

Textbook Politics in Texas

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Introduction

Do citizens have a right to comment on school textbooks purchased with public funds? Do they have a right to expect that the state's procedures for purchasing textbooks be subject to public review? Texans answer both these questions affirmatively, and the Texas state textbook adoption process - the most comprehensive and therefore one of the most influential in the United States - reflects this understanding of the state's responsibility to its citizens.

As it is sometimes done, representing the annual Texas textbook hearings as a kind of free-for-all fast draw contest among feminists, fundamentalists, free enterprise freaks, anti-evolutionists, racists, and assorted flag-waving crackpots - with book publishers caught in the crossfire - makes a colorful but not particularly accurate picture.

As with any other regularly recurring public occasion (such as Ground Hog Day, for example), news coverage of the hearings has a tendency to settle into a format and point of view that owe more to fond journalistic tradition than to a fresh apprehension of the facts. To provide a more realistic assessment of the impact of citizen opinion on books purchased for Texas public school children, this presentation will focus on feminist participation in the adoption process, viewed as advocacy for social change within a generally conservative political environment. And viewed, it should be added, from an advocate's perspective; as a member of the Education Task Force of Texas N.O.W. (National Organization For Women), I have participated in the Texas textbook adoption process for the past seven years. Necessary background information will include a brief review of the adoption process, and the influence on it of the State Board of Education, the ideological requirements for textbook content, and the typical concerns of citizen participants.

Textbook Adoption Process

The state of Texas spends about \$45 million dollars a year on textbooks for children in elementary and secondary level schools. Textbooks are supplied free to the school districts for all state-approved subjects, with material introduced or replaced in a complex timed cycle involving decisions made by the State Board of Education, the Texas Education Agency, the Texas legislature, and the publishers. School districts may, of course, purchase additional materials with their own funds.

In March of each year, the State Board of Education issues a Proclamation inviting publishers to submit books, in certain subject categories, to be considered for official adoption. Books submitted are studied by a fifteen-member State Textbook Committee, consisting of teachers and administrators from around the state, and by some 450 advisers who assist them. Committee members and advisers also attend sales presentations by publishers of the books under consideration.

In August, Committee members attend public hearings conducted by the Commissioner of Education at which members of the public, as individuals or representatives of organizations, testify in opposition to specific books and are responded to by the publishers of those books. Public testimony was initiated in 1960. In an effort to avoid commercial bias, petitioners, as they are called, may offer only negative testimony and may not praise or compare books. The documentary basis for testimony consists of "Bills of Particulars" previously submitted by the petitioners and by "Publishers' Answers," also submitted in advance.

Voting by the State Textbook Committee in September results in a list of books (no more than five in each subject category) which are recommended to the Commissioner who in turn recommends them to the State Board of Education

for official adoption at its meeting in November. Publishers whose books are approved may then initiate sales campaigns at the district level, contacting members of local textbook committees. It is the recommendations of these committees to their school boards and, finally, the decisions of those boards which determine what will be each publisher's share of the large Texas market and whose books will be in Texas classrooms the following Fall.

Role of Local and State School Boards in Textbook Adoption

Although pressure on local school boards to select or reject certain textbooks is not unheard of, it has not heretofore presented any discernibly consistent pattern. If a new phase of intervention is coming, however, it will probably be instigated by two constituencies which regard themselves as quite distinct from each other in composition and outlook, but which are receiving remarkably similar calls to action from their leadership.

Introducing an interview with conservative textbook critic Mel Gabler from Longview, Texas, electronic evangelist Jim Baker told his "700 Club" audience:

"Many teachers teach textbook materials that they don't agree with, but that's all that's available and school boards vote these in and, ladies and gentlemen, you are the people that control the school boards. The school boards are your responsibility and if they are bad schools... it isn't God's fault, it's your fault because we're citizens of a free country...What can you do? You can get into your school board. You can go to the meetings of the PTA. You can look at every single textbook that's being put out in the school. You can sit home and read them and do what Mel Gabler did - he underlined them. And then take them back and say, 'I don't like this.' And then take it to the newspaper and say, 'I want to start a crusade.' Get twenty or thirty people together and march on the school board at their meeting and say, 'Ladies and gentlemen, we're going to kick you out of office if you don't stop doin' this and then, if they won't listen to you, then do just that. The vote's the greatest power you got.'" (Baker, 1980).

Interviewed on the subject of textbook selection, Judith Krug, Director of the Office For Intellectual Freedom of the American Library Association,

said:

"I don't know if parents in this country are so frightened of their kids today that they are afraid to put down their foot, or if they are so intimidated by the educational establishment that they are afraid to walk into a classroom and say, 'I'm a parent and I don't really want my kid to read that kind of material or to be involved in that kind of a class.' But, whatever the reason, parents are refusing to exercise their responsibility and are willingly giving it away to the Gablers, who are willing to stand up. I find that totally ridiculous!" (Vinson, 1980).

It is generally acknowledged that the most visibly politically vulnerable stage in the adoption process is the November vote by the State Board of Education, an elected body. In 1980, lobbying by petitioner Norma Gabler of Longview, by letter-writing citizens who sent some one-thousand messages to the Commissioner, and by the Economy Company of Oklahoma City, a publisher whose reading series had failed to qualify for the basal reader Top Five, resulted in a decision by the Board to hold an unprecedented special adoption for supplementary materials to "emphasize the intensive phonics approach to reading" (TEA, 1981). In 1979, publishers of a high school textbook on Health agreed to a demand to delete a paragraph on homosexuality which some Board members and their constituents regarded as too permissive.

On a number of other occasions, the Board or the Commissioner of Education have exercised their right to remove titles from the list of State Textbook Committee recommendations. (At least two titles must remain in each category, and no new titles may be added to the list.) Notable instances were the removal of an Office Procedures textbook in 1977 on the grounds of vocational sex-stereotyping, of five dictionaries in 1976 for including the contemporary sexual connotations of certain words, and the dropping in 1974 of a seventh and eighth grade reader which had been criticized for content stressing violence. On this occasion the publisher, the Economy

Company, responded by suing for \$30 million dollars three petitioners - one feminist and two conservative - who had testified against the book. Although the suit raised the important question of the right of witnesses to testify at a public hearing without threat of legal harassment, the Houston chapter of the American Civil Liberties Union declined the request of the feminist petitioner for assistance in mounting a defense. She did, however, receive generous offers of financial assistance from two conservative donors who apparently assumed that her political orientation was the same as that of the other defendants. Resolutions passed by the State Board of Education in March, 1975 to request the publisher to withdraw the suit and to ask the attorney general to intervene on behalf of the defendants were effective in persuading the publisher to desist.

The dictionary episode in 1976 is gradually acquiring legendary status through persistent, if inaccurate, citation as an instance of official "book banning" by such popular critics of censorship as Edward B. Jenkinson, professor of English education at Indiana State University and former chair of the Committee Against Censorship of the National Council of Teachers of English and by Dorothy C. Massie of the Teachers' Rights Committee of the National Education Association. In his article, "Dirty Dictionaries, Obscene Nursery Rhymes, and Burned Books" (Jenkinson, 1979), Jenkinson draws on an account of Commissioner Marlin Brockette's decision to remove the dictionaries from the approved list that appeared in the November, 1976 Newsletter on Intellectual Freedom. Jenkinson comments, "When many parents and teachers with whom I have spoken hear about the banning of the dictionaries, they begin asking questions about censorship activity in the United States" (1979: 4). Interviewed by Giovanna Breu in People Magazine, Jenkinson says that "even dictionaries have been attacked" and responds to the question "Why are some

dictionaries banned?" by stating that, "In 1976 the commissioner of education for Texas placed five dictionaries on the no-purchase list" (Breu, 1980: 76). In Today's Education, Dorothy Massie asserts that, "In 1976, the Texas State Textbook Commission [sic] banned five common dictionaries that contain allegedly obscene definitions" (Massie, 1980: 31GS).

In each of these instances, the dictionary episode is associated with such emotionally charged words as "censorship" and "attack" and is described as "banning" without the significant qualification that books not on the official Texas list may nevertheless be purchased and used at the discretion of the individual school or school district. Since use of the books is not prohibited, it is inaccurate and misleading to claim that they have been "banned."

Hoping to avoid a repetition of such protests from the public when dictionaries for senior high school English classes are adopted in 1981, the State Board of Education has specified in its annual proclamation that inclusion of "slang" or "vulgar" words labelled "to indicate the social situations in which they occur" is acceptable (Houston Post, March 15, 1981).

Ideological Requirements For Textbook Content

In removing dictionaries from the adoption list in 1976, Commissioner Brockette referred to the General Requirements for Textbook Content which are part of the annual textbook proclamation. All books offered for adoption in Texas must conform to criteria expressed in the General Requirements and all petitioners must base objections to adoption of books on their failure to meet these criteria. The requirements express the current cultural philosophy of the State Board of Education, as revised annually, possibly with assistance from any citizens who choose to communicate their ideas to the Board. Shifts in the wording and balance of these statements from year to year chart cultural changes even more sensitively than do the lyrics

of popular songs, and reflect the political response of the Board to its perception of these changes.

Sections of the Proclamation that seem most ideologically significant are given below, with changes made since 1974 indicated as material (added) or [deleted]:

1.3 Textbooks that treat the theory of evolution should identify it as only one of several explanations of the origins of humankind and avoid limiting young people in their search for meanings of their human existence.

...

(1977) (3) The presentation of the theory of evolution should be done in a manner which is not detrimental to other theories of origin.

1.4 Textbooks shall contain no material of a partisan or sectarian character.

(1975) 1.5 Textbook content shall promote citizenship and understanding of the free enterprise system, emphasize patriotism and respect for recognized authority, and promote respect for human rights. Textbooks shall be objective in content, impartial in interpretations, and shall not include selections or works which encourage or condone civil disorder, social strife, or disregard for the law.

(1979) (1) Textbooks shall present positive aspects of America and its heritage.

(1979) (2) Textbooks shall not contain material which serves to undermine authority.

(1980) (3) Textbooks shall present balanced and factual treatment to both positions when significant political and social movements in history generate contrasting points of view.

(1975) 1.6 Violence, if it appears in textbook content, shall be treated in context of cause and consequence; it shall not appear for reasons of unwholesome excitement, sensationalism, or as an excuse for relevance.

...

1.7 Textbooks offered for adoption shall not include blatantly offensive language or illustrations.

1.8 Textbooks offered for adoption shall not present material which would cause embarrassing situations or interference in the learning atmosphere of the classroom.

- 1.9 Textbooks, whenever possible, shall present varying life styles, and shall treat divergent groups fairly, without stereotyping, and shall reflect the positive contributions of all individuals and groups to the American way of life. Illustrations and written material will avoid bias toward any particular life style, group, or individual and should present a wide range of goal choices and life styles. Particular care should be taken in the treatment of ethnic groups, roles of men and women, the dignity of workers and respect for all productive work.
- (1975)
- (1) Textbooks shall provide an objective view of cultural confluence with the information necessary for developing mutual understanding and respect among all elements of our population. Materials shall reflect an awareness that culture and language variation does exist and can be utilized to promote successful learning.
- [1975]
- (2) The books shall present examples of men and women participating in a variety of roles and activities including women in leadership and other positive roles with which they are not traditionally identified. Illustrations and written material shall present goal choices and life styles for girls and women in addition to marriage and homemaking and shall further present objectively the economic, political, social and cultural contributions of both men and women, past and present.
- ...
- (1976) (4) Traditional roles of men and women, boys and girls shall be included, as well as those changing roles in our society.
- (1979) (5) Textbook content shall not encourage life styles deviating from generally accepted standards of society.
- ...

1.11 All textbooks offered for adoption should present up-to-date, factual information accurately and objectively without opinionated statements or biased editorial judgments by the authors.

Deletion of requirements supporting non-traditional representation of women and girls and addition of requirements that traditional roles be included, were in part a response to the impact of feminist participation in the adoption process, with its demand for greater prominence for females in the textbooks. (In 1974, the quantity of feminist Bills of Particulars impacted agency facilities and accounted for eight hours of the hearings, with all other petitioners occupying a total of fourteen hours.) Along with the requirement that "deviating" life styles not be encouraged, they signal a general shift toward more conservative Board rhetoric that became evident

in 1975 when Dr. J. W. Edgar was replaced by Marlin L. Brockett as Commissioner of Education and has continued under Brockett's successor, Alton O. Bowen. Whether such rhetoric is predictive or merely reactive to changes in textbook content reflecting unwelcome social change is difficult to judge.

Typical Concerns of Citizen Participants

Protests concerning textbook content cover a wide range of concerns, but some areas of interest are predictably addressed in each year's hearings. These are:

- 1) A perceived lack of scientific integrity in the popular reliance on some explanatory theories, such as evolution, to the exclusion of others that petitioners regard as equally plausible, such as divine creation (Appendix: 1-3) Recent trial results in *Seagraves v. California Board of Education* suggest that the form-only acknowledgment of creationist views used in Texas may prove a temporary solution only, with further legal action pending to determine "whether the teaching of evolution in public schools constitutes a 'religion' of secular humanism, and whether neutrality by the state demands equal time" for other explanations of human origins (Broad, 1981: 1331).
- 2) Concern that a particular profession has been misrepresented. Statements in a Sociology book regarding economics of health care prompted protests from medical and hospital associations in 1980 (Appendix: 4-5).
- 3) The censoring, as certain petitioners view it, of Judeo-Christian ideals in favor of God-denying tenets of secular humanism and situation ethics. Under this heading are grouped attitudes toward human sexuality, family life and social order which petitioners feel are not properly represented in the texts (Appendix: 6-11, 27-34, 36, 45).
- 4) Insufficient attention to the merits of the free enterprise system and

the constitutional rights of states, as well as to the need for more attention to traditional historical heroes like Paul Revere rather than to modern ones like Sybil Ludington (Appendix: 35).

- 5) Pedagogical or methodological techniques with which petitioners disagree. These can include such things as too many pictures and too few words in a readiness-level reading text, stories using colloquial English, role-playing and other classroom exercises regarded as damaging to family privacy, unconventional verse forms, and reliance on sight rather than phonics-based methods in the teaching of reading (Appendix: 43-44).

Feminist Concerns as Citizen Participants in Textbook Adoption

Although such major social inequities as racism and ageism are rarely addressed by qualified petitioners, sexism in the textbooks is under scrutiny by an increasing number of organizations, with the American Association of University Women and the League of Women Voters being represented, as well as the National Organization For Women at the 1980 hearings. This statewide strategy to oppose sexism in education has resulted, from 1972 to 1980, in the filing of some 1100 Bills of Particulars by over 650 women and men, formally protesting the adoption of books with sexist content and detailing changes to eliminate sexism from the books.

Using content analysis to quantify variance from what would, in non-biased materials, average out to a 1:1 representation of males and females (i.e. a natural reflection of their relative proportions in the population), feminist analysis has not only documented the unwarranted exclusion of females from the entire range of educational materials, but has also demonstrated the insistent patterns of selection and repetition that reinforce and perpetuate stereotypes harmful to both males and females. Since wholesome human relationships depend on mutual respect, feminists contend that both boys and girls

are harmed by textbooks that promote the illusion that sex is the primary determinant of human traits and capabilities and that sexual "differences" produce an inherent superiority of the male sex.

Noting that intelligence is not stratified on the basis of sex, but that vocational opportunities and wages are, feminist criticism has challenged the subliminal curriculum which denies equal educational opportunity to girls and contributes to two pervasive problems affecting women: lack of realistic career preparation and the internalization of traditional feminine role expectations which lowers women's self-confidence, career goals, and achievement.

Experience with the full cycle of elementary and secondary-level subjects in the Texas adoption has confirmed that social attitudes are communicated by any textbook that has human content - typing, arithmetic, driver education, and biology, as well as history, reading, and languages, for example. Whatever the subject, however, four major types of sexism emerge consistently:

- 1) Exclusion of females - in pictures, text, and by means of linguistic conventions (Appendix: 20-24).
- 2) Emphasis on unproven "differences" between the sexes, often culturally imposed and reinforced by social pressure (Appendix: 14-16, 23).
- 3) Role stereotyping at all levels, especially adult vocational roles(App:37-42).
- 4) Trivialization, ridicule, and contempt directed against women and girls, their persons and accomplishments (Appendix 12-19).

Revision to eliminate sexism is now evident to some extent in every subject category and across the products of all major publishing houses submitted for adoption in Texas. Within the Texas education system, feminist lobbying for elimination of linguistic sexism has met with a measure of cooperation. Although the State Board of Education ultimately declined to ratify the recommendation of the 1977 State Textbook Committee that publishers be requested to avoid use of so-called "generic" masculine pronouns and abstractions, it did approve a

policy calling for avoidance of linguistic sexism in agency communications and published guidelines to further that aim (TEA, 1979).

While it is possible to use sexist materials to teach understanding of sexism, it is unreasonable to expect teachers to recognize and "compensate" for systemic sexism in educational materials, since most teachers used materials similarly flawed throughout their own student years and particularly, as Sadker and Sadker (1980) have determined, in the course of their professional training. They maintain that lack of economic incentive for change in teacher education texts offers scant hope for improvement:

"The policies of elementary- and secondary-textbook publishers are probably more conducive to widescale textbook reform than are those of their teacher-education counterparts. Elementary- and secondary-school publishing is sensitive to organized pressure from the textbook market, particularly through the vehicle of state, city, and local textbook adoption committees which often formulate their own guidelines. Publishers then exert editorial influence to ensure that their texts conform to those guidelines. At the teacher-education level, the publishing process is more idiosyncratic; control over authors is far less stringent, and market pressures are far less organized. Individual professors select texts for their classes and adoption committees do not influence this process" (Sadker, 1980: 43).

When attention to social issues in education is not certified as an appropriate concern by inclusion in the training curriculum, there is an evident tendency for teachers to believe that technical merit can be divorced from quality of content in judging the overall worth of the book.

Opposition to Elimination of Sexism in Educational Materials

As a result of attitudinal changes generated by the Women's Movement, resistance to the elimination of sexism has not disappeared but has assumed new forms as the familiar ones have diminished in force and become more perfunctory. This development has significant negative implications for those seeking greater equity in educational materials. It is, of course, an indication that the revolution is succeeding when the establishment joins the marginal groups in defending the barricades to social change.

When the Texas Women's Political Caucus filed a protest in 1972 against the Jones-Kenilworth publication This is Your Heritage: America the Beautiful, expressing doubt "that any historian would concur that the heritage of American women consists of a brief statement about Sojourner Truth, one-half page about Clara Barton, one and a half pages about Eleanor Roosevelt and two pages about Grandma Moses," the publisher's indignant response included the following defense by the book's two female authors:

1. "Failure to include more text devoted exclusively to contributions of women in our history was not a conscious act of discrimination. The fact that both authors are women, who have enjoyed lengthy careers in the field of education would in itself contradict any contention that women in our history were intentionally omitted in the text.
2. A poll of opinions of women in our community, although necessarily a relatively limited survey at this time, has served to reinforce our belief that the great majority of American women still take pride in their number one role in life - that of wife and mother. They are fully aware of the fact that every man whose deeds have helped to make our nation the greatest in the world today, was born of a woman who in most cases provided the basic teaching that started him on his way. She had much to do with the guidance that kept him going in the right direction. When he was far enough along in life, usually he took to wife another woman who continued the job of support and encouragement and stood by his side to share in his successes. What's more, the majority of American women like their God-given role. They want to be just as successful in this role as were their mothers and grandmothers before them.
3. In our brief survey of women's opinions in relation to the Women's Liberation Movement, we found many who are seriously questioning the motives behind the entire thing. They are cognizant of the fact that the strength of our nation stems basically from stability of the family unit and that any movement designed to disrupt or destroy the American family structure can only bring ultimate disaster to the nation.
4. Although women educators are ~~themselves~~ career women, they are quick to agree that a career outside the home for a married woman must always be viewed as secondary in importance to that of being a successful wife and mother. After all, these women are in a position to be the first to observe when something is seriously wrong within the family unit. Too many teachers are beginning to ask, 'What's happening to our children? They're increasingly difficult to manage in the classroom. They are coming to school with little or no knowledge of the basic values!'
5. Teachers, for the most part, seem to view the American family

structure as already seriously endangered. What can be done to change this? Perhaps herein lies a real challenge for those who want to actively champion women's role in history. Certainly, the answer does not lie in trying to make more women believe they have been cheated of their rightful place in history" (TEA, 1972).

Although publishers no longer respond this way, and the books show the effects of revision to reduce sexism, conservative textbook protesters still sound the same themes, reminiscent of the nineteenth-century Cult of True Womanhood:

"In our highly industrialized civilization, the whole economic system is based on the commitment of one man to one woman - the family" (Appendix: 10).

They object to the non-traditional representation of women:

"The text again shows feminist bias by portraying males and females in unrealistic roles and attitudes" (Appendix: 28).

And they resist acknowledgment of the Women's Movement:

"Three of the women pictured should be replaced with pictures of pro-family ladies, since the pro-family represents the mainstream of American society and pro-family advocates greatly outnumber the N.O.W. group and other feminist groups...It appears that every minute group of activists rate space in textbooks, but the great majority is always cheated and we would like to know why" (Appendix: 45).

Such protests as these, however, are diffused among other concerns and lack both the concentration of focus and the academic credentials which characterize the feminist effort, in addition to the politically appealing diversity of age, occupation, marital and parental status of its members.

Resistance to promoting greater social equity in educational materials has recently begun to appear from a new and more sophisticated source, as represented by members of the Committee Against Censorship of the National Council of Teachers of English and the Office For Intellectual Freedom of the American Library Association. This group of articulate professional educators has gained nationwide publicity by dramatic attacks on "censorship" which employ emotional techniques of fear-mongering and guilt-by-association strikingly similar to those used by the Right Wing reformers who are their

most obvious target.

If a fundamentalist preacher appeals to his audience by making them feel that they are a Godly elite beset by forces of evil, NCTE's Edward Jenkinson creates much the same effect by casting his audience in the role of a liberal elite, defending academic freedom and the First Amendment from malign censors on right and left alike.

In citing examples of "attempted censorship," for example, Jenkinson states that:

"Organizations involved in attempting to remove books that are racist or sexist are the National Organization of [sic] Women and the Council on Interracial Books For Children" (Jenkinson, 1979: 7).

He does not specify where, when, or how N.O.W. and CIBC are "attempting to remove books" nor does he discuss distinctions between the need for comprehensiveness in library collections for optional use and the need for balance in textbooks for required use, or between efforts to "rewrite the classics" and efforts to assure that the definition of "classic" not be confined to non-copyright warhorses that exemplify only establishment values. Notably lacking from the observations of Jenkinson and his NCTE colleagues, as well as those of Judith Krug of the ALA, are realistic attention to the problems which prompt both criticism and censorship, or any constructive suggestions for those dealing with them in the educational institutions of a democracy.

The seriousness of this issue is emphasized by noting that, in Great Britain as well, the basis of the debate over racist and sexist content in children's books has been shifted from the rationale for eliminating racism and sexism to the rationale for eliminating criticism of racism and sexism.

A recent four-part series in the New Statesman (1980) offered articles by authors, critics, librarians, and publishers on "'sexism', 'racism' and class bias [no quotation marks, indicating that the validity of the concept

of class bias is unquestioned] in children's books." The cover layout announcing the series features a cutline: "BRAINWASHING CHILDREN--Inside the juvenile book business." The primer-style artwork shows children playing house with "daddy" in his apron, bathing the (doll) baby, and "mummy" going off to work with her briefcase and umbrella, and a folded copy of The Times under her arm.

The lead article by New Statesman literary editor David Cautes links the response of American publishers to feminist "pressure groups" with their earlier response to "rampant" McCarthyism when publishers "hastily vetted their schoolbooks...and begged for seals of approval from the vigilantes" (New Statesman, 1980 (Nov. 14): 16). Now, Cautes continues:

"The bad news is that the Educational Publishers' Council of the British Publishers' Association, impressed by the Americans, has set up a working party to produce advisory guidelines for teachers and publishers on how to eliminate 'sexism' and 'sexual stereotyping' from the classroom. The working party is not confining its reforming zeal to picture books for toddlers; it will also pass broad judgment on how to evaluate works of history, fiction and poetry (including the 'classics' of literature) offered to teenagers in secondary school. An equally interesting facet of the operation is the involvement of the Equal Opportunities Commission, a semi-autonomous government body set up under the Sex Discrimination Act of 1975" (Ibid.).

Although the cover announcement and initial article by Cautes, as well as the interesting editorial decision to use sexism and not racism as the "worst case" opening subject, tilt the argument to the conservative side, the New Statesman series presents a closer approach to an impartial forum on this issue than anything published thus far in the United States. Cautes's distaste for the actions of semi-autonomous government bodies is mild compared with Russell Kirk's openly hostile "The Vixens of HEW" (Kirk, 1978) a superficial commentary on the Textbook Project Staff of the Office of Research, United States Civil Rights Commission, publisher of Fair Textbooks: A Resource Guide (1979). Dorothy Massie, however, acknowledges

that the efforts of groups who "try to persuade schools and textbook publishers to provide books that treat women and minorities fairly and that include their contributions to and viewpoints on history...seem to be just the opposite of censorship; they seek fairness and honesty, not exclusion" (Massie, 1980: 33GS).

In a speech delivered to an NCTE panel on censorship, Robert Moore of CIBC commented on distinctions between the aims of various groups criticizing school materials, and also on the effect of the blunderbuss style of attacks on censorship:

"We must distinguish criticism and pressure for greater inclusion of ideas, people, and perspectives, from pressure for exclusion of ideas, people, and perspectives...If others disagree with our analysis of racism or sexism in some book, let them offer their differing analysis--not their chilling charges of censorship. By diverting attention from the pressing issues of racism and sexism, they in effect uphold the status quo in educational materials. By claiming that objection to racist and sexist children's books is censorship, they in effect malign the victims of oppression and attempt to still their protest. By suggesting that criticism of the publishing industry is censorious, they in effect protect the industry from long overdue and much needed criticism" (Moore, 1980: 12, 14).

Feminist participants in the Texas textbook adoption process are fully aware of the economic message delivered to publishers when a feminist-opposed book is rejected by the State Textbook Committee or by the Board of Education. Realistically, however, we recognize that, while sexist content is usually indicative of other inadequacies in a textbook, committee members will rarely perceive sexism in itself as sufficient cause to reject a book.

We value the textbook selection process, nevertheless, as a significant opportunity to build a public case against sexism in educational materials, to engage in a substantive dialogue with those who produce the materials and those who will use them, and to develop a written record to which editorial staffs can refer when it is time to revise materials which we have criticized.

Through Bills of Particulars and the testimony of expert witnesses in specific subject areas, we seek to educate the community of educators as to what sexism is, why it should be eliminated, and how to accomplish that aim.

Far from promoting censorship, we see ourselves as using rational means to counteract the effects of unrecognized or unacknowledged bias which has long served to narrow and distort the vision of human beings, their history and their potential offered to school children by their textbooks.

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Appendix

Contains excerpts from documentary record of the 1980 Texas Textbook Adoption which are referenced in the text of the paper and which consist of the following:

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that supports this slowing down so that 'things could get together?' (Evidence besides the fact that the universe exists.)

3. The Second Law of Thermodynamics argues that as a result of the explosion the disorder would increase and there should be no ordered systems formed. How could an explosion give rise to ordered arrangements such as stars and galaxies?
4. What caused the dense hydrogen ball sitting in equilibrium to begin to expand violently of its own accord?
5. If the motion of the elementary particles and the radiation were moving radially outward from the explosion and there was uniform composition, density, etc., then where did the rotational motion of star, galaxies, clusters, etc. originate since all the initial momentum was radial and not angular momentum?

To simply wave aside these questions with the answer that this is 'what most scientists believe' is not a valid answer to a scientific question, for 'majority' vote does not dictate objective science. If you are unable to supply scientific data to support this model, then how can you possibly justify your presentation of it as the only viable model when it raises more questions than it answers and there are other models. We were under the impression that this was to be a science book and not a collection of nature-myths.

IN CONCLUSION, we point out that because of the free exercise clause of the First Amendment, the state of Texas and its public schools must be neutral and can neither actively support or undermine religious beliefs. However, to teach only the theory of evolution in a science course does exactly that for two basic reasons:

1. General evolution is one of the basic tenets of faith for the religion of Secular Humanism. Please note we are not saying everyone believing general evolution is necessarily a humanist, we are merely saying that belief in general evolution is necessary for the Secular Humanist's religious belief system. (A reading of the Humanist Manifestos (48) will show that their entire religious belief system rests upon faith in evolution. Furthermore, the fact that Secular Humanism is recognized as a religion is evidenced by the U.S. Supreme Court citing Secular Humanism as a religion in the 1961 case Torcaso v. Watkins (367 U.S. 488) and referring to the important 1957 case of Washington Ethical Society v. District of Columbia (101 U.S. App. D. C. 371) in its holding that Secular Humanism is a non-theistic religion within the meaning of the First Amendment.
2. The second reason teaching only evolution in a state required science course removes the state and the schools from the mandated neutral position on religion, is because this causes students to be required to attend classes and required to study particular subjects that involve making statements offensive

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to their religious convictions in front of the class and teacher, or in written declarations of belief on tests or essays for the teacher---and this constitutes coercion against that student's religious rights.

It is precisely upon this point that a group of students, teachers and parents have filled suit against the California State Board of Education. They are claiming the exclusive presentation of evolution violates the neutrality requirements protecting religious belief and has the primary effect of advancing a non-theistic or secular religion, but the principle of accommodation of religious liberty requires a neutral presentation of origins in public schools. They further claim the exclusive teaching of evolution violates the academic freedom of students and teachers by restricting their right to hear and to teach.

The area of study of this textbook deals with an area of science that can be one of the most stimulating to human thought when students are objectively and honestly shown that there are two models which can be used for interpretation and correlation of all the scientific facts. But, alas--this is just another hum-drum book of indoctrination instead of a vibrant book of science that would challenge young minds into inquiry and further reading that would last a lifetime. This constitutes misleading and misinforming the very youth that we expect to have the creativity and knowledge to help solve some rather large and complex problems in our world.

The recent Texas Assessment of Basic Skills test given to all Texas fifth and ninth graders showed that the lowest score in the composite readings for all the fifth graders in our district was the ability to "distinguish fact from non-fact." It showed that 55 % of our students (who will be taking 8th grade Earth Science in a few years) have not mastered the skill of distinguishing fact from non-fact and this book would certainly hinder these young people in the very area in which they are having difficulty.

There is nothing wrong with including the evolutionary-uniformitarian view in a textbook, for what we are advocating is the introduction into the science classrooms the scientific data that are currently being excluded, namely, scientific data which conflict with the evolutionary theories of origins and which are needed for the critical evaluation of evolutionary theories as science. And in conjunction with this we are advocating the introduction into science textbooks and classrooms the scientific data which support the alternative explanation of origins, namely, intelligent, purposeful design and special creation. You might say we are asking for a reform in the teaching of science, for we are asking that theories in science not be protected. They must be continually open to critical evaluation. They must be thrown into open competition with alternative explanations. This is how science advances to better understanding of the natural world. If evolutionary theories are to be studied in science classrooms, the current protectionist policy must cease, in the name of good science, good education, and simple intellectual integrity.

In actual fact, neither evolution or creation is a theory of empirical science. This is because each alleges past processes and events which were not observed and cannot be reproduced in the laboratory. Evolutionary theories and creationist explanations of the past cannot be falsified by experimental or observational test, even if they are, indeed, false. But the central policy of the scientific method is that of critical testing of all hypotheses and theories with a view to possibly falsification. Since they are unfalsifiable even if false, evolution and creation should better be termed 'models.' And as such they can be supported by their respective believers who appeal to data from the common pool of circumstantial evidence from the several scientific disciplines.

This text grossly violates the rights of students and taxpayers for several reasons, some of which are:

1. It represents the evolutionary-uniformitarian view as the only possible explanation and hence makes that one view appear more scientifically sound when in reality the Creation Model and Flood Geology are more consistent with All the scientific evidence, especially the more recent findings. (Also, testing forces memorization of only the one favored view---which again violates the rights of students.)
2. It censors scientific evidence causing difficulty for the favored evolutionary-uniformitarian view of the authors.
3. It denies the students any basis for making a rational objective decision (about origins) based upon a complete and objective look at the facts.
4. It allows speculative material to appear as 'facts'.
5. It presents erroneous information.
6. It violates 1.3; 1.3(1); 1.3(3) and 1.11 of the proclamation.

If this book were placed in Texas schools, then our public schools would NOT be NEUTRAL on the subject of origins as the 1978 Yale Law Journal and 1979 Harvard Journal of Law and Public Policy point out that the public schools are required under law. (49). Wendell Bird discusses in the Yale Law Journal the various legal problems involved with regard to free religious exercise in the public schools and the teaching of evolution; he suggests two of the simplest ways to get around the legal problems for the schools would be to:

1. either remove 'general' evolution teaching regarding origins or
2. teach more than one nonreligious 'model' of the origin of the world and life. (i.e. the Evolution and Creation Models).

Since this textbook fits neither category, we recommend that this book NOT be considered by the state of Texas for use in the Texas schools.

Texas Medical Association
SRA: Sociology: People in Groups
Sociology, HS

A4.

Texas Education Agency--Bills of Particulars
and Publishers' Answers--1980 Adoption, 274
V.II, p274.



TEXAS MEDICAL ASSOCIATION

1801 NORTH LAMAR BLVD. • AUSTIN, TEXAS 78701 • AC 512 477-6704

June 27, 1980

Dr. Alton Bowen
Commissioner of Education
Texas Education Agency
201 East 11th Street
Austin, TX 78701

Dear Dr. Bowen:

Let me express our great concern about statements in a textbook, Sociology: People in Groups by Peter H. Dubeir, published by Science Research Associates, Inc., which we understand is under consideration by the Texas Education Agency.

Several statements which have come to our attention are not factual, or they are expressed with bias and/or are not objective, or do not represent realistic, practical solutions to problems.

Please allow me to cite just a couple of specific statements:

1. Goal Displacements, Page 343

Statement: "To cut down on surgery and also improve the quality of hospital food, HEW should provide retraining programs for surgeons and teach them how to cook. Hopefully, these surgeon-chefs, once they learned their trade could make hospital cuisine the best in the land, and patients would extend their stays in their rooms as long as their Blue Cross would let them."

Obviously, that suggested approach would not represent good utilization of the time or the talents of physicians who have spent years in training for surgery. Further, that approach would add appreciably to the cost of medical and hospital care to the patient.

2. Limits and Alternatives to Institutions, Page 382.

Statement: "Most independent surveys show there is 50 percent more surgery done in this country than is necessary -- mainly because we have 50 percent more surgeons."

This is not a factual statement. The Texas Medical Association has maintained a Physicians Placement Service as a

Dr. Alton Bowen
June 27, 1980

Page 2

public service for years. There is no documentation that there are 50 percent more surgeons than are needed and that 50 percent more surgery is done in this country than is needed.

3. Goal Displacements, Page 341.

Statements: "The real problem of hospital prices, the experts tell us, is not the patients, but the empty beds.."

"One idea would be for a hospital to hook up with a hotline with all the doctors accredited to the hospital. Each doctor would have a quota to fill as to how many patients he must supply to the hospital. As soon as a bed became empty, the doctor would be notified that a hospital patient was needed, and he would be obliged to find someone for the bed whether he needed it or not."

The Texas Hospital Association and the Texas Medical Association have been dedicated to a program of cost containment and cost effectiveness for the past three years. The approach suggested by the author would only add to the cost which patients and those who pay premiums would have to pay for health insurance.

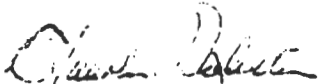
There are many other statements in the publication which are not factual, which are not objective, and which do not offer realistic solutions to problems which are cited.

Surely, there are other textbooks which would better inform students in our Texas schools.

Please know that we will be most grateful for any consideration which you might give to these views.

Best wishes.

Cordially yours,


C. Lincoln Williston
Executive Director

CLW/ds

causes him or her to take drugs, smoke marijuana, engage in illicit sex, or participate in some other destructive activity. This is how sociology and so-called "social sciences" are being used in the schools to corrupt and indoctrinate the students.

SB 50 Glossary continued:

Cultural relativity - The principle that every culture has its own values and standards and that no culture can be used as a model in judging any other culture.

Taboo. A strong moral norm that prohibits certain types of behavior.

Objection: With regard to the definition of "cultural relativity", does this mean that what is happening in Afghanistan culturally acceptable? Is it culturally acceptable that the Russian troupes have slaughtered thousands of innocent men, women and children? The point is, THERE IS A RIGHT AND WRONG AND THERE HAS BEEN SINCE THE BEGINNING OF TIME!

This petitioner is baffled about the definition of taboo. I read the definition to my husband and asked him what one word came to his mind that would fit that definition. He said, "Christianity". When he saw that the textbook used that definition for "taboo", he was absolutely amazed! My Webster's Dictionary gives this definition for "taboo": "Among primitive tribes, a sacred prohibition put upon certain people, things, or acts which makes them untouchable, unmentionable, etc."

IM page 6, Key Concepts (for chapt. 2)

#9. "Standards of right and wrong and good and bad are relative to the culture in which they are found."

Objection: Again, let's hear what Alexander Solzhenitsyn had to say about moral relativity in Gulag Archipelago: "Communism rejects all absolute concepts of morality. It scoffs at 'good' and 'evil' and considers morality to be relative. Depending upon circumstances, any act, including the killing of thousands, could be good or bad. It all depends on class ideology, defined by a handful of people".

IM page 7, True-False statements (chapt. 2)

#14. Standards of right and wrong are the same in all societies (F)

Objection: Just how much emphasis does the author feel is necessary for this concept? He could suggest the students write it 100 times!

IM page 8, Multiple-choice Questions, #9, b. Standards of right and wrong are relative to the culture in which

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SB 126, The Self, last paragraph: "An individual gains a conception of self from social interaction, and this conception is essential for continued social interaction."

Objection: Let's hear again from Erica Carle: "The 'self' to a serious student of sociology is the opinion of other people--or what one imagines other people's opinion of him to be. A newly born child, according to sociological thinking has no 'self' because he has not interacted with the groups that make up his social environment. High school young people are told they were born without a 'self'. They have no identity, no soul. It must be given to them by 'Society'.

"Do you know any high school aged individual intellectually equipped to battle that one out with the sociologists? They parrot the sociological phrases. Many of them believe. Why not? One does not expect to be deceived by his teachers. They believe, but they cannot accept. Without knowing where to look, which way to turn, or even what they are looking for, they begin the pitiful, heartbreaking search for identity. They have to find themselves and they don't know where to look." (u) Some seek their 'self' in drugs; others, in alcohol; still others, in illicit sex; or maybe cults.

SB 135, Cartoon at top of page. Smart kid who gets all A's; peers call him "the Brain" and "Professor"; his father says, "I want you to be a normal American boy" and yelled at him; the families moves away "in disgrace"; in new school, he still gets all A's and when asked how he does it, he tells them, "I cheated"; last picture, he says, "It's great to be thought of as regular".

Objection: What good, wholesome bit of cognitive knowledge could possibly be learned from this cartoon? It lowers the esteem due to the student who studies and makes good grades; it portrays the father as an crude, unfeeling ignoramus; and ends with the boy telling a lie about how he gets good grades and feeling good (regular) about his lies.

Is this an example of how the school, as a socializing agent, promotes agreement with the family and home, another 'socializing agent'?

SB 138, last paragraph: "Today, few reputable scientists hold that human beings are born with instincts. Patterns of behavior that we think of as 'instinctive' --like the nurturing behavior of a mother toward her infant--are in fact learned through socialization and internalization of cultural norms. They are not inborn. Therefore the conclusion is that instincts do not influence the formation of human personality."

(objection on next page)

Objection: One may easily forgive plain stupidity; but to teach stupidity, fully knowledgeable that it is stupidity, for the purpose of corrupting, confusing, and enslaving the minds of innocent and unsuspecting children is unspeakably deplorable. There are many reputable and scholarly research papers which refute the foregoing quote from the textbook. For the sake of brevity, I will use only one source. Dr. Harold M. Voth, M.D., a senior psychiatrist and psychoanalyst at the Menninger Foundation and writer of over forty articles for professional journals, has this to say about mothers: "A normal woman is one whose own development as such as to permit her to achieve a full flowering of her femininity. Such a woman cannot completely fulfill herself unless she marries and has children... To exclude men and children from her life would be a heavy burden." "The profound differences between male and female can be illustrated from several vantage points... (W. J.) Gadpaille's excellent review article supports, in my opinion, the notion that male and female have distinct qualities and that these qualities are biologically based. In this connection, you might also read the article by (G. W.) Harris, 'Sex Hormones, Brain Development, and Brain Function'." (12)

IM 30-34, all exercises on chapter 7

Objection: The exercises all reinforce the same garbage objected to in the student's book. In addition, there is entirely too much emphasis on Sigmund Freud and his psychological theories. Freud, himself a maladjusted, cocaine-using mama's boy, thought he was normal and all others who did not agree with him were 'sick'.

SB 145 - 164, Chapter 8, "Social Roles and Social Status"
IM 34-39

SB 145 - List of occupations ranging from physician to street vendor.

Objection: Entering into a discussion of status with regard to occupations can certainly damage a child's relationship with his parents and is an indirect method of alienation between parents and children. This is a cruel and unnecessary teaching strategy.

SB 151, Sources of Role Conflict

1. Paragraph 2: "In recent years, more and more individuals and groups have attempted to break out of the roles that society has come to expect of them. Women, homosexuals, young people, and racial and ethnic minority group members have all found traditional role expectations uncongenial in a changing modern world. Many have experienced intense conflict between their new

role aspirations and the actual roles assigned to them in modern society."

Objection: One of the reasons they "experience intense conflict" is because they are violating their biological and physiological processes. Again, let us hear Dr. Harold Voth: "Now these personal patterns (passivity in the male and masculine strivings in the female) are becoming national patterns. These masses of individuals inevitably and by personal necessity reorder social values. The making of families and the care of children assume a low priority. It is so because people create ways of living which permit them to find a reasonably comfortable fit with the environment. For instance, the more outspoken leaders of the feminist (this term is a misnomer) movement rarely speak of the importance of homemaking, being a mother and wife. Instead, they champion lifestyles which, when examined closely, reveal an underlying envy of the male, a desire to do what he does, indeed to be like him, and at times a deep hostility toward him. A glaring example is the pressure being exerted by the gay lib movement to have their way of life accepted as normal." (13)

SE 154, "Consequences of Role Conflict"
sub-title: Delinquency and Crime - entire paragraph

Objection: This calls for the child to make a value judgment with regard to a hypothetical situation with which he is ill-equipped to deal. Crime is the result of moral decay. This may or may not be due to lack of proper parental training. It may be the result of attitudes developed after exposure to 12 or more years of the "do-your-own-thing" philosophy rampant in most educational circles today.

SB 159 "Sex Status and Gender Role", paragraph 2, last two sentences: "Masculinity and femininity are gender roles, acquired during socialization. Unlike sex status gender roles are dependent on skill, talent, ability, interests, and efforts."

Objection: It is impossible to overemphasize the monumental damage done by 'social changers' whose goal is a unisex society. The author of this text obviously has not experienced the rearing of small children or, perhaps he was absent or blinded by preconceived notions concerning their maleness or femaleness. From the day an infant is brought home from the hospital, girl babies manifest more overt feminine traits, such as the extended 'pinky' finger, the curled-down bottom lip when frightened, etc.; boy babies, on the other hand, generally are more aggressive and demanding about being fed, generally cry more loudly, and enjoy 'pushing games'

with his feet and legs at a very early age. Dr. Voth, in his chapter on, "Infancy and Childhood: Awakening and Development" describes how the mother reinforces her little girl's femaleness and how the father reinforces the budding maleness of his small son. "Remember, maleness and femaleness are biological givens. Nature designed it this way; it is imperative for you to understand this if you expect your children to become normal men and women." (14)

SE 159, 160 Margaret Mead's studies -- 'case histories' of three New Guinea tribes which illustrate 'achieved' gender roles ascribed by sex status.

Objection: A womens lib enthusiast could get a lot of 'mileage' from this exercise. But even Ms. Mead could not change the biological and physiological functions of these 3 tribes (no matter how much she may have wanted to); that is, the women, not the men, still gave birth to the children; the women, not the men, nursed their infants at the breast. And if, as Ms. Mead would want us to believe, things were peachy-keen with the role reversals in the New Guinea tribes, is there really anything there for U.S. citizens to emulate? One would suspect that in the 1930s, these tribes were non-industrialized, if not uncivilized; that their business was probably conducted on the basis of bananas, shells or coconuts. In our highly industrialized civilization the whole economic system is based on the commitment of one man to one woman - the family.

SE 165 - 186 Chapter 9, "Social Adjustment, Maladjustment and Deviance"
II 39-44

SE 170 #5. Story of Stan, the typewriter salesman, who cheats on his wife while on the road for weeks at a time. Stan resolves his problem by dissociation.
SE 171, paragraph 2: "...Stan, who dissociated his marital from his extramarital sexual life, employed rationalization to arrive at his dissociation. Fortunately, most of us sooner or later accept frustrating situations we can do nothing about..."

Objection: Is the student to understand that Stan could 'do nothing about' the problem of cheating on his wife? This textbook contains a disproportionate number of selections and discussions concerning sex, both premarital and extramarital. Even though our high school students know such things occur, they do not need to be repeatedly shown the unpleasant, negative, failure ridden, spiteful, bitter, depraved, dirty side of life. Neither do they need to have the burden for all of the world's failures placed on their shoulders.

Paige K. Moore, et al.
Economy Company--Visions and Revisions
Basal Readers, Grade 6.
Texas Education Agency--Bills of Particulars
and Publishers Answers--1980 Adoption #09
V.II, p409.

All.

ECONOMY CO., VISIONS AND REVISIONS, 6th Grade Reader, Moore, p . 9

"The Zoo for You" -- Teacher's Manual

TM p. 186, "Individualizing Instruction"

"3. Outline the events in your life from your birth until now, or from one period in your life to another. From your outline write a brief autobiographical sketch."

OBJECTION: This is an invasion of the student's private life and has no place in a reading class.

"Edna St. Vincent Millay" -- p. 336

"Yvonne Chouteau" -- p. 337

"Vilma Martinez, Attorney" -- p. 338

OBJECTION: Where are some outstanding men? This is not a balanced representation of the sexes and is in violation of 1.9 (2) of the Proclamation: "The books shall present examples of men and women participating in a variety of roles and activities and shall further present the economic, political, social and cultural contributions of both men and women, past and present."

This book contained six stories of women and one of a man. This included biographies and stories dealing with males and females.

"Anything You Can Do" -- pp. 344-351:

OBJECTION: This has no literary merit, is poor and irrelevant, and can be called "fillers" to take up space. This is in violation of Exhibit A of the Proclamation and should be deleted.

"How to Eat Fried Worms" -- pp. 372- 391:

OBJECTION: This has no literary value or merit and should be deleted from the text since it is in violation of Exhibit A of the Proclamation.

Publisher: Addison Wesley

Title: Fundamentals of Psychology

Subject: Psychology, High School

Petitioner: Education Task Force, Texas N.O.W.
18507 Point Lookout Dr., Houston, TX 77058

Overview In line with its own view that "one of the problems that women have had to overcome is the stereotype that they are inferior to men (284), this book reinforces the stereotype of female inferiority with its selection of photographs of women in limited, low-status vocational roles, as passive onlookers, experimental subjects, or victims of poverty, illness, or disaster. The accomplishments of female professionals in the field of psychology are omitted or trivialized. Ten portraits or photographs of distinguished male researchers in psychology are "balanced" by one photograph of (Dr.) Jane Goodall with a chimpanzee "searching for bananas under her shirt" (17).

The kind of cutesy vulgarity noted above alternates with a patronizing superiority in communicating the prevailing attitude toward women in this book which is also seriously marred by imprecise language and naively subjective judgments. The flaws, including sexism, evident in the text are hugely compounded in the Instructor's Resource Guide by text co-author Richard P. Runyon in which the writer's personal psychological deficiencies and lack of integrity in dealing with students are blatantly exposed. It would seem that someone at Addison Wesley has mistaken a flashy classroom manner for professional competence.

Data on illustrations and excerpts from the text are cited below to document objections to this text and opposition to its adoption for use in Texas schools.

Illustrations

Of some 52 representations of men and 42 representations of women in photographs, 30 were judged to show men in clearly positive roles and 8 in clearly negative roles; 13 showed positive images of women, 19 showed women in clearly negative roles. Although such judgments are obviously subjective, effort was made to put as many images of women as possible into the positive column, including pictures showing insane women and women being treated for snake phobia. Men simply were shown much more frequently as dignitaries and professionals in a wide variety of fields.

Excerpts from text

46: (illus. caption) "If you saw this attractive young

Comments

The judgemental physical reference is not only inappropri-

Addison Wesley, Fundamentals of Psychology

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woman on the street or at a party, would you have guessed that she was an airport linesperson?

(picture shows, obscurely, a woman with long blond hair manipulating a rod on a wheel in contact with the front of a small airplane)

ate for any picture subject, but also implies that it is unusual for a woman who is young and "attractive" to do certain kinds of work. In addition, it is unlikely that a man, whatever his age or level of "attractiveness" would be recognized on the street or at a party as an "airport linesperson."

184: 13 masculine pronouns used as if generic.

185: 23 masculine pronouns used as if generic.

186: 24 masculine pronouns used as if generic.

251: 37 masculine pronouns used as if generic.

In a chapter on "Language and the thought processes," it is either insensitivity to the relationship between the thought processes and language or just clumsy writing to use language which excludes all females.

283: Subject of photo caption is criticism of Barbara Walters's high salary. Photo shows Harry Reasoner in foreground, reaching across picture, flanked by men talking on telephones. Walters stands sideways in background.

In a passage on "Emotions," (same comment as above).

Caption does not include information that larger salaries paid male anchors have not been criticized.

Odd choice of picture. If Walters is supposed to be subject, why is she pushed into the background?

284: "Women's liberation"

Use of this outdated term shows a disposition to cling to its negative connotation of women as slaves, as well as to echo the hostility expressed in the press coinage, "womens libber" with its aural likeness to "nigger."

285: "Arguments between adherents to and opponents of women's liberation have frequently created more heat than light."

This patronizing statement (a commonplace in anti-women's rights statements) with its false air of impartiality puts oppressors and oppressed on an equal level. Would the same disclaimer be made about adherents to and opponents of racial

Addison Wesley, Fundamentals of Psychology

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Excerpts from text

Comments

285: "Women are denied access to many types of opportunities that, if granted, would add substantially to the human resources of the nation."

discrimination?

This fails to acknowledge fundamental legal discrimination against women, permitting the conclusion that discrimination is a chance effect and that economic advantage, not justice, is the only argument for eliminating discrimination.

285: "Why do women make such a poor showing in these fields [medicine, engineering] in the United States?"

Unnecessarily implies that women perform poorly in these fields, obscuring the truth that they have been prevented from entering them.

285: "At a time when we need all the brain power we can get to help solve many of the social and technological problems that beset us today, we may be accused of squandering a vital" etc.

Who is this "we"? Who is this important, judgment-pronouncing "us"? What is a female high school student to conclude about her position in the official human race? And who might accuse "us" of squandering?

285: Photograph showing women and children standing on street holding placards speaking for ERA and against violence against women.

The style of this photograph does not project seriously the issues of the Equal Rights Amendment and violence against women. The women's movement is made to look like a street festival rather than a laborious process of modifying existing systems by intelligent legal and political interaction with them. A more accurate understanding of the women's movement could have been conveyed by using a picture showing a feminist leader like Eleanor Smeal testifying at a congressional hearing on needed reforms in Social Security laws which discriminate against women, etc.

Addison Wesley, Fundamentals of Psychology

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Excerpts from text

Comments

306: "In recent years we have seen the formation of activist groups aimed at combating the constant harassment and discrimination directed against their members. The Gay Liberation Front, the National Organization of Women, and a group called Insane Liberation are some of the more recent groups of this sort."

Is the "we" referred to the same agent who is so evidently trying here to associate the women's movement with homosexuality and insanity? The first two organizations named (assuming that the writers intend to refer to the National Organization FOR Women) are well established national organizations, but Insane Liberation, if it exists at all, was obviously dragged in to evoke a frivolous reaction to all three.

This passage is a fair example of the kind of emotionally biased, technically incompetent writing that often makes a shambles of meaning in this book. How can you form an organization to combat harassment directed against its members. What is the meaning of phrases like "a group called" and "some of the more recent groups"?

321: Photograph of a male physician holding up a newborn baby by one leg.

This grotesque picture is grimly expressive of male domination of the birth process. The exclusion of the mother from the picture is presumably intentional.

324: "...a discussion of the experiments in contact comfort in which monkeys were 'raised' by surrogate cloth or wire 'mothers'!...It was only when these mother-deprived monkeys achieved adulthood that it became apparent that something was wrong."

Insistence on using the word "mother" continues to obscure the point that this experiment was about the need for warmth and contact by infant animals and not about the necessity that human infants be kept in close contact with their natural mothers at all times or risk something going "wrong. Because the "wire mother/cloth mother" reduces human mothers by impli-

Addison Wesley, Fundamentals of Bpsychology

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Excerpts from text

Comments

324: "In natural settings, higher animals also form strong attachments to their caretakers."

329: "It should be noted that 'mothering' can be done by anyone. The caretaker does not necessarily have to be the child's mother. Nor is it even necessary that the caretaker be female."

372: "One of the authors recalls the proud exclamation of an undergraduate acquaintance, an attractive girl of 18: 'My IQ is 135; I don't have to study.' Her statement was prophetic...She received a letter from the dean...encouraging her to seek admission elsewhere."

505: "Prejudices are frequently supported by stereotypes, which are pre-conceived ideas about the attributes of people belonging to certain groups... Prejudice occurs in all walks of life and its victims include...women."

cation to a slightly ridiculous bundle of passive instincts, and because it so easily lends itself to a political argument that mothers should drop out of the workforce, avoid child care services, and "stay home with their babies," this experiment has been discussed in virtually every textbook on health or psychology published in the last few years.

Between the first and the second statement, the word mother is repeated 31 times, making it very unlikely that the concept mentioned on page 329 is going to be retained by students for very long.

After reading the Instructor's Resource Guide, I bet I could guess which author so fondly recalls this sexist little anecdote.

This passage is quoted by way of introduction to consideration of the Instructor's Resource Guide which perfectly exemplifies the phenomena described on the left.

Addison Wesley, Fundamentals of Psychology

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Instructor's Resource Guide by Richard P. Runyon

Excerpts from text

Comments

Introduction: "I recall - vividly an experience I had as a clinical major at the Yale Graduate School. [Describes playing classical music for mental patients] One day an outstandingly attractive and bright girl of 16 years of age... No sooner did the Beethoven start than I knew I was in trouble. Every time the "dash" was struck - in the dot, dot, dot, dash sequence - the girl shed a part of her clothing. I sat there aghast, frozen (and peeking)...The experience gave me a great yarn to spin in the classroom. I hope you find some of these yarns useful in your classroom instruction.

...Let me relate an anecdote... It was my first lecture of the semester...I paused pregnantly (the moment was in the family way, not me)..."

¶22: "Then tell both individuals in the pairs [of students] to look longingly into each others' eyes (you can leave out the "longingly" if it's a single-sex class and such things make you uncomfortable.)"

¶22: "'Accidentally' scrape your nail along the blackboard... By the fourth trial...the females will let out an anticipatory screech as you approach the greenboard, and the males will gnash their teeth as they feign indifference to the inevitable auditory clash..."

Here is a man who not only thinks that it is funny when a mental patient's dignity is violated, but also relishes developing the story into a risque little anecdote to share with his students. Even that bit of name-dropping about Yale Graduate School does not conceal the gross absence of an ethical sense of responsibility to either patients or students.

It should be borne in mind that the point of all this is to suggest effective teaching techniques for other teachers to use. Given the power of example, it can be seen that what is being taught is the social acceptability of unethical and sexist behavior.

A psychologist should be aware that it is cruelty, not wit, to joke about a condition that one does not experience.

Do we really need to buy a jokebook so that Texas psychology teachers can show their students how to ridicule pregnancy and homosexuality?

This description of what Runyon calls "the conditioned screech response" makes one wonder who wrote p284 of the text which alludes to the fact that "these findings reflect cultural differences in expectations about men and women."

Addison Wesley, Fundamentals of Psychology

7

Excerpts from text

Comments

T22: "I usually introduce a bit of autobiographical material...I can listen to my 12-speaker stereo going full blast while my poor wife cringes. Unfortunately for her, she can hear distortions..."

Poor wife, indeed.

T34: "This creative genius, who spawned ITT, Ma Bell, Mountain Bell, etc."

Grown-ups, who do not need to show how unintimidated they are by giant corporations, call it the Bell Telephone Co.

T51: "As an additional incentive, you may offer to take the subject out to lunch if successful in fooling the class. (This sometimes places me in conflict. As a male chauvinist, I find myself rooting against the class when the guilty party is a delightful coed)"

Having defined male chauvinist as one who believes that women are inferior to men (284), the writer now proudly announces that he is a male chauvinist and proceeds to share with us his fantasies about dating one of these inferior beings whom he describes as a depersonalized "delightful coed." Is this really acceptable professional behavior?

T58: "I use every opportunity to set up an adversarial relationship between the students and me, but always in the spirit of active inquiry with a dash of good humor. I will sometimes make an outrageous statement in class...such as 'Obviously, females are inferior to males. How many females can you name who have become great scientists? Madame Curie, huh?...How many great female artists, composers?'"

Odd, how easily the "outrageous" idea of female inferiority comes to Runyon's mind. Anyone who has experienced being "taught" by a professor who was an intellectual runt with an outsized ego can understand that the real outrage is letting people as confused as this come in contact with students at all.

T65: "Caveate emptor" (57 too)

If correctly spelled, an appropriate sentiment for those considering this book for adoption.

T65: "It is absolutely essential that you raid department

Urging patronizing attitudes toward the secretarial staff

Addison Wesley, Fundamentals of Psychology

8

Excerpts from text

Comments

supplies when there is no possibility of detection by the secretarial staff. They have been known to kill faculty for less. Worse yet, they can mess up your examinations, correspondence, etc. pretty badly if they are sufficiently provoked.

is just another shabby way of building up one's ego by putting down one's subordinates. Runyon's apparent obsession with having to prove himself superior to every woman in sight does not even leave his co-author unscathed (see 118).

T59: "Act ruffled, as if they have finally caught you with your pants (or skirt) down.

This is apparently an inelegant concession to that new-fangled "his or her" stuff.

T106: "In general, men were not found to cheat very much."

This is an irresponsible summary of the research cited.

T118:[at conclusion of section on prejudice against women] "Whenever a student points out an obscure statement in one of our [himself and female co-author] texts or...an outright error, my verbal response is always the same. 'Let me see if I can reconstruct what Audrey was trying to say when she wrote that section.'"

Would you buy a used car from this man?

Twiss Butler

Education Task Force
Texas N.O.W.

973

Publisher: Laidlaw

1/5

Title: Laidlaw Reading Program: Purple Popcorn

Subject: Basal readers, readiness

Petitioner: Education Task Force, Texas N.O.W.
18507 Point Lookout Dr., Houston, TX 77058

Overview: Boys and their activities are presented in this book at great length and, in the Preview sections of the Teachers' Edition, with a seriousness verging on reverence. (The previews tell teachers how to initiate discussion among children and suggest features for emphasis. The boys are often shown in control of vehicles, training for manhood. Girls are minimally represented, cast in handmaiden or bystander roles to a significant extent, and referred to as "little." Men are shown chiefly in vocational roles and/or at the wheels of vehicles - piloting airplanes and helicopters, driving cars and buses, even skippering a sailboat. Women, however, are pictured less than less than half as many times as men (12:31) and are represented in domestic relationships - mother or wife - or in traditional vocations - nurse, queen. The effusive approval lavished on males and relative indifference to females, as well as the scarcity of adult female role models in any circumstances suggesting self-sufficiency, make this book unsuitable for classroom use. Statistical data and text references are cited below to indicate objectionable content and suggested revisions.

Illustrations

Men - 31 Women - 12 Boys - 24 Girls - 28

Color photographs: Boys - 10 Girls - 3

B/W photographs: Boys - 8 Girls - 14 (6 in one story)

No girl is seen alone. Individuality and importance of boys are stressed in several large photographs in color. In two b/w photographs (T17), four children are shown playing with a wagon. In each picture, a boy holds the handle of the wagon.

Excerpts from text

T2: Preview describing photo, "Sprawled on his stomach with a pencil poised in midair, the boy listens intently to the reactions of his friends. Their smiling faces

Suggested revision

Girls are never shown as the center of attention from other people, nor are their actions accorded such respect and importance. Such imbalance biases readers' attitudes

974

Laidlaw, Purple Popcorn

2/5

Excerpts from text

Suggested revisions

reflect approval as they focus attention on his writing."

against the importance of girls and their activities.

T4: "Who but an astronaut can actually experience the satisfaction of floating through space where the stars and the planets are his only companions?"

A strong image of the brave individual alone on an adventure, but the use of the masculine pronoun invites only boys to identify with the image. Revise to eliminate the singular pronoun.

T7: "What child does not delight in the successful operation of his own invention?"
Illustration shows boy launching simple bucket conveyor device. Girl looks up admiringly, just touching bucket.

What teacher would not feel silly putting these questions, with their quaintly outdated and romanticized abstract style, to a group of contemporary children? Whole concept should be shifted to suggest more cooperative play, with both children actively engaged.

T8: "The children will enjoy identifying with the driver."
(driver is male)

The children would benefit from identifying about 50% of the time with a female driver.

T10: "What an unusual gardener this smiling young girl must be!"

At last, a girl doing something active, and it is made to appear trivial and silly.

T11: Astronaut and dog in text and picture.

More emphasis on males.

T13: Preview of photograph: "...the young boy leans forward, never speaking, hardly moving, because he does not want to miss a single sight... Talk about the boy and discuss questions about him."

Attention is again focused with seriousness on the thoughts and actions of a boy.

T13: Poem - "The driver of the bus blows his horn."

A male bus driver is pictured and the phrase quoted is repeated several times. Girls should not be faced repeatedly with the alternatives of pretending to be a male, or acknowledging that the sex

975

Laidlaw, Purple Popcorn

3/5

Excerpts from text

Suggested revisions

T16: "A tricycle for 3-year old Tommy, skates for seven-year-old Sally, a minibike for twelve-year-old Keith..."

to which they belong is off-standard and insignificant.

There are twice as many boys as girls. The boys' vehicles have steering devices, the girl's does not.

T19: Helicopter pilot is perceived as male, since male is stereotype.

Slight changes in the artwork would cause pilot to be seen as female.

T20: "The bear went over the mountain to see what he could see..."

Another male ventures out to see the world.

T23: "The children will enjoy identifying with the pilot [male] or the passengers [3 men, 2 women, 1 boy, 1 girl]."

Most children would prefer to identify with the pilot. Since women can qualify as pilots, it is unjust to deny to girls the opportunity to aspire to that vocation just as boys are encouraged to do.

T25: Photo of boy holding cat. "Tell what the boy is doing," etc.

Children are again asked to concentrate on boy's actions.

T27: "...something a fireman would use."

"...something a firefighter would use."

T29: "Two little girls visit a large aquarium."

Delete "little" - it is patronizing, unnecessary, and not used to describe boys the same size as these girls.

T30: "How clever mother monkey is to be able to swing from tree to tree with a baby on her back and a banana in her hand."

How patronizing it is to make every adult female into a mother - or a wife (see below).

T35: Mrs. Peck Pigeon...her little round head...tame as a pussycat...her little red feet..."

This poem about a tame little womanoid was selected for use in this book. A non-stereotyped substitute can and should be made.

976

Laidlaw, Purple Popcorn

4/5

Excerpts from text

Suggested revisions

T36: "A little girl..."

Delete "little"

T38: (poem) "Grandfather
Frog"

There are no wise old women
in this book.

T39: (color photo) "A smile
on his face and a shovel in
his hand indicate the red-
haired child's willingness
to help in the task of clean-
ing up the block. Perhaps his
confident little companion
in the blue shirt [male]
will show him what to do."

Girls - even "little" girls -
can use shovels and other
tools to get important tasks
done. This book is deficient
in not showing girls and boys
working together, and in not
treating girls with the res-
pect routinely shown to boys.

T40: "An elegant queen in a
voluminous dress."

In the absence of a good
quantity of representations
of women in diverse roles,
this stereotype is objection-
able.

T42: "Tell who usually uses
[each] tool" (broom, mop,
carpet sweeper, shovel, spade,
etc. are pictured.)

Invites stereotyping, based
on the kind of messages
children are receiving from
school materials, advertising,
etc. (see T39 above).
Why not ask instead, "What
could you do with each tool?"

T43: "Concern and compassion
involve two little girls who
discover a duckling in
trouble."

More "little" girls. Compas-
sion is a useful virtue which
could also be appropriately
shown by boys, just as ingen-
uity or leadership can pro-
perly be shown by girls.

T46: "The wink of his eye and
the position of his thumb sug-
gest that this boy is quite
pleased with himself."
Many questions about the boy
urge children to think about
him.

Why a whole page of pictures
devoted to yet another boy?
A girl should also be shown.

T51: (large color photo) "With
one box for a chair and another
for a hat, this young child
[male] dreams of places to go

This sentimental passage ass-
ociates imagination, adventure
and motor vehicles with the
male child. Again, the read-

977

Laidlaw, Purple Popcorn

5/5

Excerpts from text

Suggested revision

...with a few boxes and much imagination, a child can construct wonderful vehicles...What is the boy doing? What has he made (a car) etc.

(poem) "One box makes a car
...dump truck...airplane...
train..."

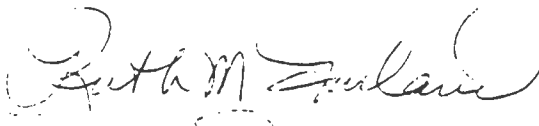
T55: "Three children playing together." (two boys and one girl).

T57: "The zebra and her offspring."

er is informed that, if he is a male, he may fantasize himself into powerful adulthood. If the reader is a girl, however, she is excluded from this game, and even denied the attributes of imagination and enterprise that are assumed for boys. She is not even allowed to drive a cardboard box, lest she might aspire to get her hands on the wheel as an adult. One concludes that not even the boy's "dreams" can be allowed to be threatened by a girl's participation.

Is there some safety regulation that prohibits girls from outnumbering boys?

Not all adult females have offspring. Some adult males have offspring.



Miss Ethel

Education Task Force
Texas N.O.W.

Publisher: Random House

1/2

Title: Sociology: The Study of Human Interaction, 1976

Subject: Sociology, High School

Petitioner: Education Task Force, Texas N.O.W.
18507 Point Lookout Dr., Houston, TX 77058

Overview: Objection is made to specific errors, and to wording which communicates misleading assumptions about women as workers and as victims of violence. Appropriate revisions, as suggested below, would remedy these objections.

Excerpts from text

Suggested revisions

306: "The working wife and mother is not a new phenomenon..."

The word "working," used throughout this passage to refer to paid employment outside the home, excludes unpaid labor performed by women in the home from consideration as "work." This unjustified assumption has long served to deprive homemakers of credit for their contribution to the economy, to distort their right to benefits as workers rather than "dependents," and to trivialize the role of homemaker by oversimplifying it as a "consumer" function.

Thus, the statement opposite becomes a silly truism - wives and mothers have always worked. "Homemakers who also work outside the home..." or "Women who combine homemaking with paid employment" etc. are more accurate descriptions.

421: "Women see themselves as having been deprived - merely because of their sex - of opportunities that are available to men."

Women "see themselves" as having been deprived of opportunities merely because of their sex because they have been deprived of opportunities merely because of their sex. Discrimination against women is not an illusion but a fact and should be acknowledged and stated straightforwardly:

Mr. and Mrs. Mel Gabler
 American--Crossing Boundaries
 Reading, Grade 5

1225



Texas Education Agency--Bills of Particulars and Publishers' Answers--1980 Adoption,
 VI, TE 345, WB 57, "INFERENCES AND CONCLUSIONS"
 p'225.

OBJECTION: This exercise focuses on a "prophecy-maker" which will be offensive to many parents and students. There are certainly less controversial subjects to use to teach inferences to fifth-grade students.

TE 397, WB 67, col. 2, "FACT VS. OPINION"

OBJECTION: This is a repeated and unnecessary emphasis on the feminist issue.

TE 419-431, SE 346-355, "THE RACE"

OBJECTION: Parental authority is again being questioned and ridiculed. The social customs of the time period depicted in this selection dictated that the parents arrange the marriages of their children. Including this selection violates the Proclamation 1.9(4).

TE 421, col. 1, bottom, "INTRODUCING THE SELECTION," par. 1, "Guide the pupils in a brief discussion of their feelings about decisions or demands which affect another person's liberty. Ask pupils whether each person who is capable of making mature decisions that affect his or her life should be allowed to do so. Elicit experiences pupils might have had with restriction of freedom because of decisions made by others."

OBJECTION: This selection deals with a parental decision. This line of discussion is an attack on authority, particularly parental authority, and thus violates 1.9(4) of the Proclamation.

Just because a fifth grader may decide he is capable of making his own decisions, it does not mean his parents should allow him to.

These considerations convey situation ethics and self-autonomy--two facets of the religion of Humanism.

TE 426, col. 1, last par., "THINKING BEYOND"

"Why do you think the author ended the story as she did? (to show that men and women can be friends without marrying; to show that men and women who follow their own interests can live happily ever after without marrying; to show that people should be free to choose their own life-styles)"

OBJECTION: The answer to the above question should be clarified to show that it is only the author's personal opinion; not accepted by everyone. Also, no consideration is given to the fact that for the time period shown social custom dictated that parents arrange marriages for their children and the children did as they were told. Obvious feminist bias is shown in both this selection and the preceding one. Both selections attack marriage; one by saying they

American/Reading/Grade 5/CROSSING BOUNDARIES/1980/Gabler B/P

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were happy without getting married and the other by saying the woman's freedom ended with marriage. This violates 1.9(5) of the Proclamation.

TE 429, col. 1, "COMPREHENSION SKILLS," lines 1-21, "Compare and contrast the attitudes, emotions, or traits of characters whose actions are described in a written selection - Duplicate and distribute the following selection for individual work, or copy it on the chalkboard:

"At the class picnic, Judy and Roger wandered down one of the nature trails to explore the new park that had just been opened. After they had walked for a while, they both stopped short. There at the side of the path was quite a remarkable thing. Judy tiptoed forward eagerly, whispering, 'What a wonderful chance to see this--I have only read about it.' She was smiling and her cheeks were glowing with excitement.

"On the other hand, Roger had turned suddenly pale. His hands were shaking and he closed his eyes and then turned away.

"Judy, however, watched as a slender green snake finished shedding its skin. The snake slowly slid away into the forest, and Judy picked up the beautiful dry skin for her nature collection."

OBJECTION: The text again shows feminist bias by portraying males and females in unrealistic roles and attitudes. This violates the Proclamation 1.9(4).

TE 431, col. 1, "EXTENSION ACTIVITIES"

"The pupils may enjoy reading the following:

Minard, Rosemary. Womenfolk and Fairy Tales. Boston: Houghton-Mifflin, 1975.

All of these delightful tales feature a woman or girl as the moving force.

Williams, Jay. The Practical Princess and Other Liberating Fairy Tales. New York: Parents' Magazine Press, 1978.

In this spoof on traditional fairy tales, the practical princess slays her own dragon and rescues a sleeping prince."

OBJECTION: The reading list shows the bias of this text. Both of these suggested books contain "modern" fairy tales depicting non-traditional roles. No books are suggested to give a balance of traditional role models. This violates 1.9(4) of the Proclamation.

TE 434-446, SE 358-369, "SONA GOES SAILING"

OBJECTION: This selection undermines authority. The girl runs away, disobeying her grandmother, but is not punished. Instead, the blame is put on the grandmother for denying Sona permission. This story violates 1.5(2) of the Proclamation.

Mr. and Mrs. Mel Gabler
Texas Education Agency--Bills of Particulars
and Publishers' Answers--1980 Adoption,
X,p2196.

2196

If a boy is rejected by most of his male peers--because he dislikes sports, for example--and is not attractive to girls, he may come to have serious doubts about his masculinity and prefer the companionship of men who he sees as being like himself and who accept him more readily.

"The factors that make a person prefer homosexual relations to heterosexual ones are not yet known. But certain things are known about homosexuality and sexuality in general that should be made clear: (1) The influence of cultural conditioning on an individual's sexual behavior, though strong, is not absolute and invariable. Consequently everyone possesses some capacity for homosexual feelings, and most people have had at least some sexual experience with someone of the same sex at some time in their lives. (2) A person's sexual preferences cannot be identified just by looking at him or her. Homosexual men are not necessarily effeminate and lesbians are not necessarily mannish. Nor are effeminate men and mannish women necessarily homosexuals. (3) There is no one 'homosexual' personality, just as there is no one 'heterosexual' personality. Indeed, the only thing all homosexuals seem to have in common is their sexual preference. (4) A large proportion of a homosexual's difficulties in life is due to the fact that American society has treated homosexuals as outcasts and criminals. It is a myth that homosexuals are more likely than others to commit sex crimes against unwilling victims."

OBJECTION: The text conveys the concept that the American Society is at fault for its negative view of homosexuality!

SE 213, "SEXUAL ATTITUDES AND BEHAVIOR" (Adulthood),

OBJECTION: This discussion is too extensive for high school students.

SE 278, Picture

OBJECTION: Questionable.

SE 282, "IDENTIFICATION

lines 5-13, "...One night, during an intense conversation, your uncle announces that he is an atheist. At first you are confused by this statement. You have had a religious upbringing and have always considered religious beliefs as essential. However, as you listen to your uncle, you find yourself starting to agree with him. If a person as knowledgeable and respectable as your uncle holds such beliefs, perhaps you should, too. Later you find yourself feeling that the atheist view is acceptable. You have adopted a new attitude because of your identification with your uncle."

OBJECTION: This is a subtle way of indoctrinating students with the concept that atheism is okay.

Mr. and Mrs. Mel Gabler
Texas Education Agency--Bills of Particulars
and Publishers' Answers--1980 Adoption,
X, p2197.

2197

SE 292, Picture, and caption - par. 2, "THE ESKIMOS USED TO FREEZE THEIR OLD PEOPLE TO DEATH. WE BURY OURS ALIVE. Maybe the Eskimos were more merciful than we are. Ask the old people in nursing homes across the country. A fast death is a blessing we deny them. Yet we deny them a human life, too. For these people, life is an endless succession of deprivations. The food is poor and there's not enough of it. A typical dinner at one Medicare approved home consisted of one chicken wing and a scoop of dried up mashed potatoes. Insanitary conditions, lack of medical care, uncaring, sometimes deliberately cruel attendants, lack of even the barest safety precautions against fire or accident, are all facts of life for these patients. Perhaps worst of all, there is nothing to do--day in and day out--but wait for death to come.

"Who's to blame? That's what Medical World News set out to explore in an article on nursing homes. The answer? There are, of course, many reasons--not the least of which is the indifference of the medical profession. They shunt responsibility for health care to the institution administration."

OBJECTION: This is totally biased and irresponsible and must be deleted. It is a negative generalization directed toward the medical profession as well as American society. Violates 1.5, 1.9.

SE 296-298, "OBEDIENCE TO AUTHORITY"

OBJECTION: Imbalanced negatively; 1 sentence on positive benefits versus two pages on negative aspects of obeying. No wonder some young people rebel against legal authority.

The entire section is based on relativism with absolutes not considered. This is teaching situation ethics.

SE 299, caption "FIGURE 12.9

"In communities throughout the People's Republic of China, small discussion groups meet daily to read the thoughts of Chairman Mao Tse-tung. During these sessions, one person is assigned the role of 'devil's advocate,' which means he or she argues against Mao's statements while others defend them. This exercise strengthens the pro-Mao attitudes of all participants, because it promotes the process of internalization and produces the inoculation effect. The attitudes of the person playing 'devil's advocate' are not threatened by his or her acting in opposition to them because he or she is playing a role that everyone expects of him or her."

OBJECTION: To be fair to students, they should be told that this method of "indoctrination" is used to control people. Does it not in some ways resemble sensitivity training and role playing?

par.4, lines 1-6 - lines 1-6, SE 373, "In a parent-child conflict the general pattern of family interactions also has a great deal to do with whether disagreements and disappointments reach the stage of war we witnessed earlier in the chapter in the job-relocation and basketball episodes. We saw in Chapter 9 that parents and children tend to relate to one another according to three general patterns. Authoritarian parents deal with their children (actually, deal at them) by making decisions for them. As one father put it, 'You have to start early letting them know who's boss' (Gordon, 1975, p. 151). Permissive parents do just the opposite: They enforce only the guidelines their children let them enforce. Democratic parents try to interact with their children in a way that will provide guidance but do not attempt to dominate the relationship."

SE 373, par.1, "Both dominant and permissive parents have good chances of developing a conflict-ridden relationship with their children. In the first case, as we have seen, children are bound to rebel as they grow up and learn to think for themselves; and in the second case, parents themselves may eventually feel like rebelling as their children keep testing their parents' limits. In democratic families, though, the chances for conflict to escalate are not as great. That is because these families try to depend on communication instead of power as a means of making decisions."

OBJECTION: This not only presents "democratic" families as the ideal but conveys the impact that discipline is a "no-no." This is an attack upon parental authority. See comments under Transactional Analysis below.

SE 374, "TRANSACTIONAL ANALYSIS"

SE 375, "APPLYING TRANSACTIONAL ANALYSIS TO FAMILY COMMUNICATION"

OBJECTION: This conveys a direct attack against parental authority in direct conflict with Judeo-Christian values as established in scripture. This is an attack against religion.

Transactional Analysis is not as wonderful as presented because it has caused intense controversy in many areas. Therefore, it is unfair to students to present it as a family cure-all when many consider it detrimental to a stable traditional family. While it is advisable to interact on a mature basis, the examples given are at the expense of the parents as though the parents retained no responsibility for the actions of the immature child. Any portrayal of a family without the father as the head is in contradiction to the Biblical basis upon which our nation was founded. While we realize the publisher evidently does not accept this truth, his non-acceptance does not give the right to demean this value in the view of students. Traditional families do permit children more and more autonomy but also realize that far too often immature children demand unreasonable freedoms. To consider an "adult" as a higher level and more esteemed position

Mr. and Mrs. Mel Gabler

Texas Education Agency--Bills of Particulars
and Publishers' Answers--1980 Adoption,
 X, p2223.

A32.

2223

SE 417-419, "THE EARLY SOCIALIST LABOR MOVEMENT"

SE 417, "THE EARLY SOCIALIST LABOR MOVEMENT, par.2, "The members of the working class organized labor unions as a way of improving their lives. The main goal of these infant unions was to make working conditions in the factories more humane. But in the course of their efforts, the unions sometimes questioned the right of the middle and upper classes to own property."

par.3, lines 1-4, "Many of the early labor unions accepted socialism as the basis for their movement. They saw socialism as a desirable alternative to capitalism--then as now the dominant American ideology--because it provided a means of reorganizing society along more equitable lines...."

OBJECTION: The members of the working class did not have the means or know-how to organize labor unions. Labor unions were begun by men in positions to gain power and affluence by organizing the working class. Violates 1.11 of the proclamation.

SE 420-421, "THE WOMEN'S RIGHTS MOVEMENT"

OBJECTION: This section is far too general in its use of the term "women". The text implies that all women fit the description mentioned, when in reality, very few women are actually supportive of N.O.W. and the women's rights movement. The text is biased and shallow since it speaks in glowing terms of N.O.W. and fails to even mention the widespread Pro-Family movement that has risen in opposition to it. Nor does the text admit the failure of the E.R.A. to pass in the legal traditional process for Constitutional amendments. Violates 1.5(3), 1.9, and 1.11 of the proclamation.

SE 425-453, "CHAPTER 20 THE CHANGING COMMUNITY: DEMOGRAPHIC AND ECOLOGICAL TRENDS"

OBJECTION: This entire chapter concentrates on environmental and population problems. It contains much editorializing and leaves the student with the impression that the U.S. has a population problem, when in effect, we are experiencing negative population growth.

SE 428, par.2, lines 1-2, "As Barbara Ward has described it, we are on spaceship Earth, a natural ecosystem that--fortunately for us--developed as it did over the millennia...."

OBJECTION: Evolutionary speculation stated as fact. Violates 1.3 of the proclamation.

SE 479-481, "DOES THE UNITED STATES HAVE A POPULATION PROBLEM?"

Mr. and Mrs. Mel Gabler
Texas Education Agency--Bills of Particulars
and Publishers' Answers--1980 Adoption,
X, p2224.

2224

A33.

OBJECTION: This entire section is misleading and contains much editorializing. It should be rewritten or deleted.

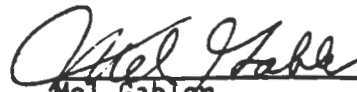
SE 481, par. 4, 5, "Sociological analysis has shown that a major aim of social policy directed toward the problem of population growth--both in the United States and elsewhere--must be inducing changes in attitudes and providing incentives for people to limit family size. People must be made aware of the personal disadvantages of large families. Incentives could be provided: positive incentives, such as cash rewards for sterilization after the birth of two children; or negative incentives, such as the imposition of some form of tax on births after the first two children.

"The ultimate aim should be to change social norms and ideals so that people would generally come to consider large families undesirable. In this way, social ideals and social realities would be integrated into a coherent and consistent pattern, and a solution to the population problem might be arrived at."

OBJECTION: This is editorial opinion stated as fact. It conditions students to accept governmental controls of personal family matters. Violates 1.9, 1.11 of Proclamation 56.

These texts do not realistically portray traditional families, nor do they realistically depict the roles of men/women, boys/girls. See chart. Violates 1.9, 1.9(2), and 1.9(4) of Proclamation 56.

We urge that these texts be rejected for adoption by the State of Texas and we request a hearing before the State Commissioner of Education and the State Textbook Committee.



Mel Gabler



Mrs. Mel Gabler



Mrs. W. Kelley Haralson

Scott/Psychology/HS/INVITATION TO PSYCHOLOGY/1981/Gabler B/P

2404

OBJECTION: This implies that man is not responsible for his behavior.

SE 161, par. 4, 5, "A man named Heinz had a wife who was dying of an almost incurable disease. There was a drug that could save her. The drug, which cost \$20,000 was owned only by a local druggist. Heinz didn't have the money to buy the drug and he was unable to raise the money. The druggist would not let him have any of the drug, so Heinz, desperate, broke in at night and took some. Should Heinz have done that?"

"Kohlberg was interested in the reasons people gave for Heinz' stealing or not stealing the drug. He noted that people of different ages answered the question quite differently. From the reactions he received to this and other stories containing moral dilemmas and questions, Kohlberg developed his theory of moral development."

OBJECTION: This teaches situation ethics.

SE 184-5, "DEVELOPMENTAL TASKS"

OBJECTION: This section on marriage is very weak. Much more detail and analysis should have been presented.

SE 335, par. 2, "Does this mean that 'abnormal' sex is no longer symptomatic of a character disorder? In 1973, the trustees of the American Psychiatric Association voted to change their classification of homosexuality from a form of mental illness to a 'sexual orientation disturbance' not requiring treatment unless an individual wants it. If we go back and consider the definition of abnormal behavior we can see that this change is in line with that definition of mental health."

OBJECTION: This teaches situation ethics by portraying the idea that anything is okay if society says so.

SE 397, par. 3, lines 3-7, "...There is less emphasis now on defining what is normal, socially acceptable, heterosexual behavior than on focusing on the positive aspects of a mutually satisfying sexual relationship between consenting, caring adults."

OBJECTION: This implies to students that any behavior (orgy, homosexual acts, etc., etc.) are okay if adults consent. This is situation ethics.

2533

Page 4

Chapter 41

"Should the rights to acquire property by adverse possession and by prescription be abolished?"

Chapter 42

"Should rent controls be imposed by law ..."

Chapter 43

"Should a limit be placed on how much a person may leave by will ... If so, how much?"

Chapter 44

"Should the advantage of limited liability be extended to sole proprietors and general partners?"

Chapter 45

"In some European countries, by law, employees are represented on the board of directors of corporations. Should this practice be adopted in our country?"

Chapter 46

"What change or changes in our laws do you believe would improve our system of justice?"

In reviewing these questions, it is apparent that many are leading questions. Additionally they tend to promote major changes in our legal and economic system. It seems that a high school business law class should concentrate on the law in its present form, not promote changes that vary from American heritage.

Unit twelve (Chapter 46) is objected to due to the subjective nature of such a discussion. The "think tank" questions are objected to in their entirety as well as any reference in the text itself discussing, implying or promoting these subjects of change. As well as any criticism of existing laws along these lines.

Respectfully submitted,


Kent Grusemdorf

2560

KEYS TO READING Maybe a Mile Pre-primer

ECONOMY

page 49-52 The Blue Green Day(in color)
There are 4 pages - there are four pictures.
p 49 - picture of the blue ocean
p 50 -"It's a blue green day. Come with me to the
blue green sea." picture a girl and boy on the beach.
They are walking on the sand watching the tide. You can
see the boy clearly, but not the girl.
p 51 "We will fish for the moon. We can get it soon.
We will fish on the blue green sea. We will!"
picture in blue tones of the boy and girl fishing.
Boy is clear , but not the girl.
p 52 "We will play with the wind. We can play with the
day. We will ride on the blue green sea. We will!
We will ride on the blue green sea ." Picture is in
normal color. The boy and girl are in a white boat.
The boy is holding the white sail. The girl is waving.
The boy is a white boy with blonde short hair. The
girl is a black girl with long black hair tied in
braids. The contrast is evident.

OBJECTION: Children of this age should not be on the
beach without supervision. It is dangerous. The pictures
show a poor example for the young readers.

Billy C. Hutcheson
Billy C. Hutcheson

Mrs. Billy C. Hutcheson
3616 Dryden Road
Fort Worth, Texas
Vice-Chairman Textbooks
TSDAR

Mrs. R.C. Bearden Jr
Mrs. R.C. Bearden Jr
ES/7

Mrs R.C.BeardenmJr
Chairman Textbooks
TSDAR

1 RESPONSE OF THE PUBLISHER - HARCOURT BRACE
2 JOVANOVIH - MR. G. C. "PETE" DUCOTE

3 MR. DUCOTE: Yes. I'm Pete Ducote with Harcourt
4 Brace, and I have with me Steve Gandy of Harcourt Brace.

5 We have responded to the Petitioner in writing and in
6 great detail, and unless there are some questions from the
7 Committee, we would like to stand on that written response.

8 DR. GRIMES: Thank you. I have no questions in
9 hand, and we'll move to the next Petitioner. You may stay with
10 us, because we have two or three other books there.

11 MANY VOICES - HARCOURT BRACE JOVANOVIH
12 PRESENTATION BY PETITIONER - TEXAS N.O.W. -
13 MS. TWISS BUTLER

14 MS. BUTLER: I'm Twiss Butler. The title of the
15 textbook is MANY VOICES, and the Publisher is Harcourt.

16 Developing maturity for boys is explored in many ways,
17 with particular stress on using a man's power over nature with
18 wisdom and compassion, particularly if the enemy he stalks
19 turns out to be a female with young. The importance of
20 assuming responsibility for his career and family is also
21 dramatized. This serious approach is not evident in the girls'
22 stories, except in the rather cryptic study of an Indian girl
23 who seems to be accepting the restrictive, traditional role of
24 a woman in her culture with passive reluctance.

25 Because it fits into a pervasive pattern of father-
daughter relationships that appears in many readers and defines
how girls must depend on others to give them what they want,
"The Birthday Horse" story is particularly objectionable.

The Publisher's response begins by misinterpreting a
list that we show of roles. They see it as ourselves objecting
to these roles, rather than a comparison to show that women's
roles are fewer and less diverse.

I think, if you are looking at the Bill,^{now} can see the
great difference in variety and range of male roles in this
book in comparison to female. It should be apparent that the
adult roles and occupations in which women are shown are much
fewer, lower in prestige, and more closely related to unpaid
domestic jobs than are those in which men are shown. Such
ratios mirror and perpetuate the practices of a sexist society,
limiting the aspirations of girls in ways that will affect the

News

National NOW Times, August, 1980



The Wage Gap



Prepared by Kathy Bonk with the assistance of Suzanne Piskala

The green and white 59¢ button has become a critical tool in NOW's drive for ratification of the Equal Rights Amendment. 59¢ represents the Wage Gap—the amount women earn for every dollar earned by men. It symbolizes the economic plight of the average American woman. And all women understand the impact. As the gap widens, the need for ratification of ERA intensifies. Exactly what is the wage gap and why does it exist? Below are the facts and figures. But the bottom line is that across the board, by age, race and occupation, women earn considerably less than men. Here are some of the reasons:

An Overview of the Wage Gap
 In 1978, American men earned an average of \$15,730 while females earned \$9,350 or 59% of men's earnings. In 1977, the wage gap was the same 59% but over that one year, men's earnings increased by \$1,101 with women seeing an increase of only \$340 in their pay checks. On a weekly basis, men's take home pay was about \$122 more than women's. Thus, women had to work at their paid jobs nearly 8.5 days to gross the same as men who worked 5 days. A key reason for pay discrepancy is that women are concentrated in jobs that are on the bottom end of the pay scale, that have little upward mobility and that are service or clerical in nature. But why the concentration of

women in these positions?
Occupation Segregation
 Sex segregation in the workforce has a long history dating back to New England textile mills which separated young female employees who both lived and worked at the mill.
 Since the industrial revolution, women factory workers held jobs that were defined as "women's jobs." From 1900 to 1980, except during the war, a majority of female workers have been concentrated in female occupations. For that matter, until 1964, women were legally excluded from holding certain jobs. The pattern of sex segregation has continued as the numbers of employed women rose from 5.1 million in 1900 to an estimated 48 million today. Prior to Title VII of the 1964 Civil Rights Act, a major factor in the sex segregation of jobs was related to state legislation that "protected" women from certain work situations. Such state legislation regulated what women could and could not do in the workplace. These laws ranged from outright banning of women in certain occupations, such as mining and bartending, to prohibiting certain activities such as heavy lifting, night shifts or overtime.
 After World War II, war veterans returned to find federal and private industry policies that gave them job preferences, hiring priorities and education benefits. Since very few women

officially were a part of the war machine and military quotas were set at a 5% participation level for women, they were denied the economic benefits that gave veterans a boost into education, job training and seniority. Since women could not work overtime or lift heavy objects, many companies simply continued a practice of separating women's jobs from men's jobs, and paid women less money. For example, in 1945, companies like General Electric and Westinghouse established rate structures and reduced those rates for women's job classifications by 33% and 18-20% respectively. It was common for women in all jobs, even those in which women dominated such as teachers, secretaries or service workers, to be paid less. The practice was acceptable and rarely challenged; the prevailing myth was that men supported families and women worked to supplement their husbands' income or for pin-money.
 Sex segregation, per se, was outlawed in 1964, but many state protective labor laws were not declared invalid until the late 1960's. But the patterns of over 150 years of sex and race discrimination continue today.
 Due primarily to economic conditions, the paid labor participation rates of women have changed dramatically. The number of married women working outside their home for pay outnumber full time home-

makers. Workforce participation rates for women under 30 parallel those of men. Women are about 45% of the entire workforce. But the patterns of sex segregation still exist. Classroom elementary teachers tend to be women while principals and superintendents are men. In hospitals, doctors are majority males, nurses females, orderlies generally are minority males and nurses aides are probably black or hispanic and usually females. Not until the early 1970's—through a NOW initiated law suit—did the Supreme Court outlaw sex segregated work ads "Help-Wanted—Male" and "Help-Wanted—Female" in local newspapers. The U.S. Commission on Civil Rights reported in 1978 that the extent of occupational segregation was so great that for men and women to be doing the same work in an integrated environment about two-thirds to three-fourths of all employed women would have to change occupations.
 The fact remains that a majority of women are employed in traditional women's jobs. Despite the breakthroughs for a select few women into non-traditional or men's jobs that have received so much attention by the mass media, the concentration of females in traditional women's jobs is increasing with the range and types of jobs open to women restricted.
Education
 Educational background often

The Wage Gap Between Women And Men

Over The Past 25 Years, The Wage Gap Of Annual Earnings Has Widened

The annual earnings of full-time workers in 1955 was \$2,719 for women and \$4,252 for men, roughly 64¢ to the dollar. In 1978, full-time median annual earnings were \$9,350 for women and \$15,730 for men. Thus, today women earn 59¢ for every dollar earned by men. Women work 9 days to gross what men do in 5.
 Since 1955, the annual earnings of women have been between 64% and 59% of men's earnings. For every dollar earned by men, women earned the following:

The Wage Gap:	
1955	63.99
1958	61.39
1960	60.89
1962	59.56
1965	60.06
1967	57.99
1970	56.46
1972	57.99
1973	56.66
1975	56.99
1977	55.99
1978	56.46

Men Earned More Than Women At Every Age Level

Men out-earned women at every age level, but in 1978, there were differences based on age:

Age Group:	Women	Men	Women's earnings as % of men's
All ages	\$106	\$272	51%
16 to 24	\$142	\$185	77%
25 to 34	\$162	\$275	60%
35 to 44	\$172	\$326	53%
45 to 54	\$173	\$316	55%
55 to 64	\$168	\$279	60%
65 and over	\$128	\$201	62%

In 1978, Full-Time Women Workers Earned \$106 A Week Less Than Men

Women employed full-time in 1978 had weekly earnings of \$166 while men's weekly earnings were \$272. Hispanic women had the lowest earnings of any racial/ethnic group. Their earnings were half those of white men. As reported in May 1978, the median weekly earnings for men and women by race:

	White Males	Black Males	Hispanic Males	White Females	Black Females	Hispanic Females
Women's earnings as % of men's	\$279	\$213	\$201	\$187	\$156	\$141
	100%	76%	72%	60%	56%	50%

7 Out Of 10 Full-Time Workers Earning Less Than \$100 A Week Were Women

Of all full-time workers earning under \$100 per week, 71% were women in 1978, and of those earning \$100-124, 69% were women. On the other end of the pay scale, of the workers earning \$500 or more a week, only 6% were women and 94% were men—nearly all of whom were white.

The percent distribution in 1978 for high and low earnings was as follows:¹

	Under \$100	\$100-124	\$400-499	Over \$500
MEN:				
White	26%	34%	91%	94%
Black	6%	27%	86%	90%
Hispanic	3%	6%	3%	2%
WOMEN:				
White	71%	69%	9%	6%
Black	60%	55%	8%	5%
Hispanic	11%	10%	1%	.8%
	9%	5%	.1%	.1%

¹ Because of rounding and special Hispanic counts by the Bureau of Labor Statistics, the sums of individual groups may not equal totals.

The Wage Gap By City And State

An Analysis Of The Wage Gap By State Puts Washington, D.C. At The Top And Louisiana At The Bottom For Women Workers

On the average, women in the District of Columbia earned 78¢ for every dollar earned by men, while Louisiana women earned only half of their male counterparts. Illinois women earn below the average at 57¢ to men's dollar, and women employed in Chicago are about average at 59¢ to men's dollar.

A 1978 report of work experience and earnings (based on 1975 data) showed the Wage Gap by state:

State	Women's Earnings
1. District of Columbia	78.4
2. New Jersey	66.1
3. Vermont	65.4
4. New York	64.9
5. Tennessee	63.8
6. Maryland	62.2
7. Georgia	61.8
8. North Carolina	61.1
9. Michigan	61.1
10. South Carolina	60.9
11. Arkansas	60.7
12. Massachusetts	60.7
13. Florida	60.0
14. Mississippi	60.0
15. Virginia	59.8
16. Pennsylvania	59.7
17. New Hampshire	59.3
18. Alabama	59.2
19. Maine	59.1
20. Oklahoma	58.6
21. California	58.4
22. Kentucky	58.4
23. Minnesota	58.2
24. Nevada	58.2
25. New Mexico	58.0
26. Ohio	57.9
27. Colorado	57.9
28. Kansas	57.8
29. Hawaii	57.7
30. Arizona	57.6
31. Connecticut	57.5
32. Illinois	57.5
33. Wisconsin	57.5
34. Nebraska	57.2
35. South Dakota	57.1
36. Texas	57.0
37. Rhode Island	56.8
38. Missouri	56.5
39. North Dakota	56.0

Continued on the next page

determines not only the type of job, but also the entry level for which one can qualify. With a college degree or apprentice training, women who are employed year-round earn substantially less than men who have the same number of years of education. The fact still holds in 1977 that women with four years of college had lower incomes than men who had completed only the 8th grade. High school graduate women with no college had less income on the average than men who had not completed elementary school.

As with the workforce generally, women tend to be sex-stereotyped into certain areas within education and training institutions. In 1977, women still comprised only 12 percent of the students in trade and industrial programs—less than 1 percent increase over 1972. Moreover, women were about 81 percent of the students in non-gainful home economics and 73 percent of the students in office training.

During the past decade, the student body attending American colleges and universities has diversified. Women are now about one-half of most student enrollments. But more than half of the degrees earned by women in 1978 were in traditionally female fields of home economics, library science, foreign languages and education.

There is no doubt that women's income improves with schooling. However, men's earnings increased dramatically with the addition of a bachelor's degree, while women's increased only modestly. The gap narrows with the addition of advanced degrees, but this further suggests that women need more education than men to reach the middle and upper-income categories.

Work Experiences
One would expect that women and men without experience, but with the same educational background, would receive the same entry level salaries in the same occupational fields. Not true. Past surveys have revealed differences in starting salaries received by men and women. And, the majority of women still continue to receive lower salaries than men.

In addition, many women experience interruption in their worklife which under most employment policies adversely affects their earnings. Thus women re-entering the job market have difficulty in finding a rewarding job. Many women discover that employers are unwilling to credit previous work experience or volunteer activities as evidence of job skills and potential. Nevertheless, the average woman will spend 25 years of her life holding a paid job outside her home.

Present and Future Trends
The present inflation level coupled with the dismal unemployment figures have resulted in fluctuations of the participation rates for women. Certain occupations, such as construction and administrative jobs, have exhibited some positive prospects for narrowing the wage gap. Yet women's participation remains clustered in the stereotyped roles. Often the increase of women in male intensive fields is offset by the significant increase of men in those fields as well, i.e. engineering and computer science. Still, many women who have a single means of employment are forced to hold a second paid job and a third inside the home in order to counterbalance the wage differential and to make ends meet.

More and more, feminist strategies to combat the widening wage gap

include expanding the concept of equal pay for equal work to equal pay for work of comparable value. In the spring of 1980, hearings held on job segregation and wage discrimination under Title VII of the 1964 Civil Rights Act revealed that both the Equal Employment Opportunity Commission and the Department of Labor advocated that wage discrimination among dissimilar jobs on the basis of sex is impermissible, particularly when the jobs are of comparable value to the employer. The International Union of Electrical Unions has initiated several law suits against manufacturing plants based on a comparable worth argument.

What conclusions can we draw? In the past women have not received the same type of job/career counseling as men and they have been penalized for absences due to child rearing. As the workforce becomes more highly technical, those college graduates with a traditional liberal arts degree who have little or no math and science (mostly women) will find themselves in lower paying clerical positions. As the economy worsens, women will have no choice but to take a paid position in the labor force. Most will not have had the opportunity to plan a "career" and will have few options for higher paying jobs. The women who will feel the greatest burden will be those with little education or no paid work experience. Their options will be limited for the most part to service and clerical jobs.

You might say, "It can't happen to me or my daughter." But without the constitutional protection of the Equal Rights Amendment, women can expect no real solution to the widening wage gap. Laws and government programs restrict women in direct ways, (i.e. Congressional employees

are not covered by Title VII), and in more subtle ways. For example, the continued preference given to veterans in public employment is a program few women, even today, can take advantage of. In this context, bias breeds bias, as demonstrated in Federal civil service test results. Women are 41 percent of those who pass the college test, but only 27 percent of those who are hired. Veterans, on the other hand, are only 20 percent of those who pass the test, but 34 percent of those hired under veterans preference.

Recent Supreme Court decisions have narrowed the application of equal opportunity laws such as Title VII and lower courts have largely failed to apply Title VII standards at all to academic employment.

The Equal Rights Amendment will be an important legal and symbolic weapon to counter sex-based discrimination in employment. This will be particularly meaningful to minority women who participate in the labor force at a higher rate than majority women. ERA will help complete the Federal and State efforts to erase the sex bias in laws that have limited opportunities for women. And finally, ratification of ERA will provide an impetus for more effective enforcement of antidiscrimination laws and pave the way for legal and economic arguments that will hasten the integration and re-evaluation of the currently segregated workforce.

Sources for this article include: Blumrosen, Ruth G., *Wage Discrimination, Job Segregation and Title VII of the Civil Rights Act*, University of Michigan Journal of Law Reform, University of Michigan Law School, Ann Arbor, MI, Vol. 12, No. 3, 1979. The Statement on the Equal Rights Amendment, United States Commission on Civil Rights, Clearinghouse Publications, 68, December 1978.

40. Iowa	58.7	46. West Virginia	55.0
41. Idaho	55.4	47. Washington	54.7
42. Montana	55.3	48. Indiana	53.8
43. Oregon	55.3	49. Wyoming	53.7
44. Alaska	55.2	50. Utah	53.3
45. Delaware	55.1	51. Louisiana	49.8

Wage Gap By City

Standard Metropolitan Area	Women's Earnings as % of men's	City	Percentage
1. New York	72.7	10. Chicago, Illinois	59.1
2. Baltimore, Maryland	62.3	11. Newark, New Jersey	58.9
3. Atlanta, Georgia	62.0	12. San Francisco-Oakland	57.1
4. Boston, Massachusetts	61.8	13. Dallas, Texas	56.8
5. Los Angeles - Long Beach, CA	61.5	14. Cleveland, Ohio	56.6
6. Detroit, Michigan	59.9	15. Minneapolis-St. Paul, Mn.	56.5
7. Cincinnati, Ohio	60.4	16. Milwaukee, Wisconsin	56.1
8. Houston, Texas	60.4	17. Pittsburgh, Penn.	55.1
9. D.C./Virginia/Maryland	59.7	18. St. Louis, Missouri/Wisconsin	54.7
		19. Nassau-Suffolk, NY	54.5
		20. Seattle-Everett, WA	54.3
		21. Anaheim/Santa Ana/Garden Grove, California	49.4

Elementary & Secondary (66%)	15,274	12,400	816
College & University (24%)	21,139	15,116	716
Accountants (30%)	18,968	12,598	666
Computer Specialists (20%)	20,156	\$14,480	726
MD's & Dentists (12%)	28,839	26,378	696
Engineering & Science Tech. (14%)	15,842	11,920	756
Engineers (2%)	23,721	20,308	866

OPERATIVES (27% female)	\$13,660	\$ 8,005	596
Manufacturing (35%)	13,839	8,138	696
Operatives, ex. transport (36%)	13,470	7,995	596
Non-manufacturing (11%)	13,337	7,182	546
Transport, Equip. Operatives (2%)	14,071	8,364	596

SALES WORKERS (26% female)	\$16,839	\$ 7,644	456
Sales Clerks (53%)	10,264	6,539	646
Retail Trade (42%)	11,615	6,582	676
Insurance, Real Estate, Stock Agents & Brokers (26%)	20,843	10,254	496
Other Sales (12%)	17,949	11,783	666
Manufacturing & Wholesale (13%)	20,007	12,328	626

MANAGERS AND ADMINISTRATORS (27% female) salaried unless otherwise noted	\$20,479	\$11,120	546
Finance, Insurance & Real Estate (32%)	21,865	11,187	616
Retail Trade (26%)	15,996	8,628	646
Retail Trade, self-employed (22%)	10,727	5,401	546
Public Administration (22%)	18,460	14,273	736
Other Industries (21%)	21,128	12,123	576
Manufacturing (10%)	25,017	12,485	606

LABORERS (10% female)	\$12,031	\$ 7,452	626
Manufacturing (17%)	13,400	7,964	596
Other Industries (8%)	11,438	8,929	616
Construction (1%)	11,074	10,099	826

CRAFT WORKERS (4% female)	\$15,776	\$ 8,584	616
Other Craft (10%)	15,996	8,383	596
Blue Collar Supervisors (9%)	17,891	10,292	586
Metal Crafts (2%)	16,676	8,392	566
Construction Crafts (1%)	15,095	8,536	576
Mechanics & Repairers (1%)	15,024	8,282	626

Wage Gap By Full-Time Occupations

KEY: Female Intensive Job; Integrated Job; Male Intensive Jobs

female participation rate	median earnings male	female	female % for ea. \$ earned by men
ALL FULL TIME WORKERS (34% female)	\$16,730	\$ 8,380	596
CLERICAL WORKERS (78% female)	15,289	9,158	606
Secretaries & Stenocs (98%)	9,820	9,400	966
Typists (96%)	12,167	8,708	716
Bookkeepers (80%)	13,646	8,925	656
Cashiers & Counter Clerks (81%)	10,643	7,528	716
Office Machine Operators (75%)	15,194	9,278	616
Other Clerical (60%)	16,496	9,357	606
SERVICE WORKERS (49% female)	\$11,057	\$ 6,832	626
Private Households (95%)	5,461	2,830	526
Health Services (88%)	10,515	7,926	756
Personal Services (84%)	9,042	7,104	796
Food Services (83%)	8,543	5,941	696
Other than Private Household (47%)	11,076	7,010	636
Cleaning Services (27%)	8,807	7,000	716
Protective Services (8%)	15,184	10,822	716
PROFESSIONAL AND TECHNICAL WORKERS (37% female) salaried unless otherwise noted	\$19,289	\$12,833	666
Health Workers (83%)	14,708	12,487	856
Teachers (59%)	16,468	12,529	766

NOTE: There is no standard definition for female/male intensive occupations. However, for the purposes of this paper, occupations have been defined as female-intensive if women constitute 57% or more of the occupational workforce and male-intensive if women occupy 27% or less of the jobs. Information for the above chart was based upon the 1978 data to be released in Summer 1980 by the Census Bureau of the US Department of Commerce, p-60 Series, NO. 118 Table LJA-A Occupation of the Longest Job in 1978, Civilian Workers 14 years and over by Total Money Earnings, 1978. For additional information see: "The Earnings Gap Between Women and Men" U.S. Department of Labor, Office of the Secretary, Women's Bureau, 1978.

62

1 next generation.

2 I would like here to enter an exhibit into the record
3 which documents how pervasively sexism determines the
4 vocational potential of women and men. This is a chart, and it
5 is based on the 1978 data to be released in summer 1980 by the
6 Census Bureau of the U. S. Department of Commerce. It appears
7 in the August 1980 issue of the National N.O.W. Times and
8 simply studies in many different and appropriate ways the wage
9 gap between men and women.

6 Thank you.

7
8 "A Wise Princess," the only adult female protagonist
9 here, is shown in a nonrealistic story depending on men to
10 carry out her commands and maintaining a staff of advisers who
11 are clearly incompetent. They are called her wise men.

10 The wisdom of the female astrologer in the same story
11 does not displace these fools from their jobs. Contemporary
12 female adult roles are uniformly sex stereotyped, and only one
13 woman professional is shown at work.

13 Since the culture to which she belongs does not fit
14 into contemporary life, her profession is not a real option for
15 most girls.

14 In considering excerpts from the text, I want to
15 concentrate only on "The Birthday Horse" story, which I was
16 very concerned about, as I have mentioned, because it is a
17 pattern which we see very often and which, in contrast to all
18 those stories about boys setting goals and going ahead and
19 achieving them, shows how a girl gets what she wants.

18 I think the emotional tone is apparent in the
19 excerpts I've chosen.

19 "I hurt far too much to cry . . . I could only stand
20 there holding Jubilee, wishing he was mine, knowing he
21 wasn't, being torn apart."

21 Helen is presented emotional, irrational and dependent on her
22 father to satisfy her wants. She says, "I rode smoothly. Even
23 my hair didn't bounce."

23 Little, trivializing details of this sort would never
24 be mentioned in a boys' story and they persistently undercut the
25 dignity of this girl.

"Yes, I thought, this is a Red Letter day all right.

3
1 It's every kind of wonderful day - the day you get a
2 Welsh pony for your birthday."

3 Stories using this hackneyed theme show girls longing for their
4 birthday as an occasion for the gratification of their unspoken
5 wishes, demonstrations that they are loved, and that someone
6 has understood them. The plot usually, as in this case,
7 details their inevitable disappointment and the lesson that
8 they learn, which is to revise their expectations downward, to
9 wait more patiently, and to butter up the potential giver more
10 expertly.

11 Helen again says:

12 "So Daddy had bought me this wonderful present, this
13 fine saddle for my eleventh birthday. If he possibly
14 could, I was sure, he would give me a horse for my
15 twelfth birthday. . . . Meantime, I'd have a whole year to
16 sort of earn Medoc by working on the ranch for Daddy. I
17 reached up to put my arm around my father's neck. . .
18 Daddy, I whispered, this is the best birthday yet. Oh,
19 Daddy, the very best."

20 There is a large picture on page 251 which shows this
21 girl hugging Daddy and looking over his shoulder at the coveted
22 horse. Now, boys, in sharp and significant contrast to all
23 this clinging vine stuff, are shown setting goals and taking
24 actions in this book, and those actions include earning money
25 necessary to achieve the goals. "Sort of earn" is the weakest
possible way to indicate that Helen might be able to get
something she wants by action on her own behalf. It is
rendered meaningless by the fact that the reader has not been
shown Helen doing any work on the ranch and by the exaggerated
description of her struggles with fences and gates.

Girls growing up in the United States today need
training for economic independence, not dependence on others
secured by wheedling and manipulation.

The birthday story should be recognized as the
destructive stereotype that it is and replaced by material
that offers realistic encouragement to girls to set worthy
goals and to achieve them through their own efforts.

DR. GRIMES: Thank you. Five minutes. Thank
you.

In reviewing the exhibit that you submitted, let me
clarify once again its relationship to the reader that you were

1 discussing.

2 MS. BUTLER: I'll repeat the statement that I
3 made. It should be apparent that adult roles and occupations
4 in which women are shown are much fewer, lower in prestige,
5 and more closely related to unpaid domestic jobs than are
6 those in which men are shown. Such ratios mirror and
7 perpetuate the practices of a sexist society, limiting the
8 aspirations of girls in ways that will affect the next
9 generation. To me, that chart exemplifies in an extremely
10 thoroughgoing way from the top to the bottom of the work world
11 a pattern of discrimination against women.

12 DR. GRIMES: This will be submitted then, and
13 accepted, as Exhibit No. 1.

14 MS. BUTLER: Thank you.

15 DR. GRIMES: The Publisher has five minutes for
16 response.

17 RESPONSE OF THE PUBLISHER - HARCOURT BRACE
18 JOVANOVIICH - MR. G. C. "PETE" DUCOTE

19 MR. DUCOTE: Again, Dr. Grimes, we have
20 responded in writing and we would like to stand on that written
21 response.

22 DR. GRIMES: Thank you.

23 I believe we have one other review from Harcourt.

24 EXPANDING HORIZONS - HARCOURT BRACE JOVANOVIICH

25 PRESENTATION BY PETITIONER - TEXAS N.O.W. -
MS. MELISSA WEIKSNAR

MS. WEIKSNAR: My name is Melissa Weiksnar, and
I am reviewing the book, EXPANDING HORIZONS, by Harcourt Brace.

Is that correct?

MR. DUCOTE: Jovanovich.

MS. WEIKSNAR: Jovanovich.

Our primary objection in this text is the inconsistent
naming convention for men and women. A female biologist who
works for NASA, a professional, is referred to by her first
name, Elena. A male industrialist is always referred to in

1 I have some questions that should be addressed
2 concerning some of your testimony. Are you saying that the
3 gap in public school and private school populations' performance
4 on reading tests could be closed by the use of one approach,
5 the one that you advocate, and do you discount the effects of
6 differences in socio-economic status, since the poor cannot
7 afford private school?

8 MRS. GABLER: I don't think there is a need --
9 there would not be a need if the public schools would again go
10 back to at least -- that is what we have been asking: Why don't
11 we have a choice? In other words, why don't some of the schools
12 have a phonics first? Where can a parent send their children
13 to a school that has phonics first? We are only asking for
14 the phonics first in the first two grades. I don't think that
15 is asking for too much, and so I don't really see there would
16 be a need for it.

17 I think all children need to read, and I don't care --
18 it doesn't make any difference what color or race they are. It
19 doesn't make any difference. I think the important thing is,
20 let's teach them to read. We are not doing a good job, and I
21 think that our -- the illiteracy rate is at an all-time high
22 and I think it is time that at least we should do something
23 about stopping it. I don't think there is a person here that
24 doesn't want to see it stopped.

25 I have four little grandchildren, and I am concerned
that they also could have an opportunity and the privilege to
have phonics first without having to resort to a private school
to send them to.

DR. GRIMES: In your bills of particulars you
object to the use of graphemic bases -- this is on page 7 of
your bill -- yet the use of graphemic bases is suggested in
the Texas Education Agency publication entitled, The Elementary
Reading Program.

What are your qualifications that permit you to make
judgments or suggestions designated to supersede these
publications and that would specify that this methodology is poor
methodology?

MRS. GABLER: Well, it is obvious that I don't
have those qualifications, but I do at least have the
qualifications to sit before a committee and give my opinions,
and I think that certainly it is no less than that.

I hear this continually, and I think this is not

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1 very fair to we, the petitioners. I think we have the privilege
2 of coming and sharing with you. I really thought that is what
3 the hearings were for.

4 We sit here and when we make statements, I hear the
5 laughing and the snickering, and I think it is rather rude, and
6 we are only offering an opinion. We have an opportunity and
7 we have offered information, and I just feel that it is not
8 really fair to keep throwing this at us.

9 In other words, if you have a degree, does that give
10 you all the intelligence?

11 DR. GRIMES: I think the line of the questioning
12 that is coming here is that are your opinions that are being
13 presented fair opinions because of your great concern or is this
14 the way you make your living?

15 MRS. GABLER: I think that is one of the dirtiest
16 questions, and I would like for it to go on record that I feel
17 that that was totally uncalled for. I think the question should
18 not have been asked.

19 I do not make a living of reviewing textbooks. Who
20 would pay me to review textbooks?

21 I think that is totally unfair, and I want it to go
22 in the record for the Board of Education to see that the
23 committee is not interested in textbooks. That has nothing to
24 do with textbooks. I understood the Proclamation was very
25 clear and it says that we were supposed to stick to the Proc-
26 lamation, and I do not feel that -- I think that is totally
27 out of line and that is not fair.

28 I have never made a living of reviewing textbooks,
29 ever.

30 DR. GRIMES: In reviewing your bills of
31 particulars and in your objections in the petitioner, you quote
32 from one of the books in particular and object to the use of
33 a method of reasoning here. Do you consider reasoning and
34 drawing conclusions to be a strand of reading, and are you
35 familiar with syllogisms and the method for developing reasoning
36 skills, which you cite as an objectionable inclusion in the
37 fifth grade reading book?

38 MRS. GABLER: I feel that many of the activities
39 that are requested of the children or asked of the children
40 are totally out of line as far as teaching reading. I think

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1 kissing. We felt that this was a silly, inane presentation
2 on the subject of kissing. We doubt that it is necessary
to teach sociology.

3 On page 349, the homicide table, the author fails
4 to caution students that the data may be misleading, since
all cities do not report homicides with the same efficiency
5 or correctness.

6 On page 418, we objected to some of the pictures.
We felt that a significant omission has occurred. There are
7 many well known women who are against the N.O.W. movement.
Why are they not included in the text? And we asked, Why
8 this discrimination?

9 The Publisher replied, "The section is treating
social movements, so only people involved in the women's move-
10 ment can reasonably be depicted." Now according to the Publisher's
statement, three of the women pictured should be replaced
11 with pictures of pro-family ladies, since the pro-family repre-
sents the mainstream of American society and pro-family advocates
12 greatly outnumber the N.O.W. group and other feminist groups.

13 Proof of the effectiveness of the pro-family ladies
is evidenced by the fact that states have quit ratifying the
14 ERA since legislators have realized the views of the great
silent moral majority within the women's movement. Thus,
15 by any criteria of fairness and objectivity, the text should
include such ladies as Phyllis Schlafly, maybe Beverly LaHaye
16 or Lottie Beth Hobbs.

17 It appears that every minute group of activists
rate space in textbooks, but the great majority is always
18 cheated and we would like to know why.

19 We feel that this text does not realistically portray
the traditional families, nor do they realistically depict
20 the roles of men and women or boys and girls, and therefore
it violates 1.9, 1.9(2) and 1.9(4) of the Proclamation.

21 So we urge that these changes be made or the text
22 be rejected.

23 DR. GRIMES: You have four minutes for your
time.

24 RESPONSE OF THE PUBLISHER - PRENTICE-HALL
25 - MR. SPENCER YANTIS

MR. YANTIS: Dr. Grimes, I am Spencer Yantis.

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PROCEEDINGS

August 15, 1980

DR. GRIMES: Our committee is present and in place, and once again we welcome you to the joint hearing for the Commissioner of Education and the State Textbook Committee and today, to the last and final day of this hearing; and there is some sigh, I think, that is being felt if not expressed around the table. This has been a long week but an interesting week, and the committee has spent a great deal of time reading and studying and preparing themselves for listening intelligently to the petitioners and to the publishers.

We move this morning to our first petitioner, which is the Bryan-College Station AAUW, and would invite them, if they are present, to fill the chairs here. The first publisher on the list will be Addison-Wesley.

FUNDAMENTALS OF PSYCHOLOGY - ADDISON WESLEY

PRESENTATION BY PETITIONER - DR. JUDITH BERGUM

MS. GIBSON: I am Elaine Gibson, representing the Bryan-College Station branch of the American Association of University Women, the oldest and largest organization for women. With me is Dr. Judith Bergum, president of our branch.

Members of the committee, AAUW has for the third year participated in a review of textbooks proposed for adoption. We express our appreciation to the State of Texas for this process and the opportunity.

Our organization has as a top priority the elimination of discrimination based on sex, race, color, creed, national origin, marital status, age, financial status, or disability. As citizens of Texas and parents of school children, we are concerned with the content in our children's books. The AAUW Education Special Action Project addressed our reviews to a sampling of texts by as many publishers as was possible. We do not imply that only these books had sexist content or that every instance of sexism was noted. Our intent is to sensitize the publishers and members of this committee to sexism, a violation of Section 1.9 of Proclamation Number 56.

For most of our members, achievements have in various degrees been handicapped by stereotypical sexist texts and attitudes concerning goal choices and lifestyles in the past. We insist that the artificial barrier of discrimination created

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sexist literature not exist for students in our schools. Each sexist statement and illustration, each instance of discrimination, produces a cumulative effect. Like drops of water in a bucket, each instance seems to have little effect; taken over the course of school years, however, these narrow, limiting, sexist concepts become interwoven with our thought processes. If our ways of thinking have created inequality, then we can change our thought processes and achieve equality.

We contend that the elimination of every instance of sexism is necessary for true equality to emerge. With equality, both males and females will be allowed the greatest freedom, to participate creatively and responsibly in society. To this end, we address our remarks.

At this time, I would like to acknowledge the reviewers taking part in this project. Dr. Bergum, with me, has a B.A. in psychology from Northwestern, an M.A. in experimental psychology from Northwestern, and a Ph.D. in educational psychology from Texas A&M. Dr. Sue Greenfield is a Ph.D. in business management from the University of California. Carolyn Melosi, one of our reviewers, has a B.A. in French and Spanish; she reviewed our Spanish texts. Phyllis Mendelson, a B.A. in sociology and now an M.S. candidate in adult education at TAMU; she is an editor and contributing editor with research libraries, editing research books for sexist content. Nell Willis Page, B.S. in home economics from Texas Tech, M.A. from TAMU, Ph.D. in educational psychology from Texas A&M; she has taught grades three through eight, in university courses. She is currently an editor of the Texas Agricultural Extension Services. She is also a communications specialist.

Mildred Ray, B.A. from Paul Quinn College in 1970, and M.A. from Prairie View A&M University; she has taught elementary school level for seven years. Patricia Stroud, B.A. in English, University of Wisconsin. During her 20-year career as homemaker and mother, she has also been a curriculum writer for Texas A&M Engineering Extension Service, and she is currently a technical editor for the Texas A&M College of Veterinary Medicine. She reviewed our technical books. I have a B.S. in elementary education from Texas Wesleyan College, and an M.A. in educational psychology from the University of Nebraska.

At this time, I will let Dr. Bergum review our first book from Addison.

DR. BERGUM: I would like to add that I have taught psychology courses at the university level and I have published research and refereed journals in the area of sex

1 role stereotypes and career choice. I am presently employed by
2 the Texas Transportation Institute as a research psychologist.

3 The book I am reviewing is FUNDAMENTALS OF PSYCHOLOGY
4 by Addison-Wesley. This book was reviewed by Dr. Page, who is
5 a Ph.D. in educational psychology.

6 Males are numerically dominant in the illustrations.
7 She counted 52 males to 34 females. The adult males are given
8 a wider variety of roles. The reviewer has counted 39 separate
9 roles assigned to men and 27 roles assigned to women. Since
10 the population is 50 percent or more female, there should be
11 a ratio of one-to-one. It is true that women are still con-
12 centrated in fewer roles than men, but women are now represented,
13 albeit in very small numbers, but they are now in every occupa-
14 tion, and the numbers are changing very rapidly.

15 This book is not an accurate representation of what
16 the publisher calls general reactions of the human organism.
17 No female psychologists are named, yet in the last six or seven
18 years female psychologists have authored many outstanding
19 textbooks, Very often in the preface to their textbooks, they
20 described how they were handicapped by sexism and yet persisted
21 in graduate school despite this.

22 As a female psychologist, I personally take offense
23 to the publisher's reply: "The absence of female psychological
24 contributors may lay in the fact that the test of time has not
25 yet had the opportunity to validate their insights." There
26 were always contributions made by female psychologists, but
27 their work was seldom mentioned by the men who wrote the
28 psychology texts, and students to this day very seldom learn
29 of many of them. As to the remarks about insights, female
30 psychologists, just like male psychologists, use the scientific
31 method of data collection and the scientific method of analysis,
32 and do not operate by insight.

33 There are specific references that the reviewer
34 objected to. Specifically, in the teacher's resource guide,
35 pages 63 and 65 encourage snitching of departmental supplies
36 when the secretary isn't looking. This portrays males in a
37 very sexist role as petty thieves, waiting to put something
38 over on secretaries. It also suggests that the secretaries
39 retaliate not by stopping the practice but by messing up exam-
40 inations and correspondence.

41 Since secretaries are almost all females and the manual
42 was written by a male, this portrays both sexes as extremely
43 petty and unprofessional in their behavior.

There is a demonstration mentioned on page 22 of the resource guide. It involves scraping fingernails across a blackboard, and the hypothesis is that females will screech and males will gnash their teeth. A description such as this encourages teachers to view students in a very sexist type manner. Indeed, as the whole basis of the experiment is to view overt symptoms of a conditioned response, crossover activity rather than verifying the experiment, as the publisher claims, would probably go unnoticed.

On page 51, the author admits to being a male Chauvinist. This is highly inappropriate. As the author of a psychology text, he would be considered a very high status and a male role model. To make a statement like this serves to encourage others to adopt this position. Subconsciously they believe, well, if it is okay for him, it must be okay for me.

Referring to his student as "a delightful coed" is an extremely sexist remark. He does not refer to males as anything but students, and since females receives grades as high or higher than males, they should be regarded as serious students and not in terms of their physical cuteness.

I believe that this book should not be adopted unless the preceding changes are made, and others like them.

DR. GRIMES: The publisher has six minutes in which to respond.

RESPONSE OF THE PUBLISHER - ADDISON-WESLEY
- MR. DAN JONES

MR. JONES: My name is Dan Jones. I am a representative with Addison-Wesley Publishing Company. I appreciate again this opportunity to come before the members of the Agency and of the committee to respond to some of the concerns of the group.

I would like to just say in regard to the illustrations and graphics that appear in the text, in all instances they were put in place to be supportive of the verbal content of the books and oftentimes based on a one-to-one correspondence of male-female representations, it might be difficult and was in some instances difficult to find illustrations and graphics that most directly and effectively, in the minds of the authors and editors, represented and supported the verbal content that they were trying to present in the text.

Also, many of the concerns voiced about the content

1 of the teacher's resource guide, I would like to point out again
2 that this material comes only into the hands of the teachers
3 and represents only a manner of suggesting teaching strategies
4 to the instructors, and they of course then, as they do with
5 all teaching guides, have the opportunity to take out of it and
6 implement the suggestions of the authors as they see fit and
7 as they recognize it as appropriate for the students in their
8 classroom.

9 If there are any specific questions, I would be
10 happy at this time to try and answer those; and if not, we will,
11 in regards to the other questions, stand on our written response.

12 DR. GRIMES: One minute rebuttal time.

13 DR. BERGUM: I would like to ask how many of
14 the teachers teaching high school psychology are psychologists
15 themselves?

16 DR. GRIMES: I am sorry. I was taking a question
17 here. You will have to direct your questions to the Hearing
18 Officer, and I was accepting a question here, so would you
19 restate the question.

20 DR. BERGUM: Yes, I will.

21 I believe that most of the teachers teaching high
22 school psychology are not psychologists but have been trained
23 as teachers who have had some psychology courses; therefore
24 they would rely very heavily on a teacher's resource manual,
25 having had no other opportunity and demonstrations of how to
26 present material; and the teacher's resource material specifi-
27 cally tells them what to say, word for word, and I believe that
28 it would be used in that manner.

29 DR. GRIMES: Okay. So that is not a question.

30 DR. BERGUM: No.

31 DR. GRIMES: And that would not be directed
32 toward the publisher.

33 DR. BERGUM: Right.

34 DR. GRIMES: I realize that you have testimony
35 later in the day concerning other of the books, but the
36 committee is always concerned about whether you reviewed all
37 of the books in a given area. Did you do so, and if not, was
38 there any particular criterion or anything that caused you to