out-takes from our review of

**A History of US**
(Oxford, 2005)
vols. 3-8

Submitted in California as a 8th grade U.S. History text
See our review for full documentation and more.

DOUBLE STANDARD
slaps at Christians.

Carelessly offends Christians by Carefully avoids offending non-Christians by using
multiple instances of swearing "B.C.E." and "C.E." instead of "B.C." and "A.D."

Almost nothing on the first Great Awakening, one of the most Presents negative attitudes toward Christianity.
significant events between colonization and the American
Revolution: student text very briefly mentions the first Great
Awakening but omits its relation to the Revolution; Teaching
Guide once vaguely refers to the first Great Awakening's
weakening "traditional authority and loyalties"; no explanation
that it was anti-elitist (stressed faith over reason), reaffirmed
Protestant individualism (priesthood of all believers), united colo-
nists in a common experience, expanded most those denomina-
tions (Baptists, Methodists) seeking disestablishment, and
(unlike the Enlightenment) voiced a pessimistic view of human
nature (sinful man needing a divine Savior) requiring checks
and balances in government

POLITICAL CORRECTNESS
trumps constitutional issues.

Almost nothing on violations of Americans' rights as 62 lines on gender inequality in
Englishmen under the British constitution by acts of families and politics during the
Parliament, 1763-75 Revolutionary era

Nothing on Constitutional Convention conflicts over 128 student text line ecological
choosing the president (Electoral College), tariffs (no travelogue through Florida
export tariffs), or the 2/3s Senate majority to ratify Everglades in 1899
treaties

Text narrative is silent on strict vs. loose construction. 250 student text lines de-
Sourcebook wrongly implies that only loose construc- plore male sexism in antebel-
tionists believe in implied powers. In fact, both strict luum U.S. and/or devalue tra-
and loose constructionists accept implied powers, but to ditional sex roles in marriage
the former the elastic clause means absolutely necessary, family and/or demean
while the latter read "necessary and proper" as convenient, women who upheld them.
and nowhere expressly prohibited.

Nothing on constitutional prob-
lems of Radical Reconstruction 10 student text lines on marital strife between John
Quincy Adams and his wife ("hanging and marriage were strongly assimilated")
BIOGRAPHICAL APPROACH FAILS AS A SURVEY.


Nothing on Pinckney's Treaty, Rush-Bagot Treaty, Hartford Convention, Panic of 1819, or Webster-Ashburton Treaty

Student text omits XYZ Affair (tells students to look it up in an encyclopedia).

7 student text lines on Nullification Crisis

Nothing on Democratic party breakup and 4-man presidential race in 1860

Nothing on 1903 Hay-Bunau-Varilla Treaty, which gained the U.S. the Panama Canal route

ANTI-WHITE ANIMUS Taints Narrative.

Nothing on Indian massacres of British frontier garrisons during Pontiac's Rebellion, or on Indians' habit of sadistically torturing captives, sometimes eating slain foes, or drinking their blood (see Francis Parkman, Conspiracy of Pontiac, vol. 1 [Boston: Little, Brown, and Company, 1895], pp. 269, 298, 343)

Reference to British practice of executing captured Indians (probably during Pontiac's Rebellion)

Nothing on American heroism in Mexican War, such as:

• A U.S. dragoon charge up the center against Mexican artillery helped break the line and win the Battle of Resaca de la Palma.
• The accuracy and almost superhuman rapidity of American artillery fire at the climax of the Battle of Buena Vista overcame the greatest odds the U.S. Army had ever faced.

Pejoratively quotes U.S. general W.T. Sherman's use of Nazi-like term "final solution" for killing Indians

Non-judgmentally quotes Indian chief Tecumseh's racist statement, "Let the white race perish."
first-time-evers in this California project

MULTIPLIED TRACTION IN TWO BIGGEST STATES
Our working in both California and Texas nationalizes demand for textbook reform in markets where publishers listen best.

To reform textbooks you must first open up the state approval process, which in California limits citizen input.

TARGETED CHANGE IN CALIFORNIA'S RULES
That California’s State Board of Education is unelected boded ill for hopes of redress ...

... but a judge unexpectedly ordered California to revamp its textbook approval procedure.

FACED LESS DEMOCRATIC CIRCUMSTANCES
That California’s State Board of Education is unelected boded ill for hopes of redress ...

RECEIVED MOMENTUM FROM A COURT RULING
... but a judge unexpectedly ordered California to revamp its textbook approval procedure.

BREACHED BARRIERS TO PARTICIPATION
Most would deem exhaustive our efforts to gain real access to submitted textbook samples.

CONCEALED ENGAGEMENT DURING OUR STUDY
We worked below publishers’ and California’s radar lest they change their behavior and spoil the experiment.

REVIEWED 8TH GRADE U.S. HISTORY TEXTBOOKS
Those books got the same scrutiny on key issues that we usually give to high school U.S. History texts.

PACKED OUR RATING SHEET WITH NEW PERSPECTIVES
Our reviews exposed teachers to concepts and info that their training may have skipped.

CITED "CORRECTED" TEXTBOOK EDITIONS
Editors and California undeniably missed the 427 factual errors we found in the "final" versions sent statewide.

PRIORITIZED LONG RUN OVER SHORT TERM
We timed our release just right to improve future adoptions, if a little late to affect these sales.

EXPANDED COVERAGE OF PUBLIC SCHOOLS
Our faxed textbook rating sheet went to individual campuses, not to school district offices, reaching more teachers.

INCLUDED COVERAGE OF CHRISTIAN SCHOOLS
Many California Christian schools use the same books, so we sent them our rating sheet as well.