

2003 High School U.S. HISTORY Textbook Rating

Texas has approved these high school U.S. History books for 2003 local adoption,
which we rank as follows:

BETTER

The American Republic Since 1877 (Glencoe, 2003)

Overall superior scholarship to previous generations
of high school U.S. History books seen in Texas in the last 40 years:

- More positive view of multicultural consensus and unity; less negative politically-correct emphasis on race conflict and ethnic alienation
- Exceptional inclusion of Jeffersonian-Jacksonian limited government perspectives on U.S. Constitutional issues
- Exemplary presentation of recent interpretations of industrialization, big business, and demand-side and supply-side economics

FAIR

America: Pathways to the Present — Modern American History (Prentice, 2003)

POOR

The Americans: Reconstruction to the 21st Century (McDougal, 2003)

WORST

American Nation in the Modern Era (Holt, 2003)

Disproportionate, agenda-driven stress on anti-social history
over political and economic themes:

- Divisive, inflammatory, unprofessional stereotypes of whites as oppressors and people of color as victims, polarizing multicultural populations
- Fragmentary coverage, incoherent explanations, low prioritization of key terms, issues, and concepts in U.S. Constitutional history
- Dubious grasp of some topics in U.S. economic history; definite disinterest in questioning old left anti-capitalist, pro-big government prejudices

**This text contained the most remaining uncorrected factual errors
of these four books. Let us e-mail you that list.**

Our reviewer served on the Texas State Board of Education-appointed Social Studies Review Committee during the 1996 Social Studies curriculum writing process. His analyses evaluate these books' *subject-matter content*. They supplement Texas' State Textbook Review Panel, which checked conformity to course standards; and balance publishers' sales pitches, which stress teaching aids. We can e-mail you our list of these four books' **249 total factual errors** missed by publishers, by an \$80,000 Texas Tech review team hired by the Texas Education Agency, and by the Texas Education Commissioner's Report on Corrections of Factual Errors.

No public school publisher funded our reviews in any way. We have no financial stake in any textbook company. Unlike publisher sales reps, we have no monetary interest in any textbook adoption outcome. Our support comes from concerned individuals and a few small foundations, which to our knowledge have no ties to the public school textbook industry. We are the Texas group noted by the *Wall Street Journal* and *ABC Good Morning America* for finding hundreds of high school U.S. History textbook factual errors in 1991-92; and by *ABC 20/20* in 1999 for finding hundreds of high school World History textbook factual errors.

For quick, full documentation, contact:

the MEL GABLERS • *Educational Research Analysts* • P.O. Box 7518 • Longview, Texas 75607-7518
phone 903/753-5993 • fax 903/753-7788 • info@textbookreviews.org