And we will make the most of it, with God's help

THE GOLDEN AGE OF TEXTBOOK REFORM IS JUST AHEAD

Publishers are learning to heed our textbook reviews because their sales often match our rankings. This year, the two Grade 5 Science programs that we ranked "better" took 69% Texas market share, and one of those outsold the two we called "poor" by two to one. Our analyses noted that Texas does not require these series to discuss evolution ... but that it does say they must explain scientific strengths and weaknesses of whatever scientific theories they include. These two "better" series may be the best public school Science textbooks ever on scientific theories.

Textbook sales repeatedly show that rank-and-file educators, who actually adopt textbooks, are much less politically correct than the non-representative focus groups assembled by professional organizations to tell publishers "what teachers want." When mainstream classroom teachers see the academically sound, intellectually respectable documentation for our rankings, they as a whole almost always opt for the more moderate materials. Our lists of obvious factual errors give pause to those still skeptical of our findings on substantive subject-matter content.

"... who knoweth whither thou art come to the kingdom for such a time as this?" — Esther 4:14

For instance: The Texas Council for the Social Studies (TCSS) poses as the mouthpiece of Texas Social Studies teachers. According to a former president in 1996, TCSS has about 3000 members. But the Texas Education Agency database showed there were 16,918 Grades 7-12 Social Studies teachers in Texas public schools. TCSS membership is thus under 18% of this total — and much less even than that if you count elementary Social Studies teachers. We empower the vast silent majority of educators who are voiceless except at textbook-adoption time.

Why are publishers now more open to textbook reform, the media friendlier, and foes quieter, than ever before? Because we have learned that if you define the terms of debate you are halfway to winning; that textbook editors may be unaware of our side and we must logically explain it; that standard review criteria let you talk with people instead of at them; that knowing others' mindset may make possible reasoning from their assumptions to your conclusions; and that if you force liberals to tell both sides on objectionable issues, they will often drop the subject.

"... be ye therefore wise as serpents, and harmless as doves." — Matthew 10:16

Our standard review criteria on the next page showcase these insights. Another example is to omit evidence for intelligent design or a young earth when attacking the mandated teaching of evolution in textbooks. This accepts (for debate's sake) the myth that evolution is scientific and creation is religious. But citing only non-theistic, non-creation related, naturalistic weaknesses in evolution puts you on a risk-free offensive. It lets you attack evolutionists without their attacking creation. You need not mention creation to prove it; you just have to discredit evolution.

Publishers have always competed on the basis of textbook teaching aids. Now some are also competing on the basis of subject matter content. This profound shift in the industry should accelerate as defectors from the old liberal monopoly on interpreting textbook rules reap higher profits. And in contrast to the outcry against other states' disclaimers on evolution in the front of Science books, opponents' silence over these Texas developments means they know they are constitutional. Through the grace of our Lord Jesus Christ we will make them irresistible.
you need our

standard review criteria

When judging textbooks, well thought-out objections put you on
the attack and foes on the defensive. Our standard review crite-
ria give you this edge. They also help rank textbooks fairly.

Below are sample standard review criteria. These are not com-
prehensive course outlines, but lists of what textbooks often cen-
sor on major topics. You cannot beat something with nothing.

U.S. HISTORY
"States' rights" under the Constitution differed
from "state sovereignty" over the Constitution.
- "States' rights" accepted the constitutional
principle of divided sovereignty. It strictly
interpreted enumerated powers and the elas-
tic clause. Examples of its exercise were:
   - Maryland's attempt to tax the 2nd Bank
     of the U.S.
     Since the Bank was not absolutely neces-
sary to the carrying out of delegated
federal powers, but only convenient, Jeff-
ersonians said it was unconstitutional.
   - Established state churches
     In Barron v. Baltimore (1833), the Su-
preme Court ruled that the Bill of Rights
limits the federal government, not the
states. Thus despite the First Amend-
ment, Connecticut had an established
church until 1818, and Massachusetts
until 1833.
- "State sovereignty" rejected the constitu-
tional principle of divided sovereignty. In-
stances of its expression included:
   - Nullification
     Georgia ignored a Supreme Court ruling
against its authority over Cherokee lands.
South Carolina's bid to stop collection of
tariffs in Charleston brought an ultima-
tum from strict-constructionist, states'-
rights nationalist Andrew Jackson.
   - Secession
     Secession was a question of where sover-
eignty ultimately lay. If a state could se-
cede, it was sovereign; if it could not,
the federal government was sovereign.
The Constitution was silent on the right
to secede because it divided sovereignty.

U.S. GOVERNMENT
Discuss strict and loose construction equally.
- Give both interpretations of the "neces-
sary and proper" and the "general wel-
fare" clauses. Note that both views be-
lieve in implied powers, but construe
them differently.
- Explain the difference between strict and
loose construction of judicial review.
Strict constructionists believe the judiciary
should determine only whether the ex-
ecutive or legislature has a power under
the Constitution. Loose constructionists
believe the courts should also decide if
these other branches have properly exer-
cised their powers.

ECONOMICS
Benefits of free enterprise include:
- Private property
  - counts private property as a human right
  - makes individuals and families independ-
ent
  - fosters efficient allocation of resources
    and their payments
- Growing net wealth
  - dispels the zero-sum notion of wealth that
    some must grow poorer if others grow
    richer
  - creates a larger economic pie instead of
    transferring claims to an existing one
  - expands all classes' purchasing power
- Market price mechanism
  - adjusts supply and demand automatically
  - avoids shortages and surpluses
  - equalizes production and consumption

We have many more standard review criteria on most of these subjects.

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