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A Process for Selecting Multi-Cultural Instructional Material

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A PROCESS FOR SELECTING MULTI-CULTURAL
INSTRUCTIONAL MATERIALS

A Project
Presented to the Graduate Faculty
Central Washington University

In Partial Fulfillment
of the Requirement for the Degree
Master of Education

by
Edward E. Brown
July, 1981
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Chapter 1
INTRODUCTION

Purpose

"Cultural pluralism stresses the uniqueness and worth of the individual within the broader context of the American social worker," according to Richard R. DeBlassie (1974, p. 187). This is the concept of cultural pluralism that is being conveyed to the schools today. However, the concept poses some problems to given individuals, in terms of their psychological and sociological make-up. One problem, for example, might be Native Americans, Mexican Americans and Black Americans viewing the world from a "white middle class" standpoint. Such a view would force a choice between cultural heritage and cultural values imposed by birth and that of his white counterpart. Rios and Ofman (1972) adheres to the same type of dilemma but in terms of the Mexican American student.

If the Chicano becomes like the Anglo world, the consequences are one of shame and loss of connectness with his family. If he "sticks" with his rootedness, he becomes "caught" on the point between the ideal of cultural pluralism and the press of the melting pot (p. 254). This dilemma would seem to apply to any person regardless of race, color or creed.

Another problem that ethnic minority groups are
confronted with is language usage. Many teachers in the schools today tend to put pressure on minorities (in a discreet way) about the way they articulate. This type of behavior is often displayed by teachers coming from the same background as the student. For example, if a Chicano teacher hears a Chicano student using language that he/she is accustomed to, he/she will, in a subtle way, try to correct it.

The school curriculum is of vital importance in terms of enhancing attitudes of students. We as educators must see that the curriculum is meeting the needs of all rather than one segment of our society. We must also make certain that the curriculum is designed in such a manner that it respects the dignity of all people. In the quest to assure cultural pluralism is contained in the textbook, we must realize that men need not share the same symbols of language, religion and culture to be worthy of human treatment. (Seymour W. Itzkoff, 1969, p. 105-106).
Chapter 2
REVIEW OF RELATED LITERATURE

The Effects of Teachers Perception of Minority Student Concept

Research repeatedly suggests that teachers, next to parents, play very important roles in students' lives. Students tend to look up to "significant" others in terms of developing a positive self-image. Teachers influence students racial feelings and self-perceptions in overt and subtle ways. In describing the adequate personality, Snygg and Combs (1949) differentiate three major characteristics:

Adequate persons perceive themselves in generally positive ways; adequate persons are more capable of accepting and integrating their perceptions in the phenomenal field; and, adequate persons are capable of wide identification of self with others (p. 241).

There has been numerous researchers who have investigated the attitudes and perceptions teachers have regarding ethnic and racial groups and the effect it has on students' self-concept, attitude and perceptions.

Klassen and Gollnick (1977), notes that some researchers have suggested that the race of the teacher is a significant variable in determining his/her relationship with students. Gottlieb (1964) found that the white teachers in his sample disliked teaching inner-city black children. They saw them as being talkative, loud, lazy, fun-loving, highstrung and rebellious. Conversely, black teachers more
frequently described them as funloving, happy, cooperative, energetic and ambitious. Half of the white teachers in a study conducted by Clark, felt that black students were innately inferior to whites and were unable to learn in school (1964). They believed that inner-city black schools should become custodial institutions and not remain educational institutions.

Rist (1970) investigated the grouping practices and interaction pattern within an all black class during its kindergarten, first and second grade years. All of the teachers and administrators in the school were black. This study also suggests that the race of the teacher is not important in determining his/her attitudes and interaction with minority and lower class students. In this study, the kindergarten teacher placed the children in reading groups which reflected the social class composition of the class. Rist concluded that black teachers in the study apparently internalized dominant societal attitudes toward lower socio-economic individuals and reinforced them in the classroom.

Black and white teachers interact differently with black and white students in desegregated social studies classrooms according to Gay (1974). She found that white teachers were more positive, encouraging and reinforcing toward white students. White students also received more opportunities to participate in substantive academic interactions with teachers.

Literature contains many examples where teachers
perpetuate and reinforce ethnic stratification. Parson (1965) found that a school he examined within a Mexican American community, reinforced the dominant societal attitudes and preceptions of Mexican Americans and perpetuated the social class stratifications which existed among Anglo and Mexican Americans. Parsons concluded that the teachers were the primary socialization agents in the school which reinforced and perpetuated ethnic stratification. He quotes one teacher who explained why she put an Anglo boy in charge of a small group of Mexican American boys:

...I think Johnny needs to learn how to set a good example and how to lead others. His father owns one of the big farms in the area and Johnny has to learn how to lead the Mexicans. One day he will have to know how to handle Mexicans. I try to help him whenever I can.

Studies discussed merely suggests that teachers have preconceived ideas about ethnic minority people before they enter into a classroom situation. While teaching a classroom full of students, these feelings, attitudes and perceptions toward minorities are exposed. Research repeatedly suggests that teachers need to clarify their philosophical positions regarding ethnic minorities in regards to education and develop a plan that's consistent and in correlation with the structural pluralism which symbolizes American society.

It thus becomes the responsibility of the school to instill in teachers and students an understanding of similarities and differences among ethnic groups, and those differences that distinguish the people of various ethnic
backgrounds. Responsibility for bringing this about rests more upon the schools than any other social agency.

There should be more learning conditions where teachers can develop more knowledge and understanding of multi-ethnic differences. If teachers were more informed about the different cultures, they could, in turn, educate students in communicating and understanding individuals who are of a different culture. "One major task of elementary and secondary school teachers, regardless of the cultural and racial make-up of their student population, should be to create learning conditions which provide students with knowledge about cultural differences, and help students develop interpersonal skills which they can use with individuals who differ from themselves," according to Jones (1978). Aragon (1973) notes, "...the true impediment to cultural pluralism is that we have culturally different children." To further illustrate the importance of teacher understanding of different cultures, Klassen and Gollnick (1977) contend that in order to alleviate this condition, we must cease the type of teacher training which assumes that all children are the same and may therefore be taught in the same manner. Teacher trainers must help teachers be sensitive to the existence of unspoken ethnic influences on the development of each individual child's identity. Language, for instance, is important in a child's identity and we must begin to acknowledge that ours is a polylingual society. The questions of "how do we go about overcoming these ugly habits," leads to the
next phase--Implications for Teacher Training Programs.

**IMPLICATIONS FOR TEACHER TRAINING PROGRAMS**

There are numerous examples where teacher attitudes, behaviors, and competencies have been shown to be weak in terms of dealing with multi-cultural education in a pluralistic society and equalization of education. The American Association of Colleges for Teacher Education Board of Directors established a commission on Multicultural Education (1973). "No one model American" is the official position statement of the Commission. It encouraged public schools to emphasize the fact that they were dealing with people of different backgrounds and their responsibility should be one of providing various cultural projects in order for everyone to get to know and appreciate different cultures. Hunter (1979) followed this up by creating the Multicultural Education/Competency-Based Teacher Education Project. The project was created in order to enhance certain areas where teachers were known to be weak, i.e. the ability to teach all students in a way where they learned something about their own culture and to help facilitate students' knowledge about different cultures. Frymier (1965) concluded that:

...children are the products of their perceptions
...children learn from others, they tend to become what their teachers are, they tend to acquire their teachers' behavioral and personality patterns as a result of perceiving them.

Basically, the nature of the self-system a person acquires in the course of socialization depends largely on
the kind of personalities he is associated with and the culture after which his activities are patterned, what significant people in the environment think of him, and the ways in which the socialization program is carried out.

When we talk about emphasizing or suggesting that schools should facilitate student development of perceptive skills, positive self-concept, and acceptance of others, schools do not help out in these areas as much as they should. Schools are class-biased with respect to children from low socio-economic background, thus placing them at a disadvantage in terms of the "total" culture in the school, according to Bernstein (1970). He stated that much of the context of schools in the United States or in England is:

"...If the contexts of learning...for example, the heading of books...are not in contexts, which are triggers for children's imaginings...curiosity and explorations in his family and community, then the child is not at home in the educational world...if the culture of the teacher is to become part of the consciousness of the child...then the culture of the child must be in the consciousness of the teacher.

Teachers need to be more sensitive and knowledgeable about ethnic cultures and cognitive styles. Banks (1972) stated, "Teacher attitudes and expectations have a profound impact on students' perceptions, academic behavior, self-concepts and beliefs. Teachers frequently claim that they have included multi-cultural objectives, but invariably the stereo-types and 'cultural put-downs' come out. In the process, students learn these same stereo-types and biases."

Educators have refused to recognize that cultural
pluralism exists or that it should, according to Aragon (1973). Spindler (1959) felt that the discrepancy between teacher goals and actual practice presented conflicts between traditional value patterns of many teachers in teacher training institutions, i.e. self-denial, strong emphasis on success, a strong value placed upon the individual as an end. Spindler felt that most schools do not fall into either of these value patterns. Since most teachers come from middle or lower middle class homes where the traditional value pattern exists, it presents somewhat a monumental problem having to adapt to the "other" culture(s). It's imperative that teachers learn or make an effort to adapt to other cultures because they are being involved in situations where students from different cultures are concerned.

Educators, nowadays, seem to have the attitude of "it's not my problem or responsibility to learn about other cultures" since they believe they are competent to deal with the "black" boy. Aragon (1973) states:

...there are cases where...professors of the liberal arts and education administrators and teachers have discounted pluralism by ascribing to culturally different students all kinds of demeaning terms...culturally deficient, culturally disadvantaged, culturally deprived and in some cases, even culturally depraved. In essence, we have absolved ourselves by stating that the problem belongs to the learner and that it is his responsibility to adjust, that it is his responsibility to learn about others, and that it is his responsibility to become an American.

Aragon further states that we have culturally deficient educators attempting to teach culturally different children. To him the educators' sins are sins of omission
rather than commission. "We can't teach within a context where cultural differences are...we can't teach what we don't know. The deficiency thus...is in the professional, not the children."

According to the National Study of School Evaluation (1973), "All schools in the United States have an imperative mission...to help prepare their students for life in a society composed of many different cultural, racial, and ethnic strands. This group felt that in many institutions there is too much emphasis being put on physical desegregation of hate and racially/culturally different youth in the educational environment.

Swick and Lindbergh (1972) worked with educating teachers to effectively work with culturally different people. The teachers learned facts about the various cultures and their values and studied their own values. They developed interpersonal skills which they practiced with culturally different people. They were expected to continue these practices and develop a different relationship with their students upon their return to the classroom. The purpose of this practice was for teachers to learn about other cultures and start to develop interpersonal skills in order to relate effectively with different cultures.

De Torres (1974) felt that teacher preparation should include:

1. Acquisition of general and specific knowledge with greater emphasis on practical psychology and sociology that will enable teachers to become proficient in child development and growth.
2. Participation in varied experiences dealing with normal and exceptional children...experience working in the community to get a real picture of the children's social and cultural background.

3. Self-evaluation so that teachers can determine in time if they feel capable of working with these children.

4. Development of teaching competencies that enable them to make educative diagnosis, provide individualized instruction, and select and use teaching strategies applicable to the children's needs.

5. Development of sensitivity to the child's attitude and feelings about himself and others and the relationship which his image bears on his capacity and willingness to learn and to express himself.

6. Making maximum use of community resources such as parents, volunteers, and public agencies.

7. Upgrading the profession by means of new courses and seminars offered outside the campus in the school setting.

The Committee for Education Development (1971), strongly recommended teacher preparation in relation to dealings with different cultures. They suggested that:

...the culturally deprived child may be further alienated by his encounter with the rigidities of school and classroom organization patterns, as well as by his teachers' low expectations for him. The ability and preparation of the teacher have a direct relationship to pupil achievement. Teachers abilities appear to have a cumulative effect, as the relationship is more direct at the higher grades. Because of the lack of flexibility and adaptiveness in schools of education, it may be advisable to look to new organizations to prepare teachers for the central city. Because traditional schools of education have not met the need, new models for teacher education are being developed which deserve serious attention. Some are based upon autonomous agencies that would draw their staffs from the universities, public schools and private organizations.

Teacher education programs should be designed to meet the special demands of urban teaching. Education for
prospective inner-city teachers will succeed best if it involves experience in the communities where they are to teach. Qualified minority group members should be actively recruited as teachers of teachers and for teaching positions in urban schools. To provide successful models for minority children, special efforts should be made to recruit male minority group persons to serve as both teachers and para-professionals.

THE DEVELOPMENT OF MULTI-ETHNIC TEACHING MATERIALS

When it comes to selecting materials to meet curriculum needs, there should be careful scrutinization to determine they are multi-cultural in design. Historically, there has been very little mentioning of minorities in textbooks. Gibson (1967) contends that even though there has been distinct changes in the writings of textbooks for elementary students, there is still the problem of lack of representation of the minority, i.e. the real "gut" feeling of frustrations and degredation the minority is constantly confronted with and the explaining and discussion of racial conflicts in the past and at the present. Gibson felt that a curriculum which lacks such content, runs counter to the progressive development of interpersonal skills and to the development of values and attitudes which are fundamental to advancing students toward cultural differences. Such curricular make no contribution toward developing in students the ability to feel comfortable with people of diverse cultural
origins, appearances, customs and life styles.

Textbooks generally tend to present to young minds a picture that is comprised of white middle class culture. The black person cannot relate to this picture because he has grown accustomed to life pictures that consist of poverty in his environment.

Turner and Dewar (1973) conducted a study to determine the validity of the following hypothesis: No substantial change has been made in the reporting of contributions of black Americans in selected American history textbooks used in the elementary grades between 1963 and 1969. They found that:

1. Four items are listed in every textbook investigated: First slaves brought to Jamestown in 1619, Eli Whitney's cotton gin, which led to a demand for more slaves, Lincoln's election and his concern over slavery and the Emancipation Proclamation.

2. Two additional items are mentioned in more than one series; the distinction between field slave and house slave.

3. There was no black famous enough to be included in more than one of the series.

4. There has been some change in the pictures and illustrations in the texts used in 1963 and those in 1969. The earlier ones in 1963 had three or four pictures or sketches of blacks, but in the later editions there were the same pictures as in earlier editions but colored "black". In one series there were no differences in the number of illustration from 1963 to 1969.

5. There were virtually no change in the material in the two editions of the texts used. One must conclude that there is no substantial change in the reporting of contributions of black Americans in selected American history textbooks used in the elementary grades of the Chicago Public Schools
in 1963 and 1969. There was some change, in most series, in pictorial representation of blacks.

It appears that while much has been written about blacks in history, little has been done in incorporating the subject in the textbooks. One recent study of materials in junior and senior high schools was made by Sloan in 1968. His purpose was to "determine how the Negro is represented in the latest editions of secondary school American history textbooks." The results of his evaluation of these selected textbooks indicate the black man is poorly represented.

The literature is fairly extensive when it comes to criticizing the lack of emphasis on black literature. Katz (1968) put it, "Although the Negro has played a significant role in history since the dawn of civilization, neither his face nor contribution has found a place in history texts. Sloan further states:

...after reconstruction 200-300 pages pass before we get reference to the Negro. This is why whites do not always "see" Negroes. As Ralph Ellison puts it, they are "invisible". And the reason they are unseen is that they are left out from such a large part of American history.

Weiser (1978) points out to us that there is still a lot of stereotyping of the Indian race in the literature. Weiser noted that, "...if we were to ask most teenagers and many adults what an Indian is, we could predict the answers. He was an early inhabitant of America who rode horseback, hunted buffalo, wore a feathered headdress and a beaded buckskin, and lived in a teepee."
Although the problem of quality exists when it comes to selecting multi-cultural materials, we also have the problem of limited instructional materials on both the elementary and secondary level. In her survey of available children's books about blacks, inter-racial topics and cultural prejudice, Glancy (1973) found very few titles compared to the number of books published each year. She stated the reasons were:

The publisher's primary concern for sales receipts; books not being reviewed at all; the failure of books to be included in standard library references and the failure of libraries to purchase any more than token selections about diverse cultural groups.

Needless to say, there were some reviewers who stressed their cultural biases. Review of the literature demonstrates that there is a condescending attitude toward minorities and that they are not considered as being a significant part of American life. The social studies and language arts materials are weak where minorities are concerned, and they will continue to be weak. Epps (1974) explained why there is a continuation to ignore minority groups:

The definition of the function of the schools, formed during the periods from 1830 to 1880, is based on an ethnocentric philosophy dedicated to the remodeling of citizens to conform to a single homogeneous model of acceptable behavior. The result is a system of public education that is class biased.

POLICIES FOR THE SELECTION OF MULTI-CULTURAL MATERIALS

Very few suburban school districts have written policies encouraging or governing the selection of multi-cultural materials. Caliguir and Levine (1970) in their
study states some policies that should be used in the selection of inter-ethnic materials:

1. To provide materials which will enrich and support the curriculum, taking into consideration the varied interests, abilities, maturity level and racial groups of the pupils served.

2. To provide materials that will stimulate growth in factual knowledge, literary appreciation, depict minority group life and aesthetic values.

3. To provide a background of information which enables pupils to make intelligent judgements of others in their daily life.

4. To provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical thinking and reading.

5. To provide materials representative of the many religious, ethnic, and cultural groups of their contributions to the American heritage.

6. To provide materials that describe settings and experiences which accurately reflect ethnic culture and lifestyle and with which all students can identify.

7. To provide materials that are free of racist concepts, cliches, phrases and words.

The literature reviewed reflected the need for revised teacher training programs to facilitate teachers in gathering new instructional materials and to develop some understanding of multi-cultures. The literature also reflected the importance of multi-cultural studies as it relates to self-concept. In addition, several local school districts have made overt efforts towards emphasizing the importance of multi-culturals studies and overcoming sex and ethnic bias.
SEATTLE SCHOOL DISTRICT

The Seattle Public School District has made a concerted effort in trying to alleviate the lack of representation of minorities in instructional materials. Parents, students, staff and citizens recommendations were involved in the overall improvement of the instructional program. Seattle Public Schools' Textbook Adoption Manual Desegregation (1980), lists actions being taken in relationship to racism and for "Process and Procedures for the selections of textbooks and other instructional materials." They are:

1. Provision of inservice workshops in human relations for district staff since 1971;
2. Establishment of the Districts' Sex Bias Commission in the fall of 1974;
3. Designation of the District's Affirmation Action Office in October, 1974;
4. Setting up inservice courses of women's studies for district staff in 1974;
5. Board adoption of a policy statement in spring of 1975 that requires screening of textual materials for sex balance and ethnic content;

Seattle Procedures

1. Basic Textual Materials - each screening committee reviews new materials in the textbook adoption process for subject content, sex balance and ethnic content:
   a. teachers are recommended for membership on a screening committee by the area curriculum specialist
b. each member of the screening committee makes an indepth evaluation not only for subject content but also for ethnic content and sex balance

c. the Sex Balance Review Form and Ethnic Content Review Form are used by the screening committee (Appendix A)

d. the committee discusses and reviews individual evaluations

e. the chairperson prepares a final report agreed to by all members which represents the overall feelings and consensus of the committee

f. this report is forwarded to the Instructional Materials Committee via the Instruction Resources Office and includes specific information such as: title of book, author, publisher, and an overall rating for each item reviewed

g. the following ratings are used: (See Appendix B)

**Acceptable Without Reservations**
(Outstanding or superior rating by all or majority of membership on the committee)

**Acceptable With Reservations**
(Average or fair rating by all or majority of membership on the committee; must include advisory statements concerning bias in materials)

**Unacceptable**
(Rating arrived at by all or majority of membership; material from bias point of view does not justify use in the classroom)
The aforementioned procedures used for basic textual materials are essentially the same for the selection of supplementary material, updating book lists, textbooks used in buildings, library materials, and audio visual materials and free and sponsored materials.

The Seattle Public School District (1977), developed a program called "Rainbow". This program consists of various activities to encourage children to appreciate their cultural heritage and the heritage of others. "The beauty of difference and the differences of beauty" is the Rainbow theme. The goal of the Rainbow Program is to get children to feel good about themselves. Through these activities children can develop pride for what they are and respect the other races or cultures for what they are.

THE RENTON SCHOOL DISTRICT

The Renton School District has made some progress in developing cultural pluralism as identified by their revised guidelines in textbook adoption. Some examples are:

1. All books and curricula are reviewed for stereotypes. Materials portraying positive models are sought.

2. There has been the establishment of an Intercultural Program to enhance relationships between the different cultures. A budget for intercultural supplemental materials has been established.
3. There is a district budget for the intercultural program to bring in outside speakers, groups and entertainment.

4. There is a closer relationship with the Intercultural Program and the District Administration Office.

Like the Seattle Public School District, the Renton School District has put a lot of emphasis on the Rainbow Program. In fact, while it's not mandatory they have made the Rainbow Program a major inservice activity.

Renton Procedures

At the time Renton School District was incorporating the Rainbow Program, they established some guidelines. These guidelines included:

1. The books will be used by K-6 teachers on an optional basis.

2. Only those teachers who have participated in the inservice workshops may use the books and activities. There will be an evaluation of the Intercultural In-Service Program (See Appendix C).

3. The activities are to be correlated with the social studies, language arts or art curriculum.

4. Teachers are expected to substitute the Rainbow activities for activities they would otherwise use in conjunction with the subjects listed above, not add it on to the curriculum.
5. Parents will be notified of the use of the Rainbow Program activities and will be invited to attend inservice sessions.

The elementary Social Studies Program has done some revising of their goals. In each one of the grades (1-6), they have included such topics as:

A. Multi-cultural awareness
   1. Appreciate self and own culture
   2. Respect and value both the similarities and differences that exist among families and individuals

B. Citizenship Skills
   1. Develop awareness of pride in the community
   2. Appreciate the rights of sex and others in the community

In addition to the above revisions, the Renton School District devised a form for evaluating instructional materials. On this form, there are sections that deal primarily with bias content, minorities and women (See Appendix D).

SUMMARY

Review of the literature provided a knowledge of the problems that exists within the profession concerning the emphasis placed upon being assured textbooks reflect the true nature of a multi-cultural society. The review provided a knowledge base of an urban school district that has
experienced declining enrollment and an increase of minority enrollments.

Since the student population and population of urban schools is increasing in number of disadvantaged and racial minority group children, the education make-up should be one that is geared for all races.

The literature further reflected the importance of teacher training programs that will enable teachers to develop more knowledge and understanding of multi-ethnic differences. If teachers were more aware of these differences, they can, in time, educate their students in communicating and understanding individuals who are of a different culture.

In selecting multi-cultural materials, the goals and objectives should be geared toward all students.

Both the Seattle Public School District and the Renton School District are aware of the absence of minorities in the textbooks and other related materials currently being used. Accordingly, both have taken steps toward acquiring and reviewing new materials. For example, both have devised and implemented new ways of selecting and evaluating textbooks and supplementary materials. There are inservice seminars that deal specifically with cultural pluralism and communicating with others. All staff members are encouraged to take advantage of these seminars in order to make the school systems more multi-ethnic rather than ethno-centric.
Chapter 3

PURPOSE

The purpose of this present study is to obtain data related to textbooks used by personnel within the Renton School District, i.e. teachers at all levels, librarians, Directors of Social Studies and Language Arts curriculums, Library Specialists, etc., perceptions of the multi-ethnic effectiveness of the Social Studies and Language Arts curriculum and to assess the discrepancies in perceptions of these curriculums.

PROCEDURE

A questionnaire and a letter was sent to each Language Arts and Social Studies teacher at the elementary and secondary level and curriculum instructor in the District (Appendices E and F). They were instructed to have the questionnaire back before the end of the school year.

The Ethnic Studies Materials Analysis Instrument (Questionnaire) was given individually as well as anonymously during the spring quarter. Instructions were included along with the questionnaire.
INSTRUMENT

In July 1974, the Social Science Education Consortium, Inc. (SSEC) received a Title IX grant from the U. S. Office of Education for the "Analysis and Dissemination of Ethnic Heritage Studies Curriculum Materials."

One of the major tasks of the project was to collect and analyze ethnic studies curriculum materials, defined as any set of materials having both a student and a teacher component (e.g. student text and teacher's guide or multi-media kit with teacher's handbook).

The analysis instrument is designed to aid classroom teachers who are preparing curriculum for ethnic studies by providing them with an instrument for analyzing the educational soundness and ethnic accuracy of materials.

There are two parts of the instrument - Part I and Part II. Part I is the long version which consists of four parts. Part II (which is the one that was used in this study) is the shorter version. The short form can be used by a teacher to make a quick evaluation of materials or it can be used as a demonstration tool in workshops. The longer version is for a more thorough analysis.

The Renton and Seattle School District procedures for textbook and material evaluation were reviewed to evaluate their selections and screening process and determine the best possible instrument.

Findings from the questionnaire were compared to current district practices and with findings of review of
the literature. Data was collected by distributing the Ethnic Studies Materials Analysis Instrument (Questionnaire) and letter with instructions to 329 staff members within the Language Arts and Social Studies Departments.
Chapter 4

RESULTS

The purpose of this study was to obtain and analyze data related to textbooks used by personnel within the Renton School District, i.e. teachers at all levels, librarians, Directors of Social Studies and Language Arts Curriculum. The Ethnic Studies Materials Analysis Instrument was given individually as well as anonymously. Data obtained through this method were analyzed for the purpose of ascertaining information regarding staff personnel perceptions of the multi-ethnic effectiveness of the Social Studies and Language Arts Curriculum.

The results of the findings indicate that the majority of staff members feel there is lack of representation of minorities in textbooks and other related materials. There were nine (9) questions on the questionnaire that the staff had to respond to (See Table I). Out of 329 questionnaires that were sent out, only 114 were returned, N = 114. In response to Question #1 (groups relating to each other or in isolation), 41 marked shown together and 73 marked shown separately. On Question #2 (examples of language/dialect), 60 marked no examples and 44 marked many examples. On Question #3 (materials show actual photographs or illustrations), 35 marked many illustrations, 77 marked many photographs and 10 marked in the middle. On Question #4 (accuracy
of historical facts), 63 marked accurate, 40 marked inaccurate, and 11 marked in the middle. On Question #5 (major omissions distort historical accuracy), 58 marked major omissions and 56 marked comprehensive. On Question #6 (how free of bias), 71 marked such stereotyping, 40 marked no stereotyping and 3 marked in the middle. On Question #7 (diversity of life styles or one life style), 27 marked diversity and 87 marked one life style. On Question #8 (ethnic group presented from one point of view or many), 60 marked one point of view and 53 marked many viewpoints, while one (1) marked in the middle. On Question #9 (portrayal of influence of ethnic group), 67 marked no portrayal, 32 marked extensive portrayal and one (1) marked in the middle (See Table II for results).
<table>
<thead>
<tr>
<th>Question Number</th>
<th>Response</th>
<th>N = 114</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>S.T. 41/329</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>S.S. 73/329</td>
<td>73</td>
</tr>
<tr>
<td>2.</td>
<td>N.E. 60/329</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>M.E. 44/329</td>
<td>44</td>
</tr>
<tr>
<td>3.</td>
<td>M.I. 35/329</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>M.P. 77/329</td>
<td>77</td>
</tr>
<tr>
<td>4.</td>
<td>A. 63/329</td>
<td>63</td>
</tr>
<tr>
<td></td>
<td>I. 40/329</td>
<td>40</td>
</tr>
<tr>
<td>5.</td>
<td>M.O. 58/329</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td>C. 56/329</td>
<td>56</td>
</tr>
<tr>
<td>6.</td>
<td>M.S. 71/329</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td>N.S. 40/329</td>
<td>40</td>
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<tr>
<td>7.</td>
<td>O.L. 87/329</td>
<td>87</td>
</tr>
<tr>
<td></td>
<td>D.L. 27/329</td>
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### TABLE I.I (Continued)

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<td>8.</td>
<td>O.V. 60/329</td>
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<tr>
<td></td>
<td>M.V. 53/329</td>
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<tr>
<td>9.</td>
<td>N.P. 67/329</td>
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<tr>
<td></td>
<td>E.P. 32/329</td>
<td>32</td>
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</table>

(See TABLE I for Abbreviations under Response.)
Chapter 5

CONCLUSIONS AND RECOMMENDATIONS

This study was designed to obtain data from staff perceptions (in the Renton School District) regarding the Social Studies and Language Arts Curriculum. To obtain this information, the Ethnic Studies Materials Analysis Instrument was given individually as well as anonymously during the spring quarter.

Conclusions

Based on the combined responses from all the staff personnel within the Renton School District, the present Social Studies and Language Arts Curriculum does not appear to be meeting all the needs of students. The limited training of teachers and the subsequent lack of competent teachers in ethnic studies is having an adverse effect on the quality of the multi-ethnic social studies program. The textbooks and other related materials are very limited in their treatment of minorities.

When comparisons were made, definite patterns of perceptions were revealed. Staff personnel tend to agree on questions that dealt with language/dialect, photographs and pictures, historical facts, and bias of material (See Table III). There are a number of possible reasons for these correlations.
LIST OF QUESTIONS

1. Do the materials show and discuss different groups relating to each other or are groups shown in isolation?

2. Do the materials show actual examples of the language/dialect of the ethnic group?

3. Do the materials emphasize actual photographs and pictures rather than illustrations?

4. How accurate are the historical facts presented in the materials?

5. Do major omissions distort the historical accuracy of the materials?

6. How free of bias is the overall content of the materials?

7. Do the Materials portray a diversity of life styles with the ethnic group?

8. Is the ethnic group presented from only one viewpoint or from many points of view?

9. To what extent do the materials portray the influence of each ethnic group on life in the United states?

RESPONSES

(Numbers in parentheses show how staff responded.)

<table>
<thead>
<tr>
<th>Shown Together</th>
<th>Shown Separately</th>
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<tbody>
<tr>
<td>(1), (20), (0), (5), (40), (28)</td>
<td>0 1 2 3 4 5 6</td>
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<table>
<thead>
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</thead>
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</thead>
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<td>0 1 2 3 4 5 6</td>
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<table>
<thead>
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<th>Many Photographs</th>
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<tbody>
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<td></td>
</tr>
<tr>
<td>0 1 2 3 4 5 6</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Accurate</th>
<th>Inaccurate</th>
</tr>
</thead>
<tbody>
<tr>
<td>(14), (21), (23), (0), (28), (16), (12)</td>
<td></td>
</tr>
<tr>
<td>0 1 2 3 4 5 6</td>
<td></td>
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</table>

<table>
<thead>
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<th>Major Omissions</th>
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</table>

<table>
<thead>
<tr>
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<th>No Stereotyping</th>
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<tbody>
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<td></td>
</tr>
<tr>
<td>0 1 2 3 4 5 6</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>One Life Style</th>
<th>Many Life Styles</th>
</tr>
</thead>
<tbody>
<tr>
<td>(23), (14), (23), (11), (14), (28)</td>
<td></td>
</tr>
<tr>
<td>0 1 2 3 4 5 6</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>One View Point</th>
<th>Many View Points</th>
</tr>
</thead>
<tbody>
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<td>(3), (34), (30), (15), (7), (10), (5)</td>
<td></td>
</tr>
<tr>
<td>0 1 2 3 4 5 6</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>No Portrayal</th>
<th>Extensive Portrayal</th>
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</thead>
<tbody>
<tr>
<td>(3), (34), (30), (15), (7), (10), (5)</td>
<td></td>
</tr>
<tr>
<td>0 1 2 3 4 5 6</td>
<td></td>
</tr>
</tbody>
</table>
First, the staff is either unaware or naive about the many contributions minorities have made. The textbooks appear to be white-oriented. When minority people are mentioned or portrayed two or three times, it is considered a "fair" representation to many whites. On the other hand, if a white teacher has been exposed to the many contributions of minorities, i.e. Harriet Tubman, Frederick Douglass, Mary Bethune, Benjamin Banneker, etc., he or she would better understand the meaning of a fair representation of minorities.

Second, staff reports there is not a great deal of change in textbook adoption, in terms of including minorities. They also report there has been some change over the last few years and some increasing awareness. Thirdly, they report (in regards to photographs and illustrations) that textbooks which present illustrations of minorities are biased and stereotyped, i.e. features are basically white colored in, kinky hair, long hair with a feather, sombreros, etc. There is more authenticity and realism when the minority is presented in a photograph, i.e. variety of settings, whole family unit as opposed to mother-child, and a variety of occupations.

The majority of staff perceptions relating to questions that dealt with the influence of each minority group, minorities viewed from one point of view or many points of view, diversity of life style as opposed to one life style, and shown together vs. shown separately, were in agreement (See Table III). Although the textbooks have changed in terms of the inclusion of minorities, they are still shown
(for the most part) in isolation. The one life style syndrome is still ever present, e.g. Blacks are living in the inner-city as maids, butlers, train porters; Native Americans living in poverty on the reservations; Asian Americans employed as gardeners; Chicanos sleeping under trees with big hats. Contrary to findings of other studies, staff personnel felt that minorities have had little or no influence in the United States.

There were some staff members who responded to the questions by marking in the middle. This can be construed as being unsure, not aware of what is going on, or not strong feelings one way or the other.

While the development of a multi-ethnic program for students has been a focus of concern, there is still a need for teachers to be better trained in multi-ethnic studies in order to meet this goal. It is implied strongly from the data collected in this study that teachers, administrators, and curriculum planners need to make every effort to include the contributions of ethnic minorities in the social studies and language arts curriculum of the Renton School District. Although the findings of this study support other research, they conflict with some. This strongly indicates that there is a great need for more extensive research in this area before definite conclusions can be made with respect to current textbooks and instructional materials being sexually and ethnically non-biased.
Recommendations

Based on the findings of this study, several recommendations are suggested:

1. The local Board of Education should impress upon the S.B.E. the need for enforcement of the state mandate for careful scrutinization and selection of textbooks, i.e. there should be more multi-ethnic materials.

2. It should be mandatory for all social studies and language arts staff members to attend in-service workshops and take courses in multi-ethnic studies.

3. There should be a state mandate that all teacher education programs should be designed to meet the special demands of culturally different people.

4. Media materials can be greatly improved by providing the many contributions and life styles of other minorities.

5. Incorporate ethnic history throughout the curriculum rather than studying specific segments.

6. A similar study or project be done with more than two school districts.
Recommendations

Based on the findings of this study, several recommendations are suggested:

1. The local Board of Education should impress upon the state curriculum planners the need for careful scrutiny and selection of textbooks, i.e. there should be more multi-ethnic materials.

2. It should be mandatory for all social studies and language arts staff members to attend in-service workshops and take courses in multi-ethnic studies.

3. There should be a state mandate that all teacher education programs should be designed to meet the special demands of culturally different people.

4. Media materials can be greatly improved by providing the many contributions and life styles of other minorities.

5. Incorporate ethnic history throughout the curriculum rather than studying specific segments.

6. A similar study or project be done with more than two school districts.
BIBLIOGRAPHY


Committee for Education Development from Pre-School to Employment. New York, Policy Committee of Committee for Economics, March 1971.


APPENDIX A

Supplementary Materials Review for Sex Balance and Ethnic Content - Form B
FORM B

SUPPLEMENTARY MATERIALS REVIEW FOR SEX BALANCE AND ETHNIC CONTENT

For Materials from Lists of Approved Non-Stocked Classroom Instructional Materials
Not Previously Reviewed

State law, WAC 392.190.055, directs school districts to identify and eliminate sex bias in all textbooks and instructional materials, including reference materials and audio-visual materials, ordered after July 2, 1976. To meet this requirement, all materials currently on the Lists of Approved Non-Stocked Instructional Materials will need to be reviewed. This form should be used by subject area curriculum specialists to report that such reviews have been made in accordance with the District's criteria for reviewing instructional materials for ethnic content and sex balance.

Instruction Resources Office (5184)

The following material(s) is(are) currently on the List of Approved Non-Stocked Instructional Materials:

- Level: Elementary _______ Junior High/Middle School _______ Senior High _______

- Subject Area: __________________ Classification: __________________ 
  (Supplementary, Classroom Reference, Kit, Game, Etc.)

- Single Listing: _______ Series of Materials: _______ Page Number(s) _______

Below, identify all the titles that are covered by this report. All accompanying materials may be included on the same form with the pupil material, and all materials in a series may be included on a single report form. Unrelated materials, however, should not be included in one form. A separate form should be used for each.

- Author, Title, Publisher, Copyright Date ____________________________ Catalog No. __________

- Author, Title, Publisher, Copyright Date ____________________________ Catalog No. __________

- Author, Title, Publisher, Copyright Date ____________________________ Catalog No. __________

- Author, Title, Publisher, Copyright Date ____________________________ Catalog No. __________

- Author, Title, Publisher, Copyright Date ____________________________ Catalog No. __________

- Author, Title, Publisher, Copyright Date ____________________________ Catalog No. __________

If more space is needed, use an 8 1/2" x 11" sheet of white typing paper to provide the additional titles covered by this report in the manner shown above and attach to this report form.
SUPPLEMENTARY MATERIAL'S REVIEW FOR SEX BALANCE AND ETHNIC CONTENT

The material(s) listed on this report form has/have been examined for sex balance and ethnic content by the teacher committee listed below and is(are) rated as follows:

☐ Acceptable without reservations.
   (Outstanding or superior rating by all or majority of membership on the committee; continuation on approved list recommended.)

☐ Acceptable with reservations.
   (Average or fair rating by all or majority of membership on the committee; advisory statements concerning bias in the material would be helpful; continuation on approved list is recommended.)

☐ Unacceptable.
   (Rating arrived at by all or majority of membership on the committee; material from content point of view does not justify continued use (other supplementary materials available); recommend that material(s) be dropped from approved list.)

General Comments (Please provide additional information that would expand on the rating checked above such as positive and/or absence of negative factors; suggestions to compensate for negative factors, etc.):

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Signatures of Committee Members (Minimum of three classroom teachers at the level for which the material is recommended for use.)

1. __________________________________________________________ School

2. __________________________________________________________ School

3. __________________________________________________________ School

4. __________________________________________________________ School

Subject Area Curriculum Specialist/Section Supervisor __________________________ Date Submitted __________

Copies of this form are available from: Supervisor,
Instruction Resources
Room 106, Marshall Building

July, 1977
APPENDIX B

Building Review for Sex Balance and
Ethnic Content - Form D
FORM D - BUILDING REVIEW FOR SEX BALANCE AND ETHNIC CONTENT

For Building/Program Selections

State law, WAC 392.190.055, directs school districts to identify and eliminate sex bias in all textbooks and instructional materials, including reference materials and audio-visual materials, ordered after July 1, 1976. To meet this requirement as it applies to new purchases and to meet the spirit and intent of the law, area administrators, principals, special program directors, and program managers will be held responsible for making a review for bias of all instructional materials not on District approved lists that are currently being used in their programs and/or buildings.

District criteria for the review of instructional materials for sex balance and ethnic content are available from Instruction Resources (5184). When completed, these forms should be sent to (1) Zone/Area Administrators and (2) Instruction Resources, Room 106, Marshall Building, where they are kept on file.

REPORT ON REVIEW OF INSTRUCTIONAL MATERIALS FOR BIAS

Material to be Reviewed (Give Author, Title, Publisher, and Copyright Date; use a separate form for each individual text or a series of materials.)

Is this material used as basic textual material or as supplementary material? __Basic  ___Supplementary

Following a review by your teacher committee, how would you categorize this material within the following ratings:

☐ Acceptable Without Reservations.
   (Outstanding or superior rating by all or majority of membership on the committee.)

☐ Acceptable With Reservations.
   (Average or fair rating by all or majority of membership on the committee; must include advisory statements concerning bias in materials.)

☐ Unacceptable.
   (Rating arrived at by all or majority of membership on the committee; material from bias point of view does not justify use in the classroom.)
What action, if any, is contemplated regarding use of this material in consideration of the review and rating just completed?

- [ ] Continue in use
- [ ] Prepare an advisory statement for teachers using material
- [ ] Discontinue use
- [ ] Is appropriate for use

**Building Review Committee:**


Recommended by Subject Area Curriculum Specialist for subject content:  

- [ ] Yes  
- [ ] No

Signature of Subject Area Curriculum Specialist: __________________________ Date: __________

Signature of Principal, Program Manager, or Zone Administrator: __________________________

School: __________________________ Date: __________________________
APPENDIX C

Intercultural In-Service Evaluation
# INTERCULTURAL IN-SERVICE

## EVALUATION

Please rate each of the following according to how you feel each contributed to the effectiveness of the overall presentation.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Skills building activities</td>
<td></td>
</tr>
<tr>
<td>2. Filmstrips &quot;From Racism to Pluralism&quot;</td>
<td></td>
</tr>
<tr>
<td>3. Film &quot;What Color is Skin?&quot;</td>
<td></td>
</tr>
<tr>
<td>4. &quot;I Statements&quot;</td>
<td></td>
</tr>
</tbody>
</table>

Are there any specific activities that you would like to rate either positively or negatively?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

Comments:________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
APPENDIX D

Form for Evaluating Print-Based Instructional Resources
APPENDIX D
RENTON SCHOOL DISTRICT NO. 403
Policy 6260R
Addendum #1

FORM FOR EVALUATING PRINT-BASED INSTRUCTIONAL RESOURCES

DIRECTIONS:

1. Determine if specific criteria unique to the subject area or materials are needed. If so, establish and show in Section II.
2. Determine weighting factor (percentage) for Sections I through V and enter in summary below.
3. Complete evaluation by rating each item in Sections I through V.
4. Compute an average for each section and enter in summary below.
5. Multiply percentage times average and total.
6. Indicate purchase priority.

NOTE: If non-print materials are being recommended as basic or supplemental materials use the Non-print Evaluation Form.

EVALUATED BY ___________________________ DATE ________________
COMMITTEE ___________________________ SCHOOL ________________________

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Copyright date ______ Will publisher grant permission to reproduce without copyright infringement. Yes ______ No ______ NA ______

Grade level of materials being evaluated ______ Reading level ______

Is this material part of a series? Yes ______ Series grade level ______ No ______

Title of series ____________________________

Cost per item ____________________________ Budget number ______

<table>
<thead>
<tr>
<th>SUMMARY OF EVALUATION</th>
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<tr>
<td>Weighting Factor</td>
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<td>I. Content and Organization</td>
</tr>
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<td>II. Criteria Unique to Subject Area or Materials</td>
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<tr>
<td>(optional)</td>
</tr>
<tr>
<td>III. Format of Text or Support Materials Format</td>
</tr>
<tr>
<td>IV. Bias content</td>
</tr>
<tr>
<td>V. Teacher's guide</td>
</tr>
<tr>
<td>100%</td>
</tr>
</tbody>
</table>

Overall Rating: _______ _______ _______ _______ _______

*M = Missing: material should have had item but does not
*NA = Not applicable

7/6/78
SECTION II -- SPECIFIC CRITERIA UNIQUE TO SUBJECT AREA OR MATERIALS (Optional) Add an addendum if more room to list criteria is needed. NOTE: Rate workbooks, ditto masters and tests here if their characteristics are substantially different from texts.

High -- Low M* NA*

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<th>3</th>
<th>2</th>
<th>1</th>
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Average of this section

SECTION III -- TEXT FORMAT

High -- Low M* NA*

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<td>0</td>
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<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>Φ</td>
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<td>3. Binding: durability and flexibility</td>
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<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>Φ</td>
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<td>4. Quality of paper</td>
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<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>Φ</td>
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<td>4</td>
<td>3</td>
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<td>6. Appeal of page layouts</td>
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<td>3</td>
<td>2</td>
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<td>7. Usefulness of chapter headings</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>Φ</td>
</tr>
<tr>
<td>8. Appropriateness of illustrations</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>Φ</td>
</tr>
<tr>
<td>9. Usefulness of references: index, bibliography, appendix</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>Φ</td>
</tr>
<tr>
<td>10. Consistency of format</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>Φ</td>
</tr>
<tr>
<td>11. Adequacy of end of chapter/unit questions and activities.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>Φ</td>
</tr>
</tbody>
</table>

Average of this section

*M = Missing: material should have had item but does not
*NA = Not applicable
## SECTION IV--BIAS CONTENT

<table>
<thead>
<tr>
<th>High</th>
<th>Low</th>
<th>M* NA*</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

1. Presents differing viewpoints of controversial issues

2. Presents valid generalizations supported by accurate data

3. Promotes the diverse character of our nation by:
   a. Presenting the positive nature of cultural and ethnic differences
   b. Using language and examples which treat all human beings with respect, dignity and seriousness
   c. Including characters which help students understand and accept the diversity in the heritage and culture of our nation's people
   d. Portraying families realistically (one parent, two parent, several generations)
   e. Portraying the handicapped realistically
   f. Portraying differing socioeconomic levels realistically

4. Includes minorities by:
   a. Presenting their roles positively but realistically
   b. Depicting them in a variety of occupations and at all levels in a profession
   c. Having their work included in materials and/or giving credit for their contributions
   d. Presenting information from their perspective
   e. Having appropriate illustrations

5. Includes women by:
   a. Presenting their roles positively but realistically
   b. Depicting them in a variety of occupations and at all levels in a profession
   c. Having their work included in materials and/or giving credit for their contributions
   d. Presenting information from their perspective
   e. Having appropriate illustrations

*M = Missing: material should have had item but does not
*NA = Not applicable

Average of this section
SECTION V--TEACHER'S GUIDE

1. Easy to use
   High - - - Low
   5  4  3  2  1  0 Θ

2. Answers provided
   5  4  3  2  1  0 Θ

3. Background information
   5  4  3  2  1  0 Θ

4. Teaching strategies
   5  4  3  2  1  0 Θ

5. Ideas for motivation, follow-up, extension
   5  4  3  2  1  0 Θ

6. Guidelines for evaluation
   5  4  3  2  1  0 Θ

7. Bibliography
   5  4  3  2  1  0 Θ

8. List materials needed for the lessons or units
   5  4  3  2  1  0 Θ

9. Suggests film and filmstrips for complementing lessons
   5  4  3  2  1  0 Θ

Average of this section

Comments: Please use this space for any comments which would add to the evaluation.

ADDITIONAL INFORMATION

Intended Placement: Grade(s)______ Program/Course_________________________ Unit_________________________

Use: Basic Instructional Materials
     Supplemental Instructional Materials______
     Complementary Instructional Materials______
     Exploratory Instructional Materials______

If materials are supplemental, complementary or exploratory please give a brief rationale for their purchase and/or use.

Administrator's Signature
APPENDIX E

ETHNIC STUDIES MATERIALS ANALYSIS INSTRUMENT

1. Do the materials show and discuss different ethnic groups relating to each other, or are groups shown in isolation?

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>shown together</td>
<td>shown separately</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

2. Do the materials show actual examples of the language/dialect of the ethnic group?

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
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<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>no examples</td>
<td>many examples</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

3. Do the materials emphasize actual photographs and pictures rather than illustrations?

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<thead>
<tr>
<th>0</th>
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<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>many illustrations</td>
<td>many photographs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

REALISM AND ACCURACY

4. How accurate are the historical facts presented in the materials?

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>inaccurate</td>
<td>accurate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. Do major omissions distort the historical accuracy of the material?

| 0 | 1 | 2 | 3 | 4 | 5 | 6 |
-----|----|----|----|----|----|----|
major omissions            comprehensive

6. How free of bias is the overall content of the materials?

| 0 | 1 | 2 | 3 | 4 | 5 | 6 |
-----|----|----|----|----|----|----|
much stereotyping            no stereotyping

7. Do the material portray a diversity of life styles with the ethnic group?

| 0 | 1 | 2 | 3 | 4 | 5 | 6 |
-----|----|----|----|----|----|----|
one life style         diversity of life styles

8. Is the ethnic group presented from only one viewpoint or from many points of view?

| 0 | 1 | 2 | 3 | 4 | 5 | 6 |
-----|----|----|----|----|----|----|
one viewpoint            many viewpoints

9. To what extent do the materials portray the influence of each ethnic group on life in the United States?

| 0 | 1 | 2 | 3 | 4 | 5 | 6 |
-----|----|----|----|----|----|----|
no portrayal of influence   extensive portrayal of influence
APPENDIX E

Ethnic Studies Materials Analysis Instrument
APPENDIX F
Letter to Instructional Staff