Windows on Latin America

The publishers of these textbooks were contacted, informed of the 1978 Study and asked to forward their most recent editions of the books and supplemental materials to Dr. John M. Chapman, Michigan Department of Education. The textbooks were distributed to the reviewers by the Department. Because the HOLT DATABANK SYSTEM involved so many other types of materials such as posters, cassettes, etc., it was decided to place them in three different locations for accessibility by the reviewers. The HOLT DATABANK SYSTEM, therefore, was available in the Detroit Public Schools, the Ann Arbor Public Schools, and the Michigan State Library in Lansing. One of the reviewers was able to use the HOLT DATABANK SYSTEM located at the University of Pittsburgh.

The Allyn and Bacon publishers also sent, along with the textbooks for the elementary level, the series for the seventh grade level. Some of the reviewers also evaluated the seventh grade level although this was optional.

At the same time that letters were sent to the publishers, letters were mailed to the fifteen reviewers (list of reviewers and editors-

technical writers in Appendix B) with a copy of the 1977 Study and information about the procedures to follow for the 1978 Study which were slightly altered from the previous review. Essentially, the reviewers were directed:

To review four frequently used elementary social studies programs which had already been determined by the 1978 Social Studies Review Steering Committee;

to rate the textbooks and supplemental materials according to criteria developed, selected and/or approved by the steering committee (copies of criteria in Appendix A); and,

to write an 800 to 1,000 word review which would comprise about three double-spaced typewritten pages.

Hence, each reviewer was asked to complete a total of eight sets of criteria checklists (2 per publisher) and four narrative reports (1 per publisher).

Some reviewers chose to include in their review the Allyn and Bacon series for grade seven.

Very briefly, the design can be outlined as follows:

1. Formation of 1978 Social Studies Review Steering Committee by Dr. John M. Chapman, Social Studies Specialist.
2. Identification of specific categories to review
3. Identification of specific levels in the social studies to review
4. Identification of four frequently used textbooks/ programs
5. Selection of reviewers and editor-technical writers
6. Definition of tasks to be performed by reviewers
 - a. Written reviews
 - b. Criteria checklist
7. Preparation of final report
 - a. Findings
 - b. Recommendations

Dr. Georgianna Simon
Professor of Education
Marygrove College

VOLUME, PART II

PART II INTRODUCTION

A Summary of Findings and Recommendations, Editorial Commentary, Suggestions for Consideration By -, and Recommendations for Future Studies

Part II of Volume I of this report includes: 1) A Summary of Findings and Recommendations; 2) Editorial Commentary; 3) Suggestions for Consideration By-; and, 4) Recommendations for Future Studies.

After reading all of the reviewers reports, Dr. Grace Kachaturoff and Dr. Georgianna Simon prepared written summaries of findings and recommendations which have been placed first in this section.

Copies of the reviewers reports and recommendations were also reviewed by members of the Social Studies Review Steering Committee. An editorial commentary statement for each category reviewed was prepared by an appropriate member of either the Steering Committee, one of the editorial-technical writers or the State Social Studies Specialist. In some instances, an initial member of the Committee had been replaced and the editorial commentary has been prepared by an individual who now has responsibilities related to the area reviewed. The commentary statements have been inserted at the end of each category reviewed.

The final two sections of Part II represent suggestions and considerations as indicated.

Part II of Volume I, which is available from ERIC and on microfiche at the Michigan State library, contains the complete narrative reports of the reviewers by category.

SUMMARY OF
FINDINGS AND RECOMMENDATIONS

Reviewer #1

(BLACKS)

A. Allyn and Bacon

Findings: The reviewer stated that this particular series was traditional in its format. There was insignificant, unfair and sketchy treatment of the Blacks. Certain Black inventors were omitted, and, of the many Black explorers, only one was mentioned. The term "negro" is offensive yet it was used throughout the texts. Black heroes were omitted and the reconstruction period is totally distorted while very little attention is given to the role of Black Americans in the Western Expansion movement. The pictorial content is not representative of the Black Experience.

- Recommendations:
1. More information about and better representation of Blacks should be given at each level.
 2. There needs to be a re-examination of curriculum content and concepts to be developed to insure that the role of Blacks is included in an accurate and positive manner.

B. Harcourt, Brace and Jovanovich

Findings: In the treatment of the Black Experience this reviewer finds the series lacking. In regard to content and illustrations, "omissions permeate the entire book" and references to Blacks are almost completely omitted in unit two. Whatever references are made to Blacks can be identified as tokenism. The treatment of the Black families is negative, the Moroccan family reinforces stereotypical views of Blacks--subservience for Blacks and authority for Whites is indicated--while the archaeological findings of the Leakey Family is omitted. The sub-topic "Servants from Africa" presents a romanticized version of slavery while brief sub-topics like "New People in the Americas" distorts how Africans came to America. Special attention is not given to Black leaders and there is misrepresentation of leaders such as Nat Turner. The Reconstruction Era and the plight of Blacks is given adequate treatment in a few of the books and inadequate treatment in others.

Where the books are used teachers would have to be innovative and supplement to compensate for omissions. In general the format of the series is refreshing and attractive; and, emphasis on the inquiry method of instruction is well done.

- Recommendations:
1. Attention should be redirected to publishers to conduct better research which would be reflected in content and illustrations.
 2. Resources and information are lacking, therefore, it is suggested that the teacher use outside information to enhance the texts. (The authors and publishers of this series should definitely keep this in mind when revisions are made).
 3. More up-to-date information should be provided. Ex. throughout the series this reviewer sees that racism is perpetuated.

C. Holt, Rinehart and Winston

Findings: The reviewer did not have the third component, (The Databank) but she utilized the teacher's guide and textbooks which she found adequate. The guide lists and identifies materials to be used with specific units. The inquiry instructional approaches and individualized instruction with a variety of non-book material permeates this program. Also listed in the teacher's guide are references to the Black Experience. Black explorers are included in the unit entitled, "New Peoples Arrive." The first level program provides an integrated format. Black content is very visible. In the textbook, American History, the illustrations reflect Black life in a positive humane way. However, the reviewer notes that:

1. For the teacher and students using INQUIRY ABOUT AMERICA, there is little to be learned regarding Black life.
2. The positive images are few or absent, there are glaring omissions.
3. Pictorial content and written content do not reflect the Black Experience, neither past nor present.
4. Present day events are not realistically presented.

5. The Black navigators in Columbus's crew were not identified in the discussion.
6. The authors do not do justice to the Great African kingdoms of Ghana, Mali, and Songhay.
7. The authors insult Black people when they say, "Spanish priests tried to educate Blacks and teach them about religion."
8. In the opinion of the reviewer, to be a slave is to be treated cruelly! "Sometimes owners treated slaves very cruelly, but this did not happen often." (The Reviewer points out this contradiction)
9. The Reconstruction period is given a brief and sketchy treatment.
10. Only a few examples of Jim Crow Laws are presented in unit twelve. Students must learn that slavery, Black codes, and Jim Crow Laws are at the root of the plight of Black Americans today.
11. INQUIRING ABOUT AMERICAN HISTORY is lacking in meaningful Black content, in both words and images.
12. The presentation of the Kenyan family is not balanced by providing the children with an example of a modern African scene.

Recommendation: There should be a complete re-evaluation of this text by the publisher and stronger efforts to include accurate and abundant content in regard to Blacks.

D. Houghton, Mifflin and Company

Findings: The teachers guide for THINGS WE DO contains special activities which accompany each lesson. That Black life which is presented, is presented in a realistic, refreshing and relevant manner. Pictorial content is certainly representative of Blacks. However, there are problems such as:

1. Visibility of Blacks is minimal in this text.
2. Except in separate special sections, the Black realities of life are omitted.
3. The stories, examples and illustrations rarely reflect Black life.

4. Pictures are labeled "Negroid, Caucaoid, and Mongoloid"-- these terms are obsolete. If the goal is pluralism, then emphasis should not be placed on differences with no regard for the notion of similarities.
5. There are no illustrations of Blacks preparing food in a modern setting to balance a rural scene.
6. Very subtle racist overtones permeate the entire text.
7. THE WAY PEOPLE LIVE aims at affective learning, as well as cognitive learning.
8. The absence of Black content, culture, and human condition continues to prevail.
9. It is interesting how at the early elementary level, WINDOWS ON OUR WORLD provides equity and excellence; while at the upper elementary level very little attention is given to the factors that contribute to the development of positive self concept.

Recommendations:

1. Particular effort should be made to improve the upper elementary level texts to insure that Blacks are extensively and accurately portrayed.
2. In all areas of the program, greater efforts are needed to develop the concept of cultural similarities and differences. Particular care needs to be taken to treat the notion of balance in terms of similarities and differences.

COMMENTARY: BLACKS
SOCIAL STUDIES TEXTBOOKS AND RACE EQUITY
"A Need for Research"

The impact of the contributions of Black people upon the evolution of man has been greatly distorted by the devastating effects of racism. Some authors and publishers of social studies textbooks appear to be cognizant of the need to revise the social studies curriculum and present a realistic image of non-White society. However, the primary concern expressed by the reviewers of the textbooks examined in this series, was that, basically, authors and publishers are continuing to reflect a traditional fantasy of the superiority of the White race in recorded history.

The reviewers of the textbooks examined in this series unanimously expressed an urgent need for the authors of these texts to ascertain the truth about Black people as heroes, cowboys, explorers, congressmen, soldiers, inventors, villains, scientists, etc. and to include this information within the mainstream of the events of the past. Reviewers also found a significant difference between the textbooks for upper elementary students and those for lower elementary students. Those textbooks designed for the younger child contained content and pictorial illustrations that were reflective of efforts to affirm race and sex equity.

The review of Windows on Our World, Houghton/Mifflin, was entirely accurate and stated that the author used inadequate and offensive racial language, such as, "Negroid," omitted the significant contributions of Black Americans, and made subtle racist implications. In contrast, there was a significant difference in the text provided for lower elementary students. The younger child is exposed to an effective attempt to affirm race equity. More specifically, the lower elementary textbook provides realistic images of Black people through the use of language that is in tune with the six and seven year old vocabulary. These texts present relevant and racially affirmative illustrations which would assist all children in the development of a positive concept.

The review of the textbook, entitled, The Making of Our America, Allyn and Bacon, was specifically based upon the criteria consistent with the Social Studies Textbook Act. In accordance with this criteria, the major problem with this textbook is that of omitting significant contributions of non-White people. The language was inadequate and described Black Americans as "Negro

Slaves." The treatment of the Reconstruction period is totally distorted. The reviewer suggested that The Making of Our America for younger and older children is particularly damaging to the self concept of Black children. Other children are damaged by the content of this textbook because it distorts images of non-White people and contributes to the teaching of racism.

Although The Holt Databank System, Holt Rinehart and Winston, provides a unique organizational framework for students, the reviewer found significant evidence that the content for upper elementary students reflected racial bias. For example, the content of Unit I, entitled, "Who Discovered America" excluded Black navigators and other non-Whites who contributed to the discovery of America. At the same time, illustrations depicted Black people in the exclusive capacity as servants to Whites. The language of this textbook presents a cold and insensitive attitude to the suffering of people who were forced to be slaves, i.e., particularly this statement, ". . . most slave owners did not treat their slaves cruelly," implies that slavery really wasn't such a bad experience after all. The reviewer concluded that the Holt Databank System for upper elementary students subtly led Black children into a defeating self image of themselves and their ancestry in a negative manner.

The Holt Databank System, designed for the lower elementary student, provided a totally different experience. Younger children are exposed to an integrated format and an equitable approach to the treatment of non-White people. The treatment of Black people is particularly meaningful and refreshing. For the most part, the reviewer found that this textbook (for the younger child) is in compliance with the criteria of the Social Studies Textbook Act.

The reviewer of the textbook entitled, The Social Sciences - Concepts and Values, Harcourt Brace - Jovanovich, concluded that the treatment of Black people is distorted and misrepresented, i.e., students are told that Cro-Magnon was the oldest fossiliferous example of man's existence on earth and that the origin of mankind occurred in Europe and North America. These statements are totally wrong and present an inaccurate view of evolution. The correct information reflecting the scientific research of the Leaky's, in which the original fossilized form of mankind was discovered in Africa two million years ago, was completely ignored and omitted. Although the format of this textbook is attractive and refreshing, the reviewer concluded that the content reflects a deliberate effort to perpetuate racism.

Findings

There are many methods for incorporating racial bias in curriculum materials. Unfortunately, the authors and publishers of the

textbooks reviewed in this study have applied and/or supported most of these methods in the production of social studies textbooks for older elementary children which are biased in terms of Blacks. No matter how fragmented, unrealistic, or out of balance with nature the content or pictorial illustrations of these books may be, children are taught to stretch their imaginations in order to believe what is written. However, it is encouraging to note, that textbooks for younger elementary children reflect successful efforts to acquaint students with the pluralistic nature of our society and to replace bias and distortions with understanding and an acceptance of all people as individuals of worth and dignity.

Recommendations

The following recommendations provide some alternative considerations for the problems and concerns expressed by the reviewers of the social studies textbooks examined in this study. It would be worthwhile for:

1. authors to seek the assistance of consultants who have conducted research in regard to the history of Black people and to incorporate this information within the natural context of current and past events;
2. publishers to require documented evidence of historical data which is used in textbooks; and,
3. teachers to supplement social studies textbooks with a variety of library materials and suggestions that can be used to compensate for distortions and misinformation.

Ms. Gloria Y. Gordon
Education Consultant
Michigan Department of Education

SUMMARY OF
FINDINGS AND RECOMMENDATIONS

Reviewer #2

(HISPANICS)

A. Allyn and Bacon

Findings: It is evident throughout the series that the charts, maps, and illustrations are up-to-date.

1. Some sections of the books in this set are quite good and positive; but overall, as to Hispanic people, many stereotypical views remain as firmly entrenched as ever.
2. Several inaccuracies and stereotypes exist in its portrayal of Spanish explorers and discoverers.
3. Substantive information about Hispanic people is lacking in both text and the teacher's guide.
4. In the study of industrial America and the automobile industry, the series totally ignores the important role Hispanics have played in the growth of that industry and the development of modern industrial America.
5. In the study of western expansion, the series fails to provide significant background on the history and culture of Spain while attributing negative characteristics to its people and government.
6. In the history of the United States, the history and culture of Hispanics does not receive balanced treatment.

Recommendation: The reviewer's general negative findings in regard to this series suggests that the publishers should re-examine the materials and give particular attention to how Hispanic people are portrayed. Care should be exercised to insure that Hispanics are not inaccurately portrayed and/or omitted from the program; and, stereotypical views should not be included in both teacher/student materials.

B. Harcourt, Brace and Jovanovich

Findings: The series, on the positive side, does present profiles of several outstanding Hispanic leaders and discusses the importance of learning another language such as Spanish.

1. The series suffers not only from relative non-representation and misrepresentation of the achievements and contributions of Hispanics to the development of his country, but it also displays poor scholarship as to the Spanish borderlands and Southwest history in general.
2. The references to Hispanics are too few and too stereotyped a portrayal to convey any real substance about the culture. Not all Hispanics are from the Southwest nor born in Mexico City.
3. The Puerto Rican and Cuban experiences are not directly noted at all.
4. When it appears that Hispanics should be discussed at certain points in the text, they are not mentioned at all.

Recommendation: The Publisher needs to examine the reviewers report, conduct additional appropriate reviews and make corrections in future editions.

C. Holt, Rinehart and Winston

Findings: The first three levels of this series are generally quite good in their portrayal of the Hispanic experiences although stereotypical views are evident in the texts and teacher's guides. A Puerto Rican family is presented in a realistic portrayal among other profiles of modern American families. Also:

1. The fourth, fifth, and sixth grade texts are not of the same quality as the texts for younger children.
2. The familiar evil Spaniard/benevolent American view of history occurs in the context of the Navajo-Hispanic conflict on the Spanish borderlands.
3. The teacher's guide treats the Spanish even more negatively than the textbook.
4. Mexican history is often sketchy and incomplete.
5. There is no attempt to relate the Indi-Hispanic, Mexican heritage to Mexican American people in this country.

D. Houghton, Mifflin and Company

1. As a whole the textbooks omit teaching children to learn from other cultures to find similarity of experience in cultural and ethnic differences.
2. The photographs and drawings of Hispanic people do not really depict them as individuals, but rather as prototypes of middle-class whites.
3. In the photographs, drawings, and text, the Hispanic people are indistinguishable except for pigmentation.
4. The textbook fails to account for the geographic diversity of this nation by omitting the southwestern region.

Recommendation: The reviewer's general negative findings in regard to all of the materials reviewed (all publishers) suggests that the publishers need to re-examine their materials and give particular attention to how Hispanic people are portrayed. More emphasis should be given to insure that Hispanics are not inaccurately portrayed and/or omitted from the program; and, that stereotypical views of Hispanics are not included in both teacher and student materials.

COMMENTARY ON HISPANIC REVIEW

My comments on the review for bias (by commission or omission) of (a) Allyn and Bacon's; (b) Harcourt, Brace, and Jovanovich's; (c) Holt, Rinehart and Winston's; and Houghton Mifflin's social studies texts series treats these in a group since it appears that two major and consistent factors underlie the reason for the pejorative treatment of Hispanics within said texts.

Before I begin, I do want to comment on the excellent scholarship and knowledge base of the reviewer, Dr. Fernando Gomez. His reviews, sharply analytical, informative, and an educational experience, are to be emulated by social studies teachers as a format for changing entrenched stereotypes and biases based on a knowledgeable and accurate portrayal of our nation's past and present participants and designers.

This leads me to the major factors which are causal to the deficiencies of said texts in their treatment of Hispanics. The factors are (1) biases, either conscious or unconscious, and (2) a narrow and/or distorted knowledge base of which the authors are victims. The authors, with good judgment, moral convictions, and excellent scholarship, are not immuned at birth from the socializing forces which have traditionally, as it is true of most countries, portrayed history from the frame of references of and to favor the dominate group or nation to the demise of their subjugated. Within miopic socializing forces lie the transmitted biases which inhibit the acquisition of a weltanschauung. Among socializing forces I emphasize formal schooling.

We, like the writers of social studies textbooks, are not immuned either. We too are contaminated by a historically, socio-economically, and politically weighted social system. Once conscious of this reality, we should understand that selection of balanced or "objective" social studies textbooks is certainly one step forward, and maybe one which need not be taken if teachers can use a social studies text to teach (and not for the purpose of teaching a social studies text). The sad irony is that many teachers depend on classroom texts and text references to other books, which are the originators of the biased content, as the only source for developing their knowledge base. The biases identified by the reviewer in the preceding pages should be viewed as symptomatic of the above stated causal factors.

Dr. Miguel Ruiz
Michigan Department of Education

SUMMARY OF
FINDINGS AND RECOMMENDATIONS

Reviewer #3

(AMERICAN INDIANS)

A. Allyn and Bacon

Findings:

1. American Indians are not portrayed as the original and legitimate inhabitants of this continent.
2. There are Eurocentric suggestions that Europeans "discovered" a continent that had, perhaps, a larger population than did western Europe at that time.
3. Europeans regarded land as a commodity for sale; Indians viewed land as the most vital part of man's existence. (The "new World" and "Specimen" Syndromes.) This view is not presented.
4. The textbooks fail to present contemporary Indians accurately, but, rather they preserve "the cherished image of noble redmen", supporting a vision of what Americans would like Indians to be.
5. The term "Indian" is a misnomer; and within these texts, white society has applied a wide range of negative stereotypes and characterizations to the term.
6. Generalizations are presented which universalize "American Indianness" to the detriment of unique tribal values.
7. American Indians are sometimes invisible because of the tremendous amount of misinformation about them. There is a lack of accurate information about American Indians in these books.

8. There is a focus in these textbooks on a concept of "American Indian Cultures" which is an oversimplified and/or distorted view of the enormously diverse and dynamic tribal societies.
9. The religion of the tribal people is presented in a biased comparative mode; thus, misconceptions are generally conveyed to the student.
10. Incomplete information and stereotypical views dominate the discussion of American tribal societies in these textbooks.

B. Harcourt, Brace and Jovanovich

Findings:

1. The conflict between communal and private ownership of property and the tribal communal way of life are not clearly and accurately presented.
2. The terms "treaty" and "nation" are not accurately presented. (As they are clearly defined by American Indian People.)
3. It is Eurocentric to suggest that Europeans "discovered" a continent that may have had a larger population than western Europe at that time. Such a presentation is made in these textbooks.
4. Generalizations by experts which universalize "Indianness" to the detriment of unique American Indian values are in these textbooks.
5. There is misinformation, oversimplifications, and distorted descriptions of American Indian societies which could lead students to draw negative conclusions about the American Indian people within these books.
6. The religion of the American Indian people is presented in an ethnocentric comparative mode, thereby, misconceptions and inaccurate ideas are generally conveyed to the student.

7. Incomplete information and stereotypical views dominate the discussion of American Indian societies within these textbooks.

C. Holt, Rinehart and Winston

Findings:

1. The "discovery" of North America is presented with distortions, misinformation, and bias.
2. Contemporary American Indian issues are ignored as non-Indian Americans try to cherish the image of "the noble redman."
3. The United States policy for Indian tribes has not remained consistent and generally benefits non-Indians more than it does the tribal people. This view prevails in the textbooks in this series.
4. Generalizations universalized "Indianness" to the detriment of unique American Indian values within these textbooks.
5. Focusing on "American Indian cultures," . . . present oversimplified or distorted descriptions of the enormously diverse and dynamic tribal societies
6. The religion of the Indian people is presented in a comparative mode, thereby, misconceptions and inaccurate ideas are generally conveyed to the student.
7. Through the values of the dominant society and its media, American Indian people have been portrayed as passive and unaggressive to the fault of inaccurate value judgments attached to their people. This view is characterized in this series.
8. Non-Indians do not understand why American Indians want to remain Indians nor do they understand their value system. This view is conveyed in these textbooks.

D. Houghton, Mifflin and Company

Findings: The types of American Indian housing in the 1800's and the fact that Europeans did not make a "discovery" of North America are well presented. A commendation is cited for including two American Indian teacher consultants in developing the textbook program. Contributions made by American Indian people to the English language are limited, but correct and well-received.

- Recommendations:
1. The discussion of democracy should include a description of the Iroquois Confederacy and its impact upon the United States Government.
 2. When discussing Indian religion, caution should be taken in presenting appropriate and accurate information.

COMMENTARY ON AMERICAN INDIAN REVIEW

The act of teaching the nation's diverse population the history of this country today in an acceptable way is difficult. There appears to be a need to project and include the many European, Asian, African, Central and South American ethnic groups because of their respective racial awareness. All people today, it seems, do not want to lose their roots and desire inclusion as people in the history of this nation. American Indian tribes also cling to their tribal identity and prefer to be identified by tribes rather than Indians. How people are portrayed in texts is crucial.

History and social studies textbooks over-use the term "Indian" and do not make sufficient reference to the different tribes. There also is scant mention of the different government policies affecting the lives of the different tribes. Students do not become aware of the political status of tribes and their struggle to maintain themselves as tribes.

The reviewers emphasized the need for students to understand tribal values, the need to avoid stereotyping, the need to portray the tribal setting in an acceptable way preceding the coming of people from other nations, and the need to include a greater amount of the contributions to this nation by the tribal people.

The idea of portraying the nation's tribes as victims and the denial of certain human rights to American Indian people has implanted in the minds of non-Indians, it seems, that no one cares, or that nothing will be done to correct discrimination or injustices toward American Indians.

The result of this idea lowers the rank of the American Indian citizenship in the minds of people. Also, many non-Indians grow up with the idea that they are superior; have the protection of state and federal agencies and police; and, are the chosen ones to be accepted by society and to succeed in life.

Modern emphasis on equality, justice and recognition apparently has become a threat to the status quo, and the struggle of all minority people and women to become recognized has added a different political dimension.

The struggle no longer is between mainstream American and American Indians, or the U.S. government versus tribes. The struggle between states' rights versus tribal rights has not been solved. Much of

the animosity between tribes or American Indians and state and federal governments has been heightened because of political pressures to recognize and provide equity for other protected groups, minorities and women.

It is not uncommon today for some American people to feel and express a desire to have the same aboriginal rights as American Indians, whatever these rights may be, because they see themselves as "Native Americans." The idea that all Americans should be treated equally and have all of the same rights is not uncommon. People tend to forget that American Indian people are treaty people and that the federal government has a binding obligation as trustees of the American Indian people.

Because of this federal relationship, most American citizens do not view the American Indian population as contributors to the nation. The paradox that exists in the minds of many people seems to be that American Indians are victims, and a favored special group, are non-contributors; and therefore, should have the lowest status as citizens. Historically, most tribes have been denied access to the learning institutions, places of employment, and appropriate medical treatment, and as a result, suffer economically.

The core of the deterrent factor of American Indians' social and economic progress may be the inability of the federal system and states to define and clarify the role and responsibility of states in regard to helping American Indians to obtain equality and an improved image.

The questions that need to be asked and dealt with, in my opinion are:

- 1) To what extent are states obligated to service tribes and American Indians at large?
- 2) In what manner should they be served because of their political status?
- 3) Should the American Indians served by states be classified separately as a distinct political entity, or should they be simply classified as a minority? The difference is crucial because a small political entity does not and cannot rely on support from political parties and legislatures who represent a different constituency.
- 4) How can two or three separate governments or entities ensure that coexistence will provide justice and equality.
- 5) Do states reserve the right to determine American Indian status within their boundaries?

The whole concept of who the American Indians are and their image may determine the future progress and status of the larger American society. Our society historically places much emphasis upon status, the higher the status one has, the easier it becomes to progress as a person and as a group of people.

Conflicting cultural values may serve as barriers to acceptable images and status for many American Indians who believe in the traditional ways. A thrust to redefine and project American Indian values, and lifestyles in school social studies textbooks in a favorable light, would create in the minds of pupils a healthier view of America's first people.

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SUMMARY OF
FINDINGS AND RECOMMENDATIONS

Reviewer #4

(AFRICA)

A. Allyn and Bacon

Findings: The reviewer reported that there was treatment of the concept of global interdependence at the first three levels; however, there was no specific content on Africa. At levels four through six, the textbook series does present significant information about Africa in a scholarly, non-stereotypical manner. Nevertheless, sweeping generalizations and misleading assumptions seem to characterize the presentation. The reviewer felt that some major issues about Africa could have been presented more objectively and accurately and analyzed in greater depth. Also, the rural, tribal aspect of African life is still emphasized, at times presenting a distorted view of contemporary Africa and its people.

- Recommendations:
1. Some appropriate African studies content should be introduced at the primary levels.
 2. A more contemporary focus should be used in the presentation of African studies.
 3. Case studies, appropriately selected to illustrate the diversity of African life, should be used to overcome over-generalizations and misleading assumptions.
 4. The teacher's guide should provide more information and approaches in the teaching of African studies.

*LANDS OF AFRICA--7th Grade

The authors appear to be unaware of the developmental levels of learners. This textbook presents highly complex concepts which are difficult for seventh graders to grasp. Regardless of its inappropriateness in grade level placement and its weaknesses in content and methodology, the reviewer still feels that it is a good basic introductory textbook on African studies. This textbook could be used by high school students, regardless of grade level.

B. Harcourt, Brace and Jovanovich

Findings: Generally, the textbook conveys appropriate content and positive and supportive attitudes at the early levels whenever references are made to African studies. Commonalities in the human experience are presented in a manner which gives the learner a sense of the dignity and worth of African cultures. At the intermediate level, very little substantive content about Africa is presented, thereby giving opportunities for over-generalizations which might lead to negative stereotypes. The reviewer felt that the text and the teacher's guide did not reflect contemporary scholarship.

- Recommendations:
1. More substantive content, utilizing all the disciplines in the social and behavioral sciences, should be provided for teachers and students in the text.
 2. Crucial problems relative to Africa should be presented so that learners will not formulate inaccurate and misleading conclusions.
 3. The text should reflect contemporary scholarship to a greater degree than it now does.
 4. More up-to-date information and background materials on African studies should be provided for teachers.

C. Holt, Rinehart and Winston

Findings: The references in the series support and reinforce the generalizations which promote the stereotypical view of Africans as being a simple, primitive and rural people. The reviewer also commented on the lack of contemporary scholarship in the presentation of current issues and problems. The Euro-centric Western bias is prevalent throughout the discussions pertaining to Africa. Even though the photographs depicting Africa are excellent, there is a paucity of content materials and a lack of continuity and integration of concepts for effective learning.

- Recommendations:
1. More information about contemporary urban Africa should be presented for a balanced and accurate view.
 2. The content should be organized in a logical and sequential manner appropriate for each grade level.
 3. The presentation of the Bushmen should not be done in a paternalistic and condescending tone.
 4. A definite attempt should be made not to reinforce traditional stereotypical views of Africa.
 5. The teacher's guide should present more background information and more suggested techniques and approaches for teachers to use to enhance the references to Africa.

D. Houghton, Mifflin and Company

Findings: The reviewer felt that the references to Africa and African people do not support or illustrate the central theme of the series which is the development of self-awareness and of awareness and respect of persons around us. Instead of stressing the patterns of human diversities and commonalities, the references and photographs of Africa and its people reinforce the stereotype that Africa is a "primitive" rural society. There is a definite attempt to avoid value-laden negative descriptions in the text. The teacher's guide does not provide the necessary information to illustrate the diversity within Africa nor the commonality of Africa with the United States.

- Recommendations:
1. Contemporary African life should be presented to illustrate both rural and urban dwellers so as to avoid bias and stereotypical descriptions.
 2. Commonalities in the human experience should be emphasized so as to provide opportunities to draw comparisons and contrasts in lifestyles and institutions.

3. Political, social, and economic issues should be presented in an objective and comprehensive manner.
4. The text should to a greater degree than it now does, reflect contemporary scholarship.

SUMMARY OF
FINDINGS AND RECOMMENDATIONS

Reviewer #5 (ASIA)

A. Allyn and Bacon

Findings: The reviewer commented on the paucity of Asian studies content for the first three levels. Although the series is well organized and integrated and the reviewer would evaluate the series as "good", there are a number of criticisms which should be noted. First, the reviewer felt that the suggested grade levels are too high for school systems with a disproportionate number of students from disadvantaged homes. The series is commended for its attitude towards and coverage of non-western Asian areas. However, even though the Asian content is impressive, the staggering complexity of Asia is not evident to the student nor the teacher. Various crucial concepts are treated with Western bias, developed in a highly misleading and simplified manner, or presented with inaccurate data.

- Recommendations:
1. The teacher should study the guides thoroughly to do an effective job of teaching from the series.
 2. Selected crucial concepts which would lead to better understanding of Asia and Asian people should be presented in the early grades and in greater depth.
 3. The series should reflect contemporary up-to-date scholarship on Asian studies.
 4. Conflicts and issues relative to Asian studies should be presented in an objective way, noting all viewpoints and alternatives.

B. Harcourt, Brace and Jovanovich

Findings: Despite inaccuracies, Western bias and omissions, this series manages to create an impression of a vibrant and changing Asia, whose leaders are actively and intelligently seeking solutions to the problems of their societies. The commonalities

and differences in life styles of children from around the world, including Asia, is excellently presented in Volume II although the treatment of Asian cultures in Volumes IV and V are weak and not always positive. Because of its emphasis upon the Western-centered approach, problems and issues are often presented in a misleading way. The lack of modern scholarship is evident in the treatment of various problems and concepts as well as omissions of crucial areas of concern to both Asia and the United States.

- Recommendations:
1. Asian studies should be presented without a Eurocentric-Western bias.
 2. Discussions of the caste system, family, etc. should be presented accurately and in-depth to avoid misleading assumptions and to reflect contemporary scholarship.
 3. References to Southeast Asia, Korea, and the Vietnam War should be included in the text.
 4. Descriptions of various Asian cultures should be up-to-date and reflect a balance between rural and urban life.

C. Holt, Rinehart and Winston

Findings: The reviewer feels that the treatment of Asian materials primarily to illustrate and exemplify a set of concepts repeatedly leads to rather serious distortions of content. Certain Asiatic cultures and important aspects of Asian cultures are almost totally neglected.

- Recommendations:
1. Facts concerning Asian cultures should be accurate and up-to-date and presented in an objective and interesting manner.
 2. Controversial issues should be treated fairly. Countries not considered "friends" of the United States should be included in the text.
 3. Treatment of certain cultures and crucial issues should not be oversimplified.

D. Houghton, Mifflin and Company

Findings: This series uses the interdisciplinary thematic approach aimed at helping children understand themselves, their roles in various groups, and the concept of global interdependence. The reviewer believes that one drawback of the conceptual approach is that it presents Asian examples rather superficially throughout the series, thereby making no attempt to create a cohesive picture of Asian cultural and historical traditions. According to the reviewer, the content of Asia does not represent current scholarly thinking, lacks depth of coverage as to Asian people's lives and customs, and generally treats Asian studies with an Eurocentric Western bias. There is, furthermore, a tendency to select exotic and primitive aspects of Asian life for discussion.

- Recommendations:
1. Asian content should be integrated in the text so as:
 - a. to provide a more comprehensive understanding of the cultural and geographic diversity of Asia as well as its regional characteristics.
 - b. to explore representative countries in-depth.
 - c. to present a more complete perspective using an interdisciplinary approach.
 2. The treatment of certain cultures and crucial or controversial issues should not be neglected nor oversimplified.
 3. The treatment of Asia should reflect contemporary scholarship.
 4. The study of Asia should not be approached from a Eurocentric Western bias.

SUMMARY OF
FINDINGS AND RECOMMENDATIONS

Reviewer #6

(MIDDLE EAST)

A. Allyn and Bacon

Findings: The textbooks are very attractive, easy to use, and well-produced. The charts and pictures are good and generally attempt to be representative. The material is clear and concise, and the teacher aids are valuable and easy to use. Some of the student questions are too complex and have not been adequately discussed in the text. The books show the geographical diversity of people and lands, and the use of letter writing, the human interest of the village, kibbutzim, and bedouin life is brought out well. However, in the discussion of Arab culture and the Islamic religion, there is no mention of the Ottoman Empire nor European colonialism. Countries of North Africa are omitted from the books on Africa and the Middle East. The books, furthermore, show a bias toward Western capitalist approaches of development and omit some of the most basic principles of capitalism such as the need for new markets. There is little discussion of dominance and dependency in the area of trade with the Third World countries and the military sales that accompany trade relations. There is no discussion of the economic support of Israel by the United States nor the economic classes in the Middle East. The history of the Palestine/Israeli controversy can only be understood within a historical perspective which is lacking in this series. Generally, the Israeli-Arab conflict is not clearly presented. There is no serious discussion of local attempts at land reform and the realities of the oil situation, of the increasing economic stratification, inflation, and other problems in the Middle East.

- Recommendations:
1. The teacher's guide should provide more content materials about life of the upper classes in Arab countries.
 2. Important controversial topics should be included in the text regarding the Arab/Israeli conflict, the Palestinian problem, the relationships of the U.S. and the Middle East, etc.
 3. The teacher needs to be aware that student questions are sometimes too complex and have not been adequately discussed in the text. The teacher must be provided with more information to be able to respond to such questions.

4. The teacher must provide the students with the concept of historical continuity and historical perspectives in the Middle East which are lacking in the series.
5. The teacher needs to keep abreast of contemporary happenings in the Middle East.
6. The teacher's guide needs to provide a historical perspective of the Middle East and show how today's problems are so influenced.
7. The teacher needs to be aware that controversial issues are often omitted.
8. The series needs to include more content on the Middle East.
9. The teacher needs to know that the program is outdated and does not give adequate coverage to events crucial to United States history.
10. More emphasis should be put on the accomplishments and realities of life in the Middle East.
11. The teacher's guide should include more recent materials as well as more background materials about the Middle East.
12. More Middle East scholars should be involved as authors/consultants in the development of elementary social studies programs.
13. More content should be included about the recent immigration of Arabic people to the United States and present locations and problems of immigrant Arabs in the United States.

B. Harcourt, Brace and Jovanovich

Findings: The concepts presented for the young grades show differences and commonalities among different cultures. The reviewer, however, felt that there should be greater emphasis upon the presentation of a total culture, not just using examples in an isolated form. Probably more pictures of all patterns of life--rural and urban, rich and poor--in a country would help to dismiss the stereotyping of certain ideas at a young age. For the upper elementary levels, the treatment of various economic and political systems is well done. At the same time, there is no discussion of the effects of Western colonialism and the current market systems on the Third World and the correlation of technology and socio-economic systems is not addressed fairly. Furthermore, only Iran is considered, and the problems of the Arab countries and Israel is not even mentioned. In the treatment of Iran, there is a lack of accuracy and thoroughness to help students or teachers acquire an understanding of today's events. The discussion also omits any serious presentation of Islam or Judaism. There is need to include more material from the Middle East and problems must be presented with greater objectivity if children are to develop a good understanding of other cultures. The dependency of the United States on oil from the Arab countries is too important to omit. The competition between the United States and the Soviet Union for control of the Middle East should be presented in relation to the effects it has on the people living there and here. The books in this series are attractive; the pictures and graphs are well presented and clear. The activities for the students are well thought out and presented.

- Recommendations:
1. The program should be designed to present an in-depth study of selected and representative cultures of the Middle East.
 2. The program should provide more materials for teachers whose background about the Middle East is weak and limited.
 3. The teacher needs to keep informed of contemporary issues and problems relative to the United States and the Middle East.
 4. The teacher needs to provide additional information and diverse views about some problems which are not presented as objectively as possible.

5. More content about the Middle East needs to be included since those nations play such an important role in the world community.
6. There is a definite need to include material from the Middle East, other than Iran.

C. Holt, Rinehart and Winston

Findings: Generally, the textbooks for the younger children are effective although the reviewer noted a bias toward rural families and a neglect of foreign rural areas in examples which were used from the Third World. Although there is no discussion of the cultures of the Middle East except for one brief account about a caravan going through Cairo years ago, the materials for the later grades are very good. The section on the Berbers is well done. As is true in many other textbooks, communities appear as isolates. There is no discussion of a colonial past and the degree of dependency today. The reviewer mentions, furthermore, that there is also a bias toward countries friendly to the United States. Technology is presented as a major method of development, and yet there is no discussion of social issues or the relationship of technology and political-economic systems. The use of the term "Non-Modern People" indicates a built-in prejudice. Also, there is neglect of recent problems relating to urbanization around the world. The guides for the teacher are very imaginative and well-organized; yet there is a real need for more information for teachers to enrich the text and to dispel stereotypes on cultural differences relating to poverty, different styles of families, and urban differences. Very little material is included about the Middle East, American-Arabs, and the religions of the world.

- Recommendations:
1. The teacher should be aware of the use of emotionally-charged words and terms which may generate stereotypical views and perceptions.
 2. There is a need to supplement the textbook with more information and examples of urban life to present a more balanced and accurate portrayal of urban/rural cultures.

3. A more contemporary focus should be used in the presentation of Middle East studies.
4. The teacher's guide should present more background information on the history, geography, sociology, and politics of the Middle East.
5. More content about the Middle East and American-Arabs should be included in the textbooks.
6. There is need to stress commonalities in the human experience.
7. More information is needed to help dispel stereotypes on cultural differences relating to poverty, different styles of families, and urban differences.
8. The teacher needs to keep abreast of current happenings and developments in the Middle East.
9. More information is needed regarding the religions of the Middle East and the role of religion in the life styles of the people.

D. Houghton, Mifflin and Company

Findings: The reviewer felt that it was a mistake to entitle this program THE WORLD AROUND US since there was no discussion of other countries. Even though there is a good attempt to discuss the numerous cultural variations between peoples and good questions are raised, there seems to be no relationships established between the cultures presented, thus presenting an incomplete understanding of the content. In the case of the Egyptian village and other situations, differences are attributed to a technology gap, but the reasons for the gap are not adequately discussed. The questions about the Egyptian village, therefore, tend to build in a negative bias toward less developed countries. In the discussion on urbanization, important aspects of the problems are ignored and treated superficially. There is Western bias since market systems are given much attention but there is no discussion of socialism and communism as systems. Economic class distinction are rarely presented; oftentimes mention of the upper class is ignored. The information on Islam is limited but accurate. Social problems are generally viewed only by Western standards and views and Western

bias is further emphasized by the omission of colonial history and some of the economic facts of modern relationships with the Middle East.

- Recommendations:
1. The commonalities and differences in life styles need to be presented with a more in-depth and reflective analysis to dispel negative bias toward less developed countries.
 2. The teacher's guide needs to present more background information on the history, geography, economics, sociology, and politics of the Middle East.
 3. The various market systems should be presented with accuracy and balance.
 4. The teacher needs to supplement more content for an in-depth and reflective study of the peoples of the Middle East to help students develop more empathetic and positive feelings toward others.

SUMMARY OF
FINDINGS AND RECOMMENDATIONS

Reviewer #7 (RUSSIA & EASTERN EUROPE)

A. Allyn and Bacon

Findings: In NATIONS IN ACTION the role of the Soviet Union as a super power is presented clearly and insightfully, and the teacher's guide is excellent. In grades 4 through 6 the information about Lenin and Stalin is presented clearly and insightfully, and again the teacher's guide is well done. Information about Lenin and Stalin is presented with balanced and generally bias free treatment. In CHOICES AND DECISIONS, there is ample coverage of Marxism-Leninism. These books are recommended very highly and rated as "outstanding" by this reviewer.

1. (Gr. 1-3) The children are not introduced to other cultures during the first three grades. There is no mention of the Soviet Union nor East Europe in these publications.
2. (Gr. 3-6) Again, opportunities to use examples or illustrations from the Soviet Union and/or East Europe are ignored. The treatment of "totalitarianism" is slanted and biased.
3. (Gr. 7) Technology: Promises and Problems misses numerous opportunities to compare the technology of the USSR with the United States.

B. Harcourt, Brace and Jovanovich

Findings: These books were excellent in their well thought out presentation of cultural similarities, differences, conflicts, and other concepts. The teacher's guide is extremely well equipped with numerous suggested activities. In Gr. 4-6 the following was evident: The presentation of the 1917 Russian Revolution is very brief, yet adequate. The comparison of the United States to the USSR is extremely well done. These books recognize the existence of the Soviet Union and adequate coverage is provided.

1. (Gr. 1-3) There are very few references to the Soviet Union in these books.

2. (Gr. 4-6) The misconception of an advanced position concerning women's rights in the Soviet Union is not challenged. The teacher's guide provides insufficient background information but does suggest many instructional activities.

C. Holt, Rinehart and Winston

Findings: The concept of multiculturalism is presented effectively to children at the kindergarten level. The first level book introduces the concept of human interdependence.

1. The treatment of the Soviet Union and East Europe is largely ignored.
2. At grade six, the village of Crasac in Yugoslavia is presented accurately; more background information would be helpful.

D. Houghton, Mifflin and Company

Findings: Understandings of Yugoslavia are presented very effectively.

1. Opportunities to introduce non-United States cultural studies are ignored. (Gr. K-2)
2. This series stresses the concept of getting the children to know themselves. Very little is done to introduce children to other people and to develop the concept of human interdependence fully. (Gr. K-2)
3. There is some Russian and East European content, although in some instances it is superficially presented. Because Russia and Eastern Europe play important roles in contemporary society, more attention should be given to the study of these societies. (Gr. 4-5)

COMMENTARY ON INTERNATIONAL AREA STUDIES IN
K-6 SOCIAL STUDIES TEXTBOOKS

Social studies textbooks published in the United States have improved considerably over the last decade, reflecting the concerns of educators and of the public that the cultural diversity of our history and society be presented in a positive way. The image of America as the "melting pot" has ceded to an image of this nation as a pluralistic and diversified society. The unrealistic picture of a homogeneous people has been discarded, and the positive strengths and critical problems of our heterogenous population are more clearly portrayed.

Many publishing houses also have improved the quantity and quality of their social studies materials about non-Western world areas, Africa, Asia, Eastern Europe and the Soviet Union, Latin America and the Middle East. Seldom do the formerly common stereotypes of grass-skirted natives, grinning coolies, or lazy hombres appear in our major texts. These overtly stereotypical images have been replaced by more contemporary depictions of people from foreign lands. Foreign places as well as people are portrayed in a more realistic way, breaking the stereotype of Africa as a jungle and Asia as a rice paddy. Quantitatively, there are more references to non-Western areas in the texts, especially at the upper elementary level. Children are given opportunities to learn about communities and national customs of many areas of the world, although this is generally very superficial content.

Frequently, the commonality of the human experience and the linkage of Americans with other parts of the world are explored. This approach aides the learner in his or her understanding of the interrelatedness of all people and helps to mediate against an ethnocentric view of the world. Exploration and trade are the central foci of this interrelatedness.

Given the progress made in improving the quality and quantity of non-Western studies in our K-6 social studies materials, it is incumbent upon area specialists to continue to point out those ways in which the study of non-Western peoples falls short.

Progress Equals Western Type Development

Children are taught that Japan is "modern" and progressive because it has achieved technological sophistication, like the United

States, and that India is "traditional" because it has not. Being technologically sophisticated is presented as a higher stage of human development and being a farmer, particularly one who uses oxen, is presented as lower. Likewise, an Ibo speaking child from Nigeria who values a Western type education is chosen as an example of a progressive person because that child has accepted our value as to the worth of higher formal education. In another text, the authors describe the extended family system of a boy from Kenya. The role expectations for the young and old in the extended family are scrutinized from an American perspective of individual rights and freedom of choice in personal decisions. In all of these instances, the authors of the textbooks have taken for granted the Western values of technological achievement, formal education and individual liberties. Other nations and other people are judged at least subconsciously against these values. Those who are most like us are "modern" and open to change. Those who are not are "traditional" and resistant to change. The learner is not given the opportunity to see the world as others see it. The epitome of this position is symbolized by chapters entitled "Non-Modern Peoples," meaning, of course, that some people have not reached our state of "modernity." It is absolutely essential for learners to understand that non-Western nations, most of which are poor, struggle to meet the human needs in their societies through the use of expensive imported technology. That is, they struggle to become "modern" in the authors' sense. Human beings do not choose to lead a harder or more tedious way of life because they prefer it; their choices are limited by the availability of wealth. The second assumption which the "modern-traditional" thesis raises is that human values and cultural practices of the West must accompany technological advancement. We must persistently make this distinction: the use of Western technology to ease the burden of human existence does not preclude alternative, non-Western cultural value systems. Seeing others as they see themselves is far more difficult than presenting foreign cultures for comparison with our own.

Textbook authors must choose very carefully the aspect of foreign cultures to be presented. If adequate materials are not available to permit the teacher or the learner to study the situation or topic with a relatively open mind, then that topic should not be chosen. It is frequently helpful to use the primary source materials to understand the non-Western viewpoint. This is a particularly valuable technique to reveal foreign reactions to Western incursions, which all of the non-Western world has undergone.

The Colonialists' View of Colonization

"When one sets aside a portion for oneself, usually it is not too small." This African proverb is a suitable summary of the impact

of colonialism on the world. Unfortunately, in American social studies textbooks, the impact of colonialism on contemporary economic problems of former colonies is ignored, and colonialism is presented in a one sided way, emphasizing the more positive aspects of the colonial period. All of the area studies specialists who reviewed these selected materials agree that the negative impact of colonialism on the economics of Africa, Asia, Eastern Europe and the Soviet Union and the Middle East is not presented at all or is grossly under-explained. This leaves the reader with the erroneous impression that the Western nations brought civilization and progress to the rest of the world. It fails to raise the impact of the colonial economic system which improved the standard of living of the colonial mother countries but which had a negative effect on the standard of living of the people in the colony. The colonial legacy of one crop economies, foreign owned industries and dependence on imported technology is a very common negative impact of the colonial period. The introduction of better health care and formal schools, the improvement of crop production at the local level are more positive effects, but these are overemphasized at the expense of the negative results.

Area scholars could eliminate this problem if publishers choose to consult such specialists. One cannot expect textbook authors, who are usually social studies generalists, to have this specific sensitivity and knowledge, just as area specialists do not have the requisite knowledge for preparing a social studies scope and sequence program. We must work together for the benefit of the students who need to understand the world as it is, not as we would wish it to be. Listening to alternative view points is a critical factor in this process.

Western History Takes Center Stage

It is to be expected that social studies texts used in the United States would focus on the history and culture of the United States and of Western European nations. However, the extension of this Western focus to the study of other world areas leads to major problems in international or intercultural understanding. Africa, Asia, Eastern Europe and the USSR, Latin America and the Middle East become staging grounds for Western events. Important episodes in Western history dictate the period and scope of study of non-Western areas. The histories of these areas are not deemed worthy of study unless there is a linkage with the West. It is evident and understandable that textbook authors must limit what they include in elementary social studies. However, a hidden message may be transmitted if the study of other people is presented only on occasions when the West interacted with those peoples and nations. Do they not have a history worthy of study from their own calendar of events?

A second widely noted problem in the relationship of the West with other world areas concerns the selection of occasions of interaction. Why, for example, is the brief period of U.S. involvement in the Philippines during the Spanish American War cited as contact with Asia, but our long term involvement with Korea or Vietnam is not? Why is our relationship with Israel given many times the coverage of our links with Saudi Arabia? It appears that the selective process has avoided those more controversial instances of U.S. linkages with world events and non-Western nations. The evaluator from the Eastern Europe and Soviet Union area was especially discouraged at the lack of coverage of this critical area.

Overemphasis of Rural Life in Non-Western Areas

Although all of the reviewers raised this issue, those from the Middle Eastern and African area studies were especially concerned that stereotypical images of rural life continue to dominate the material on these areas offered in social studies textbooks. Pictures of urban areas from the West are juxtaposed with pictures of rural areas from the Middle East and Africa. Urban and rural sectors are important in all world areas, but to overload the texts with urban studies from the West and rural studies from the rest of the world perpetuates stereotypes held by children; namely, that there are no cities in Africa, the Middle East or in the non-industrialized countries of the world. How much more thought-provoking it would be to present the large and small urban areas as well as rural communities from one nation, for example Nigeria, and ask the children to draw conclusions from these materials.

Other Insufficiencies

1. Religion. Reviewers agreed that religions of the non-Western world areas were not well-presented. Careless mistakes were made, such as the equating of Arabs with Islam, not taking into account the significant Arab Christian population. Likewise, Islam and Christianity have been historically rooted in Africa for over 1,000 years, but they are not counted as African religions.
2. Problems vs. Strengths. Too frequently the problems of technological development of non-Western nations are presented in greater detail than the non-problematic features of those societies. The positive strengths and cultural heritage of social institutions, political, judicial, and artistic traditions are shunned in favor of presenting the obstacles and difficulties of nations striving to improve the economic well-being of their people through technological means. Each

of these is important, but the image left with learners is that non-industrialized nations are so enmeshed in economic problems that they have little of a positive nature to offer to the enrichment of human culture. There is, in other words, an overemphasis on the economic problems of development and an underemphasis on other aspects of human life.

3. Multinational Corporations. Reviewers for all world areas excepting Eastern Europe and the Soviet Union agree that the impact of multinational corporations is ignored in these K-6 social studies materials. The dependence of nations in Africa, Asia, the Middle East and Latin America on the decisions made by multinational corporations is not addressed, and learners are left with the impression that the rate of economic development in a given nation is determined by the policies and cultural habits of the country involved. If textbook authors wish to present the inter-dependence of the U.S. with other world areas, the role of these multinational corporations is critical and must be discussed.

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Overall, reviewers underlined the need for textbook publishers to consult with area scholars, not only to update the content relating to non-Western areas, but also to improve the selection of what is presented from these world areas. This is not a plea for more coverage, which may be precluded in a K-6 program, but for more critical selection of topics, case studies and photographs to avoid a superficial and peripatetic skimming of content about Africa, Asia, Eastern Europe and the Soviet Union, Latin America and the Middle East.

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SUMMARY OF
FINDINGS AND RECOMMENDATIONS

Reviewer #8 (HANDICAPPED)

A. Allyn and Bacon

Finding: This series completely ignores the reality of the existence of people with special needs.

B. Harcourt, Brace and Jovanovich

Findings:

1. There is a complete absence of the presence and contributions of handicappers.
2. Opportunities to introduce handicappers into the text are ignored.

C. Holt, Rinehart and Winston

Findings:

1. The mention of handicappers is completely ignored through the series.
2. Again, there are many opportunities of integrating all sides of human experiences into this series and it was ignored.

D. Houghton, Mifflin and Company

Findings:

1. This series, to some extent, is cognizant of the existence of handicappers in various societies and roles.
2. The series does not address itself to helping "children understand that, while handicappers may have certain "special" needs, there are many who do not require "special" assistance, they communicate, have mobility, and generally maintain their existence with little or no external dependence. They do have the same set of needs as all other human beings."
3. Opportunities abound in which the series could have mentioned the handicapped.

COMMENTARY ON HANDICAP REVIEWS

Social values and attitudes toward handicaps and handicappers are formed through formal and informal interaction with individuals and groups and through information presented relative to these individuals and groups. Social Studies in the elementary school curriculum is one area where the representation of handicappers can impact upon the student at a time when these values and attitudes are being formed. It is important then to insure that the handicapper citizen is portrayed in the daily life stream of American society and that this portrayal is without bias or stereotyping.

The review of the four social studies series points to the almost total lack of any mention of the handicapper citizen. All four series were severely criticized by the reviewer for their failure to include the handicapper as part of American society. Three of the series contain no pictures, references or discussion related to the handicapped in the reviewer's opinion. The fourth, while presenting some limited exposure to handicappers, was criticized for its stereotyping of those handicappers and the limiting of its exposure to "acceptable" handicaps.

All four series were seen as possessing abundant opportunities to introduce the handicapper into the mainstream of daily living settings, in the opinion of the reviewer. Additionally, several topical areas were pointed out by the reviewer as places where natural lead-ins to discussions about handicappers could occur. Topics such as "social and cultural differences," "inquiring about myself," "technology," "human needs," "stereotyping," and "living with others," were mentioned by the reviewer.

The reviewer's evaluation checklist provided for a look at several areas of handicapper involvement in society and how this involvement may have been portrayed in a positive or negative way. The reviewer concludes that the actual portrayal in these four series must be considered negatively due to the omission and the systematically ignoring of the handicapper citizen.

Mr. Kevin D. Magin, Consultant
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SUMMARY OF
FINDINGS AND RECOMMENDATIONS

Reviewer #9

(SEX BIAS)

A. Allyn and Bacon

Findings:

(Books 1-2-3)

1. The jobs are not gender identified, yet, the illustrations generally depict males and females in traditionally identified occupation roles.
2. The vast majority of the workers shown are male.
3. The token female dentist and letter carrier do not outweigh stereotyped job roles and male dominance in all occupations other than traditional female roles.
4. Contemporary school and family life are not depicted much in these books. The nuclear family is the norm, and no working mothers are shown, although, it is mentioned that women work.
5. Personalities are not much in evidence in these books.
6. Under-representation of females is the most serious problem in this series.
7. Some of these books contain no women at all, and the treatment of what women there are in the book is demeaning.
8. Scarcely any women appear in the history portion of the texts.
9. Despite the absence of information about women in history, some effort is made to remind students that women were on the scene and that they labored under some disabilities.

10. The language in the text is gender neutral almost throughout.
11. A teacher would want to use supplementary materials about women in history to make the social studies program reflect the changing roles of men and women in our society.

(Books 4-5-6)

1. "Women should not be involved in farming," is a theme in all the books in regard to developing countries.
2. In Industry: People and the Machine, males are shown in a variety of occupations, women in only a few.
3. Even though it is mentioned that in many parts of Latin America the women's role is changing, the illustrations do not show this.
4. Family and school roles are rarely shown in these books.
5. Women are mentioned when the authors perceive they play a role.
6. The invisibility of women in history is occasionally accounted for by mentioning the low status of females in the various societies discussed.
7. The text in these books is completely gender neutral.
8. These books badly under-represent women and they cannot be recommended.

B. Harcourt, Brace and Jovanovich

Findings:

(Books 1-2-3)

1. Sex role stereotyping is evident in the illustrations used to show individuals in the world of work, in the family, and in school.
2. The treatment of working mothers is offensive; there is the implication that a working mother spells deprivation for the child.
3. Stereotyping of roles is evident in work, play, and family life.
4. Stereotyping of personality traits is not much of a problem since there is very little discussion of personality.
5. Stereotyping of appearance is severe in these books.
6. There are more males than females in Book III, both in pictures and in text.
7. The book mentions that women wanted to vote and campaigned for the right to vote and to be represented.
8. The discussion concerning a Puritan woman is biased.
9. Teachers must help students remember that the real world is not like the world portrayed in the textbooks.

(Books 4-5-6)

1. There are occasional portrayals of females in non-traditional activities.
2. On the whole, sex-role stereotyping and male dominance are severe in the historical scenes of foreign societies shown, as well as in contemporary America.

3. The world of work is predominately male in the text and illustrations.
4. Book VI presents some interesting questions for discussion of sex-role stereotyping.
5. An attempt to portray a potential working mother in Book IV does not give a positive representative view.
6. The girls depicted in this series are certainly not preparing for the world of work.
7. Book VI does suggest that family life is changing but these changes are not appreciably reflected in the portrayals of family life.
8. Women are occasionally depicted as active outside the home.
9. Women are seriously under-represented in American History and in the stories about other societies.
10. Masculine pronouns are used almost exclusively in these books.
11. Personality traits in general are not very evident in these books.
12. The contrast between male and female occupations is ludicrous.
13. Segregation is not a problem within the classroom; however there are indications that girls and boys usually do not play together outside of school.
14. Some effort has been made in these books to indicate that men and women can participate equally in the world of work and in the family.
15. The effort is too minimal to overcome the pervasive stereotyping of roles and lack of respect for women which predominates in these books.

C. Holt, Rinehart and Winston

Findings: Family life scenes depict males and females in a variety of roles. An effort is made to present a world in which males and females can lead full and non-stereotyped lives. The world of work is largely male although females are well represented in non-traditional jobs.

(Books 1-2-3)

1. No males are shown in non-traditional occupations.
2. Females are shown in non-traditional leisure activities although males are not.
3. These books do not indicate much about people's personalities.
4. Under-representation of males is a problem in these books.
5. The pronouns are, in most cases, neutral.
6. Segregation is not a problem in these books.
7. The world is portrayed as a place where males and females interact in a spirit of equality and respect.
8. There are adequate role models for males who wish to participate in family life.

(Books 4-5-6)

1. The contemporary world of work shows women in a variety of jobs, though males are more frequently pictured and written about than females.
2. No males are shown in non-traditional occupations.
3. Contemporary family and school roles are not shown, to any appreciable degree, in these books.
4. Other cultures portrayed are almost invariably male dominated.
5. No comment is made on the different types of roles females can assume even in societies where stereotyped occupational roles prevail.

6. The teacher's manual suggests a discussion of sex roles and stereotyping in Inquiring About Cultures.
7. Personality traits do not appear often in these books.
8. Females are under-represented in the text.
9. There is a pervasive tone of sex role stereotyping and of male over-representation.

D. Houghton, Mifflin and Company

Findings: (Books 1-2-3) Both males and females are included in the discussion of emotions. Positive role models for boys and girls are presented in this series. (Books 4-5-6) The series recognizes family patterns other than nuclear. Students are encouraged to discuss stereotyping concerning sex-roles.

(Books 1-2-3)

1. The illustrations are so outstanding that one receives an overall impression of non-sexism which is not justified by some aspects of these texts.
2. Generally, the world of work is portrayed as entirely traditional and male dominated.
3. Boys and girls participate in the same activities although parents have somewhat more stereotyped roles.
4. The reason given for the absence of women from the world of work may be that it is too hard on their children.
5. The underrepresentation of females occurs largely in the world of work.
6. The text is almost entirely gender neutral.

COMMENTARY: SEX BIAS

Of the four series of texts reviewed, only one of the series, the Holt Databank System, makes a commendable attempt to reflect the reality of a changing society in which life roles are neither assigned nor suggested through sex role stereotyping. The range of human potential and personal option is limited, in most of the material, to those roles prescribed on the basis of sex.

Generally, the perspective on the adult world which is presented to student readers is an affirmation of traditional, sex stereotyped roles divided among women and men. In all four of the series, the world of work is largely male oriented. Females are not only underrepresented as a percentage of today's labor force, but also portrayed in only those career fields which have been gender linked to females for decades. For example, in the texts, wherever the educational system is featured, the teachers are mostly female. Males hold a greater variety of jobs in the world of work. With few exceptions males are not represented as having crossed over into nontraditional jobs. A noticeable attempt has been made in a few texts to present females in jobs outside those which are sex stereotyped for women. This portrayal, however, is not concentrated enough in any of the material to offset the degree to which sex stereotyping divides adults in the work force.

A similar (and perhaps more restrictive) perspective is provided on the roles within families. Illustrations and references to parents who share parenting and household tasks is the exception - rather than the rule - in the series of books. Mothers work outside the home in some cases, though there is often the author's quiet assumption that working women deprive their children and their families. Many of the texts focus on family activities, interests and tasks which are divided along sex biased lines. Mother and daughter shop, for example, father and son camp.

The idea that women and men have tended to divide roles on the basis of sex - with men assuming a more active, important place in society - is further reinforced in much of the historical material. Men, not women, have made the history of the world, as the stories and biographies infer. A few of the texts attempt to erase this impression through discussion, question or allusion to queens, political figures and groups of women such as the Suffragists or Pilgrims. However, no text provides an in-depth treatment of women who have made important contributions to history. As a result, the cumulative impression in the texts of the role of women as significant actors in ancient and contemporary cultures is weak and imbalanced.

Thus, a pattern common to the series which were reviewed is the affirmation to student readers that roles among adults have - and should continue to be - divided among women and men in a variety of work, family, and life situations. Such an affirmation is contrary to what educators recognize in a changing society. More importantly, such an affirmation destroys the intent in many of the materials to encourage children to "practice" for adult roles through their play activities, in their personal family life or in their academic preparation for the world of work.

Perhaps one of the most noticeable efforts in the texts is to portray children cooperating together, playing together in non-traditional games, and participating equally with mutual respect for the qualities and skills both girls and boys bring to an experience. These efforts, while noteworthy, are not borne out as nonbiased aspirations for children in either the text or illustrations of an adult world. The full range of life roles is rarely extended to the adult world. Instead, adult roles in the material remain fixed and divided along sex stereotyped expectations, and participation in an adult society is constrained by being either female or male.

In summary, the material under review tends on the whole to contradict, rather than support, the concept of sex equity. Student readers are left with the impression that cooperative, shared experiences are, in fact, "kids' play" and not real practice for growing up in today's society where one's sex should determine one's place.

Ms. Jo Jacobs
Michigan Department of Education

SUMMARY OF
FINDINGS AND RECOMMENDATIONS

Reviewer #10 (BILINGUAL)

A. Allyn and Bacon

This particular reviewer did not review this series.

B. Harcourt, Brace and Jovanovich

Findings:

1. This series is presented in an excellent and well organized manner, however it cannot be readily adapted to a bilingual/bicultural program.
2. This series fails to take into consideration the characteristics of the populations that would be served in a bilingual education program.
3. References to the use of this program in a bilingual setting appear to be afterthoughts and not carefully planned nor reviewed for their appropriateness.
4. Student activities continue to be based on recurring examples of past social studies approaches rather than patterns of human behaviors.
5. The teacher's manual is not helpful in encouraging minority students to examine their own family life styles and experiences.
6. The program's concept of family is limited and too traditional.
7. Too few pictures of Hispanic people are used in the first four levels of the series.
8. The Puritan family life style is emphasized at the expense of other family life styles.

9. The program seeks to develop the idea that the United States was founded by Anglo Saxons, neglecting to contrast the earlier development of this country in the Southwest.
10. There are some misleading statements in terms of historical data.
11. There is little credit given to the contributions of the Mexican people in the Southwest.
12. The writers of this program attempt to present as many cultures as possible; however, in the process of dealing with so many cultures they neglect to mention important contributions and accomplishments of respective groups.
13. Additional resource suggestions for the teacher are minimal.
14. There are too few suggestions of how to involve parents.
15. This series is not recommended for a bilingual/bicultural program.

C. Holt, Rinehart and Winston

This particular reviewer did not review this series.

D. Houghton, Mifflin and Company

Findings: The series is well organized with an excellent format; supplementary materials are annotated for teachers. A wide variety of media materials and visual aides are used. The sixth grade level book, THE WAY PEOPLE LIVE, presents great possibilities for use in a bilingual/bicultural setting.

1. The program makes little provisions for students who in the earlier grades may be limited in their reading comprehension skills.
2. No suggestions were made for teacher training in the use of the materials.
3. The use of this program in a bilingual program would require extensive teacher adaptability and time to modify many of the activities to fully accommodate students in a bilingual program.
4. There is no provision for adapting the program to use with parents/students from an environment where a language other than English is spoken, read, or understood.
5. It would be difficult to recommend this series for a bilingual/bicultural setting without extensive modification to meet the requirements of bilingual education.

SUMMARY OF
FINDINGS AND RECOMMENDATIONS

Reviewer #11

(GIFTED & TALENTED)

A. Allyn and Bacon

Findings: The program is a flexible one emphasizing higher level thinking skills. The various operations in the thinking process are evident in the questions and activities for the learners. The questions are coded in the text; therefore, the level of question is identified for the learner. The reading level appears somewhat higher than that recommended, this, of course, being an advantage for the highly motivated academic student. The photographs and illustrations are reflective of our multicultural and multiracial society, and the publisher is aware of the need to provide multi-ethnic and non-sexist role models. The different types of communities for study are presented in a unique and effective way, using the comparative approach and emphasizing human rights. A rich source of diversified activities are provided in the teacher's guide. Imagination and a "quiet humor" are evident in this series. The questions in this series accommodate the intellectual curiosity of the highly motivated academic student.

B. Harcourt, Brace and Jovanovich

Findings: This program is conceptually structured with emphasis on the pattern of human interaction in a variety of cultural settings of the present and past. The conceptual and behavioral themes are sequentially developed from the relatively simple to the more complex and from the concrete to the abstract. The activities provide for individual learning styles and interest levels and definitely accommodate the highly motivated academic student. Higher level thinking skills are presented effectively through questions of application, analysis, and synthesis and through activities emphasizing the various operations in the process of thinking. The pluralistic nature of our society is clearly presented. The series presents an excellent program for highly motivated academic students.

C. Holt, Rinehart and Winston

Findings: The predominate theme in this program is the acquisition and application of inquiry skills. The program contains widely diversified activities and resources, presented in unique ways, which can satisfy the interests of highly motivated academic learners. Humor is most apparent in the writing styles of the second and third grade student textbooks. Simplistic presentations and considerations of some historical issues may be the most serious deficiency of the program. Issues of human rights and multiple cause and effect relationships are adequately considered and presented. It is suggested that some of the weaknesses of this program can be remedied if the teacher provided supplementary activities, reading, and independent studies for enrichment.

D. Houghton, Mifflin and Company

Findings: It is an excellent program for all learners with differing learning and interest levels. Because of the sequential approach from the learner's immediate experiences towards a broader view of the world community, the learner can see himself in a positive way and appreciate the diversity of our society. The learner's feelings and concerns are treated with humaneness and respect throughout the program.

COMMENTS - GIFTED AND TALENTED

Textbooks should meet the needs of all students. However, the classroom teacher must accommodate a wide range of student abilities, learning styles and achievement levels, and one text could not be appropriate just in reading level for all students. Thus, textbook series need to provide for the teacher a teacher's guide that includes suggestions for meeting individual differences.

As indicated in this review, these social studies guides do an adequate job in meeting the needs of the gifted learner if the teacher follows the suggestions. The highly motivated academic learner usually responds positively to a well-taught social studies program because of its interdisciplinary nature, open-endedness, focus on development of critical thinking, unlimited opportunities for independent study, in-depth investigations, and enrichment activities.

Textbooks that are appropriate should include a wide range of questions, small group-independent study suggestions, outside resources including texts, people, original sources, ideas for community involvement and ideas for management of these activities in the classroom. The critical factor in meeting the needs of the gifted and talented in the classroom is the teacher's awareness of students' special interests and talents and her/his ability to involve students in the learning process as suggested by the texts.

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Gifted and Talented Programs
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SUMMARY OF
FINDINGS AND RECOMMENDATIONS

Reviewer #12

(READABILITY)

The four series were examined to determine whether most of the students for whom they were intended would be able to comprehend the materials. The following areas were considered: linguistic factors, conceptual factors, organizational factors, learning aids, teaching aids, and illustrations.

A. Allyn and Bacon

This series seems to be geared to the capabilities of the advanced reader. There are commendable features such as questions and problems that span several levels of reasoning and appealing illustrations. However, inappropriate concept placement and difficult vocabulary contribute to the conclusion that average readers are likely to have difficulty in comprehending the information presented in this series.

B. Harcourt, Brace and Jovanovich

This series is attractive, with several strong points, but except for the first grade material the books are too difficult for intended grade levels. On the upper levels, in particular, the concept load is quite heavy with concept development proceeding in a confusing manner in the texts. The teachers edition, however, does contain some worthwhile suggestions for conceptual development.

C. Holt, Rinehart and Winston

This series has some desirable features but it, too, has shortcomings that may prove troublesome for young readers. The first three levels seem to be generally appropriate for intended grade levels; however, the reading levels of grades four through six are considerably higher than indicated grade level. Supplemental materials look appealing, but appear to be difficult to read and comprehend.

D. Houghton, Mifflin and Company

Of the four series examined, this one appears to have been best designed to enhance the readers' comprehension of subject matter. Vocabulary and concepts are appropriate for the levels on which they are presented. Concepts are developed and expanded gradually. While the series could be enhanced in some sections by more subheadings and summary paragraphs, it does have other features that compensate. Activity books that review and expand vocabulary are useful as supplementary materials.

SUMMARY OF
FINDINGS AND RECOMMENDATIONS

Reviewer #13

(READABILITY)

A. Allyn and Bacon

Findings: This multi-material series is rated as well done in organization in the following: logical development; table of content is clearly labeled; specific instructional segments are headed in boldface print; and there are many examples of good introductory, definitional, illustrative, and summary sections to help students comprehend the content. Concepts are presented deductively and inductively. Those presented inductively are dependent on the desires of the teacher. Except for the lower levels, questions assume a major role in the main format of the program. Illustrative materials are used effectively in the program and enhance comprehension as well as appeal and relate directly to the content.

- Recommendations:
1. Textbook writers should be more consistent regarding readability levels for intermediate grades.
 2. Textbook writers should be aware of the level of vocabulary difficulty especially in use of multisyllabic words.
 3. Although learning does not always take place in a sequential order, evidence of such sequential development of concepts is essential in a textbook.
 4. A consistent pattern should be used to introduce new vocabulary.
 5. The words in the glossary should be of a lower level of difficulty as well as the definitions.
 6. Helpful ideas for conceptual development should be evident in the teacher guides.
 7. Alternative instructional suggestions should be given for poor readers, slow learning students, or advanced students.

B. Harcourt, Brace and Jovanovich

Findings: This series finds "new vocabulary" as appropriately recognized. New vocabulary is appropriately recognized as well as a glossary listing social science terms with their definitions. The organization indicates a well-balanced development of subject matter, apparent at all levels. Students are encouraged to reflect on materials covered and on past experiences by asking them appropriate questions. Illustrations are effectively utilized at all levels. The teaching aids are clear and convenient to use. Alternative non-reading activities are helpful in developing better comprehension of the reading materials.

- Recommendations:
1. Textbook writers should utilize a means of finding material that is appropriate for the intended grade level.
 2. There are instances where new vocabulary in the context should be further developed.
 3. Conceptual factors should be analyzed in terms of inconsistencies.
 4. The vocabulary should be less difficult for many students.
 5. The series attempts to integrate the social sciences with a variety of concepts. The integration of disciplines must be carefully studied by teachers or the students will not fully comprehend the development of concepts.
 6. Each chapter/section/unit should contain a summary or overview.

C. Holt, Rinehart and Winston

Findings: A wide variation of materials is provided in this social studies program. Subject matter is logically developed. The readability of the program is appropriate at the lower level. The use of a glossary is best evident at the upper levels. At the upper levels, new concepts are developed effectively through examples and illustrations. Many attractive pictures are presented throughout the series. The key to the entire text and data book is the teacher's guide. There is much in the teacher guides relating to learning aids.

- Recommendations:
1. Updated vocabulary development is necessary at all grade levels. Vocabulary choice and control should be much more adequate.
 2. The readability level at the upper levels needs to be more consistent.
 3. Although concepts are presented deductively and inductively, they need to be more adequately developed than they are.
 4. The use of introductory and summary sections should be evident.

D. Houghton, Mifflin and Company

Findings: This series combines appropriate reading levels and content selection in a most interesting format. Readability levels according to the Fry Formula is generally appropriate for the intended grade level. Each level progressively expands on the length of the sentences and on the amount of vocabulary introduced. The teacher manuals provide adequate assistance for lesson development and are exceptional in providing enrichment materials. Provisions for individual differences are also given throughout the manuals. Concepts are presented both deductively and inductively with generally appropriate intended grade levels. The learning aids are adequate in this social studies program. Illustrative materials are plentiful and well presented for students and teachers, This series provides material to help students acquire knowledge, skills, and attitudes. The teacher materials as well as the student materials are organized for logical development and present learning materials in a most varied manner which should be of high interest to students.

- Recommendations:
1. Textbook writers should present a "developmental" or "functional" glossary for levels one and two.
 2. Summary-written with students reading abilities in mind should be re-written, it seems, basically designed to enhance the readers comprehension in subject matter.

COMMENTARY ON READING REVIEWERS' FINDINGS

The reading reviewers' findings suggest that publishers are attempting to provide materials with reading levels appropriate for the designated grade level. However, there is also evidence to support the contention that the attempts do not invariably end in a reasonable degree of success.

It would be wise to conclude that, textbooks committees and all those involved and responsible for textbooks selection in a school district should conduct their own readability level review of all books prior to purchasing and not place an unqualified amount of faith in the claims of publishers. In particular, the fact that authoritative reading experts have served as consultants and their names and titles are prominently displayed in the textbooks, is not sufficient reason for those purchasing textbooks to assume that the publishers' claims as to readability levels are completely valid.

Secondly, those selecting and evaluating materials should carefully assess the reading levels of the students to be served prior to purchasing the textbooks. It not infrequently happens that in regard to the content area of instruction, teachers are inclined to structure the teaching situation and choose instructional materials for use in terms of what they (the teachers) think the reading level ought to be. In reality, in regard to the students at a specified class level, instructional materials should be selected which are appropriate for the "real state of affairs in the classroom."

Third, high quality pilot studies of instructional materials should be conducted before purchases are made in school districts. This is of particular importance in the case of readability levels. It can also serve as an opportunity for those who are to use what materials are finally selected: to anticipate problems, experiment in terms of supplemental activities, and consider supplemental materials.

Of the four programs reviewed, while the reviewers suggested that all programs were appealing in design, usually included a wide variation of supplemental materials and generally appeared to favor the advanced reader; nevertheless, the Houghton, Mifflin series appears to have been best designed to enhance the readers' comprehension of subject matter.

Finally, it is well to remember that, even though textbooks may meet acceptable criteria in regard to readability levels, comprehension level, linguistic patterns, etc., if they are lacking in a style of writing which is interesting and appealing to children, they may well have difficulties in reading them. Needless to say, the converse might also be true.

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SUMMARY OF
FINDINGS AND RECOMMENDATIONS

Reviewer #14

(SOCIAL STUDIES SCHOLARSHIP)

A. Allyn and Bacon

Findings: The reviewer states that the series satisfactorily depicts the multi-ethnic and multi-racial nature of the American society, especially in a historical sense and especially from the kindergarten through the fourth grade levels. The early levels emphasize content from the child's immediate social world of family, school, and community, with examples and illustrations about children in other lands. A large number of pictures and drawings in the kindergarten through fourth level materials show the diversities and commonalities as proper and normal among the American people.

Every type of familiar organization is presented, the diversity of living quarters is clearly depicted, and other diversities and commonalities of life styles are shown. The multi-racial and ethnic characteristics of the American society is revealed through many illustrations, textual materials, and learning activities. The concepts of slavery and civil rights are well developed; the texts speaks forthrightly about both injustice to Blacks and their contributions in spite of it.

Native American Indians are portrayed more as victims than as a people whose culture may still enrich American life. Less attention goes to other visibly identifiable people such as the Hispanics, Latin Americans, persons of Asian heritage, and immigrants. The reviewer concludes that the materials suggest that diversity is more a source of problems to be dealt with fairly than a source of cultural wealth.

American people are presented as people of diverse religious faith; however, little effort is made to consider specific questions regarding religious observances which children often ask.

Concepts such as unfairness, racism, discrimination, and culture conflict are used throughout the program.

On the whole, the program is non-sexist; the language is non-sexist. Although little attention is given to changing roles of males and females, the series does present women in a variety of roles. In reviewing the history of the world, consideration of the role of women was limited.

There is an emphasis upon other people and lands and other times; however, because the program presents other cultures too often through Western perspectives only, the reviewer questions its "globality."

The role of values is not explicitly discussed in the program descriptions. Very rarely are students given the kind of structure needed to develop abilities in decision-making.

Even though the program is developed with the idea of continuity and sequence in mind, the teacher may be required to select parts and omit others because of the sheer quantity of materials. Furthermore, because of the sheer quantity of materials, the major ideas permeating the program could be ignored, neglected, and/or lost.

The series clearly depicts the cultural and ethnic diversity of the American society. Students learn that opportunity ought to be open to all. Minority groups are discussed with respect; their achievements acknowledged and the effects of injustice stated. Nevertheless, minority groups are viewed more as a source of problems to be dealt with than a source of cultural vigor.

- Recommendations:
1. More attention should be directed to other visibly identifiable people such as Hispanics, Latin Americans, and Asiatics.
 2. The program should suggest that diversity is also a source of cultural wealth and vigor.
 3. More explanation should be provided for questions commonly asked by students regarding religious observances.
 4. Other cultural groups should be presented through various perspectives not only Western.
 5. More experiential activities should be suggested to further the inquiry based instructional practices idea.
 6. Because of the "sheer quantity" of materials, the teacher must be careful as to what to select and what to omit so that the multi-cultural, racial, and ethnic character of the American society is still reflected in the program.

B. Harcourt, Brace and Jovanovich

Findings: According to the reviewer, this program does an adequate job, though with some weak spots, depicting the pluralistic character of the American society and the world. The commonalities and diversities of people is emphasized throughout the series, beginning at the primary levels with the child's own social worlds. Learning activities for students, tightly related to the text, help to develop and reinforce important concepts and generalizations.

Sub-cultural groups are treated as immigrants who have become Americans. Native American Indians are considered more fully and perhaps more sympathetically than other groups.

Using the interdisciplinary approach and a clear global perspective, the program focuses on the development of concepts, skills, and values. To develop the concept of political behavior, a discussion of the Black civil rights movement is used rather than presenting the Black civil rights movement as a part of the Black experiences of previous decades.

Social studies skills and values are integral parts of the methods of inquiry through which concepts are developed. The conceptual schematic units begin with a fairly concrete activity, moves into several time periods, cultures, or places, and ends with activities related to the student's own social world.

The concept of race is discussed, yet the point that skin color is a means of labeling is ignored. Also, race is not related to racism and presented in depth for students. Blacks, one major group in our society, are commonly included in information offered and in activities for investigating, thinking, and valuing. However, the special interest of antebellum Blacks and their minority rights are largely omitted in the discussion. According to this reviewer, treating the role of Blacks largely in political terms is too narrow. The Black Experience ought to be presented with greater human significance. The text fosters the impression that, through no fault of their own, Blacks are poor and in low status positions. However, it should also be mentioned that other Blacks have achieved middle class status, higher education, responsible professional positions, etc., in spite of discrimination.

The Native American Indians are adequately presented although the program gives much less explicit attention to Chicanos. Other Spanish-speaking groups are generally neglected in the text.

Though sympathetic to the problems of immigrants in the discussion of ethnic groups, the emphasis is more toward becoming "one of us" than on enriching American culture. A map is included in the text which shows many immigrant concentrations, however, omitting the Blacks. It clearly presents the initial hardships and discriminations endured by the immigrants, especially in the industrial, urban area.

Very little mention is made of the religious affiliations of the immigrants. The textual material does not emphasize religion as an institution that contributes richly to American culture.

Generally, the language used is non-sexist. Students are asked to consider women's roles and to identify sex roles in cross-cultural contexts.

Urban and rural life styles are presented although differences among economic positions are not often considered.

Familial organizations are generally limited; handicapped persons are virtually omitted. Senior citizens, if mentioned, are depicted as grandparents.

The program is clearly designed to foster global education; cross cultural perspectives are commonly used throughout the program. The teacher's guides suggest a wide variety of thought provoking and enriching learning activities. Furthermore, the program also offers a variety of media and supplementary materials to complement the text.

The reviewer strongly believes that the rigid requirements of selecting information for social science concepts and the underlying emphasis on assimilation as an ongoing process in our society get in the way of picturing our full cultural abundance.

- Recommendations:
1. The concept of race should be developed and examined more thoroughly and more openly.
 2. The role of Blacks should be treated more broadly and with human significance; not as an adjunct to the concept of political behavior.
 3. More explicit attention should be given to Chicanos and other Spanish-speaking American groups.

4. The program should emphasize religion as an institution contributing richness to the American culture.
5. Differences between social and economic classes should be treated under appropriate concepts.
6. A variety of family organizations and structures should be presented.
7. The roles of handicapped persons and senior citizens in society should be presented.
8. The series should aim to present the full cultural abundance of the American and world society.

C. Holt, Rinehart and Winston

Findings: The materials in the Databank System are integrally related; the program cannot function without all of its components. The pluralistic character of American urban society, especially among the poor, is more clearly presented than that of the American society at large. The varied roles of males and females are shown more fully.

The content in the series is drawn from the children's immediate social worlds, their larger American society, and the global society both historically and in a contemporary context. The pluralistic origin of people, the diversity of family organizations, and the variety of life styles are well presented. People representing different age groups are presented; however, rarely are the physically handicapped presented. The generalization that people are alike and different is more a matter of overall tone than explicit formulation. The cultural pluralistic nature of society is depicted as a collection of sub-groups of people who have most surely only legal status in common.

The reviewer uses the Black as the typical example to show how the System considers the multiracial character of our society. In visual presentations, Appalachian whites are used as major examples to help students focus on the consequences of technological change for concepts and theories of poverty. Students are involved in a number of activities developing ideas, inquiry skills, and values as they study about concepts such as slave trade, slave life, etc. The Blacks are treated as "newcomers to cities" along with immigrants, as industrialization fostered urbanization.

On the whole, the program shows Blacks as slaves; exemplars of poverty and the difficulties of people at the bottom of the heap who are adjusting to new conditions of urban life. The Blacks who have achieved "in spite of" or who live in rural areas are rarely mentioned.

The culture of West Africa from which Blacks came is treated as background to colonial American settlement in much the same way that European and North American Indian cultures are considered background. The pattern used for other visibly identifiable sub-groups such as the Hispanic, Oriental, and/or Native American Indian origin is much like that used for Afro-Americans.

The major emphasis in the program goes to immigrants as "new-comers" to the urban centers. The Chinese and the Japanese are included among the many immigrants who suffer hardships and difficulties in their new urban communities.

Little consideration goes to western settlers' conflicts with Indians and subsequent Indian loss of their lands, since urban America is the emphasis in this program. Consequently, minor attention is given to the multiethnic character of contemporary and historical rural American society. Nevertheless, immigrants are portrayed respectfully and sympathetically throughout the program. Students are encouraged to develop empathy by finding what it was like to be an immigrant through a broad range of learning activities.

Students study in depth concepts such as social mobility, prejudice, role, urbanization, and minority groups. Yet, the program gives minor treatment to religious groups who are simply ethnic when they appear at all. Children are not offered much opportunity to examine prejudice, discrimination, and racism in their own lives and their own immediate social worlds.

Males and females are depicted in a variety of roles; the language in the program is non-sexist. At the fifth level, the students examine the problem of equal rights for women; however, sex discrimination issues are posed more in public and political terms than in everyday personal and social affairs.

The program generally emphasizes non-technological, contemporary societies rather than modern nations. The over-all goals are broad and the program is organized to foster inquiry skills, to develop basic skills, and to examine basic values. The values treated in the program are generally set in the culture or society at large, rather than in the childrens' personal and social lives.

Students are helped to develop clearly defined concepts from a simple to a more in-depth meaning from one level to another in an interdisciplinary program. The teacher's guides are well-organized and very helpful in presenting a variety of activities.

The portrayal of many aspects of historical and contemporary American society is thin. The program does show the multiracial and multiethnic aspects of life among the urban poor far more clearly than in American society as a whole. Throughout the program, it is difficult to see the contributions of cultural pluralism to the quality of life to a rich and vigorous culture.

- Recommendations:
1. A more balanced review of urban and rural American society should be presented.
 2. The commonalities and diversities of people should be more explicitly formulated.
 3. Blacks who have achieved "in spite of" or who live in rural areas should be given more treatment in the text.
 4. More attention should be directed to religious groups and the role of religious institutions in a culturally diverse society.
 5. Concepts should be examined as they relate to the child's own personal and social worlds.

D. Houghton, Mifflin and Company

Findings: The pluralistic character of American society and of culture in the world at large is successfully presented in this program. The commonalities and diversities of human beings is a recurring theme throughout the grade levels. The program stresses both self-respect and respect for the human dignity of all people. The basic needs of human beings is presented very effectively.

The program has a clear global perspective; our American society is an integral part of the planet earth. The program's explicit purpose is fostering children's understanding of themselves and individuals, members of groups, human beings, and inhabitants of the earth.

Each grade level develops "cognitive understandings" facts, concepts, generalizations, and skills are also identified. Four basic values are emphasized in differing contexts at every grade level: self-awareness, respect for others, tolerance of uncertainty, and respect for the natural environment. The content presented is intended for developing those concepts, skills, and values which are the overall goals of the program. For example, immigrants/immigration, urbanization, basic human needs, family, etc. is also used for developing skills and values. Therefore, the conceptual presentations are interrelated to the development of skills and values.

Many activities are suggested for children to decrease egocentrism and to increase self-awareness and tolerance of diversity as well as activities encouraging children to make comparisons and inferences.

The photographs make clear the many kinds of people living in America--and all over the world; this idea is presented as both typical and desirable.

Black people are fairly represented, but the program does not focus on large numbers of outstanding Blacks, nor, large numbers of outstanding persons from any other group or groups. Native American Indians appear early in the program.

Women in a wide range of social, even occupational, roles appear in the materials from the lower levels upward.

The same pattern used for the presentation of Blacks, Native American Indians, and women is used for the treatment of the many other groups in America. The pluralistic character of cultures on this earth is underemphasized.

The teacher's guides contain clear statements of program organization and numerous explanations for learning activities and strategies for developing concepts, skills, and values. Background information and many suggestions to enhance the program are provided for teachers.

There are frequent opportunities for integrating social studies with reading and mathematics and with learning in the natural sciences and the arts.

This is a very thoughtfully constructed program to encourage significant learnings. Children are not only to develop ideas about the character of our society, but to think about and value its character.

Recommendation: The publisher should continue to stress the American society as a land of opportunities and difficulties--a society rich in diversity and commonality.

SUMMARY OF
FINDINGS AND RECOMMENDATIONS

Reviewer #15

(SOCIAL STUDIES SCHOLARSHIP)

A. Allyn and Bacon

Findings: The reviewer reported that this is a sequentially developed, interdisciplinary series based on concepts, skills, and methods, stressing the disciplines of history and geography. The publisher uses the term "inquiry" in describing this series, yet the reviewer felt, in reality, this term to be a misnomer. Most of the lessons are teacher directed, essentially utilizing expository modes of instruction. Unfortunately, the series does not take into account classes populated largely with slow-learning pupils. The content is typically presented at higher grade levels in this series. This may be a challenge to a few students but to others it may be a very frustrating experience.

The pupil texts are replete with carefully selected, appropriate visuals and this series is probably more current than most of its competitors. Also, it was noted that this series deals directly with minority groups in American society as well as accommodating the study of certain persistent, compelling problems confronting Americans.

The reviewer felt that this series should appeal to those educators concerned about the back-to-basic movement since it promotes the teaching of traditional subject matter, particularly map and globe skills. The reviewer also mentioned that the series imposes very heavy intellectual demands upon the students.

- Recommendations:
1. The reviewer recommends that the following questions/comments regarding the content be considered seriously:
 - a. Are young readers capable of comprehending content so inherently complex, so far removed in time and space from their daily lives?
 - b. Can today's elementary teachers allocate sufficient time to the teaching of such content?

2. The series should deal more effectively with the learning problems likely to be encountered by pupils.
3. The series should attempt to help pupils process information and relate it to their own experiences.

B. Harcourt, Brace and Jovanovich

Findings: This series is sequentially and cumulatively organized around a series of key social concepts drawn from various disciplines in the social sciences for kindergarten through the eighth grade. The narrative portion of the textbooks heavily emphasizes research findings, theories, and methods used by social scientists. The reviewer was impressed by two unique features at the end of each unit in the program. Students are presented with additional information about previously studied concepts and are helped to identify generalizations in light of new evidence. The second feature encourages students to apply content being studied to actual and relevant problems. The reviewer commented that the visuals are exceptionally well selected and presented, the exercises following each section are imaginative, and the attractive and activity-laden workbooks reinforce and extend the concepts under study.

The reviewer feels that this series, although revised but not changed significantly, has not been able to continue its initial reputation of leadership in publishing social studies programs. To use the series effectively, teachers must have a strong background in the social sciences and be able to allocate more instructional time in the curriculum than they may be willing or capable of scheduling because of demands in regard to other subjects.

Because of the complexity of the concepts and the lack of appropriate teaching aids, poor readers would tend to find the textual material beyond their comprehension. Furthermore, the content is heavily social science oriented and inquiry- and value-centered at the expense of neglecting the more conventional familiar topics found in most elementary social studies programs. Nevertheless, despite the deficiencies, the series does deal effectively and honestly with persistent social problems associated with life in our multiethnic, pluralistic society.

- Recommendations:
1. The series should be more selective of significant and relevant concepts.
 2. The program should be designed to fit the appropriate time limits allocated to social studies instruction in the curriculum.
 3. The program should be "easier to use" by teachers.
 4. The program should provide ample assistance for teachers whose background in the social sciences and teaching methodology is weak.
 5. Social problems should be presented in a systematic, sequential manner to encourage pupils to explore ways of resolving them.

C. Holt, Rinehart and Winston

Findings: The Holt Databank System is characterized as a "multi-media information storage-retrieval system", including closely interrelated media kits, textbooks, and comprehensive teacher's guides. The well-illustrated textbooks are intended to focus pupil attention on key unit topics and to introduce and reinforce ideas developed in corresponding databanks. The reviewer advises schools to purchase the total program since the textbooks appear to merely, supplement the data banks (media kits) which, in reality, are the core of the program.

The teacher's guides appear to be eminently useful, containing far more ideas than the typical teacher is likely to use. This, of course, provides the opportunity for teachers to be highly selective in matching activities to the perceived needs and interests of learnings. The reviewer feels that vital areas of skills development such as time and chronology and geographic skills are accorded limited attention in the program.

Likewise, the program does not give adequate attention to minority groups and the problems associated with life in a pluralistic, multi-ethnic society and in other nations. Furthermore, the program fails to sensitize young readers to the issues and concerns of sexism and ageism.

- Recommendations:
1. More attention should be accorded to various skill development activities,
 2. If using the program, the total program must be purchased, not one or two components.
 3. More attention should be directed to the pluralistic nature and problems of our society and the world community.
 4. Attention should be directed to such persistent social problems such as racism and ageism.

D. Houghton, Mifflin and Company

Findings: This series, well organized and highly teachable, focuses on significant, contemporary questions frequently asked by students and directly involves them in their resolution. Four dimensions of human identity are explored throughout the series: children's understandings about themselves as individuals, as members of groups, as human beings, and as inhabitants of planet earth. The topics and themes are relevant, and the language of the text is comprehensible to the pupils.

The reviewer lists a number of features which enhance its teachability. Throughout the series, the concepts of globalism and interdependence are stressed--albeit unevenly. The themes of ecology and energy are interwoven throughout the organizational pattern of the series. Carefully selected illustrations complement and reinforce the ideas in the text. The teacher's guides are comprehensive and easily followed; perhaps more teaching ideas should have been provided for individual differences of pupils. The reading level is carefully controlled, concept loading is present; nevertheless, it is not as much of a problem as it might be, owing to the well selected examples and visual materials. The kindergarten level materials stress topics such as the self, the family, school and community. Furthermore, other instructional materials to complement the series are available from the publishers.

The beginning units at the fifth grade level center on contemporary social, economic, and political developments in the United States. The remaining units consist of highly compressed accounts of the origins and development of the United States and a concluding unit which presents contemporary life in Mexico and Canada. Then, the text abruptly shifts to the history of the United States since 1900. These abrupt transitions and the fragmentary treatment seems extremely illogical to the reviewer. The time concepts may be especially confusing to the students.

This series seems to be in compliance with the spirit and intent of the Social Studies Textbook Act.

- Recommendations:
1. The publisher continues to focus on significant and relevant contemporary questions and to involve students directly in their resolution.
 2. The concepts of globalism and interdependence should be stressed more evenly throughout the series.
 3. More provisions should be made for individual differences of pupils.
 4. Teaching aids should be available to help students understand time concepts.
 5. Teachers using the series should be familiar with the inquiry process.
 6. Teachers should be aware of the treatment of United States history and the problems concerning time concepts.

COMMENTARY: SOCIAL STUDIES SCHOLARSHIP

By and large, modern scholarship and intercultural perspectives are reflected in the social studies programs reviewed for this study. There is ample evidence to conclude that publishers have been cognizant and sensitive to the current efforts to revise and reform curriculum in social studies education. Today's programs appear to be dramatically different from those published a generation ago when textbooks helped to entrench the stereotypical views of people.

During the seventies there has been an attempt on the part of publishers to identify a philosophical basis consistent with a pedagogical approach. The reviewers have indicated that significant changes are apparent in the structure and packaging of instructional materials with an emphasis upon the interdisciplinary framework, conceptual organization, and inquiry mode of presentation. Being pressured by various ethnic, racial, and other concerned groups, publishers are developing programs in an atmosphere of experimentation. Yet, it appears that the impact of the materials upon the students is still not a major focus for the publishers.

All programs are sequentially developed within some type of organizing framework. The content, in most cases, is organized around the various social sciences; therefore, the focus is the identified concepts and generalizations from the specific disciplines. In one of the programs, history and geography are stressed. According to one reviewer, the content is heavily social science oriented and inquiry and value-centered at the expense of neglecting the more conventional and familiar topics found in most programs. In another situation, a reviewer felt the rigid requirements for selecting concepts and the underlying emphasis on assimilation as an ongoing process limited the effectiveness of the instructional materials in regard to a pluralistic society.

Generally, the content is geared to the learner's immediate world--the here and now. Topics and themes are selected from the children's understandings about themselves as individuals, as members of groups, as human beings, and as inhabitants of a world community. Nevertheless, in one program, the students are not offered opportunities to examine prejudice, discrimination, and racism in their own lives and in their own immediate social world. Issues are presented in public and political terms rather than in personal and social context.

Heavy intellectual demands are made upon students in one program; in fact, there is so much material that the teacher must select what to include and what to delete. The teacher's decisions may influence the effectiveness of the program's portrayal of the pluralistic nature of our society.

Not only are social studies programs concerned with the intellectual content but attention is being given to the place of values. In one of the programs the role of values is not explicitly discussed. In another program, the four basic values are emphasized: self-awareness, respect for others, tolerance of uncertainty, and respect for the national environment. In some of the programs the students are directly engaged in the resolution of questions and decision-making activities, whereas in at least one, very rarely are students given the kind of structure needed to develop abilities in decision-making.

Most of the programs are described as being inquiry oriented; yet, even when such a definition is used, the lessons are actually utilizing the expository modes of instruction and are teacher directed. A reviewer commented that those individuals who support the back-to-basics movement might be pleased with one of the programs since it emphasizes traditional methods of teaching such items as map and globe skills. One of the programs gives limited attention to activities designed to help students acquire an understanding of the relationships between events and chronology; this leads to much confusion in grasping the significance of certain concepts and generalizations.

The programs deal with minority groups in some context and make an effort to present with accuracy and honesty the pluralistic character of the American society, historically and in contemporary context. The degree of effectiveness differs with each of the programs reviewed. Minority groups are discussed with sympathy and respect. The characteristics which are universally shared and differences from one culture to another are presented in a positive style although generally only through Western eyes and with ethnocentric attitudes.

In one of the programs, the text discusses forthrightly the injustices to Blacks and their contributions in spite of it. Native Americans are portrayed more as victims than as people whose culture may still enrich American life. Often, less attention goes to other visibly identifiable people such as the Hispanics, Asiatics, and others. Diversity is presented more as a source of the problems to be dealt with fairly than as a source of cultural wealth and vigor. In one program, the reviewer recommended that the Black Experience be presented with more human significance. Throughout one program the pluralistic nature of urban American society is emphasized, especially among the poor; the other social and economic groups are almost totally ignored. It still appears that these efforts to provide programs which portray the cultural diversity of our society is still insufficient.

It is interesting to note that all of the programs focus, to some degree, upon those concepts which encourage responsible involvement and participation in a global society. People from other areas of the world are portrayed as examples illustrating human commonalities and diversities in a positive way. There was little attempt to explain questions students often ask about religious observances. Even though there is an attempt to present peoples of other societies without bias and stereotypical description, it appears that certain issues and problems are presented with an Eurocentric bias. In discussing other people and nations, the emphasis in one program is on non-technological societies in a pejorative sense rather than an in-depth study of the institutional values and traditions of all societies.

Because of the concern to present the cultural diversity of the American society and the people from other areas of the world, the portrayal of the United States is somewhat fragmented, meager, and confusing to the learner. Occasionally, the complexity of social issues is underplayed to the point of depicting ideas in a superficial, erroneous, and misleading way. Yet, there is an attempt to acquaint elementary children with the nature of a pluralistic society and world community and to make them aware of the pervasive social issues which have caused conflict and misunderstandings. These attempts are being made in a manner consistent with good developmental theory and relevancy to the world of children.

Every type of family is presented and alternative life styles are occasionally portrayed. However, some of the programs limit the presentation of family organizations to the traditional ones. A theme frequently presented is the notion that our society and the world are in a state of constant change.

Generally, the programs are non-sexist. In one program the roles of males and females are shown more fully, whereas in another program little attention is provided to the changing roles of females and males. Furthermore, women are not always represented in a variety of roles. In one instance, the roles of women are identified in a cross-cultural context. In a review of world history, consideration of women's roles was limited since little in the content is treated fully or in depth. There was also a comment that in one of the programs students are not sensitized to the issues of sexism and ageism. The language is generally gender neutral; however, subtle and obvious instances of sexual bias appear in the program.

It is obvious that research findings, theories, and methods used by social scientists are used in developing the programs. The programs, of course, differ since the conceptions of the findings, theories and methods differ among the publishers.

It is difficult to protect learners from written stereotypical views, sexist statements, inaccurate information, racist views, etc. The question is, too, whether children should be protected if one of our goals is to prepare them for society. Nevertheless, since learners need to develop awareness, insight and understanding as to the need to critically analyze inaccuracies and distortions, it is necessary to demand honesty and accuracy in elementary social studies textbooks. Even at the elementary level, textbooks and learning activities should be structured in such a way that the students learn to detect biased arguments, omission, and stereotypical attitudes and views. The pluralistic nature of our society must be portrayed honestly and accurately so that role models do exist with whom all students can identify.

There are numerous pictures, illustrations, and drawings to show diversities and commonalities as proper and moral among Americans. The pictures of people in other areas of the world are also exceptionally well-selected, appropriate, and well-presented in the view of these reviewers. The textbooks are attractive and entire programs are interestingly packaged.

The activities suggested for students are imaginative and the workbooks stimulating and activity-laden. A wide variety of thought-provoking and enriching learning activities are provided for students to develop and reinforce concepts. The publishers, furthermore, offer a variety of media and supplementary materials to complement the text.

The inability of some of the programs to provide for individual differences among students is noted. The programs generally did not take into account classes with a diversified learning population. Teaching strategies, activities, and instructional materials for developing skills at various levels should be provided for teachers.

Programs are developed sequentially and packaged as a single unit by publishers. Therefore, it appears that they must be used as a single unit to be effective. It may be feasible to pick and choose from a number of programs. Teachers using a particular program must evaluate it for use with their particular students and school community in terms of their school's philosophy and objectives.

Publishers are still quite concerned about what various pressure groups want, what the teachers want and what the parents want. The needs and wants of the students are still not a major point of consideration in developing textbooks. This is not to say that the needs and wants differ from one group to another. This is to say that the impact upon students must also be a focal point for evaluation. Social studies education must be an exciting experience acknowledged by students as applicable to their existence and involvement in life. Only then will social studies education be effective.

Publishers are attempting to respond to special interest groups in regard to what content is included in elementary social studies programs. This usually results in "add-ons" or "insertions" which are not logically integrated or consistent with learning theory which is pedagogically sound. There is strong evidence in this study to suggest that this issue is becoming one of increased concern for teachers. It is just not realistically possible to present "everything." Teachers must be provided with leadership and training to select and to reject materials and still retain the accurate and honest portrayal of the American society and the world community.

Teachers, to make any program effective, must have an intensive and extensive background in the social sciences, skill in detecting biased and distorted materials, understanding and skill in the use of the inquiry methodology, and, above all, sensitivity, understanding, and acceptance of all people as individuals of worth and dignity.

Dr. Grace Kachaturoff
University of Michigan-Dearborn

SUGGESTIONS FOR CONSIDERATION BY

Michigan State Department of Education is encouraged:

1. to continue the biennial review of social studies textbooks;
2. to encourage the development of suitable programs reflecting current scholarship for elementary social studies by submitting to publishers copies of this study;
3. to provide more assistance to local school districts in the evaluation and selection of textbook programs and supplemental materials consistent with the Michigan Social Studies Textbook Act.

Local Boards of Education are encouraged:

1. to become familiar with the biennial reports prepared by the Michigan Department of Education;
2. to limit the adoption period for elementary social studies programs so that students will be using instructional materials which are current;
3. to provide professional development opportunities for faculty and staff to initiate continuous programs in evaluating, piloting and selecting textbooks and other instructional materials in compliance with the Michigan Social Studies Textbook Act;
4. to provide faculty with leadership so that:
 - a. teachers develop competence in the use of inquiry models of instruction; and
 - b. teachers can develop supplemental materials for their immediate school community.

Teacher Training Institutions are encouraged:

1. to acquaint pre-service and in-service teachers with the Michigan Social Studies Textbook Act;

2. to familiarize pre-service and in-service teachers with the concepts of cultural pluralism and the interdependent nature of our world (global education);
3. to acquaint pre-service and in-service teachers with skills for evaluation, selection, and enrichment of instructional materials in social studies education for elementary children.

Teachers are encouraged:

1. to serve on committees to evaluate, pilot, and select elementary social studies textbooks;
2. to develop competencies in evaluating social studies programs;
3. To share findings and recommendations of evaluation studies with colleagues;
4. to be aware of the value of using multiple programs to enrich the social studies programs;

RECOMMENDATIONS FOR FUTURE STUDIES

1. The design of the study should include reorganization of the method for reviewing the text. It is recommended that textbooks be reviewed in committees in certain instances. The committees should include a specialist, a teacher, and a student. The members of this review team will be responsible for reviewing the program, preparing the statement and checking the criteria. The final statement should be written by the specialist and signed by all the members of the committee before submission to the Department.
2. Consideration should be given to a revision of the design of the study so that fewer reviewers are required for an in-depth study and the results still meet the requirements of the Michigan Social Studies Textbook Act.
3. The inclusion of students and parents and/or community leaders in the review process should be seriously considered.
4. Current materials should be requested from the publishers as well as suggestions and ideas in regard to the design of the study.
5. The design of the study should be such that the results and the review process itself can be an experience for those who participate to acquire insights and understandings about the selection and evaluation of instructional materials which will be worthwhile.
6. Greater effort should be made to inform teachers, administrators, and parents about these studies through conferences, meetings, printed materials, and in-service opportunities.

VOLUME I

PART III

APPENDICES

A. Criteria Checklists Used by 1978 Reviewers

1. Blacks and Sex Bias
2. Hispanics
3. American Indians
4. Area Studies
5. Handicapped
6. Bilingual
7. Gifted and Talented
8. Readability
9. Social Studies Scholarship

B. Acknowledgements

1. 1978 Social Studies Textbooks Reviewers
2. Editors - Technical Writers
3. Typist

EVALUATIVE CRITERIA
(Cultural/Racial/Ethnic)

Title : _____
 Publisher: _____
 Copyright: _____

1. SLUR	2. STEREOTYPES					3. ERRONEOUS GROUP REP.	
	<i>a. Occupational Role</i>	<i>b. Family/School Role</i>	<i>c. Personality Traits</i>	<i>d. Physical Characteristic Appearance</i>	<i>e. Other</i>	<i>a. Under-representation</i>	<i>b. Segregation</i>
NO	NO	NO	NO	NO	NO	NO	NO
YES-slight	YES-slight	YES-slight	YES-slight	YES-slight	YES-slight	YES-slight	YES-slight
YES-severe	YES-severe	YES-severe	YES-severe	YES-severe	YES-severe	YES-severe	YES-severe

III

Specific Comments (By Row/Column)

General Comments

EVALUATIVE CRITERIA
(Hispanic)

Title : _____
 Publisher: _____
 Copyright: _____

The textbook should convey to the student cultural and historical diversities as well as human commonalities in a positive way throughout the text.

Evident Throughout	Somewhat	No Evidence	COMMENTS (optional)

A. Latino Cultures are described without bias and stereotypical descriptions, including ones relating to sex roles, religion, customs, etc.*

B. History is presented without dominant society bias. Pre-columbian history is the starting point, not the arrival of Westerners. The colonial period is discussed fairly, presenting the negative as well as the positive impact.

C. Political and economic issues are treated honestly. The effects of the dominant socialist role on Latin Americans are analyzed without deference to Westernization. Areas of political and economic conflict are discussed openly.

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D. Latino art and music are presented positively, showing diversity and beauty in the cultural context.

E. It reflects fairly the recognition of the achievements and accomplishments of American ethnic and racial groups, past and present, throughout its language, illustrations, and supplementary materials.

Evident Throughout	Somewhat	No Evidence	COMMENTS (optional)

The textbook should reflect quality scholarship.

- A. The textbook reflects contemporary scholarship including views of scholars from the area being studied.
- B. The facts are accurate and up-to-date and not presented in misleading ways.
- C. Charts, maps and illustrations are up-to-date
- D. The terminology used to describe other cultures is acceptable and accurate; value-laden negative descriptions are avoided.

	Evident Throughout	Somewhat	No Evidence
A. The textbook reflects contemporary scholarship including views of scholars from the area being studied.			
B. The facts are accurate and up-to-date and not presented in misleading ways.			
C. Charts, maps and illustrations are up-to-date			
D. The terminology used to describe other cultures is acceptable and accurate; value-laden negative descriptions are avoided.			

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AMERICAN INDIAN TEXTBOOK CHECKLIST

Publisher _____ Year _____ Grade Level _____

There are 26 criteria to be scored. The highest possible rating is +52. The lowest is -52. This text scores _____

	Incorrect Information -2	No Information -1	Omits This Period 0	Limited Information +1	Full Information +2
1. American Indian people are the original inhabitants of North America.					
2. Pre-Columbian American Indian societies reflected great diversity and complexity.					
3. The myth of "discovery" is blatantly Eurocentric.					
4. "Advanced culture" is an ethnocentric concept and does not explain or justify European conquest.					
5. War and violence were not characteristic of American Indian nations.					
6. American Indian technology and knowledge were achievements in their own right.					
7. American Indian nations fought the invaders to maintain their communities and lands.					
8. Land has a special significance to American Indian people and has been the central issue of conflict with the U.S.					
9. U.S. policies toward American Indian people reflect many political and economic factors within U.S. society.					
10. Textbook terminology is Eurocentric, ignoring American Indian presence and perspectives.					

AMERICAN INDIAN TEXTBOOK CHECKLIST (Continued)

Publisher _____ Year _____ Grade Level _____

	Incorrect Information -2	No Information -1	Omits This Period 0	Limited Information +1	Full Information +2
11. Legally binding treaties are central to the relations between American Indian relations and the U.S.					
12. References are made on the impact of the U.S. policy, such as the Indian Removal Act of 1832, the 1881 Dawes Act, the Citizenship Act of 1924, the Reorganization Act of 1934, and the termination policy of the 1950's.					
13. Stated are the numerous contributions made by American Indian people in government, agriculture, industry, architecture, literature, medicine, the arts, etc.					
14. The textbook uses references pertaining to the social, economic, political and/or psychological interplay American Indian people and/or nations have had on the U.S. and all areas of studies.					
15. American Indian people are depicted without stereotype or labels.					
16. American Indian people are portrayed with a difference in customs or life style from a Eurocentric judgment.					
17. The use of words used by the author reflects American Indian people without an adverse connotation.					
18. American Indian people are portrayed in roles relevant to Indian people.					
19. American Indian people are shown as attaining and/or seeking careers in all aspects of U.S. life.					

AMERICAN INDIAN TEXTBOOK CHECKLIST (Continued)

Publisher _____ Year _____ Grade Level _____

	Incorrect Information -2	No Information -1	Omits This Period 0	Limited Information +1	Full Information +2
20. When American Indian people are discussed, time reference is accurate in the mode of dress, housing or activity.					
21. The discussion of American Indian religion, reflects an ethnocentric attitude, over-simplification, or mockery in the religions of Indian people.					
22. American Indian people are discussed in present day U.S. studies.					
23. Information presented on American Indian people, leads the studies to conclusions adverse to Indian people.					
24. Treaty rights, sovereignty, self-determination and the return of land are the major goals of American Indian people.					
25. The struggle to maintain land continues today.					
26. There is a relationship between the past experiences and the present reality of American Indian people.					

*** (This form was modeled after the rating instruments for evaluating textbooks from Stereotypes, Distortions and Omissions in U.S. History Textbooks by the Council on Interracial Books for Children.)

AREA STUDIES

Title : _____
 Publisher: _____
 Copyright: _____

It should convey to the student cultural geographic diversities as well as human activities in a positive way.

Examples of other cultures are described without bias or stereotypical descriptions, including ones relating to sex roles, religion customs, etc.

History is presented without an eurocentric Western bias. All phases of the area's history are presented as important and of themselves, not just as they relate to the West. The colonial period is discussed fairly, presenting the negative as well as positive impact.

Geography is presented with reference to an area's culture and to the area's political and economic concerns. Exotic but less than only relevant geographical features do not dominate the material. The concepts "continent," "country," and "culture" are differentiated.

Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	COMMENTS

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	COMMENTS
D. Political, social, and economic issues are treated honestly. The effects of the dominant role of Western powers are analyzed without deference to Westernization. Areas of political, social, and economic conflict are discussed openly. Peoples are described with diversity of social, political, and economic interests, not as homogenous citizens of a nation or area.				
E. The arts and music are presented positively, showing diversity and beauty in the cultural context.				
F. Commonalities in the human experience are made relevant to the reader. There is an opportunity to draw comparisons and contrasts in lifestyles and institutions.				
The textbook should reflect quality scholarship.				
A. The text reflects contemporary scholarship, including views of scholars from the area being studied.				
B. The facts are accurate and up-to-date and not presented in misleading ways.				

- C. The charts, maps, and illustrations are up-to-date.
- D. The terminology used to describe other cultures is acceptable and accurate; value-laden negative descriptions are avoided.
- E. Controversial issues are treated fairly; diverse viewpoints are presented without bias. Countries not considered "friends" of the United States are given fair treatment.

Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	COMMENTS

HANDICAPPED

The evaluation of Social Studies texts for appropriate portrayal of handicappers was based on the following:

1. Does it demonstrate consideration for the worth and dignity of all handicappers, etc.?
2. Does it reflect the many handicapper subgroups of American society, etc.?
3. Does it reflect the various role opportunities available to American Handicapper Citizens?
4. Does it reflect the multi-racial character of American Handicapper Citizens?
5. Does it reflect fairly the recognition of the achievements and accomplishments of American handicappers and groups?
6. Does it avoid sex stereotyping in relation to handicappers?
7. Does it avoid handicapper stereotyping, as well as handicapper subgroups stereotyping?
 - a. Occupational Role
 - b. Family/School Role
 - c. Personality Traits
 - d. Physical Characteristics
 - e. Other
8. Does it avoid slurs on handicappers and handicapper subgroups?
9. Does it avoid erroneous group representation?
 - a. Under-Representation
 - b. Segregation
10. Does it treat controversial handicapper related issues fairly?

EVALUATION CRITERIA CHECKLIST
(Bilingual)

Title : _____
 Author : _____
 Publisher: _____
 Copyright: _____

Following are questions for consideration in the material you are evaluating. They are subdivided into three main categories: content, format, and content bias. (See attached list of working definitions). As you will note, some items may be answered with a check in the appropriate box; others will require a short written response. If some questions do not apply, place an N/A to the left of the question.

I. CONTENT

1. Organization
2. Content consistent with grade level
 - a. Language used can be expected to be familiar to student.
 - b. If not, there are adequate glossaries to explain unfamiliar terms.
3. Stimulates critical thinking.
4. Promotes self-evaluation and formulation of own values.
5. Clarity and conciseness of explanations.
6. Adaptability to varying levels of student ability.

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence

- Adaptability to many and varied teaching strategies and modes.
- Adaptability to other forms of media and follow-up activities.

OVERALL CONTENT RATING

FORMAT

- General appearance.
- Readability of type.
- Durability of binding.
- Functional use.
- Appropriate references (index, bibliography, appendix, glossaries if pertinent).

OVERALL FORMAT RATING

CONTENT BIAS

- Presents more than one viewpoint of issues, events, or problems.
- Presents minorities realistically, and does not perpetuate myths.
- Presents non-stereotypic models, both in:
 - Illustrations.
 - Wording.

Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence

4. Facilitates the positive nature of differences; does not imply the inferiority of any culture to another.
5. Includes the contributions, inventions, or discoveries of minorities.
6. Includes the contributions, inventions, or discoveries of women.
7. Presents minorities in a manner that promotes ethnic pride and a positive self-image.
8. Contents are of literary quality (holds interest, variety of writing styles, non-monotonous).
9. Increases awareness and understanding of different ethnic groups.
10. Qualities of one ethnic group are not stressed to the detriment of another.
1. Does not give the impression that the welfare of one group (or individual) depends on the generosity of another group (or individual).
2. Presenting the actions of one ethnic group as less sophisticated, less interesting, less challenging than those of another.

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence

- 13. If "heroes" are presented, they are not limited to traditional heroes, but include men and women identified with non-establishment causes.
- 14. When leaders are discussed, the totality of their views is presented, and not just their controversial actions.
- 15. In dealing with political questions, the book avoids dealing with the situation exclusively from the perspective of the dominant culture or the establishment.
- 16. The issues of oppression, exploitation, alienation, domination or colonization are included.
- 17. In the relationship of encounters and clashes of cultures, the book reflects impartiality.
 - a. It shows who actually dominates and why.
 - b. It shows to whose advantage power is used.
 - c. It shows who benefits and why.

OVERALL BIAS FREE CONTENT RATING

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence

Please use this space for any general comments about strengths and weaknesses of the material and your overall impressions of the material.

UATOR

TITLE

DATE

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EVALUATION CRITERIA FOR GIFTED & TALENTED

Text Name/Company

 Primary (1-3) _____ Intermediate (4-6) _____

1. The textbook is educationally sound in that:

- The student text encourages higher level thinking skills: application, analysis, synthesis, evaluation.
- The text encourages inquiry, decision-making and problem solving.
- The text suggests ideas for and encourages independent study and small group or individual investigations.
- The text contains a widely diversified bibliography. Resources include books, audio-visuals, and non-text sources for more advanced learners.
- Follow-up activities encourage further study through a variety of activities and suggest the methods of a social scientist.
- Discussion is encouraged by the text format. Open-ended questions and activities are suggested.

Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence	COMMENTS

- The writing style contains humor.
- Presents a multiplicity of views.
- Uses vocabulary appropriate to the topic; i.e., uses social science and/or cultural terms.
- Primary sources are cited.
- Over-simplification of complex matters are avoided.
- Multiple cause and effect relationships are presented.
- The ethical and moral dimensions of questions are posed.
- Ethno-centricism is avoided.

Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence	COMMENTS

EVALUATIVE CRITERIA
(Reading)

Title : _____
 Publisher: _____
 Copyright: _____

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence	COMMENTS
1.0 LINGUISTIC FACTORS:				
1.1 Generally appropriate to intended grade level(s) according to _____ formula				
1.2 Linguistic patterns suitable to most populations and intended level(s)				
1.3 Vocabulary choice and control suitable				
1.4 New vocabulary highlighted, italicized, in boldface or underlined				
1.5 New vocabulary, defined in context				
1.6 New vocabulary defined in margin guides, glossary, beginning or end of chapter				
2.0 CONCEPTUAL FACTORS				
2.1 Conceptual level generally appropriate to intended grade level(s)				
2.2 Concepts presented deductively				

- 2.3 Concepts presented inductively
- 2.4 Major ideas are highlighted, italicized, in boldface type or underlined
- 2.5 Appropriate assumptions made regarding prior level of concepts
- 2.6 Sufficient development of new concepts through examples, illustrations, analogies, redundancy
- 2.7 No evidence of sexual, racial, economic, cultural, or political bias
- 3.0 ORGANIZATIONAL FACTORS
- 3.1 Units, chapters, table of contents, index present clear, logical development of subject
- 3.2 Chapters or instructional segments contain headings and sub-headings that aid comprehension of subject
- 3.3 Introductory, definitional, illustrative, summary paragraphs/sections used as necessary

Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence	COMMENTS

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence	COMMENTS
3.4 Topic sentences of paragraphs clearly identifiable or easily inferred				
3.5 Each chapter/section/unit contains a well-written summary and/or overview				
4.0 LEARNING AIDS				
4.1 Questions/tasks appropriate to conceptual development of intended age/grade level(s)				
4.2 Questions/tasks span levels of reasoning: literal, interpretive, critical, values clarification, problem-solving				
4.3 Questions/tasks can be used as reading guides				
4.4 Suitable supplementary readings suggested				
5.0 ILLUSTRATIVE FACTORS				
5.1 Pictures, charts, graphs are appealing				
5.2 Illustrations aid comprehension of text				
5.3 Illustrations are free of sexual, social, cultural bias				

6.0 TEACHING AIDS

6.1 Clear, convenient to use

6.2 Helpful ideas for conceptual development

6.3 Alternative instructional suggestions given for poor readers, slow learning students, advanced students

6.4 Contains objectives, management plans, evaluation guidelines, tests of satisfactory quality

6.5 Supplementary aids available

Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence	COMMENTS

EVALUATIVE CRITERIA CHECKLIST
(Social Studies Review)

Title : _____
 Publisher: _____
 Copyright: _____

THE INSTRUCTIONAL MATERIALS SHOULD CONVEY TO THE STUDENT VALUES BASIC TO THE AMERICAN DEMOCRATIC SOCIETY

- It demonstrates consideration for the worth and dignity of all people throughout its language, illustrations, and supplementary materials.
- It reflects the multi-cultural character of American society, past and present, throughout its language, illustrations, and supplementary materials.
- It reflects the multi-ethnic character of American society, past and present, throughout its language, illustrations, and supplementary materials.
- It reflects the multi-racial character of American society, past and present, throughout its language, illustrations, and supplementary materials.
- It reflects fairly the recognition of the achievements and accomplishments of American ethnic and racial groups, past and present, throughout its language, illustrations, and supplementary materials.
- It avoids sex stereotyping in its language, illustrations, and supplementary materials.

Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence	COMMENTS

THE INSTRUCTIONAL MATERIALS SHOULD REFLECT QUALITY SCHOLARSHIP

- The textbook reflects contemporary research
- The presentations are historically accurate
- The textbook is up-to-date
- The textbook treats controversial issues fairly

THE INSTRUCTIONAL MATERIALS SHOULD BE EDUCATIONALLY SOUND

- The textbook is compatible to the age group of the students for whom it is intended
- The textbook encourages inquiry
- The textbook encourages decision-making
- The textbook encourages independent study and investigation.
- The textbook encourages group work in its suggested activities

Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence	COMMENTS

INSTRUCTIONAL MATERIALS SHOULD REFLECT
 THOUGHTFUL DESIGN AND CONSTRUCTION

The textbook has a good glossary

The textbook has a good index

The charts, graphs, illustration, and maps are
 up-to-date

The textbook has a variety of learning activities

The print is legible

The textbook is durable

Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence	COMMENTS

APPENDIX B

ACKNOWLEDGEMENTS

1978 Social Studies Textbook Reviewers/Editors-Writers

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