

**Response to
Written Comments—September 11, 2002**

Glencoe/McGraw-Hill
October 2, 2002

The Publisher has excerpted those portions of the Written Comments that specifically refer to textbooks it publishes and has provided responses to each one on the following pages.

**Representative Charlie Howard
The State of Texas House of Representatives**

PUBLISHER'S RESPONSE

As there are no references to any Glencoe/McGraw-Hill textbooks, the publisher has no comment.

Alison Neighbors

I read The American Republic Since 1877. Overall, the textbook was written well and in a concise and interesting format.

PUBLISHER'S RESPONSE

The publisher appreciates the positive comment.

But I would like to share with you one of the examples I found where the factual basis for some statements was not conclusive and all the details were not provided. My example is from Chapter One, page 28. The text discusses the fact that exposure of Native Americans to diseases brought by the Europeans “. . . led to epidemics in which millions died.” The text goes on to state “The movement of disease was not one way—Europeans may have also brought Native American diseases back to Europe.” I contacted the publisher to find out what diseases the Native Americans “may have” transmitted to the Europeans. I was informed the disease was syphilis and “may have” was used since the findings were not conclusive. They also stated that they believed the textbook would not be well received if the term syphilis or venereal disease was stated. Why should a publisher feel obligated to include non-conclusive and vague information in a textbook? Are there outside special interest groups affecting the ability of the publishers to provide an unbiased textbook?

PUBLISHER'S RESPONSE

According to traditional historiography and standard medical history, Columbus's crew as well as later Spanish conquistadors contracted venereal syphilis from Native Americans and introduced it to Europe. Within a few years of Spain's arrival in America, syphilis had become an epidemic in Europe, and many died. It should be noted that the American origin of syphilis has been challenged in recent years by archaeological discoveries that suggest syphilis may have existed in Europe prior to Columbus' voyage. Archaeologists and medical experts specializing in the history of disease have not reached a consensus, however, and many continue to believe that the sexually transmitted version of syphilis came from America. They note that much archaeological evidence supports their position, and that syphilis became epidemic in Europe in the 1500s, after contact with America began. For discussion of syphilis and Columbus, see, “Syphilis: Historical Background” *Encyclopedia Encarta*; Mark Rose, “Origins of Syphilis,” *Archaeology*, vol. 50, no.1 January/ February 1997; Guy Gugliotta, “Syphilis: “New World May Not Have Been First,” *The Washington Post*, August 28, 2000; Pbs.org “Secrets of the Dead: Case File: The Syphilis Engima”; “The Columbus Question,” *Pharmaceutical Journal*, vol. 266, No.7151, June 9, 2001, p.768. Because there is as yet no consensus among experts that syphilis predates Columbus, the textbook presents the standard version of the story-which is that the disease was brought to Europe from America.

The decision not to mention syphilis by name was not influenced by special interest groups nor does it result in a “biased” textbook. The text does not identify the specific disease because it is a sexually transmitted illness. The publisher believes that discussion of the sensitive topic of sexually transmitted diseases and sexual interaction between Native Americans and Europeans is best left to the teacher's discretion. The textbook is intended for use in a high school classroom and will be read

primarily by minors, not adults. The publisher believes including a reference to syphilis may be disruptive in a classroom environment and that teachers should be given the choice whether or not to introduce the topic rather than having it forced upon them by the text.

Richard C. Neavel, Ph.D.

PUBLISHER'S RESPONSE

As there are no references to any Glencoe/McGraw-Hill textbooks, the publisher has no comment.

**Jon Roland
Constitution Society**

Re: GMH response to TPPF on *Texas and Texans*

(Page 340S) Contrary to the publisher's response, the text is in error. The error lies in conflating the "Union victory" with the Reconstruction administration and with the Reconstruction amendments. While it is correct that the Union victory made the Reconstruction administration and amendments possible, they are not the same. The Union victory was a military victory. That military victory did not include Reconstruction, and the two events need to be distinguished.

However, there is also an error in the TPPF criticism. The Union victory did not decide that the states could not secede, as a matter of law. It only decided particular instances of secession for the moment. No amendment was adopted to clarify whether or how states might secede, or denying their right to do so. Arguably they could still secede, with the consent of Congress, through a reverse of the admission process, but the issue remains open.

PUBLISHER'S RESPONSE

The reviewer refers to a page in the textbook that opens the chapter entitled "The Civil War," which presents an overview for students. The passage in question states:

"The Impact Today

Key events that happened during this time still shape our lives today. For example, . . . laws made by the federal government override state laws."

The overview is merely pointing out that laws made by the federal government override state laws. The text of the chapter discusses this and other concepts, including the meaning of the Union victory, in detail.

Re: GMH response to TPPF on *American Republic to 1877*

(Page 18S) There is no reliable scientific evidence that mammoth hunters used every part of the animal. That is a projection from historically documented practices of hunters of other game, such as bison. It can be expected that any primitive people will use any resource they can to maximum extent, if the resource is scarce, uses can be found, and circumstances permit, but for mammoth hunters it is conjecture and should be treated as such, with a phrase such as "presumably used every part, if used could be found and circumstances permitted."

It is also misleading to say "A single mammoth provided tons of meat, enough to feed a group of people for months." A single animal likely massed 2-4 tons, but less than half that weight was edible meat, and it is unlikely, without evidence to the contrary, that mammoth hunters had ways to preserve the meat for months, even under frozen conditions. Most primitive hunters-gatherers have to consume most game meat within a few days. Drying and smoking can preserve some of it longer, but probably not a large enough portion to salvage most of the meat of a mammoth. It is more likely they shared the meat with neighbors and ate it as fast as they could, but that is just conjecture.

PUBLISHER'S RESPONSE

The authors begin this section of the textbook by noting that

"No one knows for sure why the first people to settle in North America crossed the land bridge that once connected

Asia and North America. Small bands of hunters may have pursued mammoths, large game animals that are now extinct, or other large animals across and then beyond the land bridge. Later settlers may have come by boat, hunting seals and whales. Over time, these 'native Americans' would inhabit both North and South America."

The authors go on to explain:

"The story of the first Americans is still being pieced together by experts in archaeology, the study of ancient peoples. Archaeologists learn about the past from artifacts, things left behind by early people, such as stone tools, weapons, baskets, and carvings."

The text then goes on to explain what these findings lead us to believe. The discussion of the mammoth is part of this explanation. Almost all authorities estimate that the mammoth was much larger than the two to four ton figure the reviewer uses. For example:

"The mammoth was the largest land mammal that existed world-wide during the last ice age. This life-size sculptural representation is based on an actual specimen excavated in the White River Badlands of South Dakota at the Lange/Ferguson archeological site. In life this mammoth stood 14 feet at the front shoulder and weighed approximately 9 tons. . . ." (Archaeology Laboratory, Augustana College)

"Based on elephant studies, it's thought that a full-grown adult mammoth stood up to three metres tall at the shoulder. it would have eaten up to 200 kilograms of food and needed more than 180 litres of water a day, having to forage for at least 14 hours simply to sustain itself. Some of the largest weighed up to 8 tons.... The woolly mammoth seems to have been superbly adapted to cold climates, with its thick coat and dense fatty layers of insulation. There is no question that people hunted and ate them. Frozen and fossilized caches of mammoth meat have been found, while stone-pointed spears and other thrusting weapons tough enough to pierce their thick hides have been discovered within mammoth skeletons in North America. In Russia, archaeologists have found large and elaborate houses built up to 28,000 years ago and constructed entirely from hundreds of mammoth bones." (The Bulletin February 8, 2000)

"Mammoths were comparable in size to the largest living elephant, the Savannah Elephant, an African subspecies, which weighs 4 to 7 tons and is 3 to 4 metres tall at the shoulder." (Royal British Columbia Museum)

According to anthropological evidence from prehistoric sites, ancient people did use the mammoth for many purposes:

"The mammoth was an "all-purpose" resource. Its flesh was used for food; the hair and skin for bedding and clothing; the

ivory for ornamentation, as pendants and necklaces, for art, decoration and building; and the bones in construction and for fuel.” (*The Fate of the Mammoth* by Claudine Cohen)

“Study of the Czech site and of others around the globe show that ancient peoples used the woolly mammoth, a form of extinct elephant, for food, fuel, clothing and building materials. Bones and tusks were used in tools, weapons, artwork and even as frameworks for houses. Some peoples even buried their dead in tombs of entwined mammoth bones. For much of human prehistory, hunting the woolly mammoth was a vital business.” (The National Wildlife Federation)

(Page 279S) The error lies in lumping “the Federalists” together as though they all spoke with one voice. Any given position should always be qualified by saying something like “a few Federalists” or “some Federalists.” The same should be done with Anti-federalists.

PUBLISHER’S RESPONSE

The text in question discusses the presidential campaign of 1800 and Thomas Jefferson’s subsequent election. In this context, Federalists and Republicans refer to the political parties and their role in the campaign. This is clear in the opening passage of the section:

“The Federalist and Republican parties fought a bitter election campaign in 1800. Federalists supported President Adams for a second term and Charles Pinckney of South Carolina for vice president. Republicans nominated Thomas Jefferson for president and Aaron Burr of New York as his running mate.”

The text goes on to discuss the campaign tactics used by the parties to promote their candidate and to discredit the opposition candidate.

An earlier section of the textbook describes the differing political philosophies of the first political parties, but makes it clear that neither all Republicans nor all Federalists supported their parties on every issue. On page 268, it states that “most attacks on Washington had come from supporters of Thomas Jefferson.” Also noted is that Washington’s cabinet included both Hamilton and Jefferson, who “often took opposing sides on issues and that Washington “usually supported Hamilton’s positions.” In the paragraphs on the emergence of political parties is noted “Generally, Federalists stood for a strong federal government.”

(Page 217S) The publisher’s response is not correct. The “general welfare” clause of Art. 1 Sec. 8 is not a grant of power, but a restriction on the purposes for which taxes may lawfully be raised, and spent. It is a requirement that any taxation or spending be of general benefit to the nation as a whole, and not favor some regions or groups over others. This was the basis for the protective tariff debates. The publisher must take care that this error not be made in the text.

PUBLISHER’S RESPONSE

The phrase, “general welfare,” occurs twice in the Constitution. It occurs first in the Preamble, which announces that one of the purposes of the Constitution is to “promote the general Welfare.” It also occurs in Article I, Section 8 of the U.S. Constitution, which grants Congress certain

enumerated powers to provide for the general welfare. Those not so enumerated were reserved to the states or to the people. The paragraph the petitioner cites was changed to include examples of these enumerated powers.

(Page 208S) The publisher's proposed correction is incorrect. Locke's social contract was among the people, not between the people and a ruler. It was after the people united as a society that they appointed persons to serve as their magistrates. That was the main way his model differed from the earlier covenant models of Jean Bodin, Johannes Althusius and Samuel Rutherford, and resolved by the ambiguity over who are the parties to the social contract in the treatment of the subject by Thomas Hobbes. See the works of these men at <http://www.constitution.org/liberlib.htm>.

PUBLISHER'S RESPONSE

A major goal of Locke's in his *Two Treatises of Government* was to justify the existence of government. The historical context for this publication was 17th-century England with its Civil War and finally, the Glorious Revolution. Thus it was distinctly a concern with justifying government and the proper time for changing it that concerned Locke.

Much of Locke's argument was directed against Hobbes' idea of the social contract wherein people consent to government to avoid chaos and insecurity. The phrase *social contract* originates with Hobbes, not Locke. Locke implies that there is a compact among a people to come together as a community. That community then determines what liberties to surrender, quite conditionally, to a government that works for the public good, as expressed by the majority.

In Locke, the concept of contract or consent is apparent at each of these two stages: the coming together of civil society, and then contracting for a government. Several excerpts from Chapter VIII of Locke's *Two Treatises of Government* ("Of the Beginning of Political Societies") illustrate these points:

- **Sec. 95.** Men being, as has been said, by nature, all free, equal, and independent, no one can be put out of this estate, and subjected to the political power of another, without his own consent. The only way whereby any one divests himself of his natural liberty, and puts on the bonds of civil society, is by agreeing with other men to join and unite into a community for their properties, and a greater security against any, that are not of it.... When any number of men have so consented to make one community or government, they are thereby presently incorporated, and make one body politic, wherein the majority have a right to act and conclude the rest.
- **Sec. 99** [referring to the transition from a state of nature into a community] And this is done by barely agreeing to unite into one political society, which is all the compact that is, or needs be, between the individuals, that enter into, or make up a commonwealth. And thus that, which begins and actually constitutes any political society, is nothing but the consent of any number of freemen capable of a majority to unite and incorporate into such a society. And this is that, and that only, which

- did, or could give beginning to any lawful government in the world.
- **Sec. 102 [referring to again to transition from the freedom in a state of nature to government] But be that as it will, these men, it is evident, were actually free; and whatever superiority some politicians now would place in any of them, they themselves claimed it not, but by consent were all equal, till by the same consent they set rulers over themselves. So that their politic societies all began from a voluntary union, and the mutual agreement of men freely acting in he choice of their governors, and forms of government.**
 - **Sec. 106. Thus, though looking back as far as records give us any account of peopling the world, and the history of nations, we commonly find the government to be in one hand; yet it destroys not that which I affirm, viz. That the beginning of politic society depends upon the consent of the individuals, to join into, and make one society; who, when they are thus incorporated, might set up what form of government they thought fit.**

It is therefore quite accurate to refer to a contract between the people and the government. Such a statement does not misrepresent Locke. And in no way does discussion of this social contract undermine the theory that at a preceding stage individuals come together to conclude a compact to create civil society.

RE: GMH response to TPPF on *U.S. Government: Democracy in Action*

(Page 789) The publisher's proposed correction needs to be corrected in one detail: It should be "militia," singular, not "militias," plural. The original meaning of militia, and that used in the Second Amendment, is "defense activity." Although the term was sometimes also concretized by use of it to refer to those engaged in such activity. It is important to make the distinction that, as a matter of constitutional law; militia is primarily an activity and not an armed group. To check for correct grammatical usage in using the term, substitute "defense activity" for militia" and make sure the grammatical forms work. For more on this see "Militia v. Inimicitia" at http://www.constitution.org/col/mil_inim.htm

PUBLISHER'S RESPONSE

The proposed addition on the Second Amendment is being made to reflect the debate over the amendment's meaning. A longstanding interpretation is that the Second Amendment confers a collective right to bear arms in the context of a state-sponsored militia. Since there is more than one state, the plural is indicated as written here.

The intent of this revision is to expose students to both sides of the debate, not to adopt any particular interpretation on the Second Amendment. The author and publisher are also unaware of any Supreme Court decision specifically stating that the word *militia* in the Second Amendment means *defense activity*.

(Page 555) The \$1.5 billion figure for tax revenues is not correct. Publisher needs to break out the various sources of revenue for various levels of government, as of a particular year. Only then

should the aggregate amounts for each type and level be divided by the estimated population as of that year.

It should also be mentioned somewhere that the income tax amendment did not authorize a new tax, but only made income taxes an exception to the constitutional requirement that direct taxes be apportioned by population. See comments on this point elsewhere.

PUBLISHER'S RESPONSE

The figure \$1.5 trillion represents the amount collected in revenue by the national government, comprised of several types of taxes, including the two largest sources, individual income taxes and employment taxes. The total amount and the per-person share are included to help students grasp the scale of taxation at the federal level.

The information on page 555 is provided to introduce the chapter on federal revenues and expenditures. Information on tax revenue and other sources of revenue for financing state and local government is provided on pages 656-658 and 673-675 of the textbook.

Regarding the reviewer's second point: The origins of the income tax amendment are discussed in several places in the text. One reference is on page 89:

"The Sixteenth Amendment (1913) gives Congress the power to levy individual income taxes. Although the federal government had collected income taxes earlier, in 1895 the Supreme Court reversed a previous decision and held that the basic features of the federal income tax were unconstitutional. This decision prevented passage of another income tax law until after the constitutional amendment."

Another reference on page 793 notes that

"The origins of [the Sixteenth] amendment went back to 1895, when the Supreme Court declared a federal income tax unconstitutional. To overcome this Supreme Court decision, this amendment authorized an income tax that was levied on a direct basis."

(Page 539) What is really needed here, to be correct, is an additional explanation that when the country was founded, a candidate could win a campaign for public office without having to spend a significant amount of money, because there was sufficient demand for information on candidates and issues by the public to justify publication of such information in the press, at no cost to the candidates. The text should examine how and why the transition occurred to a situation in which a candidate can get very little attention without spending large amounts on advertising. The text, as presently written, erroneously seems to implicitly support restrictions on donations, on spending, or requiring disclosure, without indicating that the solution might be to make such spending unnecessary by increasing public demand for political information.

PUBLISHER'S RESPONSE

The textbook's goal is to educate students on the workings of American government. It is hoped that educated students will want to keep informed, but it is not the author's or the publisher's goal to make specific

recommendations on how to increase the public demand for information on political issues. While some historical context is included in *U.S. Government: Democracy in Action*, a cultural and political history of campaigning is properly addressed in a history text.

(Page 793) The publisher is correct, and women's suffrage was always an option for the states. The text should add that New Jersey extended the right to vote to women with their own property in its constitution from 1776 to 1807, when they lost the right, allegedly due to abuses. In 1838 Kentucky passed a law granting "school suffrage", the right of women to vote in school board elections. See http://www.pbs.org/onewoman/one_woman.html

PUBLISHER'S RESPONSE

The annotation on the Fifteenth Amendment is focused on the wording of the amendment, not on what the Amendment does *not* address. This is not the appropriate place to discuss the history of women's general or limited right to vote by state.

Re: GMH response to TTTP on *Economics: Principles and Practices*

(Page 38T) Although not perhaps part of the text, the publisher's response is not correct in saying that in a pure market economy the government plays no role in providing for the less fortunate. That is making an invalid assumption about what kinds of economic and political systems can be combined within the same society. A society is not just an economy, it is a polity, and various economic and political systems can be mated in diverse ways. Complete market theory encompasses not only for-profit enterprises, but non-profit eleemosynary enterprises as well, which provide such services, funded by private donations and investments. Indeed, such non-profits comprise a large part of most market economies. Any complete textbook on economics needs to discuss eleemosynary enterprises, and this textbook neglects them. The same applies to the other text, *Economics: Today and Tomorrow*.

PUBLISHER'S RESPONSE

The publisher agrees with Mr. Roland that the government and eleemosynary institutions play a role in providing for the less fortunate. In discussing the characteristics of the market economy, the text states

"some members of the society may be too young, too old, or too sick to care for themselves. These people would have difficulty surviving in a pure market economy without assistance from government or private groups." (page 39)

The textbook also discusses the role of eleemosynary enterprises in our society. Beginning on page 75, the text differentiates between enterprises organized for profit and nonprofit organizations, then provides examples of non-profit associations, including charitable organizations:

"Examples of nonprofit institutions include organizations such as schools, churches, hospitals, welfare groups, and adoption agencies. Most of these organizations are legally incorporated to take advantage of unlimited life and liability. They are similar to profit-seeking businesses, but do not issue stock, pay dividends, or pay income taxes.

These organizations often provide goods and services to their members while they pursue other rewards such as improving educational standards, seeing the sick become well, and helping those in need. Their activities often produce revenues in excess of expenses, but they use the surplus to further the work of their institutions.”

Re: GMH response to TPPF on *Glencoe World History*

One error not mentioned by TPPF is omission of discussion of the Global Climatic Event of 535 AD, attributed to the volcanic eruption of Krakatoa in February of that year which cause a global collapse of agriculture for several years, famine and the spread of plagues, which caused several civilizations to fall and ushered in the Dark Age. The Keys hypothesis of the event is now sufficiently developed to justify reporting it in a world history text. It is arguably one of the most significant events in the last 2000 years, and explains a great deal. For more on this see <http://www.hbci.com/~wenonah/history/535ad.htm>.

PUBLISHER'S RESPONSE

Catastrophe, a book by science journalist David Keys was published in 2000. It is an intriguing venture into the influence of climate on history. Keys argues that a volcanic eruption of Krakatoa played a major role in precipitating the Dark Ages and catastrophic events the world round-- drought in Central America, pestilence in Ireland, the weakening of the ancient southern Chinese state and the beginning of the Dark Ages in Europe. This single-causation theory for global events is in the nature of a grand theory. While historians as well as climatologists have been researching this climatic event as well as the "little ice age" of the late eighteenth century, the evidence is not conclusive at this point. Given the nature and space limitations of a survey text, it is too early to include discussion of this theory.

Re: GMH response to Raborn on democracy vs. republic

The publisher's response, while not incorrect, needs to better explain the difference, recognized by the Founders between a *republic*, in which political decision making is structured and limited by a constitution that enforces deliberation and protects the rights of individuals and minorities, and a *democracy*, in which decisionmaking is majoritarian, without constraints that encourage deliberation and protection of individual rights. The use of *elected* representatives, while a standard feature of republics, is not a defining attribute. The model could be fulfilled by other methods, such as randomly selected representatives as is done with a jury. An attribute that is key, however, is a procedure for deliberation.

PUBLISHER'S RESPONSE

Glencoe/McGraw-Hill's textbooks explain that the United States is a constitutionally limited republic. For example:

Our World Today (6th grade World Cultures) [as noted on the publisher's list of proposed content changes, submitted to the Texas Education Agency on September 16]

Page 520

“A Federal Republic By the mid-1700s, many people living in the British colonies were frustrated with British policies that infringed on their rights. In 1775, 13 colonies rebelled. On July 4, 1776, they declared independence and created

the United States of America. In 1788, they adopted a new constitution that is still used today.

The United States is a republic. A republic is a form of government in which there is no king. The head of a republic is usually a president. In a republic, power belongs to the citizens who vote. A republic is a type of representative democracy. Voters elect representatives to make laws for the benefit of the people they represent. The United States is also a federal republic. A federal government is divided between a central or national government, and individual state governments. As you can see from the chart above, the national government of the United States is also divided into three branches."

The American Republic to 1877 (8th grade American History)

Page 207

"As Benjamin Franklin was leaving the last session of the Constitutional Convention, a woman asked, 'What kind of government have you given us, Dr. Franklin? A republic or a monarchy?' Franklin answered, 'A republic, Madam, if you can keep it.' Franklin's response indicated that a republic—a system in which the people elect representatives to exercise power for them—requires citizens to take an active role."

Page 218

"Under republicanism, voters hold sovereign power. The people elect representatives and give them the responsibility to make laws and conduct government. For most Americans today, the terms *republic* and *representative democracy* mean the same thing: a system of limited government where the people are the ultimate source of governmental power."

The American Republic since 1877 (High School American History)

Page 100

"When American leaders declared independence and founded the United States of America, they were very much aware that they were creating something new. By breaking away from the king, they had established a republic. A republic is a form of government where power resides with a body of citizens entitled to vote. This power is exercised by elected officials who are responsible to the citizens and who must govern according to laws or a constitution."

Page 122

"Voters hold sovereign power in a republican system. The people elect representatives and give them the responsibility to make laws and conduct government. For most Americans today, the terms *republic* and *representative democracy* mean the same thing: a system of limited government where the people are the final source of authority."

United States Government: Democracy in Action (High School Government)

Page 20

“In an indirect or representative democracy, the people elect representatives and give them the responsibility and power to make laws and conduct government. An assembly of the people’s representatives may be called a council, a legislature, a congress, or a parliament. Representative democracy is practiced in cities, states, provinces, and countries where the population is too large to meet regularly in one place. It is the most efficient way to ensure that the rights of individual citizens, who are part of a large group, are represented.

In a republic, voters hold sovereign power. Elected representatives who are responsible to the people exercise that power. As Benjamin Franklin was leaving the last session of the Constitutional Convention in Philadelphia in 1787, a woman approached him and asked, ‘What kind of government have you given us, Dr. Franklin? A republic or a monarchy?’ Franklin answered, ‘A republic, Madam, if you can keep it.’ Franklin’s response indicated that the founders preferred a republic over a monarchy but that a republic requires citizen participation.

For most Americans today, the terms *representative democracy*, *republic*, and *constitutional republic* mean the same thing: a system of limited government where the people are the ultimate source of governmental power. It should be understood, however, that throughout the world not every democracy is a republic. Great Britain, for example, is a democracy but not a republic because it has a constitutional monarch as the head of state.”

The concepts of majority rule and minority rights under a republic are contrasted with these concepts under a democracy.

United States Government: Democracy in Action

Page 21

“Democracy also requires that government decisions be based on majority rule. In a democracy people usually accept decisions made by the majority of voters in a free election. Representative democracy means that laws enacted in the legislatures represent the will of the majority of lawmakers. Because these lawmakers are elected by the people, the laws are accepted by the people.

At the same time, the American concept of democracy includes a concern about the possible tyranny of the majority. The Constitution helps ensure that the rights of the minority will be protected.”

The reviewer states that a republic does not necessarily have to have *elected* representatives, but can choose representatives in another manner. Since the textbooks concentrate on the republican government of the United States, the textbooks present the idea that the powers of sovereignty in our nation are vested in the people and are exercised by the people, either directly, or through representatives. These representatives

are elected by the people to represent the desires of those people, and to follow constitutional law.

Re: GMH response to oral testimony

This is to commend GMH for reproducing the entire transcript of the hearing. This was very helpful in putting it online at <http://www.constitution.org/reform/us/us/textbook/textbook.htm>

PUBLISHER'S RESPONSE

The publisher appreciates the positive comment.

Re: GMH History of Texas history

An important point that is not made sufficiently clear is that the defenders of the Alamo were not fighting for independence, but for compliance with the Mexican Constitution of 1824, which was being violated by Santa Anna. Independence was declared during the siege of the Alamo, but the defenders didn't know about it. The defenders flew a flag with "1824" written on it.

PUBLISHER'S RESPONSE

In *Texas and Texans*, information on the Constitution of 1824 helps students ascertain the importance of the constitution to Texans. Beginning on page 191, for example:

"[In the Turtle Bay Resolutions], the colonists declared their loyalty to Mexico. They denied they were rebelling against Mexican authority. Instead, the colonists insisted that they were supporting Antonio López de Santa Anna. Santa Anna was leading a revolt in Mexico against Centralist President Anastacio Bustamante. Bustamante was unpopular with the colonists because he was ignoring the federal Mexican Constitution of 1824. Santa Anna, on the other hand, had promised to support this Texan-favored constitution."

[Page 192]

"In late summer 1832, Bustamante resigned as president of Mexico, and Santa Anna began serving as president in 1833. Most Texas colonists were pleased. They thought Santa Anna would support Texas because he had declared himself to be a Federalist."

[Page 197]

"General Cós ... demanded that Texas officials arrest those involved in the disturbances [at Anahuac]. ...In doing so, he was acting on Santa Anna's orders. Santa Anna was no longer a Federalist; he had become a Centralist."

[Page 198]

"Austin had become convinced that Santa Anna was becoming a dictator (a ruler with absolute power). He worried about the decision to send larger number of troops to Texas."

[Page 207]

“Peace Party delegates also agreed that the Texans should oppose Santa Anna, but they objected to an immediate declaration of independence. They wanted the Consultation to declare that Texas was fighting for the Mexican Constitution of 1824, which Santa Anna had overthrown. . . . In the [Declaration of the People], printed in both Spanish and English, the Texans declared themselves to be loyal citizens of Mexico. They pledged to support the Mexican Constitution of 1824 and declared they had taken up arms only to defend themselves and to oppose the rule of Santa Anna.”

The text also includes a comprehensive description of the Constitution of 1824 on page 710:

“The 1824 constitution of the Republic of Mexico was adopted by a constituent assembly. Erasmo Seguín represented Texas in this assembly. The constitution was patterned after the United States Constitution and the Spanish Consultation of 1812. Under this constitution a president and vice president were chosen for four-year terms by the legislative bodies of the states of Mexico. A national congress, consisting of a house of deputies and a senate, was created. Judicial power was delegated to a supreme court and superior courts of departments and districts. The Roman Catholic faith was recognized as the state religion.”

The text also makes it clear that the defenders at the Alamo did not know independence had been declared. Beginning on page 218, the text states

“On March 17 the convention adjourned. Two days earlier, reports had been received that the Alamo had fallen. A messenger arrived and reported that Santa Anna’s army was marching toward Washington-on-the-Brazos....

In *The American Republic To 1877*, the importance of the Constitution of 1824 in the struggle is explained on page 365:

“.... While Austin was in jail, Santa Anna named himself dictator and overthrew Mexico’s constitution of 1824. Without a constitution to protect their rights, Texans felt betrayed. Santa Anna reorganized the government, placing greater central control over Texas. This loss of local power dismayed many people.”

The events of March 1836 are linked on page 366:

“During the siege of the Alamo, Texan leaders were meeting at Washington-on-the-Brazos, where they were drawing up a new constitution. There, on March 2, 1836—four days before the fall of the Alamo—American settlers and Tejanos firmly declared independence from Mexico and established the Republic of Texas.... The Texas Declaration stated that the government of Santa Anna had violated the liberties guaranteed under the Mexican Constitution.”

Re: GMH response on John Locke in *Western Experience*

Although GMH is to be commended for introducing the student to John Locke and Thomas Hobbes, it too narrowly identifies Locke's special use of the term "property" with the landholdings of the gentry. His term had a much broader and more subtle meaning, closer to the term chosen by Jefferson in the Declaration of Independence, "pursuit of happiness". For Locke, the notion encompassed the means to pursue other rights, in which one could acquire property rights by labor. It included property of all kinds, including natural, social and contractual rights and property in one's person.

PUBLISHER'S RESPONSE

The publisher's response to the July hearings cited the passages on pages 614 and 615 in the textbook. That text states that Locke's "prime concern was to defend the individual against the estate," and that life, liberty, and property were the three inalienable rights of an individual. The focus on property was, in fact, more pronounced than in the American Declaration of Independence. There is nothing in the text to suggest that Locke did not believe in the pursuit of happiness, and liberty.

As the text states, "the concept of liberty remained vague, but it was taken to imply the sorts of freedom, such as freedom from arbitrary arrest, that appeared in the English Bill of Rights." Locke's "affirmation of property" (p. 614) reflected Locke's belief that property "must be protected as surely as their life and liberty." In the paragraphs under the heading "Of Civil Government," the sense is that Locke believed that if one could not protect one's property, one could not protect one's liberty. To help students think for themselves, there is also an excerpt from Locke's *Second Treatise of Government* at the top of page 615. There Locke states that the ability to protect a man's possessions or property is a chief motivation for why people create a government by mutual consent.

For a complete treatment, GMH should trace the chain of development of republican ideas through several authors:

- Pericles, as reported by Thucydides (c. 460/455-399 BCE), Peloponnesian War
- *Republic*, Plato (~360 BCE)
- Cicero (~52 BCE)
- Roman Civil Law, codified by Justinian
- Magna Carta (1215)
- *Discourses on Livy*, Niccolò Machiavelli (1517)
- *Relectiones*, Franciscus de Victoria (lect. 1532, first pub. 1557)
- *De Republica Anglorum*, Thomas Smith (1565, 1583)
- *Vindiciae Contra Tyrannos* (Defense of Liberty Against Tyrants), "Junius Brutus" (Orig. Fr. 1581, Eng. Tr. 1622, 1689)
- *Six Books of the Commonwealth*, Jean Bodin (~1590)
- *Politica*, Johannes Althusius (1614)
- *The Law of War and Peace*, Hugo Grotius (1625)
- *The Elements of Law Natural and Politic*, Thomas Hobbes (1640)
- *Lex, Rex* (The Law is King), Samuel Pufendorf (1644)
- Selected Works of the Levellers and their Allies (1645-56)
- *De Cive* (The Citizen), Thomas Hobbes (1641-47)
- *Leviathan*, Thomas Hobbes (1651)

- Selected Political Works of John Milton — Including *Areopagitica* (1644), *Tenure of Kings and Magistrates* (1649), and *Defnse of the Poeople of England* (1651)
- Selected Works of James Harrington (~1656) — Including *The Common wealth of Oceana*
- *The Law of Nature and of Nations*, Samuel Pufendorf (1674)
- *Discourses Concerning Government*, Algernon Sidney (written 1688, pub. 1698)
- *Second Treatise on Government*, John Locke (1690)

All these works, except the one by Pufendorf which has not yet been rendered, are online at <http://www.constitution.org/liberlib.htm>. They show how republican ideas did not spring up suddenly, but were the product of a long historical progression to which the student should be at least briefly introduced.

PUBLISHER'S RESPONSE

The reviewer's list for possible sources on the history of ideas about a republic seems reasonable. Glencoe's *Western Experience* does include discussion of many of these thinkers and/or their specific works in its pages. For example, Pericles, as reported by Thucydides, is discussed on page 73; Plato's *Republic* on pages 77-78; Cicero, pages 188-119; the Roman Civil Law as codified by Justinian, on page 182; Magna Carta on pages 300 and 302; Machiavelli and his *Discourses* on pages 498-499; Bodin's *Six Books of the Commonwealth* on page 514; Hobbes and his *Leviathan* on pages 613-614; the ideas of the Levellers and Diggers on page 528; and, Locke on pages 614-615, 662 (his influence on the French philosophes), 693 (his influence in the American colonies), and page 800 (his influence on classic nineteenth-century Liberalism).

A monograph on republicanism, or an intellectual history of Western ideas could present an analysis of sources for ideas about republicanism in a meaningful way. In the space permitted in a Western survey text, it is not possible to present a clear discussion of the links among the many sources over a period of history stretching from ancient to modern times.

**Dr. Gilbert Hinojosa
Review of *Texas & Texans***

Question: Are Native Americans portrayed as adapting to the environment?
Glencoe McGraw-Hill: Excellent, includes trade

PUBLISHER'S RESPONSE

The publisher appreciates the positive comment.

Question: Are the Spanish-Mexicans portrayed as settlers?
Glencoe McGraw-Hill: "first EUROPEAN Steps in a New World." Uses "soldier-settler" very good.
Community life could have been more extensive

PUBLISHER'S RESPONSE

The publisher appreciates the positive comment. The authors and publisher believe that the discussion of community life in chapter 5, pages 118-133 is extensive and well-balanced.

Are the Anglo American settler' economic ties to the U.S. described so that economic issues can be discussed as part of the Mexico-Texas conflict?
Glencoe McGraw-Hill: Little economic background

PUBLISHER'S RESPONSE

The textbook discusses Stephen Austin and the colonists on pages 164-170; the growth of the colony and its economy on pages 172-179; and the important role that Stephen Austin's bilingualism played in his ability to conduct business with the Mexican authorities on pages 182-183. This background helps students understand the Mexico-Texas conflict presented on pages 184-259

Is the Tejano participation in the Revolution treated?
Glencoe McGraw-Hill: Tejano coverage good

PUBLISHER'S RESPONSE

The publisher appreciates the positive comment.

Is the Mexican American adaptation to the new order of things treated adequately in the Early Statehood period?
Glencoe McGraw-Hill: Good on expansionism context. Good on Native Americans and African Americans. OK on Mexican Americans.

PUBLISHER'S RESPONSE

The publisher appreciates the positive comment.

The Civil War provided opportunities for some Mexican Americans to prove their loyalty to the state by joining the Confederacy and for others to rebel against the new lords of the land by fighting with the Union. The War also provided women with leadership roles on the homefront. Glencoe McGraw-Hill: Women's roles treated nicely. Short, but insightful mention , of Tejano roles.

PUBLISHER'S RESPONSE

The publisher appreciates the positive comment.

What roles did women and minorities play in this era Growth and Development?
Glencoe McGraw-Hill: Very good on diversity of cultures, gender

PUBLISHER'S RESPONSE

The publisher appreciates the positive comment.

Women and minorities began the struggle for their place in the American society in the Early Twentieth Century
Glencoe McGraw-Hill: Very good on diversity

PUBLISHER'S RESPONSE

The publisher appreciates the positive comment.

Women and minorities expand their roles in the American society in 2nd half of 20th century
Glencoe McGraw-Hill: Very good on diversity

PUBLISHER'S RESPONSE

The publisher appreciates the positive comment.

Bernard Kaye

PUBLISHER'S RESPONSE

As there are no references to any Glencoe/McGraw-Hill textbooks, the publisher has no comment.

Carl E. Schlaepfer

PUBLISHER'S RESPONSE

As there are no references to any Glencoe/McGraw-Hill textbooks, the publisher has no comment.

J.W. McGrath

PUBLISHER'S RESPONSE

As there are no references to any Glencoe/McGraw-Hill textbooks, the publisher has no comment.

**Sue Blanchette
Texas Council for the Social Studies**

PUBLISHER'S RESPONSE

As there are no references to any Glencoe/McGraw-Hill textbooks, the publisher has no comment.

Dolores Ramirez

Though all textbooks were well organized, Glencoe had the best qualifying introductions to each section of a chapter. In the introduction to the chapter the section entitled “The Impact Today,” is really educational to students because this item lets them realize why history matters. Glencoe also includes a section “Guide to Reading” this section is an excellent opening it includes *Main Idea, Key Terms and Names, Reading Strategy, Reading objectives, Section Theme* and an outline of *Preview of Events*. This study aid was the most detailed one of the textbooks. It also included a “Skill Builder,” and “You’re the Historian” to help students study different items of the TAKS. Both these items are a fun and easy way to learn. Quotes were also included in the chapters; quotes are always a fun way to learn history. All the TAKS items included, especially in the Assessment, will be quite assertive, when it comes to study for the exam.

PUBLISHER’S RESPONSE

The publisher appreciates the positive comments.

Joseline Sanchez

PUBLISHER'S RESPONSE

As there are no references to any Glencoe/McGraw-Hill textbooks, the publisher has no comment.

Rebecca Suffness

PUBLISHER'S RESPONSE

As there are no references to any Glencoe/McGraw-Hill textbooks, the publisher has no comment.

**Eleanor Hutcheson
Chairman Textbooks for the Texas Daughters of the American Revolution**

Glencoe Sociology – Alfred Kinsey’s Institute of Sex Research fooled a lot of people for a long time. Details of his methods and lack of basic statistical used are revealed by Dr. Judith A. Reismar’s book, “Sex and Fraud Indoctrination of the People,” The 10% for the homosexuals in the United States on page 195 should be corrected to read not quite 1% of the population.

PUBLISHER’S RESPONSE

The text on page 195 discusses informal structure within organizations. No mention is made of homosexuality.

Statistically speaking there are several given charts that are not complete correlations because the universe has not been properly defined. Page 400

PUBLISHER’S RESPONSE

The authors and publisher believe that the universes are indeed properly defined throughout the text. Page 400 does not include a graph or chart, although the one on page 401 clearly defines the universe as the American population.

If this text wants to discuss capital punishment perhaps the report by Isaac Erlich should also be stated. page 229 gives examples of deferred crimes.

PUBLISHER’S RESPONSE

In order to give an overview of the highly controversial issue of whether capital punishment deters crime, the authors examine both schools of thought, citing current studies on the issue. Isaac Ehrlich is but one of many who have contributed to this debate. His inclusion, or that of others such as Ernest van den Haag, Jack Greenberg, or Michael Manville would do little to enhance student understanding of the debate.

A day that was supposed to live in infamy evidently did not impress these authors. December 7th 1941 is the correct date

PUBLISHER’S RESPONSE

As noted in the Publisher’s List of Editorial Corrections, submitted to the Texas Education Agency on June 27, the publisher is making the following change to *correct the error*.

**Page 297, paragraph 5, line 1
Error Correction**

**Change:
“1942”**

**To:
“1941”**

page 297 Please give both sides so that the truth could be known for this future generation about the Japanese who were our enemies in WW II. Our coastal defenses were nil, our guns were painted telephone poles. Their subs were attacking our Pacific shores. You were NOT there, Charlie.

PUBLISHER'S RESPONSE

The text on page 297 details the Japanese American internment during World War II. It is not discussing the Japanese who were our enemies. The text states:

“Wartime hysteria generated a fear of a possible Japanese invasion that led President Franklin Roosevelt to issue Executive Order 9066. This emergency law moved more than 110,000 Japanese people into internment camps away from the West Coast. Historians later agreed that the Japanese Americans had posed no security threat during World War II. (Immigrants from Germany and Italy were not relocated, even though their countries were also at war with the United States.) Eventually, in 1987, the Supreme Court ruled that the internment of Japanese Americans was ‘based upon racism rather than military necessity.’”

Carole LaFreniere

PUBLISHER'S RESPONSE

As there are no references to any Glencoe/McGraw-Hill textbooks, the publisher has no comment.

Peggy Venable
Director, Texas Citizens for a Sound Economy

The Glencoe McGraw Hill US Government: Democracy in Action in the section “Global Security” also places blame “as the work of al-Qaeda, a global terrorist network whose leaders were based in Afghanistan.” This textbook also includes the photo of the US flag at Ground Zero. (p 708-9, teacher’s edition

PUBLISHER’S RESPONSE

The publisher appreciates the positive comment.

The Glencoe book The American Republic Since 1877 Teacher Edition:

Key Terms and Names here were: “Terrorism, state-sponsored terrorism, Osama bin Laden, al-Qaeda, anthrax.”

The book accurately defines the acts: “Terrorist acts are intended to instill fear in people and to frighten their governments into changing their policies” (then students are asked to summarize the goal of terrorism)

The book has a box for “American Heroes” and included firefighters and rescue workers, “. . . even as thousands of people streamed out of the buildings, hundreds more headed into the blazing structures, fully aware of the danger they faced. The people climbing the staircases into the burning buildings were New York City firefighters and rescue workers. When the towers collapses, over 300 firefighters died. The tragedy at the World Trade Center reminded everyone that these men and women who daily risk their lives to save others are true American heroes whose sacrifices must not be forgotten.”

However, the writers do place some blame on the US “What are the three main reasons certain Muslims became angry with the United States? – Answer: US support of wealthy countries and families, Western influence undermining traditional values and beliefs, and American support for Israel.” If that is true, why have terrorist attacks taken place against other countries? Why try to find fault with or in some way “blame” the US policies? “Bin Laden . . . believed that Western ideas had contaminated Muslim society.”

PUBLISHER’S RESPONSE

The authors and publisher firmly reject the notion that *The American Republic Since 1877* places any blame on the United States for the attacks on 9/11. It is important to understand that the purpose of history is to explain why events occurred. It is not enough to say that Al-Qaeda attacked the United States. A textbook must try to explain why that event occurred--just as it explains why Hitler attacked Poland and why Japan bombed Pearl Harbor. The United States is not to blame for the views of other people and nations, but if students are to understand why war breaks out, they need to understand the views of enemies of the United States. The textbook is trying to explain why certain Muslim groups began launching terrorist attacks against the United States, and the answers it provides are accurate and accepted by the vast majority of historians. The fact that terrorists have attacked other countries doesn’t change the fact that they also attacked the United States, and that their beliefs convinced them the United States was an enemy worthy of attack. Bin Laden’s beliefs are a matter of public record--just as the views of Hitler, Mussolini, and Tojo are matters of

public record. The fact that the textbook explains why Bin Laden viewed the United States as an enemy does not mean the textbook endorses his views, any more than a description of why Japan decided to bomb Pearl Harbor means that the textbook endorses Japan's thinking. All the textbook is doing is explaining to students why the United States was attacked. In fact, many of the reasons Muslim terrorists targeted the United States are also the same reasons they have attacked other western nations. The reason the textbook singles out the United States and explains Muslim anger toward the United States is because it is explaining why the United States was attacked, not other nations.

Alan Brinkley, Allan Nevins Professor of American History at Columbia University and one of the authors notes:

“The terrorist attacks on the United States were inexcusable acts of extraordinary cruelty. But they did not occur in a historical vacuum. *The American Republic* attempts to explain some of the reasons that anti-American sentiment (and thus anti-American terrorism) emerged in the Middle East. One of those reasons is the perception (voiced by Bin Laden and others) that America's interest in Middle Eastern oil has led the United States to support corrupt and tyrannical regimes in the region. Similar statements have appeared in newspapers, magazines, and broadcast media for many months now. Nothing in the language of the text suggests that these perceptions are correct, or that the United States was wrong to invest in Middle Eastern oil or to support the regimes it did. It simply states an indisputable fact. Many people in the Islamic world dislike us, and it is not unpatriotic to try to understand why.

Albert S. Broussard, Professor of History Graduate Coordinator at Texas A&M University and one of the authors of *The American Republic Since 1877* notes:

“It is the obligation and responsibility of the historian to not merely describe and narrate the facts of history, but to also explain why events happen. To do otherwise but not only be irresponsible, but every history of the United States would read like a dry, mundane chronicle of interrelated events. Historical events do not occur in a vacuum. This has been true since the beginning of time, and it is just as true of the history of America as of any other nation in the world. Thus the authors of *The American Republic Since 1877* have attempted to illustrate cause and effect when writing about American involvement in the Middle East since the early 1900s, and to explain how early US policy may have contributed to the events that led to the tragedy that shocked the entire world on September 11, 2001. The discussion of US foreign policy is both balance and fair, and it is in no way an indictment of American foreign policy. Rather, it is an attempt to show that historical events, all historical events have root causes, and that historians have an obligation to explain to students those causes. Whether we are discussing the bombing of Pearl Harbor, the Vietnam War, the Civil Rights movement, or the American Revolution, each of these complex historical events did not

occur in a vacuum. Nor did the events of September 11, 2001.

President George W. Bush recognized this when he stated in a speech on March 14, 2002 that "When governments fail to meet the most basic needs of their people, these failed states become havens of terrorism." The president attempted to underscore the importance of linking foreign aid to the hopes and the future of developing countries. We have attempted to make a similar connection in our discussion of American foreign policy in the Middle East."

Donald A. Ritchie, Associate Historian of the United States Senate Historical Office and one of the authors of *The American Republic Since 1887*, notes:

"History textbooks share with newspapers an aim for objectivity. Like a good newspaper, a good textbook not only reports what happened but also provides explanations for why it happened, along with analyses of the people, policies and events involved. Although the tragic events of September 11th happened just half a year ago and American troops are still fighting in Afghanistan, *The American Republic* attempts to present those events to students in a manner similar to the way that it presents the American Revolution, the Civil War, World Wars I and II, and the Korean, Vietnam, and Persian Gulf wars. In each case, the book evaluates whatever foreign and domestic factors contributed to our going to war. Its explanation of U.S. relations with Japan before World War II does not excuse the inexcusable attack on Pearl Harbor, nor does its summary of U.S. involvement in the Middle East justify the unjustifiable terrorist assaults on the World Trade Towers and the Pentagon. *The American Republic* contains much to instill patriotism in American students—from the declaration of independence to the development of a constitutional republic and the steady expansion of democratic rights. It celebrates American heroes and triumphs and ponders tragedies and mistakes. It helps students understand the social, economic, political, and ideological causes of past events as well as of their own time. Any textbook that avoided such critical analysis would have nothing to teach."

I also have concerns that Social Studies textbooks—almost each publisher—include in their 6th grade textbook references to Hitler and his rise to power. I did not see one of the textbooks which referenced his abuse of the power he had. I didn't see references to the atrocities of the Holocaust—and by omitting such a reference; I see that as an error of fact. I am concerned that a student would use the textbooks and read about how Hitler came to power and not know of his evil acts.

For instance, Glencoe's book listed Hitler four times in its Index (none of them referencing the Holocaust), the textbook did actually also have reference to Hitler in a fifth location in the textbook (which needs to be added to the Index—pg 281) where under "Patterns of Conflict", "What is the most extreme pattern of conflict?" and then describes genocide. "One of the best-known examples is the Holocaust, Adolph Hitler's attempt to destroy all European Jews during the

1930's and 1940's." Indeed, Glencoe need only add pg 281 under the index where Hitler references are listed.

PUBLISHER'S RESPONSE

Glencoe's 6th grade submission, *Our World Today: People, Places, and Issues*, does indeed have four references for Hitler in the index: 259 p259, 260, and 388. The Index also includes four entries for Holocaust: 89, 259, 260, and 290.

On page 89, students read:

"Because they have followed their own religion and customs, however, Jews have sometimes been viewed with suspicion and hatred. Some governments have used Jewish communities as a scapegoat, or someone to blame for their troubles. Property belonging to Jewish people has been seized and their lives threatened. More than 6 million Jews were murdered in Europe during the Holocaust in the 1940s."

On page 259 students read:

"During the war, Hitler began the Holocaust, which killed over 12 million people. Over 6 million of the victims were Jews. Other persecuted groups included the Romany people (called Gypsies), Serbians, individuals with disabilities, and many other groups that were classified as 'undesirable' by the Nazi leaders. The Holocaust is an example of the war crime of genocide, or the mass murder of a people because of race, religion, ethnicity, politics, or culture."

Page 260 includes a full-page Making Connections feature on the Holocaust. The feature describes Hitler's desire for the "master race" to populate all of Europe and his "final solution" or plan to exterminate all Jews. It also includes a photograph taken in Auschwitz.

The reviewer apparently has confused the Glencoe/McGraw-Hill textbook with that of another publisher because page 281 includes a discussion of the conflict in Northern Ireland and a discussion of the Irish people, not the Holocaust. Therefore, it would be incorrect to list it in the reference to Hitler in the index.

Carol Jones

PUBLISHER'S RESPONSE

As there are no references to any Glencoe/McGraw-Hill textbooks, the publisher has no comment.

Robert Raborn

PUBLISHER'S RESPONSE

As there are no references to any Glencoe/McGraw-Hill textbooks, the publisher has no comment.

Terry Reid

PUBLISHER'S RESPONSE

As there are no references to any Glencoe/McGraw-Hill textbooks, the publisher has no comment.

Marco Gilliam

PUBLISHER'S RESPONSE

As there are no references to any Glencoe/McGraw-Hill textbooks, the publisher has no comment.

Michelle Gadush

Review of *Our World Today—People, Places, and Issues*

I found this book to be quite good, except for a few errors that are listed on the attached page.

Presentation: The authors have provided the required information in an attractive and appealing manner. I believe that this will help hold the students' interest.

Content: The authors cover a large amount of information in an age appropriate manner. The activities suggested in the teacher's edition are extremely useful. In addition, the discussion topics suggested are sophisticated enough to help the students further develop their critical thinking skills.

Supporting materials: Some people may say that the plethora of multimedia products that are cited in the book is blatant commercialism. However, the quality of National Geographic educational materials are well known and I believe the teachers will appreciate the inclusion of this information. They will not have to search through educational supply catalogs for appropriate media aids.

I encourage the Board to accept this textbook.

PUBLISHER'S RESPONSE

The publisher appreciates the positive comments.

Page 28, Under "What is Culture?" Sentence beginning "Americans believe in . . ." Should say "the right to practice a religion of their choosing or to not practice a religion at all."

PUBLISHER'S RESPONSE

The complete sentence reads:

"But people who live in the United States and who call themselves Americans believe in certain political values, such as freedom of speech, free public education, and the right to practice a religion of their choosing."

Implicit in the sentence is the freedom not to adhere to an organized religion. The text is therefore correct as written.

Page 65, Under "Forests." The section says that the problem with removing trees from forests is primarily erosion. In actuality, especially in the tropics, the removal of the trees results in the loss of the source of nutrients for the soil, resulting in very infertile conditions.

PUBLISHER'S RESPONSE

To clarify this issue for students, the publisher will make the following content change.

**Page 65, paragraph 4, lines 6-9
Content Change**

Change:

“When the tree roots are no longer there to hold the soil, the water can wash it away. Then farmers have to move to a new area and cut the trees in that section of forest. As a result, more and more of the forest is lost over time.”

To:

“When the tree roots are no longer there to provide nutrients or to hold the soil, the water can wash the nutrients and the soil away. Then farmers have to move and cut trees in another section of forest. As a result more of the forest is lost.”

Page 90: Under “Did You Know?” Noah’s ark is a legend and should not be presented as a fact.

PUBLISHER’S RESPONSE

The text, which appears in the teacher’s edition, notes that “Noah’s Ark supposedly settled on Mount Ararat.” It is therefore not presenting the ark as undisputed fact as the reviewer is alleging.

Page 281, Assessment #1: Moor and loch are included in the words to be defined, but they are not in the text.

PUBLISHER’S RESPONSE

The publisher acknowledges the error and noted the following change on the Publisher’s List of Editorial Changes and Corrections, submitted to the Texas Education Agency on June 27.

Page 281, Defining Terms, Line 1
Error Correction

Delete:

“moor, loch”

Page 479: Ethnic groups figure—legend is omitted

PUBLISHER’S RESPONSE

The publisher acknowledges the error and noted the following *change to correct the error* on the Publisher’s List of Editorial Changes and Corrections, submitted to the Texas Education Agency on June 27.

Page 479, Teacher’s Edition, graph legend
Error Correction

Insert:

Colors to match page 479 of the student edition.

Page 512, Under “A Day for Heroes” “More than 3900 people died” The final count is around 3000.

PUBLISHER’S RESPONSE

Estimates for the number killed were revised downward after the first printing went to press. The publisher noted the following *editorial change* on the Publisher’s List of Editorial Changes and Corrections, submitted to the Texas Education Agency on June 27.

Page 512, column 1, paragraph 3, line 6:
Editorial Change

Change:
“3,900”

To:
“2,600”

Page 513, Under Al-Qaeda: “They hated freedom of speech and religion” reeks of propaganda. It would be more accurate to say that they wish to impose their religion on others.

PUBLISHER’S RESPONSE

The sentence in question is stating a fact rather than engaging in propaganda. Al-Qaeda does indeed hate freedom of speech and they refuse to recognize the right of any religion other than Islam to exist. Note, however, that the sentence is referring to Al-Qaeda rather than to Muslims. To clarify this issue for students, the publisher listed the following *content change* on the Publisher’s List of Editorial Changes and Corrections, submitted to the Texas Education Agency on June 27.

Page 513
Content Change

Change copy to read:
“The terrorists who hijacked the airplanes belonged to a group called al-Qaeda (al• KAY •dah). The group was founded by Osama bin Laden, a wealthy Saudi Arabian.

Al-Qaeda was created to fight the Russian invasion of Afghanistan. After the Russians left Afghanistan, al-Qaeda members changed their goals. They wanted to force all non-Muslims out of the Middle East. They hated the U.S. troops based in Saudi Arabia and the Jewish people living in Israel.

Al-Qaeda’s members also believed Muslims were being changed too much by modern ideas. They hated freedom of religion and wanted strict religious leaders to control Muslim countries.

Al-Qaeda’s beliefs were not shared by all Muslims. The attacks on the United States horrified people around the world, including millions of Muslims who live in the Middle East, the United States, and elsewhere.

Page 544, Top paragraph: “. . . in their own way tried to improve the lives of the Native Americans” It would be more accurate to say that they worked tirelessly to convert the Native Americans to Christianity and to destroy the native religions.

PUBLISHER’S RESPONSE

The text in question is discussing the role that Spanish priests played in early Mexico. It is correct as written. These priests believed that they were improving the lives of the Native Americans by converting them to Catholicism.

Page 554 General: There is no page with flags and basic info on the different countries of Central America and the West Indies, as for all the other regions in the book.

PUBLISHER’S RESPONSE

The textbook includes basic information and flags for the countries in each region of the world at the beginning of the appropriate unit. For example, the flags for the countries of Central America and the West Indies appear at the beginning of the unit on North America and Middle America on pages 474-483.

Page 558, Third paragraph: “Without trees to hold the soil in place. “ See page 65 critique. Erosion is not the major problem.

PUBLISHER’S RESPONSE

To clarify this issue for students, the publisher will make the following *content change*.

**Page 558, paragraph 3, lines 4-7
Content Change**

Change:

“Without trees to hold the soil in place, heavy rains wash it and its nutrients away. As a result, the land becomes poor just a few years after being cleared. The businesses and farmers then move on, clearing trees from another piece of land.”

To:

“Without trees to provide nutrients and to hold the soil in place, rains wash the soil and its nutrients away. As a result, the land soon becomes poor. The businesses and farmers then move on, clearing trees from another piece of land.”

Thomas J. Brucia

PUBLISHER'S RESPONSE

As there are no references to any Glencoe/McGraw-Hill textbooks, the publisher has no comment.

Laura Sargent

PUBLISHER'S RESPONSE

As there are no references to any Glencoe/McGraw-Hill textbooks, the publisher has no comment.

Diana G. Zavala

In first book [*The American Republic Since 1877*] I had to search hard to find Hispanic American information. The information that I did find (approximately 10 sightings) was negative about our language, people, and culture. On page 887, an excerpt from Richard Rodriguez' autobiography reflects he's tormented and ridicule by his family for not speaking his native language (Spanish). On page 627 a paragraph is dedicated to the "zoot suit" riots. It states that wartime prejudice and racism against Mexican American and fear of juvenile crime were linked because of the "zoot suit." Page 626, provides information about the "Bracero Program" of 1942. It merely states that over 200,000 Mexicans came to the U.S. to help harvest fruits and vegetables in the Southwest. Page 731 has two sentences dedicated to Cesar Chavez 25-day fast broken as result of shopper boycotting table grapes in sympathy. On the other hand further review of this book reflects that it provides much more information about African Americans and slavery (approximately 500 sightings), Native Americans over 204 sightings and Asians over 100 sightings.

PUBLISHER'S RESPONSE

Both the publisher and the authors of *The American Republic Since 1877* strongly disagree that the coverage of Hispanic Americans is negative about Hispanic American language, people, or culture. The publisher and the authors firmly believe that the history of Hispanic Americans should be fully integrated into the text and presented in proper historical context. When the textbook discusses the exploration and settlement of America, it presents examples of the Hispanic contribution to that effort. When it discusses the struggle for independence or American efforts to defend the nation in wartime, it provides examples of patriotic Hispanics rallying to the nation's call. Similarly, when discussing the economic development of the United States, the text includes Hispanic contributions to the economy. The text also explains that, as with other minority groups, Hispanic Americans have faced discrimination and have organized themselves politically to overcome that discrimination. By focusing the narrative on important historical developments and by presenting the Hispanic role in those developments, the text avoids giving token representation to Hispanic Americans. Instead Hispanics are presented as active participants whose contributions and struggles in the historical process have played an important role in the development of the United States.

Although *The American Republic Since 1877* focuses on the history of the United States since Reconstruction, the earlier chapters on the founding of the United States do demonstrate to students the important role that individuals of Hispanic heritage have played in exploring America and settling Florida and the Southwest. The text also includes several biographical features about Hispanic individuals who have contributed to the development of the United States. Those profiled include Bernardo de Gálvez; Lorenzo de Zavala; Medal of Honor winner Roy P. Benavidez; community service activist Delores Huerta; the founder of La Raza, José Angel Gutiérrez; and entrepreneur, philanthropist, and former U.S. Treasurer Romana Acosta Bañuelos.

Examples of Hispanic contributions to the exploration and settlement of America:

- Discussion of Spanish expeditions led by Christopher Columbus, Amerigo Vespucci, Juan Ponce de Leon, Vasco de Balboa, and Ferdinand Magellan (pp. 25-27).

- Discussion of Cortés’s conquest of the Aztec (pp. 30-31).
- Discussion of Spanish explorers in North America, including Narváez, Cabeza de Vaca, Coronado, de Soto, and de Oñate (p. 33).
- Description of Spanish settlements in New Mexico, California, and Florida, including missions, presidios, Santa Fe, and St. Augustine (pp. 33, 35), as well as a National Geographic two-page feature on Spanish missions in the Southwest (pp. 36-37).
- Description of colonial Spanish American society, including haciendas, vaqueros, the encomienda system, and the rigid class system (pp. 33-34).
- A brief description of the Tejano community in Texas, including a special biographical feature on Lorenzo de Zavala (pp. 204-205).

Examples of Hispanic contributions to the cause of independence and the defense of Texas and the United States in time of war:

- Special biographical feature describing the contribution of Spanish governor Bernardo de Gálvez to the American victory in the war for independence (p. 99).
- A description of David Farragut’s heroic exploits during the Civil War (pp. 250-51, 261).
- Discussion of the role of Cuban exiles in the United States, including José Martí, in triggering the rebellion in Cuba that led to the Spanish-American War of 1898 (p. 400).
- Discussion of the impact of World War I on Mexican Americans, including the mass migration of Mexican Americans to northern cities to take wartime factory jobs, the discrimination they faced, and the creation of separate Mexican American barrios in several major cities. The text also discusses the migration of over 100,000 Mexicans into Texas, Arizona, New Mexico and California during the war to provide labor to farmers in the Southwest (p. 459).
- Discussion of the Bracero program during World War II that brought 200,000 Mexican workers to the United States (p. 627).
Students read:

“The wartime economy needed workers in many different areas. To help farmers in the Southwest overcome the labor shortage, the government introduced the Bracero Program in 1942. *Bracero* is Spanish for worker. The federal government arranged for Mexican farmworkers to help in the harvest. Over 200,000 Mexicans came to the United States to help harvest fruit and vegetables in the Southwest. Many also helped to build and maintain railroads. The Bracero Program continued until 1964. Migrant farmworkers became an important part of the Southwest’s agricultural system.

- Discussion of the Hispanic American contribution to World War II, noting that some 500,000 served in the armed forces and that 17 won the Medal of Honor (p. 628).

Examples of Hispanic contributions to the economic development of the United States:

- Description of the Mexican contribution to the development of cattle ranching, including the role of Hispanic cowboys teaching American cowboys the techniques of open range ranching (p. 288).
- Discussion of the dramatic increase in Hispanic immigration to the United States to meet the Southwest's need for farm labor. (pp. 459, 484, 627).
- Discussion of NAFTA and the rise of maquiladoras along the U.S.-Mexico border (p. 903).

Examples of the Hispanic struggle with prejudice and discrimination in the United States:

- Discussion of racial tensions in southern California during World War II that led to the zoot suit riots against Mexican American teenagers (pp. 627-628). Students read:

“In Los Angeles, racism against Mexican Americans and the fear of juvenile crime became linked because of the ‘zoot suit.’

A zoot suit had very baggy, pleated pants and an overstuffed, knee-length jacket with wide lapels. Accessories included a wide-brimmed hat and a long key chain. Zoot-suit wearers usually wore their hair long, gathered into a ducktail. The zoot suit angered many Americans. In order to save fabric for the war, most men wore a ‘victory suit’—a suit with no vest, no cuffs, a short jacket, and narrow lapels. By comparison, the zoot suit seemed unpatriotic.

In California, Mexican American teenagers adopted the zoot suit. In June 1943, after hearing rumors that zoot suiters had attacked several sailors, 2,500 soldiers and sailors stormed into Mexican American neighborhoods in Los Angeles. They attacked Mexican American teenagers, cut their hair, and tore off their zoot suits. The police did not intervene, and the violence continued for several days. The city of Los Angeles responded by banning the zoot suit.

Racial hostility against Mexican Americans did not deter them from joining the war effort. Approximately 500,000 Hispanic Americans served in the armed forces during the war. Most—about 400,000—were Mexican American. Another 65,000 were from Puerto Rico. They fought in Europe, North Africa, and the Pacific, and by the end of the war, 17 Mexican Americans had received the Medal of Honor.”

- Discussion of Hispanic poverty in the United States in the 1950s, including a description of the harsh conditions facing Hispanic workers in the Southwest (p. 708).
- Discussion of the Hispanic American political organizations formed in the 1960s to fight discrimination and poverty. The text discusses the activities of César Chávez and the United Farm Workers, the ideas of José Gutiérrez and La Raza Unida, and the push for bilingual education (pp. 815-816). The text also includes a full-color photo of César Chávez meeting with farm workers on page 799. In addition to the two sentences on César Chávez that the reviewer notes on page 731, on page 815 students read:

“One notable Hispanic American campaign was the effort to win rights for farmworkers. Most Mexican American farm laborers earned little pay, received few benefits, and had no job security. In the early 1960s, César Chávez and Dolores Huerta organized two groups that fought for farmworkers. In 1965 the groups cooperated in a strike against California growers to demand union recognition, increased wages, and better benefits.

When employers resisted, Chávez enlisted college students, churches, and civil rights groups to organize a national boycott of table grapes, one of California’s largest agricultural products. An estimated 17 million citizens stopped buying grapes, and several food store chains stopped selling them. Industry profits tumbled.

Under the sponsorship of the American Federation of Labor and Congress of Industrial Organization (AFL-CIO), in 1966 Chávez and Huerta merged their two organizations into one—the United Farm Workers (UFW). The union’s combined strength ensured that the boycott would continue. The boycott ended in 1970, when the grape growers finally agreed to a contract to raise wages and improve working conditions.”

- An American Literature feature presenting an excerpt from Richard Rodriguez’s book *Hunger for Memory* (p. 887). Rather than being negative about Hispanic culture, this feature promotes an understanding for the struggles that many Mexican Americans face. Students read an excerpt from the author as well as the following background information:

“Hispanic Americans are the fastest-growing minority in the United States. Hispanics cherish their heritage, and many speak only Spanish among their friends and family. Most of their children’s teachers, however, speak only English. As a result, Hispanic students often find school confusing and humiliating. Hispanic American Richard Rodriguez

describes his struggle to become educated in his autobiography, *Hunger for Memory*.”

Lucy B. Camarillo

PUBLISHER'S RESPONSE

As there are no references to any Glencoe/McGraw-Hill textbooks, the publisher has no comment.

Manuel Medrano

PUBLISHER'S RESPONSE

As there are no references to any Glencoe/McGraw-Hill textbooks, the publisher has no comment.

Dr. Kathryn T. McClellan

PUBLISHER'S RESPONSE

As there are no references to any Glencoe/McGraw-Hill textbooks, the publisher has no comment.

Emilio Zamora

PUBLISHER'S RESPONSE

As there are no references to any Glencoe/McGraw-Hill textbooks, the publisher has no comment.

Julio Noboa

PUBLISHER'S RESPONSE

As there are no references to any Glencoe/McGraw-Hill textbooks, the publisher has no comment.

David H. Plylar

PUBLISHER'S RESPONSE

As there are no references to any Glencoe/McGraw-Hill textbooks, the publisher has no comment.

Jennifer Steel Walter

PUBLISHER'S RESPONSE

As there are no references to any Glencoe/McGraw-Hill textbooks, the publisher has no comment.

Oak H. DeBerg

I reviewed *The American Republic to 1877* (Glencoe McGraw Hill) to ascertain its suitability to encourage free thought and open discussion of the fundamental issues, concepts and ideas which shaped this great nation. In a word, I found this textbook to be excellent.

This 8th grade text is a superb resource for our students for the following several reasons:

- The book is wide in scope and includes all the important issues which shaped our nation. The beginnings of many of these issues, (e.g. slavery-race relations, church-state relationship, women's rights, role of the federal government in citizen's lives, et.) are introduced to the student so their importance to us today can better be understood.
- The layout is easy to follow and includes important guides to the major issue. For example, each section has guides titled "Why It Matters" and "The Impact Today"
- Timelines not only follow historic developments in U.S. history but also give important events which were happening concurrently in the rest of the world. This adds context to many of our national events.
- The tone is moderate with a well-balanced discussion of competing sides of the various issues, causes and events.
- New concepts, ideas and historical events (such as "checks and balances", "natural rights", "Seneca Falls Convention", etc.) are, at a minimum, defined and more often explained at the appropriate level for 8th graders.

While there are some things I would have liked to see stressed more, and some less, these are strictly personal preferences and don't in any way detract from the text. The scholarship of the authors appears impeccable and is noticeable throughout. For instances, the sections pertaining to the Civil War are complete, interesting and balanced. It is no surprise to find one of the authors of this text is none other than the well known writer of several highly acclaimed best sellers on this subject, James M. McPherson. Likewise, the sections on African Americans and their role in developing the country are well done. I was not fortunate enough to know much of this part of our history until I took a college course on the subject. Our 8th grade students will be the better for being exposed to this rich history at an early age. Also, the sections on the Founding Fathers and the development of our governmental system are especially well done.

In the interest of the educational well being of our school children as well as the development of future leaders who are nurtured on competing ideas, concepts and historical evaluations it is imperative we offer them materials which will help them understand "the big picture". We do not need texts, which are narrow in scope, driven by a single worldview, or represent only one way of perceiving a problem or issue. *The American Republic to 1877* certainly is thought provoking and expansive while avoiding the pitfalls endemic to narrowness or constrained thinking. This text deserves to be in every 8th grade classroom in Texas.

PUBLISHER'S RESPONSE

The publisher appreciates the positive comments.

**Sondra Epstein
Concerned Republicans**

PUBLISHER'S RESPONSE

As there are no references to any Glencoe/McGraw-Hill textbooks, the publisher has no comment.

Bill Peacock
Economics: Today and Tomorrow

The theme of the early foundational chapters of the book is “trade-offs,” which is also the title of Chapter 2. It uses examples such as the “Rain Forest Trade-off” (p. 13) and describes the classic example of “guns vs. butter.” Through all this, I detected a flavor of zero-sum thinking.

I was disappointed in the overall “value neutral” tenor of the book. Freedom has a utilitarian flavor throughout the sections on competition vs. monopoly, policy objectives, supply/demand, etc. For instance, on p. 46 it describes the goal of economic freedom as being “to allow each member of the society to make choices.” There is often little intrinsic value assigned to freedom, or any mention that economic freedom is the basis on which all of our freedom depends. Despite this, it must be said that the book does a good job of outlining the importance of private property and the freedom to dispose of it how you choose.

PUBLISHER’S RESPONSE

The publisher appreciates the positive comments, but wishes to point out that the importance and value of economic freedom are stressed throughout the text. On pages 46-47, for example, the author points out that the goal of economic freedom is to allow each member of society to make choices. He goes on to state that

“Americans have the highest degree of freedom in the world to start their own businesses, to own private property, to make decisions in the marketplace, and to pursue other economic choices.”

The author concludes this discussion by pointing out that individuals also must face the consequences of their economic decisions—an important point for students to learn.

The author makes it a special point to discuss the benefits of the market system in general and the free enterprise system in particular. For example, on pages 36-38, the author notes that

“the advantages of a pure market system are many. People have freedoms—to choose a career, to spend or not spend their income how they wish, to own private property, to take risks and earn profits. In addition, the existence of competition provides consumers in a market economy with a wide array of goods and services from which to choose, as well as an efficient system of determining how much they cost.”

As the reviewer notes, the text emphasizes that a strong system of property rights is a fundamental requirements of a capitalist economic system. The text presents to student the idea that individuals under the American free enterprise system are free to decide what to produce or sell and what prices to charge; and there is no natural limit to the range of their efforts.

On p. 426, the merits and demerits of growth in government is explained in terms of the “displacement” argument, with no mention of coercion or dependency. In fairness, there is a reference on p. 48 to the necessity of individual responsibility to sustain the free enterprise system, and there are favorable comments on government deregulation (p. 253).

In any event, this book does have a free market orientation, though it still recognizes that other schools of thought exist.

Of course, everything depends on how the economics course is taught in the classroom. A teacher that is against free enterprise can sell that philosophy no matter what’s in the text. But this book would make that more difficult to do, though, as seen in the examples above, not impossible.

PUBLISHER’S RESPONSE

Additional information on the consequences of a large government role in the economy is provided on page 433:

“There are many critics of government involvement in the economy. They point out that merit goods, for example, should be provided by private organizations. If people pay fewer taxes, they have more disposable income and can choose to fund symphonies or other merit goods if they really want such services.

Opponents of redistribution programs think that most government assistance discourages personal initiative, affects incentives, and harms self-development. Critics of government regulations argue that most regulations raise the price of goods and services. A better approach, these critics say, would be to encourage market solutions to such problems as pollution.”

Page 350

Passage: “Another factor that skews the GDP is inflation, or a prolonged rise in the general price level of goods and services.”

Factual Error: This is an incomplete definition of inflation. A full, accurate definition would be the one found in the 1993 American Heritage Dictionary.

Suggested Change: “A persistent increase in the level of consumer prices or a persistent decline in the purchasing power of money, caused by an increase in available currency and credit beyond the proportion of available goods and services.”

PUBLISHER’S RESPONSE

The definition of inflation is the standard one used by economists, as each of the following texts verify:

- ***Economics*, 6th Edition, by Stephen L. Slavin**
- ***Economics: Principles, Problem, and Policies*, 15th Edition, by Campbell R. McConnell and Stanley L. Brue**
- ***Economics*, 17th Edition, by Paul A. Samuelson and William D. Nordhaus the level of profits they had before inflation began to rise rapidly. This, in turn, may have a slowing effect on the economy’s growth.”**

The text is therefore correct as written.

Page 44

Passage: “Effective competition requires a large number of independent sellers, which means that no single company can noticeably affect the price of a particular product or service.”

Factual Error: Effective competition requires only that consumers have access to substitutes for a particular product, not a large number of independent sellers.

Suggested Change: Effective competition requires that consumers have access to substitutes for a particular product, not a large number of independent sellers.

PUBLISHER’S RESPONSE

The description of competition the author has chosen to use is widely accepted among economists. For example, in *Economics* by McConnell and Brue, the authors begin their discussion by noting that competition requires “large numbers of independently acting buyers and sellers operating in the market for any particular product or resource.”

In *Economics* by Slavin, the author notes, “Most economists will tell you that to have real competition, you need many firms in an industry. How many? So many that no firm is large enough to have any influence over price. Thus, by definition, an industry with many firms is competitive.”

Page 249

Passage: She even likened Rockefeller to a crooked gambler: “Mr. Rockefeller has systematically played with loaded dice.... Business played this way...is fit only for tricksters.”

Identified Bias/Problem: Reprinting this example of “muckraking” journalism without balance is nothing but muckraking itself, seeking to perpetuate the myth of “robber barons.”

Suggested Change: Balance with information about the beneficial effects of Standard Oil, or replace with another example.

PUBLISHER’S RESPONSE

This section of the textbook is discussing antitrust legislation, particularly the Sherman Antitrust Act of 1890. The quotation that the reviewer cites is part of an “Economic Connections to Literature” designed to show students the role that journalists played in garnering government support of antitrust legislation. The feature notes:

“The rise of monopolies in the late 1800s contributed to the development of a new kind of journalism—muckraking. The muckrakers wrote stories exposing corruption in business and politics. One of the most famous muckrakers was Ida Tarbell. She wrote a series of articles that attacked John D. Rockefeller’s monopoly, the Standard Oil Company.

In great detail, Tarbell showed how Rockefeller used unfair practices to drive his competitors out of business. She even likened Rockefeller to a crooked gambler: “Mr. Rockefeller has systematically played with loaded dice. . . . Business played in this way . . . is fit only for tricksters.” Tarbell’s words led to a government investigation of Standard Oil’s business practices.””

Tarbell’s series of articles published in McClure’s between November 1902 and August 1905 mobilized American public opinion about the great trusts—specifically Standard Oil and Rockefeller.

The textbook is merely showing the influence that the muckrakers had on public policy during this era. It is in no way “perpetuating the myth of the robber barons.”

Since the focus of the section is on antitrust legislation, a biography of Rockefeller, a discussion of his philanthropy, or a discussion of the benefits provided by Standard Oil would be out of place.

Page 444

Passage: Using Email

Identified Bias/Problem: Not sure why this is in here—maybe for TEKS, but it is doubtful that high school students need an economics book to teach them how to use e-mail. It is a waste of space.

PUBLISHER’S RESPONSE

The reviewer refers to a one-page skill practice activity. Using technology correctly is only one part of the activity. Students are also provided practice in research and writing skills.

Bill Peacock
Economics Principles and Practices

Here is one example of a factual error from the book:

The progressive income tax is the third automatic stabilizer. For example, if someone loses his or her job, or ends up working fewer hours because of cutbacks, that person will earn less. If the reduction in income is significant, that person is likely to fall into a lower tax bracket, which cushions the decline in income. P. 450

What the book is saying is that a person's life will be more stable if we let them keep a little bit more of their substantially reduced earnings during a recession than if we had let them keep more of their wealth when their earning power was high during the economic good times.

This is a factual error. An example will show prove this.

Tom Banks graduated from high school in June of 1991, just past the end of the 1990-91 recession. His timing was good, because he found a construction job paying him \$25,000 a year, better than most of his classmates. For the next 4 years, he worked hard and was rewarded with raises, until he was making \$34,250 a year. This is the top pay he could make and still be in the 15% tax bracket.

On March 15, 1996, Tom was promoted to foreman, and his pay was increased to \$44,250 a year. This extra \$10,000 was now taxed at 28% instead of 15%. While he wasn't a great foreman, he was good enough to keep his job, although without any raises. However, when the next economic downturn hit, in March 2001, the company lost business, and they had to let Tom go on March 16. He was out of work for six months before he found a new job.

During the five years Tom was a foreman, the progressive 28% tax rate cost him \$1,300 a year, for a total of \$6,500. If he had instead been taxed at 15%, had saved that money and invested it in a safe large cap value fund at an average 7% return, he would have accumulated \$7,475 in additional wealth.

If not for the progressive tax rates, Tom would have had this additional \$7,475 to help him out during this difficult time. Do you think Tom believes that the progressive tax rate added stability to his life?

PUBLISHER'S RESPONSE

The reviewer contests the statement on page 450 that “the progressive income tax is (an) automatic stabilizer.” Since this seems to be the reviewer's main objection to the text, we offer a two-part response to this contention.

First, Glencoe would like to point out that the automatic stabilization feature of the progressive income tax is widely held by professional economists as the following quotes from leading texts demonstrate:

N. Gregory Mankiw, Principles of Economics, Dryden Press, 1998.

“The most important automatic stabilizer is the [progressive] tax system . . . , without these automatic stabilizers, output and employment would probably be more volatile than they are.” (p. 726)

Robert Gordon, Macroeconomics, 9th ed. Addison Wesley 2003.

“...the [effect of the] income tax is sometimes called automatic stabilization.” (p. 84)

Colander and Gamber, Macroeconomics, Prentice Hall, 2002

“Table 9-3, Examples of Automatic Stabilizers: Unemployment insurance, . . . progressive [income] tax system. (p. 264)

Colander, Macroeconomics, 4th edition, McGraw-Hill, 2001

“...an automatic stabilizer [is] any government program or policy that will counteract the business cycle without any new government action. Automatic stabilizers include . . . the income tax system . . . most economists believe automatic stabilizers have played an important role in reducing fluctuations in our economy” (p. 269)

Paul Samuelson and William D. Nordhaus, Economics, 17th ed, McGraw Hill, 2001

“Automatic (or built-in) stabilizers. The property of a government tax and spending system that cushions income changes in the private sector. Examples include unemployment compensation and progressive income taxes.” (defn., p. 757)

Campbell R. McConnell and Stanley Brue, Macroeconomics, 15th ed, McGraw Hill, 2002

“*The more progressive the tax system, the greater the economy’s built-in stability.* So changes in public policies or laws that alter the progressivity of the tax system added the degree of built-in stability.” (p. 230)

DeLong, Macroeconomics, McGraw-Hill, 2002

“progressive tax rates . . . create strong fiscal automatic stabilizers” (pp. 407)

Second: The reviewer offers a complex, 4-paragraph example intended to counter this basic assertion. However, the example is fraught with computational errors based on tax rates that do not exist. For example, the reviewer states that “Tom Banks” could earn \$34,250 a year and still stay in the 15% tax bracket (when in fact the 15% bracket does not go this high)! In addition, the computation of the \$6,500 that he would have saved is wrong (it was based on average rather than marginal tax rates). Finally, the example makes the assumption that Tom was both sophisticated enough and had the self discipline to invest fairly large sums on a relatively small income and that he was able to choose funds that produced positive returns. Had Tom been doing his investing between 2000 and 2002, he would most probably have had a negative return. Certainly many Americans are disciplined savers and investors like Tom. Others are not.

The point, however, is that the textbook is merely pointing out an almost universally accepted economic principle—the progressive income tax is an automatic stabilizer. The text is therefore correct as written.

Also missing in the book is any consideration of the possibility that free markets or private charity could do a better job of lessening instability and dealing with its associated problems. It ignores the role that the market plays in lessening the intensity and duration of an economic downturn. In fact, it seems to blame the private sector for most recessions.

PUBLISHER'S RESPONSE

Economic instability is measured by fluctuations of real GDP – changes that are typically measured in tens or even hundreds of *billions* of dollars. During the relatively moderate recession that took place between the fourth quarter of 2000 and the third quarter of 2001, for example, real GDP dropped by over \$50 billion. The losses in real GDP for the 1991 recession were measured in hundreds of billions of dollars. In order for private charity to be an effective counter-cyclical force, it would have to *increase* spending by these amounts during recessions, and then *decrease* it by like amounts when the economy recovers. There is currently no evidence to show that this happens.

According to this book, The Great Depression was caused largely because of disparity of income distribution, easy and plentiful credit and credit policies on foreign loans, all examples of market failure.

Government causes are only briefly mentioned, or ignored. There is no mention that the easy credit of the time was based largely on expansive monetary policy by the federal government. High tariffs are mentioned last in the book's causes, and no mention of the Smoot-Hawley is made here, when in fact Smoot-Hawley had a tremendous impact of the length and depth of the Great Depression.

When looking at the business cycle in general, the book first blames economic downturns on capital expenditures, inventory control and innovation. Only fourth is one of the true main causes of the business cycle mentioned—"easy money" policy by the Fed, and then only as a possible cause.

The book never discusses government intervention in the economy through regulation and taxes as a possible cause of the business cycle.

Neither does the book discuss how entrepreneurship can correct the problems of over- under- and mal-investment, and thus avert or minimize downturns in the business cycle. As successful entrepreneurs innovate, predict consumer preferences and properly channel risks of investment, they correct the problems of bureaucrats in government and business alike.

Of course, no matter how quickly or poorly government or business responds to recessions, there will be people—whether due to layoffs, laziness, poor education or just bad luck—who will experience economic instability in their lives. But again the book ignores the possibility of a non-governmental solution to this problem.

PUBLISHER'S RESPONSE

The reviewer rejects the claim that there were multiple causes of the Great Depression and instead asserts that "only fourth is one of the true main causes of the business cycle mentioned – "easy money" policy by the Fed, and then only as a possible cause."

In fact, economists are in general agreement that there are multiple causes to most economic instability. If there were only one "true cause" as the reviewer suggests, the problem would have been solved long ago. The

existence of multiple causes is one of the main reasons that business cycles and fluctuations are so difficult to prevent. The statement by Paul Samuelson, America's first Nobel Prize Laureate, sums up the state of profession opinion on this topic:

Paul Samuelson and William D. Nordhaus, Economics, 17th ed, McGraw Hill, 2001
“Economists have observed business cycles for almost two centuries. Here are some of the different approaches that have been proposed....*Monetary theories, ... multiple-accelerator models, ... Political theories, ... Equilibrium-business-cycle theories, ... Real business cycle [theories], ... Supply shocks....* Which of these theories best explains the facts of business cycles? Actually, each of the competing theories contains elements of truth, but none is universally valid in all times and places. (p. 481)

The reviewer correctly notes the positive contributions to the economy made by entrepreneurs, but most business cycle theorists think of entrepreneurial activities as events which can start or perpetuate a cycle, not mitigate it.

Government unemployment insurance, entitlement programs, welfare assistance and social security are all promoted by the book as “automatic stabilizers,” and the only solutions to the problem of instability. Any attempts to change or eliminate these programs would have an undesirable effect.

This can be seen in a quote that comes from the same section in which the book says that supply-side policies are not designed to promote economic stability:

Supply-side policies during the Reagan presidency tended to weaken the automatic stabilizers by making the federal tax structure less progressive and by reducing many of the “safety net” programs. P. 453

This would be a problem only if the “automatic stabilizers” actually stabilized the economy, and/or did a better job of this than non-governmental efforts.

PUBLISHER'S RESPONSE

The reviewer rejects the widely-held view that the Reagan tax cuts weakened the automatic stabilizers (or indeed that automatic stabilizers exist at all) when they reduced the highest marginal tax brackets. Again, a sampling of professional opinion on this issue shows broad agreement that a flatter tax structure acts as less of an automatic stabilizer (despite other advantages that a flat tax may have):

Colander, Macroeconomics, 4th edition, McGraw-Hill, 2001
“. . . an automatic stabilizer [is] any government program or policy that will counteract the business cycle without any new government action. Automatic stabilizers include welfare payments, unemployment insurance, and the income tax system. . . . When the economy expands . . . people have more income and thus pay higher taxes. . . . when the economy goes into a recession, the opposite occurs. . . . when the economy is first starting to climb out

of a recession, automatic stabilizers will slow the process, rather than help it along, for the same reason they slow the contractionary process . . . [because of this] most economists believe automatic stabilizers have played an important role in reducing fluctuations in our economy” (p. 269)

N. Gregory Mankiw, Principles of Economics, Dryden Press, 1998.

“The most important automatic stabilizer is the tax system. . . . The automatic stabilizers in the US economy are not sufficiently strong to prevent recessions completely. Nonetheless, without these automatic stabilizers, output and employment would probably be more volatile than they are.” (p. 726)

Campbell R. McConnell and Stanley Brue, Macroeconomics, 15th ed, McGraw Hill, 2002

“*The more progressive the tax system, the greater the economy’s built-in stability.* So changes in public policies or laws that alter the progressivity of the tax system added the degree of built-in stability. . . .(p. 230)

DeLong, Macroeconomics, McGraw-Hill, 2002

“progressive tax rates . . . create strong fiscal automatic stabilizers” (pp. 407)

Paul Samuelson and William D. Nordhaus, Economics, 17th ed, McGraw Hill, 2001

To fix what they view as a defective tax system, [during the Reagan presidency] supply-side economists proposed a radical restructuring of the tax system, through . . . lowering tax rates on the last dollar of income (or marginal tax rates); that the tax system should be less progressive.” (pages 723-24)

There have been strong arguments made that charitable and market-based efforts at lessening the impact of economic hardship are much more effective than governmental programs. But the book ignores these arguments and the possibility that market-based efforts, charitable organization, churches, and individuals could actually be more effective at bringing stability than the government.

PUBLISHER’S RESPONSE

The reviewer’s claims that private charitable organizations are much more effective at stabilizing individual economic hardships caused by economic instability than are traditional government programs such as unemployment insurance, social security, etc., are not supported by the body of professional economic research. However, non-governmental organizations do make a positive contribution to economic welfare and they are discussed extensively on pages 75-76 of the text.

p. 350: “Inflation is a rise in the general price level.”

Factual Error: This is an incomplete definition of inflation. An accurate one would be the one found in the 1993 American Heritage dictionary. “A persistent increase in the level of consumer prices or a persistent decline in the purchasing power of money, caused by an increase in available currency and credit beyond the proportion of available goods and services.”

PUBLISHER’S RESPONSE

The definition of inflation is the standard one used by economists, as each of the following texts verify:

- *Economics*, 6th Edition, by Stephen L. Slavin
- *Economics: Principles, Problem, and Policies*, 15th Edition, by Campbell R. McConnell and Stanley L. Brue
- *Economics*, 17th Edition, by Paul A. Samuelson and William D. Nordhaus the level of profits they had before inflation began to rise rapidly. This, in turn, may have a slowing effect on the economy’s growth.”
- *The Economy Today*, 8th Edition, by Bradley Schiller, Irwin/McGraw-Hill, 2000
- *Macroeconomics*, 4th Edition, by David Colander, Irwin/McGraw-Hill, 2001
- *Macroeconomics*, by J. Bradford DeLong, Irwin/McGraw-Hill, 2002

For pedagogical purposes, the text separates the definition of inflation from its causes (which are discussed separately in the text). The text is therefore correct as written.

p. 152: “A federal minimum wage is evidence that the small measure of equity provided by the minimum wage—with equity being one of our seven major economic and social goals—is preferred to the loss of efficiency.”

Factual Error: The minimum wage does not provide equity. Because it promotes unemployment of the lowest skilled, lowest paid workers, it actually promotes inequity.

PUBLISHER’S RESPONSE

This is not a factual error. The quote in question is part of the discussion that examines the debate over whether the minimum wage provides equity. The complete discussion, as excerpted below, shows that the textbook is correct as written:

“Some economists argue that the minimum wage actually increases the number of people who do not have jobs because employers hire fewer workers. In the case of Figure 6.5, the number of people who lose jobs amounts to 2 million—the difference between the 12 million who would have worked at the equilibrium price and the 10 million who actually work at the higher wage of \$5.15 per hour.

Is the minimum wage good or bad for the economy?

Certainly the minimum wage is not as efficient as a wage set by supply and demand, but not all decisions in our economy are made on the basis of efficiency. The basic argument in favor of the minimum wage is that it raises poor people’s incomes. A federal minimum wage is evidence that the small measure of equity provided by the minimum wage—with equity being one of our seven major economic and social goals—is preferred to the loss of efficiency.

Finally, some people argue that the minimum wage is irrelevant anyway because it is actually lower than the lowest wages paid in many areas. Consider the wages in your area. Do you think that your employer would pay you less if he or she were allowed to do so? Your response will provide a partial answer to the question.”

p. 34: Under advantages for a Traditional Economy (such as in tribal African or South American villages): “Life is generally stable, predictable, and continuous.”

Factual Error: No information is provided that justifies the conclusion. In fact, it can be easily argued that life is much more stable, predictable and continuous in capitalist societies. Though, perhaps life in traditional economies can be said to be predictable in the sense that people experience floods, famine and disease at a very high rate and tend to die young.

PUBLISHER’S RESPONSE

Life under traditional economies is indeed stable, predictable, and continuous. Such economies do not permit innovation. Instead, they rely on doing the same things in the same ways that they have always been done. In contrast to the situation in capitalist societies in which market forces result in a great deal of volatility, the stability, predictability, and continuity of traditional economies stem from this almost total lack of change. Leading economists concur with the author on this point. For example:

Heilbroner and Thurow, The Economic Problem, 4th ed., Prentice-Hall, 1975

“Societies based on tradition solve the economic problems very manageably. . . . But now we must note one very important consequence of the mechanism of tradition. Its solution to the problems of production and distribution is a static one. A society that follows the path of tradition in its regulation of economic affairs does so at the expense of large-scale social and economic change. . . . Tradition solves the economic problem, but it does so at the cost of economic progress. . . . Tradition is the great break on social and economic change. . . .” (pp. 9-12)

Mings and Marlin, The Study of Economics, 6th edition, Dushkin/McGraw-Hill, 2000

“In traditional economies goods are produced and distributed in a certain way because that is the way it has always been done. . . . [In India, for example,] regardless of comparative advantages, people born into certain castes could only do the kind of jobs that members of those castes traditionally did. . . . There is little motivation to surmount the huge difficulties and look for something different.” (pp. 75,76)

Arnold, Economics in Our Times, National Textbook Company, 2001

“In a traditional economy, customs, skills, and beliefs are passed on from one generation to the next. An example of a traditional economy is the feudal system in

Western Europe. . . . Traditional economies in many parts of the world today still resist change and continue to maintain economic relationships going back hundreds of years. (pp 496-97)

In order to clarify the statement for students, the publisher will make the following *content change*:

Page 34, column 2, paragraph 4, last line
Content Change

Change:

“Life is generally stable, predictable, and continuous.”

To:

“Tradition dictates how people live their lives.”

p. 35: “The main strength of a command system is that it can change direction drastically in a relatively short time. The former Soviet Union went from a rural (or primitive) agricultural society to a leading industrial nation in just a few decades.

Factual Error: The argument is demonstrably false. The Soviet Union (and Russia before it) became an industrialized nation far behind capitalist countries because of its command economy. And for the same reason it remained far behind the capitalist nations in industrial development for its entire existence. Its development as an industrial society was hindered, not speeded, by its command economy. It tried for years through “5 year plans” to increase agricultural production, without success. During the 1980s, surely the Soviet Union would have preferred the “high tech” economy of the United States to its 1960s industrial economy, but no amount of centralized redirection of resources was able to bring that about.

PUBLISHER’S RESPONSE

The text is correct as written. Because a central authority is responsible for answering the fundamental economic questions in a command economy, the economy can change direction much quicker than it can under a market or a traditional economic system. The existing literature clearly supports the contention that one of the strengths of a command economy is its ability to implement change. For example:

Heilbroner and Thurow, The Economic Problem, 4th ed., Prentice-Hall, 1975

“A second manner of solving the economic problem is the method of imposed authority, of economic command, a system [organized] according to the orders of an economic commander-in-chief. . . . Unlike tradition, the exercise of command has no inherent effect of slowing down economic change. Indeed, the exercise of authority is the most powerful instrument society has for *enforcing* economic change. . . . Russia, for example has effected radical alteration in the systems of production and distribution. . . . If tradition is the great brake on social and economic change, so economic command can be the great spur to change. As mechanisms for assuring the successful solution to the economic problem, both serve their purposes.” (pp. 11-12)

Schnitzer, Comparative Economic Systems, South-Western, 2000

“[Prior to 1917] Russia was a backward country. . . . With the communist [Revolution of 1917] came centralized control of economic planning and government [and] ambitious plans for rapid industrialization. . . . In 1928 a decision was made to industrialize rapidly. . . . Stalin was able to achieve the complete socialization of industry and agriculture. . . . Stalin’s main objective was to industrialize the Soviet Union as soon as possible [with the help of 5-year plans instituted in 1928, 1933, and 1938]. . . . The three plans strengthened Soviet industry and set the nation on the road to modernity. . . . The Soviet Union became one of the two major military superpowers after the end of World War II, a position it maintained until 1991.” (pp. 144-46)

Schiller, The Economy Today, 8th ed., McGraw-Hill, 1999
“Imagine that you’ve led a successful revolution and must now organize the economy to fulfill the revolution’s goals. This is the the kind of dilemma Vladimir Lenin and his comrades confronted in 1917. . . . In the Soviet Union, the decision was made to shift the mix of output in favor of investment, with investment rates as high as 30 percent of total output. This strategy accelerated economic growth but reduced already low living standards.” (pp. 748-49)

p.39: “One of the disadvantages of the market economy is that it does not provide for the basic needs of every member of society. . . . These people would have difficulty surviving in a pure market economy without assistance from government or private groups.”
Factual Error: This issue, and the decisions about whether and how to provide public or private assistance, must be faced under every economic system. It is not unique to the market system. In fact, it can be argued that the market system provided greater resources and wealth for a society to provide for these need, whether they are provided via public or private means.

PUBLISHER’S RESPONSE

The text is making the point that a pure market system does not include any inherent means of providing for those who need help. The reviewer is correct that each type of economic system faces the problem of caring for those in need. However, it is a *lesser* problem for traditional and command societies, and a *greater* problem of a pure market economy. Traditional economies rely on long-established customs to provide for the young, elderly and infirm. Command economies rely on the central planning authority to devise ways of providing social services. A pure market economy, in which the government plays no role, does not provide such safety nets. The literature available supports this fact. For example:

Paul Samuelson and William D. Nordhaus, Economics, 17th ed, McGraw Hill, 2001

“All societies provide for their aged, their young, and their sick. Sometimes the support comes from families or religious organizations. Over the last century, nations have increasingly moved the source of income support for the needy to central governments. . . . Today, most high-income countries face the prospect of rising tax burdens to finance

public-health and retirement programs as well as income-support programs for poor families.” (p. 398)

p. 494: Advantages of Communism: “One of the main advantages of communism, from the typical worker’s point of view, is that of equality. Because everyone is theoretically equal, the wages of workers from the assembly line in the factory to the surgeon in the hospital are nearly identical.”
Factual Error: This has never been true in any communist system in the world. If they want to talk about theory, they should give capitalism the same benefit.

p. 494: Advantages of Communism: “To make up for the lack of purchasing power, the state provides a broad range of public goods . . . “
This is like saying, “To make up for forcibly taking their kidneys, the government provides its people with dialysis machines.”

p. 494: Advantages of Communism: “A third advantage of communism is the lack of uncertainty concerning careers and job security.”
Factual Error: Most people do not consider this an advantage.

PUBLISHER’S RESPONSE

To clarify the coverage of communism, the publisher will make the following *content change*.

**Page 494
Content Change**

Change:

Advantages of Communism

One of the main advantages of communism, from the typical worker’s point of view, is that of equality. Because everyone is theoretically equal, the wages of workers from the assembly line in the factory to the surgeon in the hospital are nearly identical.

To make up for the lack of purchasing power, the state provides a broad range of public goods such as health care, transportation, education, and a military defense system. These services are normally supplied at little or no cost.

A third advantage is the lack of uncertainty concerning careers and job security. This is because the state directs workers into their jobs, and workers are not fired or dismissed as they could be in other societies.

A fourth advantage is that the centralized control allows the economy to shift directions in a relatively short period of time. In the case of the former Soviet Union, the entire economy changed from a relatively underdeveloped agrarian nation to an advanced industrial one in the course of a few short decades.

To:

Characteristics of Communism

Several characteristics distinguish communism from other economic systems. First, a central planning authority, rather than the forces of supply and demand, set most prices under a communist system. Second, the movement of resources, particularly labor, is strictly controlled. Citizens

are not free to choose their own careers. They must follow the career paths that the government tells them to follow.

Third, the central planning authority makes all decisions, and the state owns most of the major factors of production. Private property rights are strictly limited to small tools that an individual needs for an occupation.

Fourth, individual risk taking is strictly forbidden. The state takes all of the risk when it decides which new companies shall be formed, and all citizens pay for unsuccessful risk taking, even though they had no part in assuming the risk. Finally, state officials, rather than the forces of the market, answer the basic economic questions of what, how, and for whom to produce.

Smoot-Hawley Tariff is mentioned on p. 476, but listed in the index as being on p. 478.

PUBLISHER'S RESPONSE

The publisher acknowledges the incorrect reference and will make the following *editorial change*.

Page A103, column 2, Smoot-Hawley entry
Editorial Change

Change:
"478"

To:
"476"

p. 35: "Another advantage (of a command system) is that . . . people do not have to worry about what they will study, or where they will work, or if they might lose their job because these decisions are made for them."

Bias Problem: Certainty Bias. The conclusion that it is advantageous for people when these decisions are made for them is not universally, or even generally, accepted.

PUBLISHER'S RESPONSE

The text in question appears on page 36, not page 35, of the textbook. To clarify this issue for students, the publisher will make the following *content changes*.

Page 36, column 1, paragraph 1:
Content Change

Change to read:

Another advantage of command economies, especially those represented by the former Soviet Union and modern-day Cuba, is that many health and public services are available to everyone at little or no cost—regardless of income. While the quality of these services varies widely, it can be argued that access to some services is better than none.

Page 38, Chart, column 2:
Content Change

Delete second bullet and accompanying copy; Copy for second bullet, change to read:

Many basic health and public services available at little or no cost

p. 153: “Gender Pricing—Women often pay higher prices for haircuts, dry cleaning and clothes than do men. . . . Although some states have laws against gender-biased pricing, these laws are hard to enforce across the many industries.”

Fails to note: 1) that hair stylists cutting women’s hair generally must perform more work, and be more skilled than those cutting men’s hair; 2) difference in wearing and cleaning patterns for clothes between men & women; and 3) that difference in prices are based on supply and demand—if women pay more for their clothes, it is because they are willing to do so.

PUBLISHER’S RESPONSE

The text says that women *often* pay higher prices for some products. This is correct as stated, and the reviewer agrees. The reviewer goes on to offer several comments as to why this might be the case. We see no inconsistency here.

p. 453: “In the case of the Laffer curve, total tax collections, when adjusted for inflation, actually declined after the 1981 tax reductions were implemented. The result was that one of the main foundations of the supply-side school was found to be invalid.”

Bias Problem: Selectivity Bias. The selective use of data and time frame renders the conclusion the author wants to reach, instead of one that is supported by all the facts. For instance, the Laffer Curve was never meant to represent instantaneous change. Because of other tax laws, previous investment, etc., it takes time for economic actors to respond to changes in tax laws with different behaviors that result in higher tax revenues. Another problem with using the short time frame to analyze the Laffer Curve is that the law actually changes rates over three years. Much of the change in behavior that would have brought higher tax revenue was delayed until the tax cuts had been fully implemented. Finally, looking at the government revenue stream over a longer period (though the book doesn’t say what time period was used) would show much higher revenues over the long haul than might have been otherwise expected.

PUBLISHER’S RESPONSE

While Laffer provided an intuitively appealing argument for reducing taxes, his positions were surprisingly never well received by mainstream economists. In fact, as the following passages in leading college texts show, the prevailing wisdom ranges from outright rejection to simply concluding that he was wrong – or that the “shape” of the Laffer curve itself was uncertain so that we never really knew exactly where we were on it:

N. Gregory Mankiw, Principles of Economics, Dryden Press, 1998.

“One day in 1974, economist Arthur Laffer sat in a Washington restaurant with some prominent journalists and politicians. He took out a napkin and drew a figure on it to show how tax rates affect tax revenue. It looked much like panel (b) of our Figure 8-7. . . . Tax rates were so high he argued, that reducing them would actually raise tax revenues. . . . Few economists took Laffer’s suggestion

seriously . . . (because) there was no evidence that U.S. tax rates had reached such extreme levels. . . .”

When (President) Reagan ran for president in 1980, he made cutting taxes part of his platform. . . . Subsequent history failed to confirm Laffer’s conjecture that lower tax rates would raise tax revenue. When Reagan cut taxes after he was elected, the effect was less tax revenue, not more. Revenue from personal income taxes (per person, adjusted for inflation) fell by 9 percent from 1980 to 1984, even though average income (per person, adjusted for inflation) grew by 4 percent over this period. Yet once this policy was in place, it was hard to reverse. The tax cut helped begin a long period in which the government failed to collect enough tax revenue to pay for all its spending. Throughout Reagan’s two terms in office, and for many years thereafter the government ran large budget deficits.” (pages 166-67)

Paul Samuelson and William D. Nordhaus, *Economics*, 17th ed, McGraw Hill, 2001

“In the early 1980s, another loosely organized school joined the debate, This school, known as supply-side economics, emphasized incentives and tax cuts as a means of increasing economic growth. Supply-side economics was espoused forcefully by President Reagan in the United States (1981-89) and by Prime Minister Thatcher (1979-90).

Mainstream economists across the political spectrum, and even some supply-side economists, scoffed at the Laffer proposition that cutting tax rates would increase tax revenues. . . . To fix what they view as a defective tax system, supply-side economists proposed a radical restructuring of the tax system, through . . . lowering tax rates on the last dollar of income (or marginal tax rates); that the tax system should be less progressive. . . .

After occupying center stage during the 1980s, the supply-side approach to economics gradually faded away after Ronald Reagan left office. While numerous questions remain, economists generally have found that many of the supply-side propositions were not supported by economic experience. Perhaps the most important legacy of the supply-side policies was the high budget deficits and growing government debt. Ironically, these were reversed only when a series of tax increases increased federal revenues enough to produce a budget surplus in 1998.” (pages 723-24)

Bradley Schiller, *The Economy Today*, *Economics*, 8th ed, McGraw Hill, 2000

“If the tax elasticity of supply were large enough, a tax cut might actually increase tax revenues. . . . One of President Reagan’s advisors, Arthur Laffer, actually thought that such an outcome was possible. He predicted that tax revenues would increase after the Reagan supply-side tax cuts were

made. In reality, the tax elasticity of supply turned out to be much smaller (around 0.15) and tax revenues fell substantially. . . . The evidently low tax elasticity of supply helped President Clinton convince Congress to increase marginal tax rates in 1993.” (page 323)

Campbell R. McConnell and Stanley Brue, *Macroeconomics*, 15th ed, McGraw Hill, 2002

“Supply-side economists” or “supply-siders” stress that changes in aggregate supply are an active force in determining the levels of inflation, employment, and economic growth.” The supply-side view . . . is based on the Laffer Curve, named after Arthur Laffer, who developed it. . . . (page 317)

The Laffer curve and its supply-side implications have been subject to severe criticism. . . . [According to critics] tax reductions will reduce tax revenue and possibly create budget deficits. That, say critics, is exactly what happened when the Reagan administration cut Federal income tax rates by about 25 percent over a 3-year period in the early 1980s. And, in fact, the sizeable increase in marginal tax rates imposed by the Federal government in 1993 has generated large tax increases in tax revenues.” (pages 319-320).

Stephen Slavin, *Economics*, 6th edition, McGraw Hill, 2002

During the last two years of the Reagan administration, it had become apparent that supply-side economics was an idea whose time had gone. Although inflation had been brought under control and interest rates had declined as well (largely because of the efforts of the Federal Reserve), the supply-side policies had not yielded the rapid rate of economic growth that the public had been led to expect. Perhaps the greatest legacies of supply-side economics were huge budget deficits and a monumental debt. (page 416)

The propositions put forth by Laffer were harshly received by economists, and as time goes by, the judgment has gotten even harsher. Some of this is due to the increase in government tax revenues that followed the 1993 tax hikes. The current decline in tax revenues that followed the 2001 tax cut also works against the logic of the Laffer curve.

The time frame, the 1981-89 period shown in Figure 16.8 on page 451 of the text, is consistent with the preceding discussion and is therefore not an issue.

p. 453: “Finally, supply-side economic policies are designed more to promote economic growth rather than to promote economic stability.”

Unjustified Conclusion. The facts do not justify the conclusion. For instance, the supply-side tax cuts and reforms of the 1980s led to the longest period of economic stability in modern American history, interrupted only by a mild recession in 1992.

PUBLISHER’S RESPONSE

The text is correct as written. As Paul Samuelson and William D. Nordhaus, *Economics*, 17th ed, McGraw Hill, 2001, point out: “In the early 1980s, another loosely organized school joined the debate, This school, known as supply-side economics, emphasized incentives and tax cuts as a means of increasing economic growth. Campbell R. McConnell and Stanley R. Brue, *Economics: Principles, Problems, and Policies*, 15th ed, McGraw Hill, 2002, note “If the economy is at any point below m on the curve, then tax reductions will reduce tax revenues and possible create budget deficits. That, say critics, is exactly what happened when the Reagan administration cut Federal income tax rates by about 25 percent over a 3-year period in the early 1980s. And, in fact, the sizable increases in marginal tax rates imposed by the Federal government in 1993 have generated large *increases* in tax revenues. The resulting budget surpluses led the Bush administration to propose reductions in marginal tax rates in 2001.”

The supply-side tax cuts were abandoned in the early 1990s, after which the economy continued to expand steadily until the mild recession of 2001. Previously, the economy had entered a recession in July 1990. The recession lasted until March 1991. The economy was not in recession in 1992.

p.453: “Supply-side policies during the Reagan presidency tended to weaken the automatic stabilizers by making the federal tax structure less progressive and by reducing many of the “safety net” programs.”

Bias Problem 1: Certainty Bias. The argument that a progressive income tax “stabilizes” an economy (p. 450) is not widely agreed upon in economics.

Bias Problem 2: False Cause. The safety net programs referred to in the book (welfare, government pensions, Medicare, Medicaid and Social Security) all received substantial increases in funding during the Reagan presidency.

PUBLISHER’S RESPONSE

Many economists believe that progressive individual income taxes play a vital role as automatic stabilizers. For example, Daniel J. Auerbach of the University of California at Berkeley points out that “perhaps the most commonly discussed automatic stabilizer is the federal income tax, which reduces the multiplier effects of demand shocks through the marginal taxation of income fluctuations. A progressive income tax with high marginal tax rates could substantially reduce fluctuations in after-tax income.” Dr. Auerbach’s complete report is accessible in pdf format at <http://emlab.berkeley.edu/users.auerbach/ftp/jpe.pdf>

Campbell R. McConnell and Stanley R. Brue, *Economics: Principles, Problems, and Policies*, 15th ed, McGraw Hill, 2002, note: “The main point is this: *The more progressive the tax system, the greater the economy’s built-in stability.* So changes in public policies or laws that alter the progressivity of the tax system affect the degree of built-in stability. For example, in 1993 the Clinton administration increased the highest marginal tax rate on personal income from 31 to 39.6 percent and boosted the corporate income tax 1 percentage point, to 35 percent. These increases in tax rates raised the overall progressivity of the tax system, bolstering the economy’s built-in stability.” (p. 230)

Bradley R. Schiller, *The Economy Today*, 8th ed., McGraw Hill, 2000, points out that “Income taxes constitute an important stabilizer because they move up and down with

the value of spending and output. As we've observed, if household incomes increase, a jump in consumer spending is likely to follow. The resultant multiplier effects might create some demand-pull inflations. The tax code lessens this inflationary pressure. When you get more income, you have to pay more taxes. Hence, income taxes siphon off some of the increased purchasing power that might have found its way to product markets. Progressive income taxes are particularly effective stabilizers, as they siphon off increasing proportions of purchasing power when incomes are rising and decreasing proportions when aggregate demand and output are falling." (p. 231)

While funding for some "safety net" programs did keep pace with and even exceed the rate of inflation, funding for many decreased in inflation-adjusted dollars between 1980 and 1990. Among them were social services, surplus food for the needy, work-experience training programs, worker's compensation, child nutrition programs, civilian health programs, and maternal health programs. Social welfare expenditures under public programs as a percent of GDP and total government outlays fell from 11.4 percent in 1980 to 10.9 percent in 1989. The text is therefore correct as written. See *Statistical Abstract of the United States*, Tables 572, 573.

p. 455: Unequal Pay Strikes Out

Provides in-depth information only for those who support pay equality.

PUBLISHER'S RESPONSE

The text in question is an excerpt from an article from *Business Week* citing a study of baseball pay differentials. The article notes at the outset that

"Economists and psychologists who have studied the impact of pay differentials on corporate performance seem to be of two minds on the subject. Some experts argue that unequal pay is beneficial—inspiring greater individual effort and productivity. Others claim that large pay differences often generate dissatisfaction and poorer quality work."

The article then goes on to cite the baseball study, which noted that in baseball, unequal pay seems to have negative consequences.

p. 259: Using E-Mail

I'm not sure why this is in here—maybe for TEKS, but I doubt that high school students need an economics book to teach them how to use e-mail. It is a waste of space.

PUBLISHER'S RESPONSE

The reviewer refers to a one-page skill practice activity. Using technology correctly is only one part of the activity. Students are also provided practice in research and writing skills.

Bill Peacock
Economics: Principles, Problems, and Policies

Page 34's short discussion on command vs. market economies would be made better if there was some discussion comparing the GDPs per capita of nations like Cuba and North Korea compared to market economies. A statement is made that command economies have moved toward the market economies institutionally but little is said as to why this has occurred.

PUBLISHER'S RESPONSE

The Internet site for *Economics: Principles, Problems and Policies* by McConnell and Brue includes a full chapter on Russia and China. In it the authors provide a discussion of the problems with central planning, centered on the “coordination problem” and “incentive problem.”

On pages 80 through 82 there is a fairly extensive discussion of "market failure" and possible government solutions to various market failure problems. There is some rigorous treatment of the same topic starting on page 596. These are fine, except that some attention needs to be given on how difficult such government policies are to carry--how limited information makes it difficult if not impossible to know if government policies are doing any better than the market. There is also no discussion, even in the chapter on "Public Choice" on government failure. Various specific policies are discussed throughout the book that point up problems with government action, but none of this is ever explicitly discussed in evaluating government versus market action.

PUBLISHER'S RESPONSE

The authors and publisher understand this criticism, but point out that the opposite criticism has been made about Chapter 4 on the market system. Critics say that chapter and its Last Word romanticize the market system. The authors and publisher point out that these are introductory chapters, with fuller discussion later in the book. Also, it is very difficult to please all sides when discussing “government’s role” in the economy. After all, this is the stuff of great ideological and partisan emotion.

The authors and publisher have striven for a balanced presentation throughout the textbook. They cite the Eckstein quotation on page 618 as reflective of their view and characteristic of the overall tenor of the book:

“The relevant comparison is not between perfect markets and imperfect governments, nor between faulty markets and all-knowing, rational, benevolent governments, but between inevitably imperfect institutions.”

The text gives considerable attention to the difficulties and pitfalls of government policies. See the discussion on farm subsidies, rent controls, interest rate lids, developing economies, welfare reform, fiscal policy, health care, occupational licensing, etc. There certainly is no systematic bias in favor of government interventions in the book. On the other hand, there is no systematic attempt to “attack government.”

In its discussion of Macroeconomic theory, the authors clearly favor Keynesian economics. They do so to the extent that the really strong research result of non-Keynesians are minimized. Modern aggregate supply theory is given short shrift and then only occupies a short part of a single chapter. The stress on Keynesianism is so great that the fact that inflation is mostly a monetary phenomenon is never explicitly made. This is the single biggest weakness of this book.

PUBLISHER'S RESPONSE

The authors and publisher deny that they “clearly favor Keynesian economics.” The goal is simply to present essential macroeconomic models that provide explanations of economic growth, recessions, unemployment, and inflation, as well as help students understand current government policies and debates relating to macroeconomic policy, be they in the United States, Japan, or elsewhere in the world. The macro analysis in the text underlies policy statements made by Alan Greenspan, President Bush, Vice-President Cheney, former President Clinton, and senators and representative from both parties. The analysis moves logically from a simply macro model (Keynesian) to a more complex model that is more new classical. The book has a full chapter that extends the aggregate supply analysis to the long run and has a full chapter on disputes over macro theory and policy. The latter chapter includes full-blown discussions of monetarism and new-classical views.

The reviewer is incorrect in asserting that “The stress on Keynesianism is so great that the fact that inflation is mostly a monetary phenomenon is never explicitly made.” Consider the following statement from the book: page 154:

“Such dramatic hyperinflations are almost invariably the consequence of highly imprudent expansions of the money supply by government. The results are highly exorbitant total spending and severe demand-pull inflation.”

Or consider the statement on page 368:

“Although considerable disagreement remains, mainstream macroeconomists agree with monetarists that “money matters” and that excessive growth of the money supply is the major cause of long-lasting, rapid inflation.”

The chapter on public choice (chapter 31) is wholly inadequate because it fails to explicitly point out how difficult it is to make optimal decisions in government. While it would be possible to infer this difficulty from the theory presented, in light of the rather idealistic discussion of how government can correct market failures, it does little to point out that government weaknesses compared to market weaknesses may be as great or greater. Given the 80-year experiment in the USSR, economists ought to make some judgments in this area.

PUBLISHER'S RESPONSE

The authors are puzzled by this comment. A careful look at the section beginning on page 615 would indicate that the authors devote considerable attention to government failure—more so than most beginning books. Also, note the Last Words on page 627 and page 569.

Page 33 Passage: "It not only provides the rules for economic activity but also promotes economic stability and growth . . . "

Factual Error: This should state that the government attempts to promote economic stability and growth. This would be a good point to state the obvious fact that it is still controversial whether or not government can really be a positive influence on the economy.

Suggested Change: "It not only provides the rules for economic activity but also attempts to promote economic stability and growth . . . "

PUBLISHER'S RESPONSE

This is not a factual error. The fact that government promotes economic stability and growth is an accepted economic tenet.

Page 33 Passage: "It not only provides the rules for economic activity but also promotes economic stability and growth, provides certain goods and services that would otherwise be under produced or not produced at all . . . "

Factual Error: The government provides certain goods and services that some people *believe* would otherwise be under produced or not produced at all. It is not at all certain that many so-called "public goods" are public goods at all. The government's involvement in producing some of these goods interferes with the market's production--in the case of education, utilities, mail, etc, the government often establishes a monopoly over these which prohibits or severely restricts the private sector's involvement.

Suggested Change: "It not only provides the rules for economic activity but also promotes economic stability and growth, provides certain goods and services that some people prefer to be provided by government . . . "

PUBLISHER'S RESPONSE

This is *not* a factual error. The current war on terrorism and its extensions, for example, is "public good" that would be underproduced or not produced at all by the private sector.

Pages 601-602 Passage: "The balance of scientific evidence suggests that carbon dioxide and other gas emissions from factories, power plants, and automobiles are accumulating in the atmosphere and creating a greenhouse effect. As a result, many scientists predict that average temperatures will rise by 2 to 5 degrees Fahrenheit by 2100. In turn, almost all regions of the world will experience noticeable climatic change.

Factual Error: This is not true. The balance of scientific evidence does not suggest a greenhouse effect--that is a conclusion favored by some scientists, but disputed by many others. A few scientists project 2-5 degree temperature increases, but most project less of an increase--or none at all. The apocalyptic predictions are baseless See below:

Sallie L. Baliunas, senior staff physicist for the Harvard-Smithsonian Center for Astrophysics, said her research into global warming shows it is a natural phenomenon. "Most of the changes that we see in global temperature over the last several centuries line up with changes in the sun's energy output," Baliunas said.

Other researchers have shown that human carbon dioxide output--the natural gas that environmentalists claim is destroying the Earth--is miniscule compared to other natural sources.

Margaret Maxey, a geophysicist at Texas Tech. said three volcanic eruptions--Indonesia (1883), Alaska (1912), and Iceland (1947)--put more carbon dioxide into the atmosphere than the entire history of industrialized man.

Baliunas said that the human impact on global climate change "is so faint that it fades beneath the observed natural variations in climate."--from the July 14, 2001, Odessa American.
Suggested Change: Rewrite the section including some of the information listed above.

PUBLISHER'S RESPONSE

The wording reflects the present status of the international debate. The text refers to "the *balance* of scientific evidence," and does not imply that all studies or scholars agree. Read in its entirety, the discussion on global warming is balanced and unbiased. The authors and publisher, however, express their thanks for the citations and, as they always do, will reassess the full range of literature when they prepare the next edition of the book. This literature is fluid and these specific references will be helpful.

Page 146 Passage: Inflation is "a rise in the general level of prices."

Factual Error: This is an incomplete definition of inflation. A full, accurate definition would be the one found in the 1993 American Heritage Dictionary.

Suggested Change: "A persistent increase in the level of consumer prices or a persistent decline in the purchasing power of money, caused by an increase in available currency and credit beyond the proportion of available goods and services."

PUBLISHER'S RESPONSE

This is *not* a factual error. It is the modern, standard, short-form definition of inflation used by economists throughout the world. See:

- *Economics*, 6th Edition, by Stephen L. Slavin
- *Economics*, 17th Edition, by Paul A. Samuelson and William D. Nordhaus
-

Also, note the section "Money and Prices," page 249, which discusses the inverse relationship between the price level and purchasing power.

Ellen Hobbs

I'd like to testify in support of the Glencoe/McGraw-Hill textbook *American Republic to 1877*. I reviewed this textbook using Grade 8 Social Studies study criteria for the TEKS and TAKS as a reference.

The authors and publishers of this book have gone out of their way to make sure that they covered the material that Texas students need to know when taking the required tests. They also have created an engaging textbook that is stimulating visually and textually. It is a thorough survey of our country's early history

Best of all, this is a book created by scholars and teachers. The authors are professors who teach at UCLA, Columbia, Princeton, and even Texas A&M. One is a historian with the Senate Historical Office. The consultants and reviewers of this book teach at universities and secondary schools across the country. The people who made this textbook have spent their lives and careers studying the history of this country as well as educational techniques.

The teacher's edition of *American Republic* has a section on teaching kids how to use the Internet to do research. It gives tips on helping children gain the critical eye that will allow them to discern good information from disinformation on the World Wide Web.

PUBLISHER'S RESPONSE

The publisher appreciates the positive comments.

Ted Weisgal

Of the 14 history and government texts I surveyed that are up for adoption, six had no full reference to the Preamble. These books, showing disrespect to the Preamble are: *World History—Connections to Today* (published by Prentice-Hall); *World History—The Human Journey* (Holt); *World History*, written by Jackson J. Spielvogel, (Glencoe, McGraw-Hill); *Government in America—People, Politics and Policy* by Edwards, (Longman); *American Government* by Wilson (Houghton Mifflin); and *The American Republic* (Glencoe, McGraw-Hill)

PUBLISHER’S RESPONSE

***Glencoe World History*, by Jackson J. Spielvogel, is the publisher’s submission for the world history studies course. As such, the textbook is designed to help students understand the history of the world rather than the history of the United States or the workings of the United States government. While the textbook gives an overview of the United States Constitution, it does not provide the text of the document itself. The publisher has chosen to leave the complete analysis of the Constitution to the government and American history textbooks.**

The Preamble is fully discussed and analyzed in both *The American Republic to 1877*, the publisher’s submission for the eighth grade American history course, and in *The American Republic Since 1877*, the publisher’s submission for high school American history. Page 233 of *The American Republic to 1877* and page 131 of *The American Republic Since 1877* includes the complete text of the Preamble and the following annotation to clarify its meaning for students:

“The Preamble introduces the Constitution and sets forth the general purposes for which the government was established. The Preamble also declares that the power of the government comes from the people.”

On the other hand and to his credit, Richard C. Remy, in *United States Government—Democracy In Action* (Glencoe, McGraw-Hill) writes, “that the Preamble to the United States Constitution states the major goals of American government.”

Publisher’s Response

The publisher appreciates the positive comment.

While it may be the best of the bunch, Remy fails too. If the Preamble contains, according to him, the “major goals of American government,” wouldn’t it make sense to include in the study questions a review of the Preamble? Is America perfect? Have we always been? No person or country is. So shouldn’t he ask students to truly digest this document by citing both successes and failures relative to our country establishing Justice, insuring domestic Tranquility, providing for the common defence, and promoting the general Welfare?”

PUBLISHER’S RESPONSE

The textbook affords students many opportunities to evaluate how effectively our government has lived up to the purposes as set forth in the Preamble. Many of these are found under the heading “Concepts in Action” in the Section Assessments that complete each section of the student

edition and under the headings “Understanding Concepts” and “Critical Thinking” in each Chapter Assessment. See pages 92, 116, 203, 209, 310, 405, 457, 472, 484, 559, and 682 for examples.

**Chris Patterson
Texas Public Policy Foundation**

PUBLISHER'S RESPONSE

As there are no references to any Glencoe/McGraw-Hill textbooks, the publisher has no comment.

Jeff Jones
The American Republic To 1877

On pages 202-203 the Virginia Plan is discussed and rightly attributed to James Madison and also correctly identified as a most important step toward what was eventually decided upon as the structure of the Legislative and Executive branches. However, I believe an error of omission has occurred in that the very obvious influence of John Adams' "Constitution of the Commonwealth of Massachusetts" is not mentioned at all. Although this may seem a minor omission it ignores the document that was most likely the actual blueprint of the United States Constitution.

PUBLISHER'S RESPONSE

The textbook discusses many historical events and writings that influenced the Framers when drafting the Constitution. The delegates alluded to thinkers and philosophers from ancient Greece as well as from contemporary Britain and France. As the textbook notes, they cited the views of political thinkers such as John Locke (natural rights, limited government) and Charles Montesquieu (refined the concept of separation of powers and added that of checks and balances). The Constitution's origin also lie in past political experience in government, the lessons of which were brought over from England and further developed in the colonies and early state governments, and in the struggles of government under the Articles of Confederation.

I would also have liked to see included more detailed information on the actual debate that occurred when the amendments making up the Bill of Rights were being considered. It would be invaluable, I think, for students to be able to see the actual process by which these rights, especially those held in the first and second amendments, were decided on. It would be especially beneficial for students to see the discussion on what role religion should, or should not, play in the governing of the United States.

PUBLISHER'S RESPONSE

There is little in the Bill of Rights that is not included in Madison's original amendments. Most of Madison's proposals were adopted either in substance or in totality, so there was no extensive debate over the wording of or the ideas expressed in the Bill of Rights.

The textbook concentrates, instead, on the debate over whether or not to include a bill of rights. Those who opposed adding the Bill of Rights held that the fundamental rights of individuals had been protected in the state constitutions. James Wilson asserted that a bill of rights was not required because all powers not expressly delegated to the new government was reserved to the people. The text points out that proponents demanded a bill of rights that would spell out the immunities of individual citizens. Several state conventions in their formal ratification of the Constitution asked for such amendments. Other states ratified the Constitution with the understanding that the amendments would be offered.

The most disturbing section in this book is how it deals with the question of slavery prior to the Civil War. On page 422 a section dealing with the story of Henry "Box" Brown, a man who escaped from slavery by mailing himself to Philadelphia in a wooden crate, is used in a

discussion of the Underground Railroad. In the teacher section of the text there is suggested an activity by which students would put themselves in the mind of a slaveholder so that they might “explain how Southern slaveholders saw the Underground Railroad as organized theft.” In the hands of a very knowledgeable and competent teacher this could be a valuable exercise in the immorality of viewing another human being as chattel. However, without care, this exercise runs the risk of becoming a means to lessen the impact of slavery by endorsing placing on equal terms the rights of slaveholders and the rights of human beings. This exercise also could be construed as placing the Underground Railroad in the same class as the Mafia and other forms of organized crime, which is patently ridiculous.

On page 420 there is a highlighted section entitled “Two Viewpoints” in which the question is asked, “Is American slavery compassionate or cruel?”. That this question even has to be addressed in a textbook is testament to the effectiveness of those who seek to revise history to suit their bias. What have we come to when eighth graders are given the viewpoint of Jeremiah Jeter, a slaveholder who claims that if he freed his slaves that they would not be able to care for themselves and that “free Negroes were in worse condition than his slaves”? Although there is eloquent rebuttal in the words of Sojourner Truth, a former slave, the fact that Jeter’s justifications of keeping human beings in bondage is presented as valid comparison is revolting. There is not gray in this question. Slavery was inherently evil and those who practiced it, no matter how kind they may have thought themselves, should not be put forth as equal to those who fought it.

PUBLISHER’S RESPONSE

The reviewer is correct that the topic of slavery must be handled with care. However, it is essential that students be given the opportunity to examine the economic, social, and cultural differences between the North and the South. It is also important that students learn about the belief systems and ideologies that led to the Civil War. The publisher believes that evaluating arguments for examples of bias, distortion, or invention of facts, rather than ignoring the arguments or rejecting them out of hand better serves students. It is only through this process that students will be able to realize the inherent evil of slavery.

As you can see I had a few problems with this textbook. I do, however, think Glencoe should be commended for the excellent overall quality of this text. The sections on the U.S. Constitution were excellent and in depth. The American Revolution and the Civil War were accurately depicted and the main causes of each were explored thoroughly. This book conveys well the contributions of all the groups and people responsible for the birth of the United States and its continued existence. It is a vast improvement on the textbooks from my days as an eighth grade student. I recommend this textbook be approved with all confidence.

PUBLISHER’S RESPONSE

The publisher appreciates the positive comments.

Janet Alyn
Review of *Our world Today: People, Places, and Issues*

The book is colorful, examples used are current (e.g. globalization, pp 42-43), and pictures, charts and maps have eye appeal to engage the reader. The maps in particular are shown from a political, physical and historical view which helps students integrate history, geography and culture.

PUBLISHER'S RESPONSE

The publisher appreciates the positive comments.

Organization of the content chapters does not follow a consistent pattern making it difficult to make comparisons between countries and/or civilizations.

PUBLISHER'S RESPONSE

Rather than following a rigid structure of headings and organization, the authors and publisher chose to vary the presentation of the information somewhat throughout the book. For example, some countries and regions are best introduced through their rich histories. Others are best introduced through the pivotal geographic features that have shaped the region or country. Such an approach, the authors and publishers believe, makes the textbook more understandable and therefore more valuable to students and teachers alike.

It is not until p. 81 that the reader is given the purpose of the book as it is written. This purpose is sound and fulfills state requirements but would be more appropriately placed at the beginning of the book

PUBLISHER'S RESPONSE

The book begins by telling students on page TEKS1:

“Comparing the various peoples, places, and issues in our world today also helps us to become better citizens. It sheds new light on our American values and institutions, such as patriotism, free enterprise, and democracy. We hope that this textbook will help you succeed as a student and an informed citizen.”

The text on page 81 as well as various other segments of Chapter Openers throughout the textbook help to reinforce the purpose as stated on page TEKS1.

TEKS guidelines are followed throughout the book. Information is given in all major areas (History, Geography, Economics, Government, Citizenship, Culture, Science, Technology, and Society). While necessarily brief in a text covering large amounts of material, information appears to be accurate and without bias other than that of natural selection.

The *Making Connections* sections are particularly interesting and diverse and give insight into peoples, nations and cultures of the world. These topics range from NAFTA and The Three Gorges Dam (both pros and cons are given) to Haiku and the Holocaust.

Whenever topics can be viewed from more than one perspective, both sides are given (e.g. liberty and security after September 11th, p. 515).

Sections on the *environment* are well explained and thought provoking (e.g. pp. 63-66 People and the Environment; p 274-275 Rain, Rain Go Away). Because these sections are followed by a "What Can You Do" box, they are able to move global problems to an individual level thus appealing to the youthful desire to personally "do something" to make a better world.

Discussions of *religion* are balanced and without bias. Explanations are brief, age appropriate and relevant to the topic (e.g. pp. 90-92 Middle East; p. 353 Russia).

The *Time Reports* sections, often written as human-interest stories, have great appeal to 6th graders. For example, The Lost Boys of Sudan (pp. 416-417) and The Drug Trade's Tragic Effect (pp. 610-611) are facts told as stories that are germane to young people's lives.

Critical Thinking Skills pages expand upon information given in each section. Cause and effect, relationships and analysis of information are emphasized. Importantly, this text describes the difference between fact and opinion and provides examples to reinforce this concept (p 553, TAKS test practice).

Recommendation

This text fulfills the requirements for learning material that is covered on TEKS state guidelines. The book contains a wealth of information upon which teachers can build their expanded lessons. It also suggests ways students can learn more about various topics. This should encourage student research and participation. I recommend it for adoption.

PUBLISHER'S RESPONSE

The publisher appreciates the positive comments.

David Ward

PUBLISHER'S RESPONSE

As there are no references to any Glencoe/McGraw-Hill textbooks, the publisher has no comment.

Betsy Gonzales

PUBLISHER'S RESPONSE

As there are no references to any Glencoe/McGraw-Hill textbooks, the publisher has no comment.

Mary Anne Young

PUBLISHER'S RESPONSE

As there are no references to any Glencoe/McGraw-Hill textbooks, the publisher has no comment.

Dr. Felipe Ortego

PUBLISHER'S RESPONSE

As there are no references to any Glencoe/McGraw-Hill textbooks, the publisher has no comment.

Felipe de Ortego y Gasca

PUBLISHER'S RESPONSE

As there are no references to any Glencoe/McGraw-Hill textbooks, the publisher has no comment.

Rudy 'Tejano' Pena

PUBLISHER'S RESPONSE

As there are no references to any Glencoe/McGraw-Hill textbooks, the publisher has no comment.

Elaine Henderson

PUBLISHER'S RESPONSE

As there are no references to any Glencoe/McGraw-Hill textbooks, the publisher has no comment.

Linda Odom
Review of *Texas & Texans*

Yes, a teacher does have to pick and choose, but what does the teacher add or delete? Adding the “Honoring America”, the “Declaration of Independence”, and the song “Texas, Our Texas” to the Glencoe book are wonderful assets, however, Oveta Hobby is given more recognition than Dwight Eisenhower during World War II. No doubt both are very important and both had valuable contributions, but Eisenhower was the supreme commander that helped save the world from tyranny; surely he deserves more than one sentence!

PUBLISHER’S RESPONSE

In compiling the textbook, the authors and publishers made many choices about which figures to emphasize in particular eras of the history of Texas. In addition to noting the role that Dwight Eisenhower played in World War II, the narrative provides extensive coverage of his role as president on pages 540, 541, 542, 544, 550, and 553.

The text includes a feature on Oveta Culp Hobby who made history as the organizer of the Women’s Auxiliary Army Corps and as the first secretary of the Department of Health, Education and Welfare. The feature profiles her remarkable life for Texas students.

Who is more important, T.J. Pilgrim or Emma Brooks? I am all for everyone getting their place in history, but history is made of those who make it, not those who are present. History should include events and people that had significant changes to society. Texas history should include those events that effected Texas. If we included every labor strike, every rancher, every cowboy, there would be no room for the men and women who helped change society. We all have our place in history just as those here today do, but let’s be realistic and emphasize the people who saved our world or whose lives changed the course of history.

T. J. Pilgrim started the first Sunday School in Texas as mentioned in the Holt book, but where is Littleton Fowler, Sumner Bacon and the Z.N. Morrell, the first protestant missionary/church builders in Texas? Littleton Fowler was the first chaplain appointed by Sam Houston and for ten years church was held in the congressional building. These men and others had a significant impact on Texas society, but they are deliberately left out because they were evangelists.

PUBLISHER’S RESPONSE

***Texas & Texans* is a history of Texas. The authors concentrate on describing the events of Texas history and explain to students in a comprehensible and grade appropriate way why these events occurred as they did. As with all history, the authors must make choices as they compile the textbook. These choices involve what events and what people to include and what people to exclude simply because no survey of Texas history can possibly include all of the figures that have helped to shape the state’s past and present. The very act of choosing means that, as the reviewer so aptly points out, “you can’t please all of the people all of the time.”**

The authors and publisher believe that *Texas & Texans* provides a balanced and objective coverage of the history of Texas that would provide to Texas students a thorough understanding of their state’s story. In addition, the authors and publisher firmly deny that any person or group

has been deliberately left out of the text because of their religious affiliations or beliefs.

The Glencoe book stated that David Crockett “survived the battle” but was executed, at least it said “according” to the de la Pena diary. There are historians who believe that the del la Pena diary is a forgery, but the diary is presented as fact. At least present all the facts.

PUBLISHER’S RESPONSE

The text in question, which appears on page 234 of the textbook is part of a feature entitled “Two Viewpoints.” This feature strand, which appears at appropriate places throughout the textbook, is to show students that people often view the same event differently. In this case, the feature is dealing with the death of Davy Crockett. Students read:

“Historians today are still debating details about the death of legendary hero, Davy Crockett. Read the two views below and then answer the question.”

The feature includes a newspaper article about Crockett’s death as well as the Pena diary. Students are therefore able to use the excerpts to help them understand that Crockett’s death, as well as many other events throughout history, are still being debated today.

Delia Woodbury

1)The following textbooks reflect a high degree of historical accuracy: . . .
h)Glencoe/McGraw-Hill . . .

PUBLISHER'S RESPONSE

The publisher appreciates the positive comment.

**Samantha Smoot
Texas Freedom Network**

PUBLISHER'S RESPONSE

As there are no references to any Glencoe/McGraw-Hill textbooks, the publisher has no comment.

Sharon T. Brady

PUBLISHER'S RESPONSE

As there are no references to any Glencoe/McGraw-Hill textbooks, the publisher has no comment.

Michelle Segall Bassett

PUBLISHER'S RESPONSE

As there are no references to any Glencoe/McGraw-Hill textbooks, the publisher has no comment.