

**Holt, Rinehart and Winston
Formal Response to Written Testimony,
September 11, 2002**

Reviewer: Ted Weisgal [Holt *World History: The Human Journey*]

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 for 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 American—People, Politics and Policy* by Edwards, (Longman); *American Government* by Wilson (Houghton Mifflin); and *The American Republic* (Glencoe, McGraw-Hill).

HRW Response: Our text *World History: The Human Journey* was written for the 10th-grade world history course. As such, its focus is not on the United States in the same way as our two texts for U.S. history (*Call to Freedom* and *American Nation in the Modern Era*) and our text for American government (*Holt American Government*), each of which contains the *full* text of the U.S. Constitution. *World History* mentions the U.S. Constitution on S pp. 450, 477, 481, and 611, discussing it more fully on pp. 502–03. The political ideas that led to, and the features of the government created by, the Constitution are assessed in the reviews on pp. 503 and 504. Page 481 includes a visual of the original document, with a question addressed to the student about the Preamble's words "We the People." We believe that our coverage is appropriate for this course.

Reviewer: Jon Roland [Holt *American Government*]

Re: HRW response to TPPF on *American Government*

(56). It is an error to say that "the idea of a living Constitution" has "guided judicial interpretation", as quoted from the *American Political Dictionary*. The term "living" applied to the Constitution is an ideological code word for statist or progressivist interpretive doctrines. It is not just about recognizing publication of a web site as covered by the First Amendment term "press." It more often about stretching the Commerce Clause and Necessary and Proper Clause to confer nearly plenary police powers on the federal government. HRW needs to delete all uses of the term in this way, unless it is in quotes and presented in opposition to originalist doctrines. There is also a problem with using references like the *American Political Dictionary*. I have contributed articles to such references, and while my articles were carefully researched and written to be free of political bias, in several cases I have had to argue with editors who tried to alter my articles to put an ideological slant on them. Obviously, not all the contributors resisted such efforts. I have also found that the quality of the articles and the expertise of the contributors is highly uneven. You should always refer to original source materials. Don't rely on commentaries or references spun by people with political agendas.

HRW Response: We believe that it is wholly appropriate to utilize sources such as *American Political Dictionary*, which is in its *tenth edition*, and which is a widely respected, authoritative source about political science and the American political system. We assert that the use of "living" on p. 56, as discussed in our previous response to TPPF's review, is not an error.

Re: HRW response to TPPF on Call to Freedom

16. (276T). Both reviewer and publisher are in error. The Ninth and Tenth Amendments recognized pre-existing rights against the actions of government, but not powers. "Reserved powers" are not delegations of power, but restrictions on powers, which is the complement of rights against the actions of government. It needs to be explained that every delegated power is complemented by a restriction of a right, and every right against the action of government is complemented by a restriction of a power. They are just two different ways of expressing the same boundary between public and private action.

HRW Response: We disagree with the current reviewer's assessment of our previous response to TPPF regarding the "model answer" on T p. 276. In presenting the full text of the Constitution, we have provided occasional Exploring the Document questions inviting students to engage further the text of the Constitution. Suggested answers to these questions are included in the Teacher's Edition for convenience. In this case, we would note that because the drafters of the Bill of Rights themselves chose to use the word "powers" in the text of the Tenth Amendment, we believe that introducing the type of fine distinction made by the reviewer between "rights" and "powers" would be confusing for our reading audience, and beyond the reasonable scope of this context. We stand by our previous response and proposed change.

17. (286S). Both TPPF and HRW are deficient on the Second Amendment. The "unorganized" militia is a term of art introduced by the Dick Act of 1903 and restated as 10 USC 311. See http://www.constitution.org/mil/ustx_law.htm. The primary meaning of "militia" as used by the Framers in the Constitution is "defense activity", and secondarily as one or more persons engaged in such activity, therefore it should always be written as "militia", singular, rather than "militias", plural. See http://www.constitution.org/col/mil_inim.htm. The term used as persons has different meanings in different contexts. Sometimes it refers to the *general* militia, all those who have a moral duty to defend. Sometimes to the *mandatory* militia, those who may be penalized for failing to respond to a call-up by an official or other person aware of a threat, which normally excludes some officials and others whose official or professional duties take precedence over their militia duties. This is the sense in which it is used in 10 USC 311 and the laws of most states. Sometimes to the *actual* militia, those who actually respond, which could include those not legally required to do so. Sometimes to a *select* militia, some subset of those required to serve. A select militia is supposed to be selected at random or in a way that represents a cross-section of the population. (A jury is a specialized form of select militia for the purpose of adjudication, a law enforcement function.) Not all states define the mandatory militia, and none of them use the term "unorganized" in their laws. Militia is not supposed to be unorganized.

HRW Response: The reviewer's comments do not specifically address the actual text passage in question in a way clear enough as to invite a further response. We believe that the sources we previously cited in our response to TPPF are indeed legitimate, and that the changes that we have already proposed do address the points made by the previous reviewer regarding the Second Amendment. These sources support the use of both "unorganized" and the plural "militias" in this discussion. We would stress again that the passage is a *brief* discussion—given the scope of the course and the grade level of the readers—of basic background, not an in-depth exploration. We see no cause for further change.

18. (289S). It is an error to associate public education with the Ninth Amendment, which is only about rights against the positive actions of government, not rights to receive anything that requires expenditures from public funds. Even due process rights, which involve public expenditures, are contingent on public expenditures on prosecutions. However, it is also an error to say that the Constitution does not address education. It provides for Congress to prescribe how the states are to train the militia, and that is a kind of education, which arguably could include most academic subjects.

HRW Response: On p. 289, the text states that "the Constitution does not address education," thus indicating that public education is *not* a right that is *explicitly* guaranteed in the Constitution of the United States. In noting that "many Americans now consider" or "most Americans believe" that education is a basic right, the text is precisely not asserting that this is the belief of all. In this way, the text clearly implies that there is room for disagreement. We believe this is an appropriate example of the kind of unspecified right that may be protected by the Ninth Amendment.

The above comment also applies to the HRW response to Stan Smith on *Call to Freedom*.

HRW Comment: This comment was included at the end of the Mr. Roland's comments on Holt *American Government*; we believe it makes reference to his comment about the HRW response to TPPF on *American Government* concerning the "living Constitution." Please see our response above.

Reviewer: Thomas J. Brucia [Holt *Call to Freedom*]

Holt, Rinehart, and Winston's "Call to Freedom" is a much better textbook than what I had access to — not only in 8th Grade, but also in High School. I found it both objective and well written. In fact, at times I found it gripping and fascinating! . . . I didn't expect to learn much from an 8th grade textbook — but I did!
[examples given]

"Call to Freedom's" excerpts from primary documents (called "History Makers Speak") are fantastic. As I read these I thought: "This brings history to life!" . . .

HRW Response: We thank the reviewer for his positive comments regarding our overall presentation of U.S. history in *Call to Freedom*.

This textbook mentions the Palmer Red Scare of 1920. I wish it had gone into more depth, because then Attorney General A. Mitchell Palmer responded to terrorism — by an international anarchist conspiracy — with measures such as deportation — again being discussed as remedies for terrorist threats. Our children should know that the current dangers had historical precedents.

HRW Response: In regard to the reviewer's comments about the Red Scare of the 1920s and Attorney General Palmer, we would point out that the scope of the 8th-grade U.S. history course (as defined by the relevant TEKS) focuses on U.S. history through Reconstruction and the year 1877. The text of *Call to Freedom* contains a 32-page Epilogue covering U.S. history since Reconstruction, provided as a convenient resource for teachers who may want to touch on some aspect of that later history; therefore, in-depth discussion of the Red Scare was not possible. For more detailed coverage of the Red Scare and the other related topics mentioned by the reviewer, please refer to our text for 11th-grade U.S. history, *American Nation in the Modern Era*.

I liked "Call to Freedom's" section on the Alien and Sedition Acts of 1798. . . . Our kids need to know the Alien and Sedition Acts were expressions of fear — and that fearful people still cannot understand the role of disagreement in a democracy.

HRW Response: We thank the reviewer for his positive comments regarding our coverage of the Alien and Sedition Acts.

I found a few mistakes and omissions in this book: (1) The chart on page 678 erroneously ranks Florida's population as greater than that of New York. (2) The Spanish in the Glosario has mistakes of tense, and occasionally omits entire words. For instance the key word "traicioneras" doesn't appear under the entry "Alien and Sedition Acts" though the English definition correctly does use the word "treasonous".

HRW Response: We thank the reviewer for pointing out the mistake in the chart on p. 678, in the ranking of states by population. We will correct the ranking of New York to "3" and Florida to "4".

In the Glosario we will insert the word "traicioneras" into the entry definition for the "Alien and Sedition Acts" after "personas". **[TYPE OF CHANGE: B]** We invite the reviewer to provide further specific comment on the Glosario.

Reviewer: Ms. Chris Patterson [Holt *American Nation in the Modern Era*]

The review of *The American Nation* offered with this testimony was recently completed by Dr. Ricky Dobbs, a professor of history at Texas A & M at Commerce; the companion review of this text, conducted by a high school social studies teacher, was previously released in July. Dr. Dobb's review rates the text as 3.9, a rating which is slightly above 'average.' This rating indicates that *The American Nation* furnishes – generally (but not fully) accurate information, fair (but not comprehensive) coverage of important historical facts, and mostly (but not always) full coverage of state curriculum requirements. This rating is higher than its companion K-12 review that evaluated the text as 2.73, slightly below average.

Dr. Dobb's review indicates 73 statements that require corrections or additional information to ensure accuracy. Some inaccuracies are simple – such as incorrect attributions of identity. For example, the text describes Horace Greeley as the 'Liberal Republican nominee' for president when, in fact, he was the Democratic candidate. Some inaccuracies are more complex – such as ambiguous attributions that obliterate significant causal relationships. For example, the text describes the Wounded Knee Massacre of 1890 by stating: 'Tensions ran high. The Sioux and U.S. soldiers began shooting.' This description implies that both sides initiated aggression when, in fact, U.S. soldiers pursued and opened fire on the Sioux.

A list of errors is appended to this testimony and is submitted to the Board as a request for change that is required to improve academic accuracy. A copy has been forwarded to the publisher. The full textbook review with recommendations for improving historic coverage is available on our web site at <http://www.tppf.org>.

HRW Response: Horace Greeley *is correctly identified* in the text as the Liberal Republican candidate in the election of 1872. The text also notes the Democrats' support for Greeley, which came after his selection as the Liberal Republican candidate.

We do not agree that the text's brief description of the massacre at Wounded Knee (p. 166) implies which party started the shooting. Historical sources indicate that it is not known precisely who fired the first shot; therefore, we do not say which party started the shooting. Rather, we point out, accurately, that both parties engaged in the shooting. The sentences that come before the passage in question make it clear that the U.S. soldiers' actions before the shooting provoked the Indians. We do not feel this wording constitutes an error.

Finally, the review by Dr. Dobbs to which the reviewer refers lists 63, not 73, alleged factual errors. As our responses to Dr. Dobbs's review below will demonstrate, in only about a dozen cases has he found an actual error in our text.

Reviewer: Dr. Ricky Dobbs [Holt American Nation in the Modern Era]

Texas Public Policy Foundation
Social Studies Textbook Review 2002

List of Factual Errors by Book

PUBLISHER	TEXTBOOK TITLE	SUBJECT
Holt, Rinehart, Winston	The American Nation	High School American History

1. p. 163 T The economics inset describes Indian's understanding of property. It asserts that native peoples "would occasionally fight with other Indian groups over . . . lands." Warfare among native peoples was quite common, particularly where one group deliberately sought to displace or eradicate another—as seen above.

HRW Response: We are unclear about the intent of the reviewer's comment. The feature to which the reviewer refers is only intended to provide information about American Indians and private property. We believe the text is accurate as written.

2. p.166 T,S Wovoka's dream, which led to the Ghost Dance, concentrates on the bucolic "return of the buffalo herds and traditional Indian ways of life." Wovoka also dreamed that whites would be driven from the continent, which is not mentioned.

HRW Response: We disagree with the reviewer's point about Wovoka's message (see *Encyclopedia of North American Indians*, pp. 700–701). The text is accurate as is.

3. p. 201-202 T,S There are still unreconstructed Cold Warriors fighting the textbook wars, which perhaps explains the book's complete failure to properly explain American socialism. US socialists really owed very little to Marx, tended to reflect their regional issue orientations, generally supported widespread enjoyment of the middle-class lifestyle, included a good many Christians, and planned for something resembling European social democracy in the US.

HRW Response: The purpose of the text in question is to describe capitalism and its importance in America during the Second Industrial Revolution. In this context, we feel it is appropriate to discuss the criticisms of capitalism and present Marxism and communism as economic systems some people at the time considered to be alternatives. We did not attempt to explain the views of American socialists here. We do describe their views on pp. 283 and 314. The lack of extended discussion of American socialists at the end of the 19th century and beginning of the 20th century does not constitute an error.

4. p. 213 T,S Describing the Great Railroad Strike of 1877, the text seems to imply a role for the Knights in this seminal event in American labor history. In fact, the strike was not organized or planned by any union or other group. It was instead spontaneous violent venting which inspired others to riot. If the Knights drew membership from the aftermath it was because they appeared a reasonable alternative to the spasm of violence connected with the Great Railroad Strike.

HRW Response: We believe the text accurately describes the *effect* the great railroad strike of 1877 had on the Knights of Labor. The text does not implicate the Knights of Labor in the organization of the strike.

5. p. 255 T,S Book claims that the clash between Rutherford Hayes and Roscoe Conkling "led to a split" inside the GOP. The Republicans were already factionalized before 1877. Q.v. p. 253 above.

HRW Response: The text is correct in stating on p. 255 that the clash between Rutherford Hayes and Roscoe Conkling led to a split within the Republican Party. The split mentioned on p. 253 led to the creation of the Liberal Republican Party. The text also says on p. 253 that the Liberal Republican Party did not last much longer after the election of 1872. Therefore, the split in 1877 can indeed be viewed as a new split.

6. p. 256 T,S Book claims that Garfield won the presidential election of 1880 with only 10,000 votes. Garfield was actually 39,000 votes ahead of Hancock. He won the electoral vote 214-155.

HRW Response: Sources such as *Encyclopedia of American History*, 7th ed., and the biography of Garfield on the www.whitehouse.gov website both support our text, confirming the difference of fewer than 10,000 votes. We are aware that sources differ. This does not constitute an error.

7. p. 257 T,S The Mugwumps are a strange breed. The book correctly points out that one version of the term's origins is the Algonquian word for "big chiefs." This was the favored explanation of the term by Mugwumps, not its origin. It originated as a term of derision. The term meant according to one critic, that the Mugwumps had their "mug" on one side of the fence and their "wump" on the other. In this period of testosterone-charged politics, it is also worth noting that party identification was a matter of masculinity and male-identity. Alternative explanations of the word Mugwump imply that it was an attack on the sexual identity of these reformers who deserted their party.

HRW Response: The text on p. 257 says, "Called mugwumps—the Algonquian word for 'big chiefs'—these reformers supported the Democratic candidate, Grover Cleveland." Further discussion of the origin of the term is beyond the

scope of a high school textbook; lack of this discussion does not constitute an error.

8. p. 166 T,S Regarding the Wounded Knee massacre of 1890, the book reads: "Tensions ran high. The Sioux and U.S. soldiers began shooting." Most accounts tend to argue that the soldiers fired first, albeit accidentally. This passage implies too strongly that some sort of equivalency existed between white use of force and Indian resistance.

HRW Response: We do not believe that this brief description of the massacre implies equivalency except to point out that both parties engaged in the shooting. The sentences that come before the sentence in question make it clear that the army outnumbered the Sioux, and that soldiers' actions before the shooting provoked the Indians. However, historical sources indicate that it is not known precisely who fired the first shot. We do not feel that our wording constitutes an error.

9. p. 204 T,S The book really blows it with its "Religious Spirit" blurb about "Philanthropy and the Gospel of Wealth." Whatever Carnegie called his philosophy, it *was not religiously based* because Carnegie *was not religious*. If one is going to explore how religious feeling influenced the philanthropy of a social Darwinist businessman, John Rockefeller is both devoutly religious and a social Darwinist.

HRW Response: The feature does not say that Carnegie was religious; nor is it about Carnegie alone. Others who held views similar to Carnegie's (as presented in "The Gospel of Wealth") did connect their values regarding helping the poor to religious beliefs such as Christian charity. We believe that Carnegie's views on philanthropy, regardless of his personal beliefs, are in *spirit* similar to those of many people who beliefs are religiously based.

10. p. 257 T I am not sure when drawing a diagram became a "social studies skill," but the "Teach Objectives 3 and 4" blurb on the teacher's edition dramatizes the problem with overemphasizing made-up skills to the detriment of factual and analytical material. "President Cleveland's Reforms" bubble claims that Cleveland "doubled the number of federal jobs requiring civil service exams." The bubble "President Harrison's Response" claims that Harrison "returned to political patronage." Neither assertion is correct. First, Cleveland did increase the number of federal jobs under civil service, but *only after appointing Democrats to those positions and effectively securing their jobs by changing them to civil service*. Mugwumps who had supported Cleveland and hoped their merit would get them jobs in the administration were outraged. The Pendleton Act was a two-edged sword, something the book's triumphalist coverage fails to take into account. Then, the chart compounds the error by claiming Harrison "returned to political patronage." No one ever *left* political patronage! So what is the problem

here? I guess it is a bit more than a factual error or even an overstatement. The premium placed upon "skills" by practitioners of the education school-created subject of "social studies" elevates the skill above actual knowledge and proper analysis of historical events and personages. This is "critical thinking" we're told. *One cannot think critically when the basic assumptions are wrong.* No thought pattern exists in a vacuum.

HRW Response: We are unsure of the intent of the reviewer's comment on "social studies skills." The graphic organizer on p. 257 of the Teacher's Edition of the book is offered for teachers to use as a teaching tool. It is an example of a way to organize visually the information found in the Student Edition. This visual representation of information helps some students grasp concepts such as chronology, cause and effect, etc.

The text presents no factual error in its discussion of Cleveland's and Harrison's reforms. Unfortunately, space considerations and the scope of this high school history course prevent the inclusion of further details. Regarding the Pendleton Act, we believe the text provides balanced, not triumphalist, coverage by offering both praise and criticism of it in the Student Edition. Moreover, on p. 256 of the Teacher's Edition there is an exercise suggesting that students research the Pendleton Act and present different views on it in a class discussion.

11. p. 257 T In the course of doing these reviews, it has been my experience that the teacher's editions contained some of the most sweeping errors. There are two instances of this on this one page. The first I have already documented. The second can be found in the "Citizenship" blurb. Trying to explain "Rum, Romanism and Rebellion" the book makes a tortured mess of the whole thing. Teachers are told to ask the following "critical thinking" question to their students: "Why might Irish Americans have objected to the term 'Romanism'?" The answer is—according to the book: "Students might suggest that 'Romanism' implied that they came from Italy rather than Ireland." I did not know whether to laugh or cry when I read this the first time. This is simply *flat wrong*. But, that's not enough to fully encompass what this particular situation demonstrates. First, "Rum, Romanism, and Rebellion" does not appear to have been discussed in the whole of the text. This means, then, that students will have no other context for the remark other than that provided by their teacher. Second, the text has not mentioned anti-Catholicism as a part of nativism in any detail. This means, then, that this "critical thinking" exercise expects students, absent any factual background from the book (perhaps, though, with some from a sufficiently informed teacher), to make a judgment on the meaning of political rhetoric 118 years old. Such clairvoyance is not possible, and any exercise which gives it credence as "critical thinking" is ill-considered. Irish immigrants resented "Rum, Romanism and Rebellion" for really two reasons. First, the Republican speaker—who was a Protestant minister—was being critical of the Democrats' opposition to prohibition, widely

perceived as an infringement on liberty by the immigrant community. Second, and most important in this case, "Romanism" referred to the Roman Catholic Church and implied that the Democrats were aiding a Catholic conspiracy against American freedom, widely believed among American Protestants of the period. Now, what is the point of my rant? First, "critical thinking" cannot occur in a vacuum and cannot be taught independent of proper factual information and analysis; second, can anyone believe that the historians whose names are attached to this volume would have permitted this had they full editorial discretion? Much of the "debate" about textbook standards is about the most inflammatory of subjects—protests against prostitutes being portrayed as a part of the Old West, for example. That the "debate" is mainly the stuff of sensation is the fault of the adoption process, the media and politically interested individuals and groups. Often it is assumed that "mistakes" are the fault of "liberal" professors writing the books and "indoctrinating" students with "skewed" perspectives. This error, like most in the teachers' editions, has very little to do with bias on the part of professors. It is highly unlikely Drs. Boyer and Stuckey had any real contact with the crafting of these segments of "their" text. Instead, the publishing house, its educational experts and others of this ilk tried to trim the book to the latest educational fads and the whims of textbook approval entities. History lost out.

HRW Response: We do not believe that the information given on p. 257 of the Teacher's Edition in the sidebar annotation constitutes an error. Such annotations are offered as extra material to be used at the discretion of the teacher, and do not presume a particular level of background on the part of students. The proposed answers beginning "Students might suggest . . ." are generally presented as a hypothetical responses, nothing more. However, we agree with the reviewer that this answer should be replaced. We will change the answer to read: "Students might suggest that 'Romanism' insulted their Roman Catholic faith and implied they were un-American."

[TYPE OF CHANGE: B]

12. p. 348 T,S Book has Pancho Villa disbanding his army in 1915, and then he "and his troops" attack Columbus, NM in 1916.

HRW Response: Villa did disband his army (as part of the Revolution) in 1915. Then, as the text explains, he decided to attack the United States and did so with troops in 1916. The text is correct as written.

13. p. 357 T,S Book incorrectly asserts that Austria "quickly declared war on Serbia" after the assassination of Franz Ferdinand, June 28, 1914. In fact Austria issued an ultimatum to Serbia and did not declare war until the end of July, 1914.

HRW Response: We believe this is a matter of semantics, not historical error, given the indeterminate sense of the time span meant by "quickly." We believe that in this context it is fair to characterize a month's time as "quickly," and this word choice does not constitute an error.

14. p. 362-363 T,S Book asserts that the German government planned to sink "any ships" entering the war zone around the British Isles "even those from neutral nations" on p. 362. Then it exhibits the German embassy advertisement of April 22, 1915 which explicitly states that only British ships and those of British allies were "liable to destruction" within the war zone, on p. 363.

HRW Response: We are unsure of the reviewer's intent with this comment. It is true that the German government, knowing that the British sometimes flew neutral flags as a disguise, declared that even neutral ships in the war zone would be in danger. The German Embassy also issued a warning about travelling on ships of Britain or her allies in conjunction with an advertisement for the *Lusitania*. Neither the text nor the graphic is in error.

15. p. 263 T,S Book totally ignores the subtreasury system proposed by the Alliance in 1889-1891 as a last ditch effort to solve the money problem. The Alliance finally gave up trying to influence the political process through the major parties after the failure of the subtreasury plan in Congress, leading to the creation of the Populist party. Book errs in claiming that the Populist Party's platform "echoed National Grange. . .demands." First, the Grange was in decline by 1892. Second, it was more conservative, its members more well-to-do, and its politics wedded to the major parties more so than the Alliance. It does not figure in the formulation of the Populist platform. The book needs to explain why a farming organization favors immigration restriction and the eight hour day. The answer matters and helps prepare the reader for the Populists' failure to win over working people in the industrialized Northeast.

HRW Response: Space limitations and the scope of a high school U.S. history course prevent the inclusion of a discussion of the subtreasury system. Since many of the Populist Party's demands were similar to the National Grange's demands, we believe it is appropriate, in this necessarily brief summary, to say the Populists "echoed" the demands made by the National Grange. The Grange may have been in decline by then, but the ideas were not. Members of the Grange were present at the Populist Party convention in 1892. The text is accurate as written; lack of inclusion of further detail does not constitute an error.

16. p. 318 T,S Wilson may have signed the Keating-Owen Act, but he did not "back" it in its journey through Congress. He had blocked its passage claiming it was unconstitutional in 1914 and 1915, but signed it in 1916 as he faced reelection.

HRW Response: The text on p. 318 does not imply that Wilson backed the bill in its journey through Congress. The fact that he signed it implies only that he backed it at the time of its passage. Space limitations prevent inclusion of more details about the legislative history. The text is accurate as written.

17. p. 320 T,S Some problems exist with "The Progressive Legacy" bit on the lower left. The book bemoans the fact that "few of the settlement-house programs addressed the needs of African Americans." This is because the vast majority of blacks lived in the rural South, and because of the racism of many Progressives where blacks did live in Northern cities. "The progressive presidents showed little interest in racial issues." On the contrary, they were *quite* interested in race. Roosevelt was a notable advocate of Anglo-Saxonism, eugenics, and helped push for a "lily-white" Republican party in the South. Wilson segregated the federal government, sympathized mightily with Southern whites' insistence that blacks were subhuman, and deliberately frustrated an international declaration of racial equality as a part of the Versailles treaty negotiations. The book should not pretend surprise that these racial failings on the part of Progressives. Nor should any text portray such racial attitudes on the part of reformers as a deviation from either their time or the spirit of reform in that time. Progressivism had strong racist and elitist overtones and these need to be presented to students. This tepid sidelight on p. 320 does not properly put the racial issues of Progressivism in context. They should be a part of the story rather than a paragraph "segregated" from the rest of the tale.

HRW Response: We believe the text on p. 320 clearly outlines the racial attitudes of the progressive presidents and does not "pretend surprise," nor does it present these attitudes as a deviation from their time. Highlighting this discussion apart from the running text does not diminish its importance in any way. Please see pp. 289–93 for a fuller discussion of progressives and racial discrimination.

18. p. 390 T,S Fourth full paragraph states: "Prices fell when a brief but deep recession struck in 1920-1921." Farm prices fell in 1919 quickly after the cessation of hostilities and stayed down. They did not recover and represent a precursor/cause of the Great Depression.

HRW Response: The sentence in question appears in a subsection titled "Postwar Troubles." The context on p. 390 refers to "goods and services," and the focus is clearly on industry and the effects of demobilization. The text mentions the farm crisis in the next paragraph where it does state that farm prices fell in 1919. On p. 442, in the later discussion of the beginnings of the Great Depression, both the nation's agricultural crisis and "sick" industries are mentioned as early warnings of further economic troubles.

19. p. 393-394 T,S Book overstates the importance of Marxism to Debs and the Socialist Party of America. Such subtleties are important though likely lost on some textbook critics. Still, publishers should not shy away from printing them. Debs was a social democrat. The excitement over the Russian Revolution actually split more Marxist members of the socialist movement from Debs and the more traditional socialists. While Debs and the SPA were persecuted under Wilson and hounded during the Red Scare, they were not communists and held little ideological common ground with them.

HRW Response: We are unsure of the intent of the reviewer's comment. Marx is discussed on p. 393 because his ideas were the foundation of socialism. The text does not say Debs was a communist and does, on p. 393, describe differences between communism and socialism.

20. p. 398 T,S Some problems present on this page about Republican domestic policies in the 1920s. First the text likens Herbert Hoover's philosophy of government and business to that of Andrew Mellon. This is simply inaccurate. Hoover was a Progressive, no question. He believed in government-business cooperation as a means of avoiding direct regulation. He supported stimulative deficit spending to cure recessions. As secretary of commerce, Hoover was widely mistrusted by GOP conservatives who called him the "secretary of commerce, and assistant secretary of everything else" because of what they perceived as his overreaching of his departmental mission. Second, any discussion of the national debt in the 1920s must explain that the US was still the world's largest creditor nation, having lent its way out of being the world's largest debtor nation prior to World War I. Last, while the GOP cut taxes on the few who paid income taxes, expecting "trickle down" to have its effect, it must be noted that Mellon replaced that loss of revenue with higher tariffs which tended to be borne by consumers in the form of taxes on imports and higher prices for domestic products.

HRW Response: The text on p. 398 merely says that Mellon and Hoover were both members of Harding's cabinet who "believed that government should not interfere with the economy except to aid business." While this statement does not include the details of Mellon's or Hoover's views on the economy, it is not an inaccurate statement and does not draw improper parallels between the two men. On p. 505, the text discusses at some length the role of the United States as a creditor nation after World War I. Tariffs are discussed on pp. 398-99 and 446 of the text.

21. p. 402 T,S Book errs in claiming that Smith's 1928 running mate was Franklin Roosevelt. FDR ran for vice-president in 1920. Book sugarcoats the defection of Southern states to the GOP in 1928 by not mentioning the role of anti-Catholicism in the campaign. Book also sweetens the hurt put on Smith in the election by saying he "did well with urban voters, which offered

the Democrats hope for the future." The only urban states he won were Massachusetts and Rhode Island. He lost the popular vote by nearly 18%.

HRW Response: We will replace "vice presidential candidate" with "Democratic politician" in the sentence about Franklin D. Roosevelt on p. 402. **[TYPE OF CHANGE: A]** The text on p. 402 clearly describes the anti-Catholic sentiment in the 1928 campaign: ". . . many Americans opposed him because he was Catholic. They feared that a Catholic president would let the pope in Rome control the United States." We also believe that what the text says about Smith doing well with urban voters is accurate and not misleading since Smith won the total vote of the country's twelve biggest cities, even though he did not win many urban *states*.

22. p. 414 T,S The statistic that by 1930 "more than two thirds of all American homes had electricity" is either wrong or misleading. As late as 1935, 90% of rural homes had no electricity.

HRW Response: The Census Bureau's *Historical Statistics of the United States: Colonial Times to 1970* (2:827) lists the following percentages of dwelling units with electric service in 1930: all dwellings—68.2%; farm—10.4%; urban and rural nonfarm—84.8%.

23. p. 424 T,S "In the early-1900s, most Americans' formal education did not extend past high school." A more accurate statement would be that most Americans' formal education in the period stopped *before* high school.

HRW Response: We thank the reviewer for bringing this to our attention. While the text as written is technically not in error, we will clarify the statement by revising it to read as follows: "In the early 1900s, most Americans' formal education stopped before high school." **[TYPE OF CHANGE: C]**

24. p. 430 T,S Book claims jazz originated in the "entertainment district of New Orleans known as Storyville." Well, it did originate in Storyville, and Storyville was widely viewed as being entertaining, but it wasn't for jazz. Why can we not call things what they are? This book was obviously released before the flap over Faragher's book and prostitution in the Old West. But it is still here because Holt has pulled punches and Faragher's publisher did not. Storyville WAS THE RED LIGHT DISTRICT OF NEW ORLEANS, KNOWN FOR ITS PROSTITUTION! The jazz musicians migrated North from Storyville and spread the music when the federal government forced New Orleans to shut down Storyville on the eve of World War I. The issue was that the federal government was about to build a lot of military bases, but bases could be no closer than 10 miles to any bar or house of ill repute. To get the government dollars that came with the base, the Big Easy clamped down on Storyville, putting brothels and their jazz musicians out of business.

HRW Response: We appreciate the reviewer's comment. However, we believe the text is clear about *how* jazz spread, even if it does not detail *why*. We chose to give more detailed coverage to different musicians and their music. The level of detail suggested by the reviewer is beyond the scope of this course. Space considerations require that we focus on what is most essential for our 11th-grade reading audience.

25. p. 531 T,S Regarding MacArthur's loss of the Philippines. The destruction of the B-17s on the runways along with other blunders can be largely laid at his feet. One thing definitely needs correction. MacArthur was not outnumbered by the Japanese. He may have had under his command some fairly ill equipped Filipino troops, but he was not outnumbered. He was out-commanded in a difficult situation.

HRW Response: We thank the reviewer for bringing this to our attention. We will delete "outnumbered" from the second-to-last sentence in paragraph 4 under the heading "War in the Pacific" on p. 531. **[TYPE OF CHANGE: A]**

26. p. 534 T,S Book describes the siege of Leningrad as lasting for "months." It lasted for the better part of two years. The book needs to be more explicit about the importance of Stalingrad. It is the turning point of the European war.

HRW Response: Although some historical tellings provide the level of specificity mentioned by the reviewer, we chose to describe the length of the siege of Leningrad as "months," which we believe is an acceptable, indeterminate word for how long the siege lasted.

We feel the text does a fine job of pointing out the significance of Stalingrad as a turning point in the European war. The text states on p. 534 that the Allied victory in Stalingrad "broke the momentum of the Axis advance." There is also a photo with caption and question relating to Stalingrad and a question in the Section Review on p. 534 that asks why Stalingrad was a turning point for the Allies.

27. p. 542 T,S Text has El Alamein dated in 1941. It was in 1942.

HRW Response: We thank the reviewer for bringing this to our attention. On p. 542, in the second sentence of the first paragraph under the heading "Axis surrender in North Africa" we will replace "The following year" with "Later, at El Alamein,". **[TYPE OF CHANGE: A]** Please note that on p. 533 where we describe the British victory at El Alamein the correct date is given.

28. p. 543 T,S Book implies that the German forces in Italy were "finally defeated" in 1944 and "Soon afterward Mussolini. . .was shot." German

forces resisted in northern Italy until 1945 and Mussolini was not captured by Italian partisans and killed until that year.

HRW Response: We thank the reviewer for bringing this error in chronology to our attention. We will revise the last five sentences of the subsection "The invasion of Italy" on p. 543 to read as follows: "In June 1944 the Allies marched into Rome, making it the first Axis capital to fall. U.S. and British forces then began driving slowly north. They were joined by small units of troops from more than 25 countries. After months of bitter mountain warfare, the Germans occupying Italy were defeated in 1945. Mussolini was captured and shot by Italian rebels." [TYPE OF CHANGE: A]

29. p. 574 T,S Text claims that "MacArthur's troops finally established a defensive line near the 38th parallel." The map on the same page indicates anything but that. The map is correct.

HRW Response: We are unsure of the intent of the reviewer's comment. The map shows the "farthest advance" in Jan. 1951 of the Chinese/North Korean forces correctly: it was south of the 38th, south of Seoul. However, that wasn't the "final" line, and so the text discussion does not contradict this. After this farthest advance, the Allies retook Seoul and defended near the 38th parallel as it says in the text.

30. p. 580 T,S Note needs to be made in the text that based upon Soviet archival evidence, both Hiss and Julius Rosenberg likely did spy for the USSR. Ethel probably was not, but the government pursued the death penalty against her to get him to talk.

HRW Response: The text describes the accusations against Hiss and the Rosenbergs. It also describes the beliefs of their defenders and the outcomes of their cases. The text does not take a position on whether or not they were guilty. On p. 580 a sidebar annotation in the Teacher's Edition explains that the release of Soviet cables from World War II provided new evidence that Hiss was guilty. There is no error in the text.

31. p. 713 T,S Text implies that LBJ initiated the draft in 1965. The draft had been ongoing since the 1940s.

HRW Response: We thank the reviewer for bringing this to our attention. For clarity, on p. 713 in the second-to-last sentence of the first paragraph, we will change "to begin calling up young men" to "to call up more young men." [TYPE OF CHANGE: C]

32. p. 757 T,S Book claims "public opinion shifted" in favor of the Panama Canal treaty. This simply is not true. Public opinion polls showed a majority of Americans consistently opposed the treaty.

HRW Response: We thank the reviewer for bringing this to our attention. We will replace the sentence in question with the following: "Public opinion on the issue was divided." [TYPE OF CHANGE: A]

33. p. 759 T,S Though SALT II was likely dead in the Senate, Carter pulled it himself in protest against the USSR's invasion of Afghanistan. Last sentence of first full paragraph needs to be changed accordingly. "Carter and the Middle East" does not explain that Anwar Sadat initiated the peace process in the Mideast by going to Israel in 1977.

HRW Response: Although Carter did ask Congress to postpone ratification of the treaty, the text is accurate as written. It required the action of the Senate to indeed postpone it. Also, the text provides a clear discussion of Carter and the Middle East peace process. Space considerations and the scope of a high school U.S. history course limit the amount of detail that can be included in this discussion.

34. p. 686 T,S Photo shows Rodolfo Gonzales testifying about discrimination before the "US Department of Education." The DOE did not exist at the time of this photo. It was part of the Department of Health, Education and Welfare (HEW).

HRW Response: We thank the reviewer for bringing this to our attention. The detail in the caption was provided to us by the supplier of the photograph, and we have no reason to doubt its authenticity. However, we agree that it is possible that this photo is from earlier than 1979. We will revise the caption to read as follows: "Rodolfo Gonzales often spoke about discrimination in American schools." [TYPE OF CHANGE: C]

35. p. 688 T,S La Raza Unida did not win "statewide elections" in Texas. It did present the danger of drawing enough Hispanic votes in 1972 to influence the gubernatorial election, but the Democrats won anyway.

HRW Response: We appreciate the reviewer's bringing this error to our attention. We will delete "and statewide" from the sentence in question on p. 688. [TYPE OF CHANGE: A]

36. p. 756 T,S Book describes the now infamous 1979 "national malaise" speech by Carter. Then it goes on to claim: "Americans responded favorably to Carter's discussion of the nation's spiritual emptiness." This just is not true. Most Americans were put-off by Carter's daring to suggest that Americans were to blame for some of their own problems. Dr. Boyer's excellent college-level text on post-1945 America substantially contradicts this assertion, so why does this book make this mistake?

HRW Response: We thank the reviewer for bringing this to our attention. On p. 756 we will revise "Americans responded favorably" to read "Most Americans did not respond favorably." We will delete "However" from the beginning of the next sentence. [TYPE OF CHANGE: A]

37. p. 799 T,S The book makes the somewhat implausible claim that 1992 voter turnout was dramatically higher than in previous elections. It was not particularly high relative to 1980, 1984, and 1988. Book also repeats canard that Perot cost George Bush the election. Clinton would likely have won the electoral vote without Perot, though with a reduced margin.

HRW Response: We believe that in regard to the degree of rise in voter turnout in the presidential election of 1992, the text does *not* make an "implausible claim." According to figures from the Federal Election Commission, turnout in 1992 was the highest since 1968, up more than 5% compared to 1988, and an average of more than 5% higher than both elections since. How "dramatic" this is, is debatable, but it is a significant statistical spike worth commenting on in this way.

Also, the text does not "repeat the canard" that the reviewer alleges (*canard* means false and fabricated); rather, we state factually that "many of Perot's supporters were dissatisfied Republicans. Their votes ultimately helped Clinton." (The word *many* is indeterminate in number, but does not necessarily imply a majority—for which we typically use *most*.) Although polling data in 1992 and since support the contention that Perot's support in 1992 was fairly evenly taken from both the Republicans and the Democrats, Perot's campaign was mostly anti-incumbent focused; it thus helped "validate" Clinton's own criticisms of Bush and has legitimately been judged by political analysts as having had a more negative impact on Bush's campaign. Therefore, what we say is accurate.

38. p. 520 T,S "People In History" segment offends. It has become old hat by now. Three of the four books I have reviewed have tried to make Charles Lindbergh's pro-Nazi sympathies and anti-Semitism into a brave lone voice crying for peace on the eve of war. Each has asked a similar question to the one posed here in the "Critical Thinking" segment : "why might Lindbergh's support for isolationism have hurt his historical reputation?" The answer is: "Students might suggest that critics have linked Lindbergh's isolationists views with support for the Nazis." Let's not tiptoe around things here. This volume at least has Lindbergh going to Germany before the war. It does not explain his praise of Hitler, his being decorated by the German government, his association with British fascists, or his anti-Semitic comments against American support of the UK in its death-match with Germany. Lindbergh is redeemed here as elsewhere because he "served his country, flying on several combat missions in the Pacific." This implies that he was in the armed forces. In fact, Lindbergh worked as a test-pilot for the only person crazy and bigoted enough to hire him, a financial backer of America First

and anti-Semite, Henry Ford. In this capacity alone did he "serve," as Franklin Roosevelt barred him from military service as a security risk. If it is obligatory to have some sort of canned "Critical Thinking" exercise about the debate over neutrality, there is any number of loyal, respectable advocates of neutrality out there in the public record without having to offer Lindbergh another fifteen minutes besides his 1927 trans-Atlantic stunt.

HRW Response: We believe that our text's characterization of Lindbergh is well supported and accurate for its purpose as a brief background piece that a teacher may opt to use. *American National Biography* notes the following: (1) Lindbergh's initial visit to Germany was at the behest of the U.S. military attaché in Berlin, to inspect aviation developments there; (2) he made similar inspections in Poland, the Soviet Union, Czechoslovakia, and France, urging as a result military preparedness on the part of Britain, France, and the United States; (3) he was invited by the head of the Army Air Corps to help speed American air preparations in 1939; (4) he "volunteered his services to the Army Air Force" but was "unable to regain his military commission" and so "helped the war effort as a civilian by testing and developing military aircraft. In 1944, although a civilian, he flew fifty combat missions in the South Pacific"; and (5) he "performed a variety of services for the U.S. Air Force and the Defense Department" after the war. *ANB* concludes that "Lindbergh was not pro-Nazi" but that "interventionists charge[d] him with serving the Nazi cause" and that "he was a man of character, courage, [and] patriotism" Both *Columbia Encyclopedia* and *Oxford Companion to World War II* support that Lindbergh flew combat missions in the Pacific, the latter adding that this was "as a technical adviser for the US Navy's Bureau of Aeronautics." We believe that the level of detail suggested by the reviewer is beyond the scope of this sidebar annotation. Finally, we disagree with the reviewer both that it presents an obligatory "canned" exercise; we believe that the possible student answer is appropriate.

39. p. 550 T,S Book calls the Battle of Leyte Gulf , "the last, the largest and most decisive" battle in the Pacific. It was the first two, but depending upon how decisive is defined it isn't. After Midway, the war turned against Japan, making it more decisive in a larger sense.

HRW Response: We believe that description of the Battle of Leyte Gulf as "most decisive" is a fair historical interpretation supported by the historical record. Further, we believe that our text gives the Battle of Midway its due stating (on p. 533): "The U.S. victory proved crucial." and (caption) "The U.S. victory ... crippled the Japanese navy." There is no error in the text.

40. p. 789 T,S Book calls television coverage of the Gulf War "unprecedented." Well, yes, in a long-range, gee-whiz, watch-a-radar-guided-bomb-go-down-a-drainpipe sort of way. It might be more instructive to point out how restricted reporters' access was and how tightly the government controlled information during this war as opposed to Vietnam. There are arguments to

be made both ways about the wisdom of this, but the word "unprecedented" might too easily be misinterpreted to refer to breadth and depth and openness.

HRW Response: We believe that there were indeed unprecedented aspects to the news coverage of the Persian Gulf War, such as the presence of CNN reporters in Baghdad at the outset and the live reports (vs. pre-satellite era edited news footage), and thus the passage is not in error. Moreover, we do not believe that the text opens up the topic of comparative war coverage by the media beyond the aspects mentioned.

41. p. 607 T,S Book erroneously claims that *Plessy* "established the legality" of segregated schools. It was the guiding law, but it was not about schools. It was about public transportation.

HRW Response: We believe that the reference to the place of *Plessy v. Ferguson* in the establishment of legally segregated schools is wholly appropriate, primarily since the passage in question is viewing *Plessy* from the context of the mid-1950s and the *Brown v. Board of Education* decision (the text has already covered *Plessy* in its historical context on p. 150). It is typical of discussion of historic rulings to refer to the scope of what they effectually decided, not just to limit comment to the specifics of the original case; therefore, there is no factual error in the text.

42. p. 608 T,S "Southern resistance caused the Supreme Court to issue a ruling in 1955 instructing federal district courts to end school segregation 'with all deliberate speed.'" This is incorrect. Southern resistance had not fully gelled in 1954-1955. The Supreme Court delayed remediation of the wrong acknowledged in *Brown* deliberately until the next year. This was to allow governments and concerned entities to submit proposals about how to proceed in remedying the situation, hence *Brown II* the decision described here.

HRW Response: We disagree with the reviewer that resistance of the southern states had nothing to do with causality as to the timing of *Brown II*. Although the Supreme Court had already decided to issue its decision in *Brown* in two parts, the anticipated recalcitrance of the southern states in regard to desegregation was itself a reason for the decision to render the ruling in two parts. Furthermore, it is widely believed that the expected southern resistance, though not having "fully gelled" by the time of the second ruling, was growing and thus influenced the wording of the decision, resulting in the vague "with all deliberate speed" phrasing that is quoted in the text (see *Oxford Companion to the Supreme Court*, 94-95). Therefore, southern resistance was an important causal factor, and the text is not in error.

43. 609 T,S "Reading Check" suffers from a misinterpretation of the text. "How did the *Brown* decision affect school segregation, particularly in the South?" Answer: "Some states moved quickly in the South, however, desegregation moved slowly." This question comes after a long discussion of the Little Rock case. In Little Rock, local school officials moved quickly to desegregate after a court order. State officials interfered. Elsewhere on the fringes of the South there was early integration where the scarcity of black students made segregation costly. It is a mistake to generalize that even "some" Southern states or localities moved quickly. "Isolated" better describes early integration. The only way this could be taken from the text, however, was to extrapolate from the Little Rock situation to the region as a whole. This is a mistake of those responsible for the "Reading Checks" and not the authors.

HRW Response: The answer to the Reading Check as presented in the text is "Some states moved quickly. In the South, however, desegregation moved slowly." The Reading Check is meant to cover both preceding subsections about the *Brown* ruling. The first part of the answer is found on p. 608 (1st paragraph, line 1), which states that "some states moved quickly."

44. p. 610 T,S Book needs to make clear that the Montgomery Bus Boycott resulted from a pre-planned confrontation with segregation undertaken by Rosa Parks on behalf of local activists. Generally, coverage of the boycott is strong. With respect to the philosophical underpinnings of non-violent resistance, the book needs to remind students that it was a largely Protestant Christian movement. Gandhi's ideas helped inspire, but the movement's appeal to blacks and effect on the consciences of whites was largely because of the shared religious heritage of Southern whites and blacks.

HRW Response: Sources conflict over the extent to which Rosa Parks's action was a "pre-planned confrontation with segregation." However, the text does discuss Parks's work with local activists. On p. 609 the text mentions that Parks "became involved in the civil rights movement and held an office in the Montgomery chapter of the NAACP." Just before this, the text states that "in addition to fighting segregation in schools, the NAACP sought to end racial segregation on southern transportation systems. In Montgomery, Alabama, local NAACP leaders planned to challenge the practice of forcing African American citizens to ride in the back of city buses" and that Parks "provided the NAACP with its opportunity."

We do discuss the role of religion in the civil rights movement in Chapter 22, beginning on p. 650, with coverage of the Southern Christian Leadership Conference, which we note formed as "an alliance of church-based African American organizations dedicated to ending discrimination." We connect the SCLC to the use of nonviolent resistance, while Gandhi is mentioned only as someone whose ideas King studied (pp. 610, 654).

45. p. 611 T,S The Felix Longoria controversy took place in 1949. The GI Forum had been founded in 1948 and was not a result of the Longoria controversy.

HRW Response: We appreciate the reviewer's bringing our attention to this issue. The dating of the Longoria matter and the relationship between it and the American G.I. Forum are problematic due to seeming contradictions in sources. For example, according to *Dictionary of Mexican American History* (p. 200), Felix Longoria's body was returned to his widow in 1948. However, the controversy that ensued lasted into the following year. *DMAH* notes that the G.I. Forum "developed ... particularly out of" Longoria's case. This was our source for the statements putting the Longoria case first. However, we have since consulted other sources and believe that the reviewer is correct. In the 2nd paragraph of the subsection "The Hispanic experience" we will replace "led to the formation" in line 1 with "was publicized by" and in the 1st caption on p. 611 we will insert "many" before "Hispanic veterans" and replace "organized" with "joined". **[TYPE OF CHANGE: A]**

46. p. 652 T,S Describing the fate of the Freedom Riders in Mississippi, the book claims: "In Jackson, Mississippi, however, state officials arrested the protestors." Then we are reassured that Robert Kennedy "pressured" the ICC to strengthen desegregation of interstate transportation. The marchers were arrested as per a deal between Mississippi governor Ross Barnett and the Kennedys in which Barnett agreed to prevent violence, but the Kennedys sacrificed the rights of the Riders (who had broken no constitutional laws). Barnett threw the Riders in the notorious Parchman state penitentiary—one of the worst in the nation, and many stayed there for more than a month. The book also sanitizes the events leading up to the Ole Miss riot in 1962, which also involved a Barnett-Kennedy deal. Barnett agreed to prevent violence at Ole Miss if he could personally deny Meredith admission prior to being overruled by the federal government. This was a carefully arranged photo opportunity in Jackson. Meredith would then be transported to Oxford for classes. Barnett got his photo op, which benefited no one but himself, and before Meredith arrived in Oxford broadcast an appeal for resistance to the whole state. The riot resulted. John and Robert Kennedy repeatedly sought face-saving deals with Southern segregationists, and often the movement suffered for it. Dr. Boyer's own college-level text is quite critical of the Kennedy civil rights "record," but apparently publishers have overruled history to please potential buyers.

HRW Response: We believe that the scope of the course does not permit the level of detail and critical perspective that the reviewer suggests be included. The civil rights movement does receive extensive coverage in our text; however, due to space limitations we can discuss only selected aspects of each administration. We believe that our coverage of Kennedy's mixed support for civil rights is

balanced. On the negative side, for example, Kennedy's attempt to suppress the Freedom Rides due to political, foreign-policy considerations is noted on p. 651, as is his reluctance to send federal marshals to protect the Riders, on p. 652. The fact that heightened protests occurred during his administration and were met largely with presidential inaction is documented in our text, as is the fact that only the violence in Birmingham "forced President Kennedy to take a stand on civil rights" (p. 654).

47. p. 654 T,S "Interpreting the Visual Record" shows a photo-op of John Kennedy with the leaders of the March on Washington, August, 1963. The question reads: "Based on this photograph would you conclude that the march leaders were successful in bringing civil rights issues to the forefront of US politics in 1963? Explain your answer." The likely answers offered in the teacher's edition are: "Students might argue that meeting with the president demonstrates that civil rights were of political importance." Yes, that is a reasonable assumption. But it is not a truthful or insightful one, and students will not get the information they need to analyze the photo from either the text or the picture itself. Kennedy was leery of the March on Washington and did everything possible to distance himself and the administration from it. His civil rights record was checkered at best. This photo is a great example of Kennedy's skill with image, but hides more than it shows.

HRW Response: We agree with the reviewer that the "likely" student answer on T p. 654 is a "reasonable assumption." That is precisely what such answers given in the Teacher's Edition (tied to caption questions in the Student Edition) are meant to be; the phrasing "Students might ..." clearly indicates that such answers are typical of what a teacher might expect. The pedagogical use of such questions anticipates interaction and discussion with the teacher. We believe that in this sense, the answer is appropriate and is in no way meant to hide or deceive.

48. p. 658 T,S The involvement of the FBI in the investigation of the Mississippi Burning case is treated as though it is a simply logical step up from a normal investigation. It was not. J. Edgar Hoover was palpably hostile to the civil rights movement. He had sought and gained the assent of John and Robert Kennedy to begin a program of undercover surveillance of the movement and its leadership. He had engaged in a campaign of harassment and intimidation of the movement since the 1950s. Only intervention by Johnson forced Hoover to participate in the investigation. It is arguable also that public outcry forced some sort of federal action because in this situation white young people had died. For the sake of balance and accuracy these criticism need to be addressed.

HRW Response: We do not understand the reviewer's objection to our straightforward discussion of this case (i.e., the murders of Andrew Goodman, James Chaney, and Michael Schwerner), which, given space limitations, is necessarily brief. The text says clearly that "President Johnson ordered the Federal Bureau of Investigation (FBI) to investigate." Whether the text explains so or not, such a presidential order is not typical procedure. Moreover, the text implies that this action owed in part to public outcry. The statement "The murders of Goodman and Schwerner, both of whom were white, shocked Americans in a way that the murders of African Americans had not" precedes mention of President Johnson's order. Incidentally, J. Edgar Hoover's organized efforts "to block the activities of black nationalist and civil rights groups" are noted in the caption on p. 668. We believe that our coverage of these issues is appropriate for the scope of the course.

49. p. 659 T,S Book too easily gives responsibility for the Selma-Montgomery March to King. LBJ asked King to call off the march, which he did. SNCC activists cried foul, and claimed that King did not speak for them. They went on the march anyway, led by John Lewis. Bloody Sunday was the result. King led the second march after federal protection for the marchers and Johnson's blessing was assured.

HRW Response: We disagree with the reviewer that the text overstates the leadership role of King in regard to the Selma–Montgomery march. On p. 659 the subsection "Selma and the Voting Rights Act" begins with the registration drive led by civil rights workers in Selma. It is then noted that these "activists invited Martin Luther King Jr., who had won the Nobel Peace Prize the previous year, to lead them." King is not mentioned among the "civil rights leaders" who called for the protest march.

50. p. 665 T,S Book does a good job describing the rocky transition of the civil rights movement northward. The lack of religious and cultural bonds between Northern whites and Northern blacks made that particularly hard as opposed to progress in the South. This needs to be explained as one of the causes of King's failure in Chicago.

HRW Response: We appreciate the reviewer's positive comments but believe that the level of detail and analysis suggested is beyond the scope of the course.

51. p. 668 T,S "In 1967 FBI director J. Edgar Hoover launched a program" against black nationalism. Well, this is too little, too late about Hoover and the civil rights movement. Hoover had been actively working against the movement since the 1950s. This seems to imply he was only troubled by black nationalism. As indicated with reference to p. 658 above, this is an omission that demonstrates the

text's general avoidance of unpleasant truths about government and white society's reaction to the movement.

HRW Response: We believe that the statement in question is factually correct. Because the black nationalist movement developed out of the earlier civil rights movement, the text's mention that Hoover attempted to repress black nationalism does not imply he had done nothing before. The caption on p. 668 notes Hoover's "organized counterintelligence programs to block the activities of black nationalist *and civil rights groups*" (emphasis added). Space limitations and the scope of this 11th-grade survey course prevent the level of detail and analysis suggested.

52. p. 668 T "Constitutional Heritage" blurb on the Southern Manifesto has a number of problems. There are faults with the book's coverage and with the philosophical and pedagogical assumptions behind it. First, why does it just now appear? Why in this place next to a discussion of black nationalism in the late 1960s? A larger question is also begged: why is there so little attention to white reaction to the civil rights movement? The absence of this issue gives the impression that whites generally did not oppose it, which the vast majority of Southern whites did. The segment gives a short, highly cropped and spliced quotation from the Manifesto, including complaints that the *Brown* decision had "destroy[ed] the amicable relations between the white and Negro races" and "planted hatred and suspicion" in place of "friendship and understanding." The "Critical Thinking" question then asks: "Why might the manifesto have claimed that the races had lived in friendship and understanding prior to *Brown*. . .?" The answer is: "Students might suggest that the absence of civil rights protests prior to the decision was interpreted to be salutary rather than an indicator of oppression." This analysis is both correct, and incorrect. The white politicians who signed the Manifesto thought this was the case or liked to believe that their assertions were correct or wanted the American public to *think* so, but these assertions are not true. The Manifesto was propaganda designed to make the segregationist viewpoint respectable and appealing to mainstream America and generate a backlash against the Court. The pretty picture of good race relations disturbed by outside interference is a tried-and-true white Southern dodge going back to the justification of slavery in the 19th Century. Students are not provided with enough information to make an informed judgment on the intent of the Manifesto because nowhere in the text is white resistance covered in a meaningful way nor does the inset properly explain the Manifesto itself. The answer one would expect from students in this case is exactly the answer the writers of the Manifesto would want to the question if they could manufacture their own canned response in the 1950s. In both a philosophical and factual sense, the Manifesto's assertions about pre-*Brown* race relations are wrong. Civil rights protests and litigation did happen prior to 1954. Riots, lynchings, disfranchisement, and segregation itself give the lie to assertions of "friendship and understanding." Critical thinking cannot

happen without information. There's not enough information here for *accurate* critical thinking to occur. There is such a thing as *accurate thinking*, and thinking that is inaccurate is the very last thing that needs promotion in the schools.

HRW Response: The sidebar annotation in question occurs in the Teacher's Edition, where space constraints especially dictate placement. We have chosen to put it on the same page with the busing/backlash issue, as is clear from the introductory sentence ("The *busing controversy* brought the issue of desegregation to the entire nation, ..."; emphasis added), although the "Black nationalism" subsection happens to be found on that page as well. Teachers may or may not choose to use this material. If they do decide to use it, they will decide when and in what context to use it. Further, the quotation from the manifesto is brief for two reasons: space limitations and editorial discretion as to how much of such a document to present. We fully expect that teachers who choose to utilize this feature will realize that it presents a controversial point of view.

We disagree that the text does not discuss the resistance of whites to civil rights for African Americans. By this point the text has already covered many aspects of the struggle for civil rights as well as civil rights abuses—voting discrimination (135–36, 142, 143), Jim Crow laws (pp. 149–50, 153), the KKK (144–45, 405–06), discrimination in work (406, 416), segregation (150, 607–10), lynching (291, 405–06), riots (403–04). Discussion of these aspects can reasonably be expected to make clear that whites constituted the majority against whom minorities struggled, and that it was the white power structure that was responsible for discrimination, segregation law, and lynching.

The Critical Thinking question focuses on the manifesto's "claim," thus indicating that the manifesto represents a point of view, not necessarily an objective reflection of the reality of the situation. The proposed student answer thus mentions how that situation "was interpreted." Due to the coverage noted just above, the student can be expected to have a frame of reference beyond the mere information presented in the Teacher's Edition side column on p. 668.

53. 520 T,S Since none of the TEKS guidelines about geography seem to have anything to do with any actual factual knowledge, I am a bit confused about where to place issues with maps. But, anyway, the map here of "German and Italian Expansion, 1935-1941," has some troubles. First, how can we see Italian expansion in 1935, when Ethiopia is not on the map? Second, Hungary, Romania, Bulgaria, and Finland are all shaded as being "under Axis control by December, 1941." They were Axis allies, not under occupation. Map should be corrected to reflect this.

HRW Response: We acknowledge that Ethiopia does not appear in the subject area of this map, the area of which is clearly just Europe and North Africa. However, we would note that Italy's conquering of Ethiopia has been discussed earlier in the text on p. 512. Due to space limitations, we chose not to enlarge the

map's size or reduce its scale. As to the status of Hungary, Romania, Bulgaria, and Finland (countries that are sometimes identified as "Axis satellites"): to simplify the presentation of the two sides in the conflict, we have used "under . . . control" to include both occupied areas and allies (for both the Axis and the Allied Powers). We do not believe that this constitutes an error.

54. p. 561 T,S "Occupied Germany" map is misleading. First, it should show German territory at the end of the war, including Pomerania, Silesia and East Prussia. This will establish properly the relative size of the Soviet occupation zone to the rest of the Allies. Second, it should show the annexation of Silesia and Pomerania to Poland after 1945. Last, it should show East Prussia's partition between Poland and the USSR. These need to be done to properly illustrate occupation for the period indicated, 1945-1950.

HRW Response: In showing a general overview of the postwar period of Allied occupation of Germany, including the zones of occupation as well as the borders of East and West Germany (which were not created until 1949), the map represents the time frame 1945–1950, as its title indicates. Inevitably, the map sacrifices some precision (at this scale, the level of detail suggested by the reviewer involving the status of smaller states is not possible). Because Pomerania and Silesia were assigned to Poland by the Potsdam Conference *in* 1945, along with East Prussia to Poland and the Soviet Union, these historical regions are thus considered part of those countries in that year; i.e., we elected to show their post-Potsdam assignments, not their possession by Germany at the end of the war. We believe that this is a valid illustration of the postwar period indicated within the scope of this course.

55. p. 441 T "Economics" blurb discusses the 1931 German government halt in reparations payments. It explains the interrelationship between German reparations and Allied war debts to the US after Versailles. Then it reads: "At times Germany even borrowed money from the United States to pay its debts to other countries, which then used the money to repay their own debts to the United States. Hoping to end this lunacy and encourage economic growth in Europe, Hoover announced a one-year halt in reparations. . . ." Several problems from a factual perspective, but also one practical teaching standpoint present themselves. First, as I indicated above Hoover *did not* stop reparations payments in 1931. The German government did. Hoover ordered a moratorium on Allied debt payment to the US to ease the international banking situation and perhaps improve world trade through eased credit. Second, the book seems surprised that the German government took US loans and credits to pay reparations and that the Allies then used this cash to pay their debts. This should not amaze in the least. It is the Dawes Plan, created in 1924 for exactly this purpose. US cash into Germany would boost its economy, enabling Germany to pay reparations and the Allies to pay the US. The book calls it "lunacy" but it

worked rather well until 1929. Moreover, it was planned "lunacy" if it was "lunacy." As to teaching, the blurb is followed by a "Critical Thinking" question. "Do you think the United States should have agreed to total debt amnesty? Why or why not?" This is a very appropriate question and one much discussed in the period. Hoover certainly thought so. He saw the global depression as having its roots in the economic aftermath of World War I. The problem is that students have encountered none of these issues prior to this point. They get precious little information on them later. How can one think critically without information? One can have an *opinion*, but as talk radio proves daily, opinions are not always critical thinking.

HRW Response: The reviewer's points are well taken. However, in regard to Hoover's moratorium, according to *American National Biography*, he sought a "one-year moratorium on Allied debts *and German reparations*"; and according to *Encyclopedia of American History*: "Hoover proposed a 1-year moratorium on both interallied debts *and reparations*" (emphases added). That is, a halt of reparations was an understood part of the debt moratorium; therefore, the text is not in error. For clarification that the arrangement of reparations/loans/repayments was by design, we will replace "lunacy" with "practice". **[TYPE OF CHANGE: C]**

We would note, as earlier, that Teacher's Edition sidebar annotations such as the one on p. 441 are offered as extra material to be used at the discretion of the teacher, and do not presume a particular level of background on the part of students. In addition, critical thinking is important in the formation of opinions, not just in the analysis of facts. The proposed student answers are presented as hypothetical responses, nothing more. We believe that inclusion of this annotation and the answer to the question are appropriate.

56. p. 445 T,S Book seems determined to make too much of consumer credit as a cause of the Depression. While it is a bad thing to get in debt, and we want students to know this, this is overkill. For example: "Debt and the fear of bank failures brought an end to the consumer habit of purchasing new goods on credit." Some balance is needed here. First, this is not the 1990s. A radio was a radio was a radio. There are no new startling technological innovations to snap up at the electronics store. So, most families own a single radio or a single car. These cost a fair amount of money, so they are not lightly replaced. They are repaired. Spending habits were much more controlled than any of us can imagine. One of the fundamental problems underlying the Depression was overproduction and underconsumption, and this was evident well before October, 1929. How can we have slaphappy credit buyers suddenly stopping their splurges in a situation of underconsumption? Credit deserves attention is a problem area, but it as big a problem as it is made out to be relative to others.

HRW Response: We would note that the text *does not attempt to compare* consumer credit in the 1920s and 1990s. We believe that acknowledging

consumer credit as a contributing cause to the depression in the context of discussing multiple causes is appropriate—that is, because there was no *one* cause. The text in the Student Edition on pp. 442–47 therefore discusses the stock market crash, banking crisis, post–World War I global finances, income disparities, and the ups and downs of the business cycle. Of this last cause, the text notes that in a normal business cycle "industries increase production and hire more workers during prosperous times, with the result that over time surpluses pile up" (i.e., overproduction); just previously, the text also specifically discusses underconsumption: "most people did not have the buying power to boost the economy."

57. p. 451 T,S Second full paragraph: "Many tenant farmers—mostly African American—were ruined. Some were forced off the land they had lived on all their lives." Some problems here. A tenant farmer by definition owns no land, therefore, what does "ruined" mean? Most were already in a cycle of poverty and debt. Does the book mean to imply that most tenants were African American? This would be wrong. Does the book mean to imply that most African Americans were tenants? This would be true, but also it would be true for most Southern whites. As for being "forced off the land," this needs clarification as well. Were they let go by their landowners? Did they lose their land as a result of the Great Depression? In excess of 60% of Southern farmers, black and white, were tenants or sharecroppers by 1925! How could they have lost their land in a Depression the book seems bent on implying started in 1929?

HRW Response: The text does not equate living on the land with owning it, and "ruin" is a reasonable word for the loss of livelihood as a tenant farmer, given that the likely consequence was further poverty and unemployment. The passage quoted by the reviewer says only that the "many tenant farmers" in the South who were thus ruined were "mostly" African Americans. It does not say either that most tenant farmers were African American or that most African Americans were tenants. Because of space limitations, we are not able to go into further detail about the meaning of "forced off the land." The discussion is about the movement of farmers, not from ownership to tenancy, but from tenancy to being unemployed. Finally, we do not understand the reviewer's last point about the start of the Great Depression and how it relates to the tenant farmers.

58. p. 462 T,S The segment on the Bonus March bungles Hoover's role in the fiasco. "President Hoover ordered the army to disperse the squatters." He ordered MacArthur to disperse those occupying the condemned federal buildings, which were deemed unsafe for habitation. He told MacArthur specifically to leave the protesters camped along the Potomac *alone*. MacArthur, not for the first or last time as we will see, flouted his orders and attacked the Bonus Marchers.

HRW Response: We do not agree that there is any error here; in fact, the text implies the limited nature of Hoover's orders compared to MacArthur's enforcement of them. Regardless of MacArthur's role (and insubordination), it was Hoover whose reputation suffered historically, especially in the time frame of the chapter. President Hoover was responsible for those under his command, and in most general references only he, not MacArthur, is mentioned. We believe the level of detail suggested by the reviewer is beyond the scope of this survey course.

59. p. 472 T,S "Interdisciplinary Connections" blurb about the anti-lynching bill has three problems. First, only senators filibuster, not "congressmembers" (that word incidentally is such an atrocity it comes up misspelled on my Word spell-check). Second, the critical thinking question simply takes at face value Southern protests about "states' rights." A real critical thinking question would involve discussion of in what situations and for what purposes Southerners in the period and earlier whine about states' rights. Southern complaints are about race and power; they use the rhetoric of states' rights to speak of race in an elevated manner, but they mean white supremacy of which such random violence as lynching was an element. Third, the antilynching legislation offers a teachable moment on so many aspects of government—filibuster, congressional seniority, congressional committees, parties, lobbyists, etc—that it is a shame to see it squandered on a sham like "states' rights."

HRW Response: The sidebar annotation "Interdisciplinary Connections" on p. 472 of the Teacher's Edition is provided as extra background material for the teacher to be used at his/her discretion. While it is true that only senators can filibuster, the term "congressmembers" is a legitimate expression, in increasing usage. Moreover, the term "senators" is mentioned in both the body of the annotation and in the question. The annotation raises a simple point: that southern senators who repeatedly opposed antilynching efforts thereby supported lynching indirectly. The Critical Thinking question invites students to consider other historical situations parallel to the one described. There is no instance of factual error.

60. p. 772 T,S Book fails to explain that the origins of deregulation came from the Ford-Carter years. This was not an innovation of Ronald Reagan's. In the second to last paragraph there's a chicken-egg issue present. "By 1983 supply-side economics had begun to help the economy," this is debatable at best. Nowhere is the role of the Fed addressed in this situation; the reduction of interest rates had at least as much to do with recovery as the potentially inflationary tax cuts.

HRW Response: The text discusses deregulation at the historical point where it received the most attention and impetus, as a significant part of Reagan's

economic program. This is not an error. The level of background detail suggested by the reviewer is beyond the scope of this survey course.

As for supply-side economics, we agree with the reviewer that the text presents a debatable point. Given space considerations that prevent a full explanation of the subject, we will change the sentence in question to read: "By 1983, however, the economy had begun to recover." [TYPE OF CHANGE: C]

However, we believe that to introduce a discussion of the Federal Reserve's role would require additional, complex explanation beyond the scope of this course. We would refer the reviewer to our more detailed coverage of supply-side economics in Chapter 15 of Holt *Economics*.

61. p. 791 T,S Book claims that tax increase pushed by George Bush in 1990-1991 "did little to reduce the federal deficit." This is debatable. Some considerable amount of paper has been spent explaining how this decision actually helped begin the rise out of recession. Arguably, the tax increase moved the books toward greater balance.

HRW Response: The text does not dismiss *any* positive effect of the tax increase, but merely says the tax measure "did little to reduce the federal deficit." As noted in the text, actual deficits continued to rise in the two years after the measure was passed, reaching their historic all-time highs in 1991–92.

62. p. 253 T,S Book incorrectly identifies principals in the Credit Mobilier scandal. Schuyler Colfax was *not* speaker at the time. He was vice-president under Grant and was involved in the scandal. The House speaker was James G. Blaine and he was also involved. So also was Grant's other vice-president, Henry Wilson. The book incorrectly identifies Horace Greeley as Grant's "Liberal Republican" opponent in 1872. Greeley was the Democratic nominee, but got there owing to a deal between the Democratic leadership and Liberal Republicans dissatisfied with Grant. The Liberal Republicans were not a separate party, but merely a faction of the GOP. They will eventually be known as Half-Breeds.

HRW Response: We disagree with the reviewer that the text "incorrectly identifies the principals in the Credit Mobilier scandal." In the subsection titled "Scandal in the White House," the text identifies Schuyler Colfax as Grant's vice president in 1872 (p. 252, next to last line from bottom), which he was, having been elected in 1868. Colfax's "position as vice president" is reiterated on p. 253 (next to last line before "The election of 1872" heading). In introducing the discussion of the scandal, the text makes clear that it occurred some years before it surfaced (p. 252, last two lines); the text's mention that "Colfax was then Speaker of the House" is thus clearly understood in context to mean *at the time of the dealings that led to the scandal*.

Horace Greeley is *correctly identified* in the text as the Liberal Republican candidate in the election of 1872, and the text also notes the Democrats' support for Greeley, which came after his selection as the Liberal Republican candidate.

63. p. 778 T,S "Citizenship" blurb about the Bork Supreme Court nomination is good in principle, but it makes an error in calling Bork's nomination flap "an unprecedented public debate over the nominee's fitness." Hugo Black? Abe Fortas? Carswell? Haynsworth? Bork is only one of a litany of such cases. Conservative pundits of the era liked to claim Bork's treatment was unusual, but it was not in the least.

HRW Response: This is not an error. According to *Oxford Companion to the Supreme Court* (p. 79), the Bork hearings were "unusually lengthy" and involved "unprecedented efforts to mobilize grassroots opposition"; and *Encyclopedia of American History* (pp. 544–45) notes that five days of TV hearings were involved, resulting in unprecedented *public* exposure—hence our use of the word "public." It is fair to imply that the nomination controversies over Black, Fortas, Carswell, or Haynsworth did not rise to this level.

Reviewer: Ms. Dolores A. Ramirez [Holt *American Nation in the Modern Era*]

Even though Holt had a thorough outline it should include a separate world outline. The study aid placed at the left of first page of each section is distracting it would be better at the top of the page. Although Holt didn't include editorial cartoons, which do help to understand politics in a comical way, it had several Task [TAKS] items. Task [TAKS] questions throughout the Review will be an excellent for preparing for the test, but it should have more in-depth questions.

HRW Response: We appreciate the reviewer's comments. We are unsure of the intent of the comment about the "separate world outline" in a U.S. history textbook; however, each chapter of *Holt American Nation in the Modern Era* opens with a time line that includes world events. The Read to Discover questions and key terms, which are part of a pre-reading strategy, are placed at the beginning of each section in a side column so as not to interrupt the text that follows. While there are no political cartoons in the two chapters on the 1920s (the chapters studied by the reviewer), there are 38 political cartoons in the book. We are pleased the reviewer finds the TAKS questions in the section reviews helpful. Many of these questions were written to allow for in-depth answers.

Reviewer: Dr. Julio Noboa [*Holt American Nation in the Modern Era*]

...The Holt textbook deals with a wide variety of topics related to Mexican Americans, some take a few paragraphs, but other topics are described and elaborated in several pages. Among these are some short biographies as well as the Mexican vaquero, immigration, migrant workers, and the Zoot Suit Riots.

There is even a seven page section on the Chicano Movement, (pp. 682-688) which includes quotes, personal testimonials, primary sources, photos, and a map, as well as key personalities, organizations, and events. In this section, the Holt text also explains more complex concepts including non-violence as practiced by Cesar Chavez, and cultural nationalism as espoused by Chicano activists.

This particular section in the Holt text on the Chicano Movement serves as a model, a standard if you will, much higher than required by the TEKS, of how to thoroughly present an historical topic related to Latinos.

...Overall, the quality of writing is superior in the Holt text, topics are better elaborated and concepts are explained more fully as well. In terms of the Zoot Suit Riots, the Holt text provides a more thorough historical and economic context to this event than does Prentice Hall.

Besides describing what happened, the Holt text (p. 539) mentions the 300,000 Mexican Americans who served in the military, and also the 17 who earned the Congressional Medal of Honor. The Prentice text (p. 626) leaves out this information and also fails to mention, as does the Holt text, that a citizen's committee later determined that racial prejudice had motivated the attacks and that the Los Angeles police as well as biased newspaper reports had contributed to the attacks against Mexican youths wearing Zoot Suits.

There are other ways in which the Holt text provides better, more accurate, complete coverage of Latino topics than does Prentice Hall, but the above serve as the most salient examples. While both textbooks represent a considerable improvement over past textbooks of US history, it is clear that one publisher has invested more effort, space and resources to presenting the Latinos story than the other.

Without having reviewed the other textbooks for US history in terms of their Latino content, I cannot speak to their quality; however, the Holt textbook, The American Nation, does represent a standard by which others can be compared.

HRW Response: We thank the reviewer for his positive comments.

Reviewer: Peggy Venable [Holt *American Nation in the Modern Era*]

The most lackluster book by far was Holt's American Nation (p 820-825) provides students with an account of the activities of September 22, 2001. But the events were presented in an unemotional, distanced manner.

The teacher's edition suggests students 'read to discover' three things: 1) how was the US attacked and how did Americans respond?; 2) how did the events of September 11 affect the economy?; and 3) What immediate steps did US leaders take to find those responsible and bring them to justice?

The book captured none of the drama, the horror or the heroism of the day.

In the five pages devoted to the terrorist attacks, there was little mention of the heroism and valor. (A photo and accompanying information on George Howard, Port Authority police officer who was honored for rescuing children during the 1993 World Trade Center bombing, stated that he had died helping others on September 11.

Under 'writing and critical thinking - students were asked to evaluate what they would do to assist those in need and were told to

'Consider:

1. The efforts of relief agencies to help victims
2. The need for national unity
3. The importance of tolerance"

The only references to those who committed the terrorist attacks were these: 'A prime suspect surfaced almost immediately – Osama bin Laden....'

'In his speech Bush singled out one government – the Taliban regime of Afghanistan – as a key sponsor of terror...Taliban leaders had developed ties to Osama bin Laden, whom they had sheltered.' (p 824)

The book used as key names and terms – asked students to identify: World Trade Center, Pentagon, Rudolph Giuliani, George W. Bush, Tom Ridge, Donald Rumsfeld, Collin Powell' – not no mention of 'Osama bin Laden, al-Qaeda, terrorism' as were in the Glencoe book.

HRW Response: We believe that the six-page section in Holt *American Nation in the Modern Era* devoted to coverage of the terrorist attacks on September 11, 2001, is a straightforward, balanced presentation in a historical tone consistent with the rest of the text narrative. We believe the reviewer has overlooked significant aspects of our coverage. To begin with, the section is subtitled "A Day That Changed the World"—which we feel is a dramatic beginning. The introductory passage sets the scene through the experiences of eyewitnesses. The section includes photographs of the Statue of Liberty set against the smoky

New York City skyline, of President Bush at Ground Zero expressing appreciation to firefighters, and of Americans at a candlelight vigil remembering the victims. P. 821 of the Student Edition discusses the rescue and relief effort and pp. 821-22 note shows of unity in Washington and around the nation. The Teacher's Edition includes a sidebar annotation on p. 822 about Peter Ganci of the NYFD, followed by a teacher-directed activity inviting students to research other individuals "who risked their lives to save others during the attacks" (including the passengers of United Airlines Flight 93). An excerpt from President Bush's address to the nation on September 20 is found on p. 824 of the Student Edition. Even though we did not elect to make the names Osama bin Laden and al Qaeda or the word terrorism boldfaced terms, we discuss all of these in our narrative. The Teacher's Edition features a sidebar annotation about bin Laden on p. 823.

Reviewer: Ms. Elaine Henderson [Holt *American Nation in the Modern Era*]

Page S2 Drawing Conclusions is defined poorly - "predictions" and "on the basis of what you already know". A conclusion is "an act or instance of concluding" Webster's dictionary, and so, one must look at *conclude*, which in the historical context seems best defined as "to reach as a necessary end by reasoning; infer on the basis of *evidence*" (Webster dictionary).

HRW Response: We believe that the full discussion of the Critical Thinking skill of Drawing Inferences and Conclusions on p. S2 is appropriate and not misleading, even if the one-sentence definition isolated from its context may not match that in *Webster's*. As the text says, this thinking skill is an aspect of "forming possible explanations." In the sentence in question, *conclusion* is being differentiated from *inference*, so the intent is to emphasize thinking "based on what you already know"—that is, what the student has learned—as opposed to coming up "with an educated guess." In the dynamic study of history, forming conclusions is somewhat similar to the forming of hypotheses in the study of science. However, drawing conclusions in the study of history is not always based on clear-cut, adequate evidence; therefore, the text goes on to discuss the testing of conclusions "against new evidence or arguments" (implying that the student possesses some "evidence" to begin with).

Page S3 Identifying Bias fails to define primary from secondary sources.

HRW Response: The distinction between primary and secondary sources is a lower-level skill that students in the 11th grade may be assumed to possess; hence it is not discussed as a Critical Thinking skill.

General criticism throughout the book, the authors have inserted their words as definitions into primary sources, for example, in "The muckraking press" they have defined Theodore Roosevelt's "vile and debasing" as "harmful and corrupt" I think that most teenagers understand vile and debasing. If not, then it is a chance for their teachers to expand their vocabulary without softening the President's words. Another instance, Page 740, in a Nixon speech "foredoomed" (bound to fail) and undermined (weakened). Unnecessary editor comments or definitions, I think.

HRW Response: For purposes of enhancing the readability of the text, we occasionally insert *bracketed* interpolations to define high-level vocabulary terms when they appear in excerpts of primary sources. This is a standard editorial practice in educational publishing, based in large part on the expectation that students will be reading their textbooks while not necessarily in the presence of a teacher. Although the meanings of these selected terms may be understood by many, we do not assume, as the reviewer does, that their meanings are evident to all readers. Our determinations of which words to treat in this way are based on reading and vocabulary research.

Page 722-747 I think it is difficult for students to follow a chronological order as to the Vietnam war is set apart from the presidential and historical events in the sequence of the book. Nixon became President because of the popular view by 1968 that it was a mistake for Americans to be fighting in Vietnam. Anger and division in the Democratic party over the Democratic conventions' failure to recognize the futility of the war; and its' selection of V. P. Hubert Humphrey, a loyal Johnson backer on the war, as the Democrat's nominee, determined the election of 1968. Yet the editors put Nixon's presidency in "Modern times, 1968-1980 on page 737 and the following hardly makes mention of his Vietnam-related actions.

HRW Response: To highlight the importance of the Vietnam War in contemporary U.S. history, we devote a separate chapter to it, in which the history of the war is unfolded in clear chronological fashion. We cover presidential policies and actions related to the war, from Truman to Nixon, within that chapter. In particular the Election of 1968 is thoroughly covered on pp. 721–22, with special attention devoted to the Democratic National Convention in Chicago, as well as Nixon's candidacy and success and Humphrey's "close identification with the unpopular President Johnson." Because the Vietnam chapter precedes the chapter "From Nixon to Carter," we expect that students will make the connections missed by the reviewer. Due to space limitations, we do not provide duplicate coverage of the events of the war and this election in other chapters.

The section on Teens of the 1960s as rebelling against their parents seems really tame to describe the counter-culture movement. To this former California resident, this was about young people seeing themselves and their friends being drafted to go to war halfway around the world to feed the military-industrial complex. These draftees were so young they couldn't even vote or drink beer legally. They wanted society to recognize there might be other ways to handle conflict.

HRW Response: Because of the previously mentioned organization of the chapters covering the time span of the Vietnam War, the aspects of the youth rebellion of the 1960s that pertain to the war and to the "military-industrial complex" are included in Chapter 24, "War in Vietnam." An excerpt of the Port Huron Statement is included on p. 718, along with discussion of Students for a Democratic Society on pp. 717–18. The feature "The Generation Gap" on p. 722 focuses on the disconnect between many young people and their parents during the Vietnam War years. We would also note that we have included contextual discussion of the Twenty-sixth Amendment within the Vietnam chapter, noting on p. 726 that "it gave many men drafted to serve in Vietnam the right to vote."

Page 740 "Reforming welfare. The book says Nixon wanted to cut Great Society programs that had failed to significantly decrease poverty in the United States.

Bias here. Medicare, medicaid, foodstamps, headstart and educational assistance in the form of Title I money from the federal government were all Great Society programs that did significantly improve the lives of the poor. I believe a good preschool is almost as good as a college education in determining the success of a person in this country.

HRW Response: The sentence in question does not lump *all* Great Society programs together, but points to Nixon's desire that "programs that had failed to *significantly* decrease poverty" be cut. The context discusses his Family Assistance Plan (FAP) proposal, which itself failed to win passage, that would have replaced these programs. We believe that the text is balanced and unbiased in its treatment of these issues.

Page 741 "reversing the liberal policies of the 1960's was not the only *challenge* President Nixon faced" **Bias**

HRW Response: We disagree that this transitional statement shows bias. The preceding subsection, which focuses on political disagreement between Nixon and the Senate in terms of both the FAP and judicial nominees, makes clear that Nixon's attempt to reverse "liberal policies of the 1960s" was his political agenda. Therefore, this was a personal, political "challenge" that he took on; as he is quoted as saying on p. 740: "Welfare reform was my highest domestic priority."

Page 795 charts distort actual pollution increases in the many other components of smog and dirty air. Where's the chart for (NOX) or sulphur dioxide? What pollution discussion is valid without information about asbestos; or how many tons of smokestack emissions occurred or the effects of acid rain? It may be in the book but I didn't see any information about the General Electric Company's poisoning the Hudson River with PCB's which stay in the food chain for decades.

HRW Response: The line graph on p. 795 accurately presents the reduction in emission of lead from 1970 to 1998. One chart (pie graph) on the page shows the modest increase in the percentage of waste recycled by Americans. The maps on the page pertain to fires and the recovery of Yellowstone National Park. Due to space limitations, we are not able to treat all aspects of pollution problems. However, the text on p. 794 also discusses the *Exxon Valdez* oil spill, as does an activity in the Teacher's Edition on p. 795. That page also includes a teacher-directed activity on air pollution control.

Page 681 The Phyllis Schafly photo is a deliberate pandering to the religious radical right. Nothing she did was of significance. It was the courts of this country which affirmed the equal rights of women by the enforcement of the Civil rights acts. Other than the Republican Eagle Forum members, who even knows who Ms. Schafly is? Give this space to Rachel Carson's message. All will be better for it.

HRW Response: Phyllis Schlafly is mentioned in the text on p. 681 in the context of a discussion of the ERA's defeat, in which she played a major role. While it is true that courts have since addressed many issues of women's rights, the fight over the Equal Rights Amendment is widely considered to have been of historical significance. The photograph on the page accompanies that discussion. We do not agree with the reviewer that inclusion of this photograph is inappropriate.

Pages 771-772 The whole article - J. Falwell's smiling face and the "Religious Spirit" tells about a return to about conservative churches. This is an exaggeration and does not belong in a high school textbook. His call to "restore prayer in public schools" to promote Christian values would undoubtedly be an affront to those young people or teachers of other religions. Federal Courts have consistently ruled that public schools cannot engage in religious indoctrination so why try to sneak the Christian message in in the guise of Falwell's preaching message? (Refer to Engel v. Vitale (1962) "...religion is a personal matter and that government should not align itself with a particular religion in order to prevent religious persecution."

HRW Response: The picture of Jerry Falwell (on p. 772) accompanies the feature about conservative Christian churches' influence on political and social change in the 1980s in which he is mentioned. We do not believe that inclusion of this photograph is inappropriate. The "Religious Spirit" feature on the role of conservative Christianity is balanced, is not presented to promote that religion, and is not intended as an affront to anyone that is not an adherent of that religion. We would inform the reviewer that discussion of religion in the context of history is not something that the courts have disallowed.

This book which seems to handle most subjects reasonably well veers off in the Reagan years and deviates to the black and white views of the Republican party. Page 785, "With President Reagan prohibited from running for a third term..." the authors presume that there would be some rationale for it. The constitutional amendment allowing only two terms came to be in 1951. Did they say that about Eisenhower, or Truman—to whom the term-limiting Amendment did not apply?

HRW Response: We appreciate the reviewer pointing this out. While the phrasing is not in error, we agree that it may be misunderstood. We will change the sentence in question to read: "With Ronald Reagan out of the running for the presidency, Democrats hoped to regain the White House." [TYPE OF CHANGE: C]

This is where I have the most to say about this hearing. Liberty, the grand ideal of this nation, does not depend on the Christian faith. Many of our ancestors came seeking refuge from petty and terrible intolerance over religion. While 76.5% of U.S adults now self-report to be adherents to the Christian faith [to correct another error in the book which reports > 84%]. Ref. Adherants.com . . .

HRW Response: The U.S. Census Bureau's *Statistical Abstract of the United States: 2001* supports the text's claim on p. 813 that "about 84 percent" of the U.S. population identifies Christianity as their religious preference.

Reviewer: Anonymous [Holt *Economics*]

In the last quarter century, I would have thought we would have come a little further away from the Keynesian world I was subjected to in my college Econ 101/102 mid-70s Samuelson courses. This book did have reasonable presentation of many economic basics: production possibility curves (for those who care), supply/demand concepts including curve shifts and effects of floors/ceilings, elasticity, diminishing returns, money and banking, saving and sources of capital, trade and comparative advantage and others. An appreciation of free market pricing and individual choice and the downsides of centrally planned economies are apparent, but this is still primarily from the consumer viewpoint rather than the producer. For instance, I would probably start with supply curves before demand curves, emphasizing that production precedes consumption/savings, and that production is based on the profit motive, not simply how much the hungry consumer hordes are demanding.

HRW Response: We appreciate the reviewer's positive comments. Certainly, there are numerous ways the material covered in a course on macro- and microeconomic principles could be organized. We believe that the organization of the book is logical and conducive to student learning. The author of *Holt Economics*, Dr. Robert Pennington, has taught economics for many years at the University of Central Florida. He received his Ph.D. from Texas A&M University and is currently the Director of the Florida Center for Economic Education. In addition, the book was thoroughly reviewed and field-tested by at least 26 high school classroom teachers of economics. This expertise helped ensure the creation of a sound organization for the program.

I do not get a sense of how much larger our government is today versus the first 100 plus years from this book, and the roles government performs are treated all too benignly, even though some negatives are presented. This book discusses different economic systems and trade offs, with a favorable viewpoint on the freedom of choices in a market economy, but it doesn't really connect the dots on several fronts: that taxes and regulations on producers are inherently borne by individuals rather as consumers or shareholders, that in many cases regulation such as antitrust is often political and the antithesis of a free economy, that capitalism and socialism are not just two choices that people make, but that one is inherently better. This book just doesn't want to quite declare itself a proponent of free market capitalism as the best system we have for economic well being. The laissez-faire way of thinking is presented as a thing of the past.

HRW Response: We believe that the presentation of the role of government in the economy, primarily covered in Unit 5 "Government and the Economy," beginning on p. 276, is a fair and balanced one. It is true that the book does not go into detail about the growth of the federal government over the past 100 years; however, this topic is beyond the scope of this course. Students will certainly study this issue in their U.S. history and American government courses.

The reviewer is also asking for a level of detail with regard to taxation that we believe is likewise beyond the scope of a high school economics course. As to the reviewer's concern about Holt *Economics* not favoring capitalism over other economic systems, we would point out the fact that practically the entire book is focused on the topic of the free-enterprise system. We believe it is a virtue of Holt *Economics* that it presents the many benefits of capitalism over other economic systems, while allowing students to draw conclusions for themselves.

One topic I would like to see in any high school text: Social Security privatization. Social Security will be an issue within the lifetime of any of today's high school students, and a discussion of the choices facing this program, including privatization should be included. Another area that could be expanded in this book is taxation: more detail on who really pays, history of the level as % of GDP, history of withholding, and ideas for flat rate and national sales taxes. I would like to see some discussion of the overall size of government as % of GDP versus economic growth. Further discussion of what constitutes a public good would be enlightening: why are schools never questioned as a public good? Finally, to stimulate these high school kids, how about some thought provoking ideas for limiting the growth of government spending?

HRW Response: We appreciate the reviewer's points about the inclusion of more detail on the above-mentioned topics and his/her desire for additional information, activities, questions, and examples. However, space considerations and the scope of this half-year course limit how much information can be included on any particular topic. Holt *Economics* strives to provide students with as much detail as possible on a wide variety of economic subjects, while still ensuring that teachers have time to cover all of the material required by the TEKS.

I found this textbook to be poorly organized. When I was doing the review, I almost never found all the information in one chapter; rather I was forced to repeatedly consult both the index and the table of contents to find the different areas in the book where the material was covered. As a student, I would find this to be very frustrating, and I think it would be hard to assimilate the material.

HRW Response: As noted above, there are many possible ways to organize the material covered in the course. The author and editors of Holt *Economics* relied on the advice and recommendations of numerous academic scholars and high school educators in the creation of the program. We assume that the reviewer's expectations in approaching the text would be quite different from those of a high school student to whom most of the information and concepts are new.

Also, I was VERY bothered by the repeated theme that it is the government's job to solve problems, rather than looking for solutions through individuals' efforts, the religious sector, or through the private sector.

HRW Response: We are unclear as to the exact statements to which the reviewer is referring. We believe that Holt *Economics* presents a balanced view of the U.S. economic system. Certainly, a great deal of the book is devoted to discussing the roles of individuals and various groups in the economy, but the roles of government are also appropriately covered.

I was also bothered by the anti-business tone to some of the passages that I mentioned in the last part of the review. I think it is a common problem that many textbooks fail to mention that our economy is mainly fueled by a multitude of businesses that start out small and are managed (at least at first), by an individual with an original idea who is infused with passion, and creates his business as a result of his own vision.

HRW Response: Please see responses to specific statements below. Once again, we believe that the program presents a balanced view of the U.S. economic system and the roles of the various groups, institutions, and individuals that make it up. For example, in Chapter 1, the text includes *entrepreneurship* as a distinct factor of production key to any economy, rather than subsume it within *human resources*. Entrepreneurship is discussed at numerous points in the book (see pp. 203, 243–44, 411).

I was also not satisfied by the discussion on private property, since it seemed to focus on the limits government could put on individuals through local neighborhood associations, deed restrictions, and the like.

HRW Response: The discussion of private property rights in Holt *Economics* is not, as the reviewer notes, "focused on the limits government could put on individuals through local neighborhood associations, deed restrictions, and the like." We would direct the reviewer to the definition and following discussion of private property and individual choice on pp. 29–30. The section begins: "Goods that are owned by individuals and by businesses, rather than by the government, are considered **private property**. Your own private property might include clothes, compact discs (CDs), and books. A business's private property might include a factory, office building, machinery, and other equipment, as well as the land on which the factory and office buildings are located. Individuals and business owners can use their property or dispose of it as they wish. They can buy as much private property as they can afford. They also can sell as much as they wish, so long as a buyer is willing and able to purchase the property." We should also note that Proclamation 2000 requires that we include information on government restrictions on private property. See TEKS 3B for this course: "Citizenship The student understands the right to own, use, and dispose of private property. The student is expected to: (B) identify and evaluate examples of restrictions that the government places on the uses of business and individual property."

This textbook should emphasize that the strength of our economy lies in the freedoms it allows our citizens which provide them the opportunity to create and implement a dream or idea, which can grow into thriving business. It should impress on students that the business world is an atmosphere of creativity and the application of providing a service.

HRW Response: We agree with the reviewer's point; and as noted above, we believe that Holt *Economics* presents a balanced view of the U.S. free-enterprise system, including emphasis on how businesses are created through entrepreneurship. The book thoroughly describes the various types of business organizations. We refer the reviewer to Chapter 7 "Business Organizations," Section 1, entitled "Sole Proprietorships," which provides students with a clear picture of how any individual can start and succeed at opening and running his or her own business. We would also draw attention to the Careers in Economics feature on p. 146, entitled "Entrepreneur." This feature focuses on the remarkable success and vision of Texas entrepreneur Mary Kay Ash stating, "Successful business owners tend to be confident, creative, persistent, hardworking, and flexible. One outstanding example of a successful entrepreneur is Mary Kay Ash."

Factual Errors

"In 1996 California became one of the first states to deregulate the power industry." page 113. In the discussion of California power "de-regulation", there is no mention of the utilities not being able to freely adjust their prices to consumers or to enter into long-term contracts with suppliers. This was at best a partial de-regulation and thus should be stated as such.

HRW Response: We disagree with reviewer that the statement cited constitutes a "factual error." It is a fact that the state of California removed government regulations from the power industry. Furthermore, this statement is part of an entire page feature called "Economics in the News," which thoroughly explains the circumstances of the California power crisis for students. The feature is included to engage students in thinking about issues of contemporary economic relevance. The Why It Matters Today activity on p. 113 invites students to do research on the very topic that the reviewer mentions.

"Monopolistic competition differs from perfect competition in one key respect—sellers offer different, rather than identical products." Page 120. On page 124, Fig. 6.3 under "monopolistic Competition" the "Type of Product" listed is "similar or identical." Reconcile the two conflicting texts.

HRW Response: We appreciate the reviewer's bringing this to our attention. On p. 124, figure 6.3, we will change "Identical" to "Differentiated" in the box for type of product in monopolistic competition. **[TYPE OF CHANGE: A]**

"An increase in the average price level of all products in an economy is called inflation." Page 258. This is an incomplete definition of inflation. An full, accurate definition 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."

HRW Response: The reviewer's concerns about the definition of inflation are fully addressed in the paragraphs on pp. 258–59 that follow the sentence in question. We believe the text is accurate. At the end of the same paragraph containing the above definition, the text states: "Thus, inflation reduces the real purchasing power of the dollar." The text goes on to describe the two general categories of inflation (demand-pull and cost-push) under the heading "Causes of Inflation." Under "Demand-Pull Inflation" the text notes: "Demand-pull inflation can result from an increase in the money supply or an increase in the use of credit." The text also discusses the role of the Federal Reserve in controlling the nation's money supply. We would also note that if the student were to seek the definition of "inflation" in the glossary (p. R44) without this context, he or she is provided a more complete definition.

Examples of Bias/Other Problems

"Although U.S. firms have won back much of the market in recent years, METI's intervention appears to have helped the Japanese companies." Page 382. METI may have helped a select few companies, but for the most part Japanese government intervention in the market has devastated the Japanese economy.

HRW Response: The passage quoted by the reviewer is the conclusion to a specific example about the global semiconductor market, not a reference to all Japanese companies. Clearly, this example is a historical one designed to show students the influence METI may have had. The text does not say or imply that this was the case for all or many Japanese companies.

Pp. 355-58. weak analysis of supply side with criticism, explains demand side with no criticism.

HRW Response: The text presents a balanced view of supply- and demand-side economic theories. Under the heading "Limitations on Fiscal Policy" on p. 359, the author points out the shortcomings of the demand-side approach. We have previously proposed to change the heading on p. 359 from "Limitations on Fiscal Policy" to "Limitations on Fiscal Policy and Demand-Side Economics." (See our Publisher Proposed Changes to Textbooks for State Board of Education Review, submitted September 16, 2002.)

[Please refer to the reviewer's list of criteria provided in the written comments.]

HRW Response: We are unclear as to the source of, or reviewer's intent for including, this list of criteria. Holt *Economics* was created to meet the criteria outlined in the Texas Essential Knowledge and Skills (TEKS) for Economics with Emphasis on the Free-Enterprise System found in Proclamation 2000 of the Texas State Board of Education. As has been certified by the Texas Education Agency, Holt *Economics* is 100 percent conforming to these TEKS.

Reviewer: J. W. McGrath [Holt Economics]

Ladies and gentlemen of the Texas Board of Education. The textbook offering that I reviewed is *Economics, Texas Edition* by Robert Pennington and Published by Holt, Rinehart and Winston. Thank you for this opportunity to present my observations.

The short report is that I was most favorably impressed with this textbook.

I approached my review first by considering its support of the U.S. form of free market economy and for its presentation of the economy of the state of Texas as part of the free market system, and second by watching for error and bias.

In the section discussing comparative economies, the author first presents the theoretical definitions of alternative economies, from market capitalism to command socialism. His definitions are clear and unbiased. He then offers case studies of how each of these systems has worked, or is now working. Without telling the reader what to conclude, he nevertheless shows that in actual application the free market system is clearly superior.

Throughout the text, instead of telling the student what to think regarding controversial subjects, he presents enough information to enable him/her to arrive at his/her own conclusions. At the end of each chapter and section he suggests topics to inspire critical thinking and asking the student "What do you think?". I found this to be one of the book's strongest features.

The study of Economics can be daunting. The author has gone to considerable effort to graphically illustrate young people interacting with the economic world — usually the Texas economic world. I feel this is a great motivator in presenting a demanding but highly important subject.

I did not find any error in the subject material of this text. I took a sampling of topics listed in the index to determine the accuracy of that listing; of some thirty-five that I checked, I identified one topic listed that I could not find on the referenced page (Wobblies, pg 178).

I found no form of the bias that has been alleged to exist in textbook offerings. There was no hint of anti-Christianity or anti-capitalism. There was no disparagement of the free-market system or the American — and Texan — way of life. In fact, I finished the text more convinced than ever that I live in the best economic system thus far devised.

After reviewing the author's credentials and the impressive list of people who reviewed the book — thirty-two in total, nine of whom are Texas educators — I feel that this offering has received the efforts of highly qualified people, dedicated to the field of education. It was a pleasure to experience.

Thank you again for the opportunity.

HRW Response: We thank the reviewer for the many positive comments regarding Holt *Economics*. We appreciate the reviewer's strong recommendation of the program for use in Texas classrooms. The reviewer is correct in pointing out the improper index reference to "Wobblies" on p. 178. We will delete this entry from the index. **[TYPE OF CHANGE: B]**

Reviewer: Gilberto Hinojosa [Holt Texas!]

Are Native Americans portrayed as adapting to the environment
Coverage provided: Excellent

HRW Response: We thank the reviewer for the positive comment.

Are the Spanish-Mexicans portrayed as settlers?
Coverage provided: Missions defined as 'religious communities' instead of directed by missionaries. But very good on community life.

HRW Response: We appreciate the reviewer's positive comment. We believe that the text of the Student Edition (beginning on p. 112) makes clear that missionaries did direct daily life in the missions.

Are the Anglo American settlers' economic ties to the U.S. described so that economic issues can be discussed as part of the Mexico-Texas conflict?
Coverage provided: Includes economic issues. Federalists vs Centralists well covered.

HRW Response: We thank the reviewer for the positive comment.

Is the Tejano participation in the Revolution treated?
Coverage provided: Very little on Tejano participation.

HRW Response: Throughout the discussion of the Texas Revolution, *Holt Texas!* describes how Tejanos affected, and were affected by, the political, military, and social aspects of the Texas Revolution. The Student Edition weaves discussion of Tejano participation in the Texas Revolution into the first steps that settlers took toward revolution. In describing the effects of the Law of April 6, 1830—the Mexican law that provoked early resistance efforts by many settlers—Tejano participation is noted prominently: "Tejanos who supported U.S. immigration, such as Erasmo Seguín, José Antonio Navarro, and young Juan Seguín, also opposed the Law of April 6, 1830. After it went into effect, the *ayuntamiento* of San Antonio held a special meeting. Its members, including Erasmo Seguín and Navarro, noted several of the advantages of having people from the United States move to Texas." A lengthy quotation from the *ayuntamiento* then follows (p. 206).

Our text notes that leading up to the 1832 Convention, both U.S. and Tejano settlers were unhappy with Mexico's central government: "Since the Guerrero Decree in 1829 and the Law of April 6, 1830, many U.S. settlers and Tejanos had been unhappy with the central government" (p. 212). We recognize, however, that a discussion of Tejano involvement in the Texas Revolution requires a nuanced approach that shows both opposition to and support for the movement among Tejanos. For example, Tejano opposition to the 1832 Convention is noted (on p. 212): "On October 1, delegates from 16 settlements

attended the Convention of 1832. San Antonio, the largest Tejano settlement, was not represented. Its leaders had decided that the convention was unlawful." The text further points out the support that the Convention enjoyed among many Tejanos by noting that Tejano leader Rafael Manchola (described as an experienced legislator in the text) was chosen, along with William H. Wharton, to present the convention's resolutions to the Mexican government. Holt *Texas!* also notes that Erasmo Seguín was chosen to present the 1833 Convention's proposals to Santa Anna (p. 213).

The Holt *Texas!* opener for the Texas Revolution unit prominently features Tejano participation in the revolution by describing the experience of Enrique Esparza at the beginning of the Mexican army's assault on the Alamo and explaining Tejanos' involvement in the battle: "Already opposed to Santa Anna's government, many Tejanos were further outraged by the actions of Cos and his troops. More than 100 Tejanos—including Juan Seguín and Plácido Benavides—joined the Texas army in San Antonio and other towns" (p. 228). The paragraph concludes by noting that Tejanos volunteered for service in the cavalry of the Texas army. The text also provides biography features on Juan Seguín and Lorenzo de Zavala (pp. 229, 242).

The discussion of the 1835 Consultation in Holt *Texas!* again not only notes Tejano participation in revolutionary activity, but makes clear that Tejanos spoke with many voices on the issue: "The pro-peace group feared that declaring independence would cost them the support of Tejanos. Many Tejanos wanted the Constitution of 1824 restored, but they worried about their future in an independent Texas" (SE p. 231). Holt *Texas!* also shows that Tejanos, along with U.S. settlers, suffered by being forced from their homes during the Runaway Scrape (SE p. 247).

The Holt *Texas!* Teacher's Edition extends the coverage of Tejano participation in the Texas Revolution. For example, students are invited to carry out research on the Internet for more information about Juan Seguín and other prominent leaders of the era (p. 222). Students are also given an opportunity to learn more about the defenders of the Alamo (p. 238). The Teacher's Edition includes a biography feature of Plácido Benavides, "one of many Tejanos who opposed Santa Anna" (p. 241). The Extend activity on p. 242 asks students to "imagine that they were Tejano delegates to the Convention of 1836." Students are then asked to write journal entries describing their points of view about the actions taken. A feature on José Antonio Navarro discusses the key role Navarro played in writing the 1836 Texas Constitution (p. 244).

Is the Mexican American adaptation to the new order of things treated adequately in the Early Statehood period?

Coverage provided: Good Tejano coverage. Brief on expansionism. Good on effects of Guad. Hidalgo Treaty. Good on Native Americans and African Americans.

HRW Response: We appreciate the reviewer's positive comments.

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.

Coverage provided: Tejanos mentioned in passing.

HRW Response: The Student Edition of Holt *Texas!* discusses the important role played by Colonel Santos Benavides in the defense of Laredo (pp. 384–85). Santos Benavides is also a name to identify in the section and chapter reviews. The Student Edition also notes that many Mexican Americans in Texas became Unionists (p. 388). The Teacher’s Edition provides students with opportunities to learn more about Mexican Americans in Texas and the Civil War. For example, the Our Cultural Heritage feature on p. 384 notes that some 2,500 Mexican Americans fought for the South, and asks students to research why different ethnic groups in Texas supported or opposed the Confederacy.

What roles did women and minorities play in this era Growth and Development

Coverage provided: Very good on diversity of cultures, gender

HRW Response: We thank the reviewer for the positive comment.

Women and minorities began the struggle for their place in the American society in the Early Twentieth Century.

Coverage provided: Very good on diversity

HRW Response: We thank the reviewer for the positive comment.

Women and minorities expand their roles in the American society in 2nd Half of 20th Century

Coverage provided: Very good on diversity

HRW Response: We thank the reviewer for the positive comment.

Reviewer: Ms. Linda Odom [Holt Texas!]

I reviewed two of the Texas history books, Holt, *Texas*, and Glencoe *Texas and Texans*. I enjoyed reading them both, and I am delighted to say that I did not find the dozens of errors that I found previously when I reviewed the textbooks. . . .

T.J. Pilgrim started the first Sunday school in Texas as mentioned in the Holt book, but where is Littleton Fowler, Sumner Bacon and 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.

HRW Response: The work of Sumner Bacon and other Protestants in pre-Revolution Texas is described in the Student Edition on pp. 188–89. On p. 289 the text discusses the impact made by Catholics, Methodists, Baptists, Presbyterians, Episcopalians, and Jews on Texas during the Republic years. The text also describes the activities of circuit riders. The chapter review Internet Activity provides students with additional opportunities to learn about religious activity by having them explore how immigrant groups affected Texas during the years of the Republic. The activities of various religious groups are discussed again on p. 358 of the Student Edition, where the text notes that churches played an important role in developing educational opportunities within the state. The Teacher’s Edition provides additional opportunities for students to learn about religion in frontier Texas. For example, an Internet Activity on p. 358 invites students to learn more about “the role of churches in early Texas statehood.”

Mary Austin Holley is in the texts, but the quote about the Battle of the Alamo representing a fight for religious as well as civil liberty is not. "...THE RELIGIOUS CAUSE — THE CAUSE OF LIBERTY, PHILANTHROPY AND RELIGION —shall prosper. Such is the cause of Texas. All they contend for the right of self-government, and of worshipping God according to the dictates of their conscience—the end and aim of all true patriots." She stated the real reasons for becoming independent.

HRW Response: The text’s discussion of Mary Austin Holley is in Chapter 9, “Life in Early Texas.” The excerpt chosen (p. 194), from a letter written by Holley in 1831, provides students with a firsthand description of life in Texas before the Revolution. It is an appropriate excerpt to complement the material covered in the running text. Holt *Texas!* provides students other ways to learn more about Holley. For example, in the Teacher’s Edition, students are invited to carry out Internet research to learn more about her life and literature. The Teacher’s Edition also includes a Spotlight feature that asks students to locate and read a book written by Holley.

Reviewer: Eleanor Hutcheson [Holt Texas!]

Holt Texas History.

Page 175 par 1," A few empresarios were European, Scotsman Arthur G Wavell tried to start a colony in northeast Texas along the Red River... Conflicts over the colony's eastern boundary caused problems, however, and the colony did not succeed."

Correction; The Mexican Census of 1835 was misplaced for many years. It has since been located and translated describing the colony and its people with 122 families. Many names will be familiar, besides Milam, Fannin, Collin, and McKinney. General Wavell, unfortunately was never able to locate in the colony. His heirs took the land issue to court. The court in New Orleans in the 1850's ruled against them.

see:" Footprints", Vol 17, Number 2 May 1974 page 57, The Fort Worth Beneological Society. " The Register of the Wavall Red River Colony. (I have a copy available with me)

Holt Texas History— The Wavell Colony, as compared to the major colonies in Texas did not succeed, mainly because it was started too late. The first Register was dated in 1835. However, it was a thriving area with over 120 families active in northeastern Texas and should be mentioned,

HRW Response: Note: Ms. Hutcheson submitted two different written testimonies that we received after the September 11, 2002, hearing with comments concerning the same issues. We have reproduced both and have provided one combined response to each issue.

We agree that several well-known Texans lived in the area of Wavell's colony. The Holt *Texas!* Student Edition, however, focuses primarily on those colonies where the colonizer successfully completed the terms of the grant. According to the entry for Wavell in *The Handbook of Texas*, he did not complete his contract. As noted in the *Handbook*, the colony failed for a variety of reasons related to promotional disappointments, river transportation problems, boundary disputes with the United States, and actions of the Mexican government. We have pointed out some of these reasons. Because continued colonization efforts came to a "virtual standstill" with Milam's death in 1835 during the Texas Revolution, we have not devoted more coverage to the Wavell colony.

Page 73 Holt neglected to note in their Texas History textbooks "treated their children with kindness...etc." However nary a mention of their being cannibalistic was found.

Holt still neglected to correct the descriptions of the cannibalistic Indians, Page 75.

HRW Response: We are uncertain of the intent of the reviewer's comment in reference to p. 75, which discusses the Caddo Indians and farming. Obviously space limitations and the scope of the course prevent us from discussing all aspects of a particular culture or time period. If teachers wish to explore more about the Karankawa and other Texas Indians beyond the information on pages 72–73 of the Holt *Texas!* Student Edition, the textbook provides additional research opportunities, including the Building Your Portfolio and Internet Connect activities on p. 87 of the Student Edition, which direct students to do research on Texas Indian groups, and the Portfolio Extensions on p. 87 of the Teacher's Edition.

Reviewer: Eleanor Hutcheson [Holt Sociology]

Page 78 pictures "this group of soldiers has a shared identical part of a military unit." MISPRINT They are all sailors in sailor's uniform. Needs to be corrected.

HRW Response: Thank you for pointing out this mistake, which we identified in our corrections list submitted to the TEA on June 27.

Page 184 picture of Senator Joseph McCarthy "How do you suppose these people public hearings and the labeling affected the lives of those accused?"
Comment: After the publication of the Venona Project, the truth was out. At the time of the hearings those people perhaps felt that since they had been identified as communists and/or spies it was time to return to Russia, or leave the United States.

HRW Response: We do not understand the reviewer's comment. The caption on page 184 asks students "How do you think these public hearings and the labeling affected the lives of those accused?" In the context of the discussion of labeling theory and deviance, we believe that both the question and the suggested answer are appropriate.

Page 187 co1 2 crime "A person robs a bank-- an act that's labeled criminal, is prohibited by law and is punishable by the government-- has committed a crime. On the other hand, a champion swimmer who stands by and watches a friend drown instead of attempting a rescue has not necessarily committed a crime. The swimmer may have violated a moral code but not necessarily a law."
Comment: How is this classified in the Sociologist Code of Ethics?

HRW Response: We do not understand the reviewer's comment/question. The text quoted from page 187 offers students an example that differentiates a crime from an act that violates a moral code, but that is not necessarily a crime. The ASA Code of Ethics (which is reprinted in the book's Reference section (pp. R2–R8), does not address this type of situation.

Page 245 Japanese internments. Questions "Why did WHITE Californians feel resentment towards Japanese Americans?"
Point-why white? And what percentage were American citizens from the reports the ratio of caring about the United States vs Japan was about 50 % among those interned.
It would help to give the complete story – like the number of Japanese submarines that successfully bombarded the Pacific coast. The Japanese spies in Hawaii that released information prior to Pearl Harbor etc. before these questions can be answered accurately. The condition of the military and its ability to defend the Pacific coast have not be clarified or even mentioned. – This is a biased page. The total article is incomplete and inaccurate, therefore biased.

HRW Response: We agree that "white" is inappropriate in the Think About It question on p. 245 and will change it to "many". [TYPE OF CHANGE: C]

This page of Holt *Sociology: The Study of Human Relationships* Student Edition is not the only opportunity for students to learn about the history of Japanese internment and the events that led up to it. This Connecting to History feature obviously does not set out to tell a complete history of these events; rather, it focuses on social relations. It is included in Chapter 10 on Racial and Ethnic Relations for the purpose of exploring the issue of prejudice and discrimination. The Teacher's Edition of Holt *Sociology: The Study of Human Relationships* offers several research activities and lessons that provide opportunities for students to learn more about Japanese internment, as does our 11th-grade U.S. history text, Holt *American Nation in the Modern Era*.

Page 367, col 1, last par, "Another feature of religions in the United States is the separation of church and state. This separation is a concept that has been derived by courts from the U.S. Constitution.

"Please locate that statement in the U.S. Constitution. It is not located in mine.

HRW Response: We agree that the separation of church and state is not specifically stated in the U.S. Constitution, which is why we carefully worded the passage to say that separation of church and state was "derived by courts" from the U.S. Constitution.

Page 219 "Even when the criminal offense is the same, African Americans and Latinos are more likely than whites to be convicted, and they serve more time in prison than whites. African Americans have 12% of the population then have 43% under the death penalty.

Comment: Obtaining the statistics for the arrests of those with serious crimes one reads that 62% were white, 1% Indian, 2% Asian and 35% were black. This reflexes a clearer and more complete picture and should be listed. The figures by population reveal that those convicted of murder 43% were white, 53% black, 01% Indian, and .02% Asian. This explains why 12% of the total population that is black committed 53% of all the murders. The ratio is much higher.

HRW Response: The page reference given by the reviewer here appears to be in error. We cannot locate any discussion in our book that matches what the reviewer has quoted and commented on. We invite the reviewer to clarify this matter.

Reviewer: Peggy Venable [Holt *Sociology*]

Holt's *Sociology* under "Types of Government" (p 338-9) refers to Hitler and Stalin as examples of totalitarianism and discusses psychoanalyst Erich Fromm in studying why individuals submit to totalitarian rule—but the textbook fails to even mention the abuses of totalitarian regimes. When discussing types of government, it is imperative that we not only discuss HOW the leader rises to power but how that power is abused when it is not a democracy. In a democracy, power can be abused but leaders can be removed from office—not so in totalitarianism regime. The book needs to cover abuses of totalitarian regimes—particularly the atrocities of the Holocaust.'

HRW Response: The nature of totalitarian, or authoritarian, regimes is clearly spelled out on p. 338: "under totalitarianism, government leaders accept few limits on their authority. Because totalitarian governments allow little opposition to their policies, individuals in totalitarian states have little freedom." This passage reiterates the information on p. 327, which earlier defined totalitarianism thus: "those in power exercise complete authority over the lives of individual citizens. Public opposition to government policies is rarely allowed, and most personal freedoms are greatly restricted." The discussions of authority, legitimacy, and democracy that precede that of totalitarianism on pp. 338–39 provide the context in which the reader would understand that systems of government in which "members of society have little or no say in the political decision-making process" abuse basic rights and freedoms.

In addition, the quote by Erich Fromm addresses, as the reviewer notes, theories as to why people succumb to totalitarianism. We would point out that this text is not designed for a U.S. or world history course, in which students would likely be taught much more about the historical abuses of particular totalitarian regimes. Moreover, the scope of the subsection is limited. As either a reminder of or a pointer toward such study, the text in question mentions Hitler and Stalin, the Khmer Rouge in Cambodia, and the contemporary regimes of Iraq and Libya as examples of totalitarian government.

Reviewer: Margie and Robert Raborn [Holt *People, Places, and Change*]

HRW General Comment: Almost all of the written testimony submitted at the September 11 public hearing by Margie and Robert Raborn was a copy of the review by Margie Raborn previously submitted at the August 23 hearing. Holt, Rinehart and Winston's responses to the prior testimony can be found in our Formal Response to Written Testimony, August 23, 2002, a document submitted to TEA on September 16, 2002, and are not repeated here. Below are responses to specific additional comments that were inserted by Margie and Robert Raborn.

Margie and Robert Raborn: [Regarding “heavy reliance on the Internet”] . . . Also it violates the parents’ “right to know” what their children are being taught and it is impossible for the SBOE to assure that material on the website complies with the TEC requirements and the TEKS.

HRW Response: Our research shows that teachers want their students to learn how to use the Internet as a research tool and that they want links provided. Please keep in mind that all sites referenced in the textbook are monitored on an ongoing basis to ensure that they continue to contain appropriate, noncommercial, and valuable information to enhance student learning.

Margie and Robert Raborn: [Regarding the existence of Pangaea 200 million years ago, p. 31] The “young earth” theory should be given equal coverage, or the statement omitted.

HRW Response: Numerous sources (e.g., *Encyclopaedia Britannica*, *Columbia Encyclopedia*, 6th ed., *National Geographic Desk Reference*) report a range of dates estimating that a super-continent existed from 275 to 175 million years ago. This is the prevailing and most accepted theory among scientists and is based on a wealth of geologic and fossil evidence and widely used dating techniques. We feel our coverage is appropriate and accurate.

Margie and Robert Raborn: [Regarding Earth having experienced several ice ages over the past 2 million years, p. 33] Same response as above.

HRW Response: All geologic dates used in this book are based on thorough academic research and sources. However, the text here should discuss the several periods of change within the *one* ice age, not several ice ages. As noted in the Publisher Proposed Changes to Textbooks for State Board of Education Review (submitted to TEA on September 16, 2002), we will revise the paragraph in question to read as follows: “Giant sheets of thick ice called continental glaciers cover Greenland and Antarctica. Earth has experienced several ice ages—periods of extreme cold. During the last ice age glaciers covered most of Canada and the northern United States. This ice age, which began about 2 million years ago and ended about 10,000 years ago, was broken up by warmer

periods when the glaciers retreated. The Great Lakes were carved out by the movement of a continental glacier.”

Margie and Robert Raborn: [Regarding acid rain, global warming, and ozone thinning, p. 64] Better balance is needed.

HRW Response: The discussions on S p. 64 are provided as basic factual explanations of the phenomena of acid rain, global warming, and ozone thinning, not as validations of theories as to their cause. We feel that we have presented a balanced treatment of these environmental issues, supported by scientific data, that is appropriate for the scope of this course. We also have included mention of the debate surrounding them, but because of space limitations and our 6th-grade audience, we have chosen not to elaborate further on these issues since doing so would require considerable additional scientific background discussion.

Margie and Robert Raborn: [Regarding “asking the student questions about, ‘What beliefs do you have? ..Do you practice a religious faith, etc.’”, p. 106] ...indeed, I believe there are regulations against such violation of privacy.

HRW Response: We would direct the reviewer’s attention to the TEKS for this course. Of the 23 TEKS items, 5 are designated as Culture. We believe that the questions asked of students on S p. 106 are appropriate for helping students discover “some traits that define cultures” (TEKS 6.15B). It is helpful to identify one’s own culture traits in order to be able to “analyze the similarities and differences among selected world societies” (TEKS 6.15C). Religious institutions are basic to human societies, and discussion of them is required by TEKS 6.16. Every other regional chapter in this book begins by introducing readers to a profile of a young person from another part of the world, based on actual interviews. The youths describe their beliefs, favorite foods, games, and ways of life—aspects of their culture to which 6th-grade American students may be expected to relate. The chapter on the United States begins in a similar way—by asking students to think about their own habits, likes and dislikes, beliefs, and opinions. Asking students to draw on their own background knowledge prior to reading the text is also an aspect of a widely accepted and highly valuable reading comprehension strategy used by many educators in the classroom.

Margie and Robert Raborn: [Regarding erosion having lowered and smoothed the peaks of the Appalachian Mountains for more than 300 million years, p. 108] Give other theory or omit.

HRW Response: As stated previously, all geologic dates used in this book are based on thorough academic research. Numerous widely accepted sources such as the U.S. Geological Survey confirm the existence of scientific evidence showing that the Appalachian Mountains formed approximately 300 million years ago. We feel it is appropriate to present accepted scientific evidence and conclusion as fact in a discussion of landforms in this textbook.

Margie and Robert Raborn: [Regarding the first people having crossed from Asia to North America at least 20,000 years ago, p. 112] Same as above.

HRW Response: The text states that "*Scientists believe* [emphasis added] people first crossed into North America from Asia at least 20,000 years ago." We used this specific phrasing in recognition that there is debate about exactly how and when the first people arrived in the Americas. Because new research is constantly providing more information on the topic, the range of dates during which this transcontinental migration may have occurred is somewhat in flux; however, "20,000 years ago" is squarely within the time frame on which there is a general consensus. Scientists have arrived at their conclusions based on evidence from many fields (e.g., paleontology, climatology, genetics). We feel that to provide information that contradicts the widely held opinions of experts in the field would be confusing to students.

Margie and Robert Raborn: [p. 114] Please *acknowledge* that there have been not declared wars in the last half of the 1900s *as required by our Constitution* (emphasis added to indicate the addition to the original testimony).

HRW Response: In the context of our necessarily brief coverage of 20th-century U.S. history, we do not believe that further detail or distinctions between declared or undeclared wars, conflicts, or military engagements is appropriate for this course of study. As previously noted, Holt *People, Places, and Change* was written to meet the objectives of the 6th-grade TEKS, which outline a world cultures/world geography course—not a world history survey or a U.S. history course. The history sections included in *People, Places, and Change* are not meant to provide an exhaustive study of the history and government of each region or country under study.

Margie and Robert Raborn: Besides the omission of any information and quotes by noted American leaders and the omission of the definition *or explanation* of socialism, we found no definition or discussion of "republic" as a form of government or that America is a republic (emphasis added to indicate the addition to the original testimony).

Regarding "republic," the text under review was written to meet the TEKS objectives for a world cultures/world geography course, not a U.S. history course. Only 2 of the 23 TEKS for this course are designated as History TEKS, which accounts for the brief coverage of early U.S. history. The history sections serve primarily as background for a more complete understanding of the geography and cultures of each region and country.

Reviewer: Janie Brittain [Holt *People, Places, and Change*]

General Comments:

This textbook contains a great deal of good information. (In fact, there is so much information presented, it is highly that unlikely all of the material could be covered in a year by sixth graders.) The text does not "talk down" to sixth graders. The maps are very useful, and the tables comparing the U.S. life expectancy, literacy rate, and per capita GDP to other countries are also very informative. However, there are several areas in the text which need revision or deletion. These areas are summarized in the tables below and are identified in detail in the accompanying Social Studies Textbook Review. The most glaring problems with the text include the many instances of environmental activism and the lack of information presented on the founding of the United States, and of the principles upon which it was founded.

HRW Response: We appreciate the reviewer's positive comments. The specific areas noted are addressed below. As to the perceived lack of focus on the founding of the United States, we would like to point out that Holt *People, Places, and Change* was written to meet the objectives of the 6th-grade TEKS, which outline a world cultures/world geography course—not a world history survey (10th grade) or a U.S. history course (8th and 11th grades). The description for this course in *Proclamation 2000 of the State Board of Education* begins with the sentence "In grade 6, students study people and places of the *contemporary* world" (emphasis added). Only 2 of the 23 TEKS for this course are designated as History TEKS, whereas 5 each are labeled Geography and Culture—thus accounting for the brief coverage of early U.S. history. The history sections in *People, Places, and Change*, not just for the United States but also for the rest of the regions of the world, have been provided to address the History TEKS for this course and to serve as background for a more complete understanding of the geography and cultures of the world. They are not meant to provide an exhaustive history of each region and country. Moreover, this is not the primary opportunity that students will have to learn about the events and persons that the reviewer believes are underemphasized.

p. xxiii – "cnfyi.com" The Why It Matters feature beginning every section...uses the vast resources of cnfyi.com..."

Selectivity bias — Use of this web site as a primary resource as referenced in the textbook creates a lack of balance. Environmental activism is encouraged (e.g. a lesson plan from this site challenges students to determine whether or not commercial whaling should be banned - provides links to web sites such as the Greenpeace Whaling Site.) Negative aspects of environmental protection policies are not presented.

HRW Response: The CNNfyi.com site presents information in a news format, which gives students practice at both information gathering from a news source and Internet research. The lesson example cited, which is neutrally titled

"Analyze the pros and cons of commercial whaling," presents both sides of the whaling issue, and the Web site cited by the reviewer (Greenpeace Whales Site) is one of four sites listed. Another is the Japan Whaling Association. (Japan is a pro-whaling nation.) These sites were chosen because they present the conflicting sides of the issue. Providing students with two viewpoints about of a topic in this manner both informs students of real-world controversies and helps strengthen their research, critical thinking, and debate skills.

p. 125 – “Challenges Today”

Selectivity bias — Many people would disagree with these items as the primary challenges facing the U.S. Terrorism, moral decay, loss of individual freedom, threatened national sovereignty, and illegal immigration, among others, would need to be included for balance. Overemphasis on environmental issues is out of balance with other concerns.

HRW Response: Although we agree with the reviewer that there are differing opinions regarding the important issues currently facing the nation, we do not feel that we have overemphasized environmental concerns simply by mentioning “pollution” as part of a list that also includes resolving international conflicts, trade, poverty, and crime. Pollution and other environmental problems, and how businesses and governments handle them, will continue to be a topic of importance in the future. Further, because this is a *geography/world cultures* textbook, *geographical* issues and challenges such as urban sprawl and pollution receive more emphasis than “moral decay” or terrorism, which typically belong more to the study of political science, history, government, or sociology.

p. 600 – “Connecting to Literature” excerpt from “Sadako and the Thousand Paper Cranes”

Selectivity bias; imagery bias, perspective bias — Text invokes an emotional response (child dying of radiation) against the dropping of the bomb; fails to also note that this act led to the end of the war, thus saving many lives.

HRW Response: The excerpt to which the reviewer refers was chosen based on its relevancy to the subject area (Japan) as well as its appeal to the 6th-grade audience for which it is intended. It is a biographical account of a little girl affected by the radiation of the atomic bomb dropped on Hiroshima. We agree that it is likely to evoke at least some emotion in the reader, but disagree that this is undesirable, or unexpected, for literature of this kind. Moreover, to quote the introduction to the 6th-grade TEKS: “To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies and autobiographies; novels; speeches and letters; and poetry, songs, and artworks is encouraged. Selections may include *Sadako and the Thousand Paper Cranes*.” The text cited by the reviewer is factual; however, the introduction to the Connecting to Literature feature is not intended to convey extensive information about the war, just basic background to the

excerpt. However, it does state that the United States dropped the atomic bomb "trying to bring an end to World War II."

p. S21 – "Identifying Bias"

Personal attack bias —

Attaching an implied negative label to a person ("biased") for using his own life experience as a point of reference is a personal attack. It is virtually impossible for a person not to use his own culture and experience as a point of reference. What other point of reference does one have?

The negative implication of ethnocentrism also suggests that it is wrong to believe in one governmental system (culture) over another (e.g. belief in democratic ideals as superior to a tyrannical dictatorship). This moral relativism (which disallows patriotism) is counter to TEC: Ch 28, Subchapter A, Sec 28.002.

HRW Response: We agree with the reviewer that the statement could be misleading as a definition of ethnocentrism. To help clarify that ethnocentrism is "based on the attitude that one's own *group is superior*" (*Merriam Webster's Collegiate Dictionary*, Tenth Edition—emphasis added), we will insert the word "negative" in front of "statements" in the 5th line of the paragraph, and replace "When" with "If" in the 2nd line. Regarding the reviewer's statement about the "negative implication of ethnocentrism," we believe that describing ethnocentrism as a form of bias is accurate. Ethnocentrism, as defined in our text and in *Webster's*, refers to one *group* of people believing it is superior to another. It does not preclude the idea that one group's values regarding governmental systems can be qualitatively different from those of another group.

pp. S22, TX4, TX6, TX8, TX9, TX14, TX15, TX17, TX28, 14, 27, 52, 53, 54, 59, 60, 61, 62, 63, 64, 69, 70, 71, 72, 87, 88, 89, 90, 118, 125, 142, 145, 184, 177, 185, 192, 194, 203, 210, 214, 217, 218, 226, 230, 239, 241, 244, 266, 267, 273, 279, 280, 296, 300, 301, 319, 321, 334, 342, 357, 375, 379, 386, 389, 391, 398, 402, 403, 428, 472, 522, 560, 585, 591, 622, 629, 636, 652, 676, 679, 680, 681, 683, 684, 686, 687, 703, 708, 709, 720, 721, 725, 728, 729, 730, 732, 733
Below are some text excerpts (the overwhelming number of references precludes inclusion of the text of each reference):

p. 53 – "The owls became the subject of conflict between environmentalists who wanted to protect the owl's habitat and the timber industry and others who worried about the economic effects of ending lumbering."

HRW Response: We disagree with the statement that the discussion of environmental issues is "wildly out of balance" in this text. Environment is part of physical geography, which is a significant part of this text, along with history and culture. Moreover, the relationship between people and their environment—how we affect the environment and how the environment affects us—is a fundamental theme of geography, at the core of the subject. We feel that to leave out environmental issues would be a disservice to students studying geography and

would have resulted in failure to comply with aspects of TEKS 6.4, 6.5, and especially 6.6 and 6.7.

Regarding the annotation mentioned, particular effort was made to include both sides of the issue, as the statement regarding “the economic effects of ending lumbering” implies. In order to truly understand an issue, students must be presented with all of the facts, not just those that support one side or the other.

p. 63 – "Human activities can pollute the air and threaten the health of life on the planet. Burning fuels for heating, for transportation, and to power factories releases chemicals into the air..."

p. 64 – "Another concern is global warming—a slow increase in Earth's average temperature...Some scientists say that temperatures have warmed because of air pollution caused by human activities...Others think warmer temperatures have resulted from natural causes."

p. 69 – "In terms of its potential impact on global warming, methane as a greenhouse gas is 10 times stronger than carbon dioxide, which is released in the burning of traditional fossil fuels.

Perspective bias; Unjustified conclusion bias, Selectivity bias, Certainty bias—

The amount of discussion of environmental damage caused by human activity is wildly out of balance in this text in comparison with discussion on the history, culture, and geography of the regions studied. Such over-emphasis on environmental issues, especially on concepts which have not been proven by the weight of scientific evidence (such as the negative effects of global warming), creates unfounded fear and alarm in the student.

On page 64, a fairly balanced discussion of the global warming issue is presented. However, in later passages in the text (see excerpts from p. 69 and p. 72), the text assumes that global warming is caused by humans, and its effects are damaging. There is no consensus of opinion by the scientific community on the causes of global warming, or on its effects.

[The reviewer cites a passage from "Environmental Effects of Increased Atmospheric Carbon Dioxide," Oregon Institute of Science and Medicine (www.oism.com)]

HRW Response: We do not believe that the source cited (oism.org) as evidence for the lack of scientific consensus is authoritative in the field of climatology. Its author, Arthur Robinson, is not a climate scientist; and we are unaware that he has any published research that has been subjected to requisite peer review in the field. The text discussions on S p. 64 are provided as basic factual explanations of the phenomena of acid rain, global warming, and ozone thinning, not as validations of theories as to their cause. We feel that we have presented a balanced treatment of these environmental issues, supported by scientific data, that is appropriate for the scope of this course. We also have included mention of

the debate surrounding them, but due to space limitations and the reading level of our audience, we have chosen not to elaborate further; to do so would require providing considerable additional scientific information.

pp. 63, 59, 60, 118, 185, 203, 218, 241, TX9

There is a clear environmental activist agenda forced on children via the text and exercises throughout the textbook. Environmental activism is not science or social studies, and classrooms must not be used as a recruiting ground for environmental activists.

Problem solving model (13 instances) – Subjective; inappropriate subject matter for the classroom; lack of objective data on which to base a decision; participation by students as activists for a particular cause.

HRW Response: We disagree that Holt *People, Places, Change* promotes an activist agenda. That is not the intention of the authors, who have attempted to present in a balanced way information that is supported by scientific data and that is appropriate for the scope of this course and for 6th-grade readers. Nor do we feel that the text "force[s] on children" such an agenda; it is understood that the classroom teacher is key to the learning process, and to the utilization of the textbook. It is a goal of the text, however, to get students to *think about* how people affect the environment and to consider various aspects of environmental issues and points of view concerning them, in accordance with the TEKS for this course. Merely stating that an environment is fragile or that managing pollution is an issue (two of the examples cited by the reviewer) does not make a book "a recruiting ground for environmental activists." Balancing economic and other concerns with environmental ones will continue to be an issue that policy makers, business leaders, and citizens will face in the future. TEKS 6.7 requires that the student understand "the impact of interactions between people and the physical environment on the development of places and regions." TEKS 6.20B requires that students explain how "economic factors and political decisions have affected the use of technology from place to place," and 6.20C requires that students "make predictions about future social, economic, and environmental consequences that may result from future scientific discoveries and technological innovations."

pp. 637 – "Focus on Environment"

Text references an environmental group who has a goal of the "transformation of government and corporate policy". It promotes the U.N. Kyoto Treaty, and has a Kids' Corner devoted to children's environmental activism—see www.ran.org.

RAN believes in economic globalization: "First, we argue for the dismantling to Institutions: the World Bank, the IMF, and the WTO. Second, we claim this must be done hand-in-hand with reforming and strengthening certain U.N. agencies. Third, we believe that new institutions within the U.N. must be created. With this three-part package, we will see global economic governance unified under the

U.N. system.”— Randall Hayes, President, Rainforest Action Network, from www.ncpa.org.

HRW Response: We are unclear as to the intent of the reviewer's comment. The text on p. 637 to which the reviewer refers states: “International organizations such as the Rainforest Action Network are helping to protect the forests.” The text does not direct the students to the ran.org Web site's Kids' Corner. We believe that the sentence in question would be improved by replacing "helping" with "trying". We would also like to note that we found no mention of RAN, or quote by Randall Hayes, on the website www.ncpa.org.

pp. 402 – "Geo Skills" *Selectivity Bias, perspective bias* — No mention of the potential negative consequences of many environmental policies, including loss of national sovereignty to global governing bodies, loss of private property rights, and reduction in standards of living.

HRW Response: We are unsure why the reviewer finds fault with the feature on p. 402. It is a straightforward, brief discussion of the *fact* that environmental problems such as oil spills and soil erosion do exist, and the *fact* that people organize to address or solve them, including at the governmental and international level. It is not about "policies" in general. The questions appear to include some of the reviewer's issues of concern, albeit on a local level. Question 1 mentions considering effects on "people's lives and your community's culture or economy" while Question 3 requires the student to "consider the advantages and disadvantages" of each different option or solution. Students are to ask "questions like, 'How will solving this environmental problem affect business in the area?'"

p. 428 – "Extend" *Perspective bias* — Wars generally cause destruction of portions of the environment. Is the suggestion that the U.S. should not have fought to free Kuwait from tyranny?

HRW Response: We agree with the reviewer that wars generally cause destruction of portions of the environment. The destruction caused by the Persian Gulf War is a relevant topic for an extension activity because this particular section covers Iraq. We do not agree that the activity on p. 428 of the Teacher's Edition suggests *anything* about whether or not the United States should have fought to free Kuwait.

pp. 708–709 – “Case Study” *Perspective bias* — European development in Australia and N. Zealand is presented negatively. Not emphasized are the high standard of living, 100% literacy rate, and long life expectancy brought about by the efforts of the Europeans.

HRW Response: The Case Study to which the reviewer refers is not meant to present a negative view of European development in Australia. It is a feature

explaining how the introduction of nonnative species to an environment can have unintended consequences for the environment. Discussion of the culture of Australia and its European roots can be found elsewhere in the chapter (pp. 705–06), along with information on the literacy rate and life expectancy (p. 706).

p. 728 – “Research in Antarctica” *Selectivity bias, Unjustified conclusion bias* — There is no consensus on the cause of ozone layer thinning, or whether it is permanent or cyclical.

Depending on which study one references, the “Earth’s ozone is decreasing/stable/increasing and this is caused by surface use of heavier-than-air gases/volcanic activity/rocket launches/solar activity.” – JunkScience.com

HRW Response: We are unclear as to the reviewer’s point. The statement that “Scientists are looking for evidence that air pollution is damaging Earth’s ozone layer” is accurate. Much research is being done on the subject of the ozone layer and what causes its fluctuations, and pollution is one of the major causes under study. The text does not state that there is consensus on this subject, or that the documented thinning of the ozone layer, which can be supported by the vast majority of scientific research, is permanent or static—only that scientists have found evidence of thinning.

p. 720 – *Unjustified conclusion bias* — There is no consensus of opinion on the effects of global warming.

HRW Response: The text discussion on p. 720 is provided as a basic factual explanation of one possible reason the oceans are rising, not as validation of theories as to the cause. We feel that we have presented a balanced treatment of environmental issues supported by scientific data in this book and that the treatment is appropriate for the scope of this course. By stating that scientists suggest reasons for certain events taking place, we are presenting theories, based on mainstream scientific research. Elaborating further on these issues would require considerable additional scientific background discussion.

p. 686 – “Geography Sidelight” *Perspective bias* — The correctness of the environmentalist actions to save the tigers are not questioned, even though the people in the area are being killed by the tigers when they (humans) attempt to hunt for food (for survival). Ridiculous steps are being taken to avoid moving or controlling the tigers, at the expense of human lives. Human lives are presented by the text as more expendable than the tigers’ lives.

HRW Response: The sidebar annotation on p. 686 in no way suggests that people’s lives are more expendable than tigers’. The annotation, provided as extra background material for use at the teacher’s discretion, discusses several interesting ways that people are defending themselves against tiger attacks while still making use of the forests that are the tigers’ habitat. The focus is clearly on human efforts to protect the tiger population. On p. 686 in the Student Edition,

2nd column, the text discusses efforts to control the tiger population through the establishment of tiger reserves, a conservation step that is widely practiced. In addition, the text notes villagers' concerns on p. 687.

p. 472 – “Across the Curriculum” *Unjustified Conclusion bias*; Problem Solving Model — insufficient information to reach the conclusion.

HRW Response: The answer to which the reviewer is referring is a hypothetical response that might be provided by a student based on his or her previous studies. It is not meant to be a definitive answer. "Across the Curriculum," which is a sidebar annotation in the Teacher's Edition, is offered as extra material to be used at the discretion of the teacher, and thus introduced through his/her mediation. No particular level of background knowledge on the part of students is presumed.

p. 591 – “Critical Thinking” *Selectivity bias, Perspective bias* — The threat of takeover by Communist China is likely considered more of a problem for Taiwan by many people than pollution or overcrowding.

HRW Response: The text covers Taiwan's history briefly on p. 590, noting China's *claim* that Taiwan is part of the People's Republic of China. Pollution and overcrowding of Taiwan's urban centers, particularly Taipei, remain well-documented problems that the nation and its citizens continue to face.

p. 72 – “Portfolio Extensions” *Selectivity Bias, Certainty Bias* — The only argument presented against “pollution control” is economic. Other issues may be considered equally, if not more, important, such as concerns over loss of national sovereignty, and reduction or elimination of private property rights.

HRW Response: We appreciate the reviewer's concern, but would point out that “economic reasons” is only given as a possible answer, not as an “argument presented.” In our opinion, the additional “reasons” noted by the reviewer are less likely to be offered by sixth-grade students. We would also note that the text in question falls within the extension lesson plans in the Teacher's Edition; these optional activities are used at the discretion of the teacher, and it is expected that a teacher will need to expand on the abbreviated answers provided.

p. 226 – “Portfolio Extensions” Problem Solving Model — Insufficient objective information to reach a conclusion; age inappropriate; subjective.

HRW Response: We believe that we have provided sufficient information on both the resources of the Amazon (p. 214) and the conflicts surrounding it (p. 217) to form the basis of a debate. The Teacher's Edition activity referred to by the reviewer would be mediated by the teacher. As with all Extension activities, if teachers believe their classes are unable to perform a particular activity suggested in our lesson cycle, they have many other activities from which to

choose. We believe that such debates will be seen by teachers as appropriate for many students taking this course.

p. 142 – “Understanding Environment and Society” *Certainty Bias; Unjustified Conclusion Bias* Problem Solving Model — Insufficient objective evidence to support conclusion; age inappropriate

HRW Response: We do not feel that a research project and presentation on a country’s resource management is age inappropriate. We do, however, agree that the teacher’s answer to this activity is too definitive for a project that could have more than one outcome. Therefore, we will insert "may" before "conclude" on line 5 and change "severely reduced or totally depleted" to "severely depleted" on lines 6–7.

p. 53 – “Connecting to Science” *Selectivity bias; Perspective bias* — Missing from the discussion is the fact that thinning forests of dead wood is sometimes needed to rid the forest of disease and reduce forest flammability.

HRW Response: We do not understand the intent of the reviewer's comment. The point of the "Soil Factory" feature on p. 53 clearly is not to discuss the pros and cons of dead wood in forests but to describe how soil is created. This is a requirement of TEKS 6.6B, which states that students should be able to “describe and explain the physical processes that produce renewable and nonrenewable natural resources such as fossil fuels, fertile soils, and timber.”

p. 88 – Uneven Resource Distribution, p. 89 — World Population and Resources *False cause bias* – Suggests that richer nations are to blame for poverty in poorer countries. In fact, many poorer countries have an abundance of resources – they lack the free market systems in place to improve their standard of living and exploit the resources they have. Distribution of wealth philosophy is counter to TEC: Ch 28, Subchapter A, Sec 28.002.

HRW Response: The passages cited do not suggest that richer countries are to blame for poverty in poorer countries. The "uneven resource distribution" observed on p. 88 is *that of nature*, not a distribution as a result of one economic system or another. Japan, which is *not* a poor country, is used as an example of a country lacking energy resources. Moreover, the only means of altering resource distribution in economic terms noted on these pages is trade.

P. 89 discusses rich and poorer nations within the context of presenting opposing viewpoints on whether Earth has reached its "carrying capacity." The paragraph in question presents the view that Earth has reached its carrying capacity and expresses arguments held by those who feel this is the case. By giving both sides of this argument, we feel we have presented a balanced approach to the topics of population growth and resource management. In addition, we feel that the text provides students with numerous examples of countries with rich resources but limited means of using them. Please see the

following examples: Central Asian countries, p. 389; Tanzania, p. 516; Democratic Republic of the Congo, p. 534; Angola, p. 537.

p. 90 – “Thinking Critically”, #5 Problem Solving Model — Insufficient objective information to reach a conclusion; inappropriate for 6th graders – adult conclusion; adult scientists are not able to answer this question – how could 6th graders? Answers would necessarily be uninformed opinions.

HRW Response: We disagree with the reviewer that this question is inappropriate for 6th graders. On pp. 88–89, the student is provided with both sides of the argument, in addition to a definition of the term *carrying capacity*. Students can draw on this information, in addition to their own knowledge from studying geography and other subjects, to form a reasoned answer. The main goal of the question is to have students use the *critical thinking* process, as described in TEKS 6.21B, to present a logical and well-thought-out answer. Part of that answer may in fact point to the lack of certainty on the matter, and may include opinion, as noted in the Teacher's Edition answer.

p. 204 – “Organizing What You Know” #5 *Certainty bias, Unjustified conclusion bias, False cause bias* —

Answer appears to support a socialist world view; implying that poverty would have been lessened or eliminated via distribution of wealth (counter to TEC: Ch 28, Subchapter A, Sec 28.002). Urban poverty could be instead related to the system of government in place, in which individuals are not given the freedom to create their own wealth.

HRW Response: We disagree that this answer in any way supports a socialist worldview. It clearly conveys, as does the text on p. 203 that supports the answer, that many Venezuelans did not benefit from the wealth generated by the country's oil resources.

p. 357 – “Environment and Society” Problem Solving Model —

Age inappropriate; insufficient objective data to make an informed decision. Again, economic issues are the only reasons given for placing environmental issues at a lower priority. Ignored are issues of national sovereignty and private property rights, not to mention a lack of scientific evidence to support the perceived importance.

HRW Response: The passage noted by the reviewer is found in the Teacher's Edition, and is offered as extra material to be used at the discretion of the teacher. Thus, any introduction or discussion of this material will be teacher-mediated, and as such, we believe it is appropriate for this course. The proposed student answers are hypothetical (as the “Students may suggest ...” and “Others may . . .” phrasing should make clear). The factors mentioned by the reviewer may also conceivably come up.

p. 208 – "Thinking Critically" #2 *False cause bias, Unjustified conclusion bias* — Promotes a socialist world view (counter to TEC: Ch 28, Subchapter A, Sec 28.002)

HRW Response: We disagree that this answer in any way promotes a socialist worldview. The text merely mentions the distribution of resources "evenly"—without any reference to the means of distribution, the nature of ownership, or the political and economic system that might be involved. The question is meant to help students think critically about the interconnections between population, resources, scarcity, and poverty.

p. 246 – "Geo Skills" #3 Problem Solving Model — Requires students to reveal personal feelings, information, or beliefs — inappropriate

HRW Response: The question asks students to "Imagine you had to migrate to a new place. . . ." The entire exercise is one of imagination, and the opinions or feelings that the students are asked (presumably) to write about are thus *imagined* ones. We do not agree with the reviewer that this is an inappropriate activity.

p. 348 – "People and Customs" *Selectivity bias* — missing a discussion of Saudi Arabia's well-publicized criminal justice system.

HRW Response: We are uncertain of the intent of the reviewer's comment. P. 348 includes a "Fast Facts" section about Russia and Northern Eurasia (nothing about Saudi Arabia). Presumably the reviewer means p. 419 or 420. We believe, however, that the suggested discussion of the nature of Saudi Arabia's criminal justice system is a level of detail beyond the scope of this course. Courts, judicial systems, crime, etc. are not discussed for Saudi Arabia or any of the other countries/regions covered in the book.

p. 348 – "People and Customs" *Selectivity bias* — missing from text: 15 of 19 9/11 hijackers were Saudi Arabian.

HRW Response: Again, p. 348 includes a "Fast Facts" page about Russia and Northern Eurasia (nothing about Saudi Arabia). Presumably the reviewer means p. 419 or 420. We believe that to include the detail suggested by the reviewer might create the wrong impression that we believe terrorist activity is a Saudi custom or typical of Saudi people in general.

p. 429 – "History and People" *False cause bias* — First sentence could be interpreted to mean that the U.S. did something to precipitate the attack on the U.S. The statement is not supported by objective evidence. Suggested rewrite: "Terrorists attacked Washington D.C., and New York City on September 11, 2001. Investigation of the attacks led to terrorist Osama bin Laden."

HRW Response: We presume the reviewer means p. 431. We believe that in context, the lead sentence of this paragraph is supported by the details that follow.

112, 113 – "History and Government" Severe Omissions.

Not mentioned in the text that many settlers to North America came looking for a place which would allow freedom of religious expression, and to escape established religions in Europe. Scant mention is made of the principles of liberty, self-government, etc. upon which the U.S. was founded. No discussion of why U.S. declared independence from England. No mention of the Declaration of Independence, and the principles it espouses. This entire section (History and Government) is grossly lacking the inspiring story of the founding of our country. Counter to TEC: Ch 28, Subchapter A, Sec 28.002.

HRW Response: As mentioned previously, Holt *People, Places, and Change* was written to meet the objectives of the 6th-grade TEKS, which outline a world cultures/world geography course—not a world history or a U.S. history survey course. The description for this course in *Proclamation 2000 of the State Board of Education* begins with the sentence "In grade 6, students study people and places of the *contemporary* world" (emphasis added). Only 2 of the 23 TEKS for this course are designated as History TEKS, whereas 5 each are labeled Geography and Culture—thus accounting for the brief coverage of early U.S. history. The history sections in *People, Places, and Change*, not just for the United States but also for the rest of the regions of the world, have been provided to address the History TEKS for this course and to serve as background for a more complete understanding of the geography and cultures of the world. They are not meant to provide an exhaustive history of each region and country. Moreover, this is not the primary opportunity that students will have to learn about the events and persons that the reviewer believes are underemphasized.

p. 114 – "Government" Factual Error.

National government is only given those powers granted to it by the U.S. Constitution. All others are left to the states or to the people.

HRW Response: We disagree that this is a factual error. At the level of generalization in the text (and as specifically qualified in the sentence in question by the words "In general"), it is accurate to speak of the national government handling those matters that pertain to the whole country (as opposed to those pertaining to the individual 50 states). The text has previously stated that the Constitution "spells out the powers and functions of the branches of the federal government." A perusal of the Constitution will support the contention that "in general" the powers given to the Congress, the executive, and the judiciary are those that concern the nation as a whole, which is what the text on p. 114 states.

p. 145 – "Removing Barriers" *Unjustified conclusion bias* —

There is no consensus of opinion on this issue. Many Americans have a strong belief in national sovereignty.

HRW Response: The reviewer's point is well taken. To clarify, the 1st sentence in the final paragraph on p. 145 will be revised to read: "Trade between Canada, the United States, and Mexico is becoming more important."

p. 432 "Thinking Critically" #4 Omission.

This section must not have been updated since the attack. Suggested rewrite: "to eliminate terrorist networks in the region following attacks by terrorist on U.S. soil. The U.S. also has an interest in protecting independent countries and oil supplies in the area.

HRW Response: We appreciate the reviewer bringing this to our attention. The section was updated (see p. 431), but the answer to #4 was not. We will add (after "in the area"): "and to defeat terrorist networks" on p. 432 of the Teacher's Edition.

p. 438 – "Building Vocabulary" Factual Error.

The Constitution does not include this principle. The first amendment says "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof."

HRW Response: The generalization in the Building Vocabulary activity in the Teacher's Edition on p. 438 that "the separation of church and state is a principle of the U.S. Constitution" is valid; it is not a factual error. The text in question is part of a possible student answer to a question about how the term *secular* might apply to American society. The text does not say that this is a quote from the Constitution; nor does it state how the doctrine of separation of church and state has been derived from the Constitution through numerous Supreme Court rulings.

p. TX14 "Interpreting the Visual Record"

p. 513 "Conflict"

p. 514 "Culture"

p. 522 "Thinking Critically" #4

p. 706 "National Geography Standard 10"

Perspective bias — Multiculturalism and ethnic diversity are encouraged in the text sections on Texas and Australia. However, in the sections on Africa, ethnic differences appear to have created huge problems, resulting in war, civil strife, and mass murders. Suggestions to resolve the conflicts in Africa include separating the ethnic groups; the opposite philosophy is espoused for the Western cultures.

HRW Response: We are uncertain of the intent of the reviewer's comment. The text acknowledges that the phenomenon that is called multiculturalism is a

complex one. The ideas and possibilities cannot be reduced to a "one-size-fits-all" pattern; there have been both positive and negative results when ethnic groups mix, and the text reports those different outcomes. In presenting multiple perspectives, the text is neither "encouraging" nor "discouraging" the phenomenon, but attempting to avoid bias.