



FORMAL DEDICATION—Harvey Donero, Administrative Assistant to the Superintendent for the school district, poses with (from left) Principal Roger Bryan, Superintendent Kenny Quinn and school board President Helen Cannon during recent dedication ceremonies for Harvey Dondero Elementary School in Spring Valley.

NEW TEXTBOOKS STILL BIASED AGAINST WOMEN AND MINORITIES

A report on recently published U.S. history textbooks charges that publishers have made only superficial improvements over older texts. White, male, upperclass perspectives still dominate, according to the findings of the Council on Interracial Books for Children, which were released in book form today. The report, called *Stereotypes, Distortions and Omissions in U.S. History Textbooks*, was funded by the Carnegie Corporation and was prepared for the Council by 32 scholars and educators over a three-year period. It contains extensive supplemental information, which, according to the Council, should appear in history books to make them more multicultural and less biased.

Dr. Robert B. Moore, who directed the textbook project for the Council, acknowledged that some improvement has occurred in new texts as a result of feminist and minority pressures on publishers. "But," he said, "the new texts we examined fell far short of presenting historical reality. It is true that Blacks and Native Americans (Indians) are currently receiving more sympathetic treatment and that the texts are paying a bit more attention to women and to other minority groups. However, heightened visibility of previously ignored peoples has not assured an accurate depiction of their reality. To the extent that racism and sexism are dealt with in textbooks, they are treated as isolated mistakes of the past. They are not viewed as on-going structures by which some people continue to profit at the expense of others. And, since oppression is rarely examined from the perspective of its victims, it is no wonder that many students conclude that women and third world people are unsuccessful by nature, heredity or inclination."

Moore stated that *Stereotypes, Distortions and Omissions* was designed as an evaluative instrument for educators to use in analyzing their schools' texts and as a supplementary resource for classroom use. The body of the book presents 153 quotations from 13 junior high and secondary texts of major publishers. In a column next to each quotation appears a critique from a feminist and minority perspective which also supplies additional, frequently omitted facts. Reference sources for this information or viewpoint are also included to enable teachers and publishers to present more positive materials about females and minorities. The report deals with the experiences of Asian Americans, Blacks, Chicanos, Native Americans, Puerto Ricans and women in U.S. history.

Moore pointed out that no one would expect a textbook to totally adopt a Native American viewpoint and say, for example, "While the people were trying to live peacefully in their homeland, they had to be on constant guard against marauding and invading whites." "Yet," Moore said, "most texts do use similar statements—substituting 'hostile Indians' for 'invading Whites' and thus teaching students only a white perspective."

"While texts are beginning to insert information about a few more famous women, their choices are selective. Uniformly, they ignore women like Margaret Sanger whose struggle to legalize birth control was crucial to the lives, health and hopes of U.S. women. More importantly, they fail to discuss the enormous differences between the experiences of women and of men that existed in all historical periods. This biased, male perspective is also reflected in the incredibly meager page-space accorded half the population."

Another significant flaw, according to Moore, is the "patronizing manner in which books recognize minority 'contributions' to U.S. society." He said: "We keep reading that 'The Indian gave us corn and tomatoes' and 'Black people gave us jazz! This implies that the only value of other cultures lies in what 'they' contributed to 'our' society. And it clearly distinguishes between 'us' (read white) and 'them' (read others)."

The Council on Interracial Books for Children is a ten-year-old non-profit educational organization which examines children's books and learning materials for racism, sexism, ageism and other anti-human values. *Stereotypes, Distortions and Omissions in U.S. History Textbooks* is available for \$7.95 from the Council's office at 1841 Broadway, New York, N.Y. 10023.



CONCERT GOERS Pictured standing from left to right as they attend concert at UNLV's Artemus Hall are: Mrs. Grace McGlothen Sponsor (Phi Delta Kappa Sorority) Cheryl Wilson, D.D. Burrell, Sherisa Watkins, Felicia Turner, and Mrs. Edna Perkins Sponsor (Phi Delta Kappa Sorority).

PHI DELTA KAPPA SORORITY CULTURAL ARTS PROJECT

The National Sorority of Phi Delta Kappa, as a part of its services rendered to enhance the cultural growth of our local youth, has a well-established on-going project of purchasing season tickets for youngsters to attend Community Concerts at the UNLV Artemus Hall. This is done with the hopes of enriching the lives of these youngsters. Recently, four students who are members of the sorority's Xinos youth training group attended the piano recital featuring the reknowned David Bar Illan of Israel.

SIXTH GRADE CENTER KINDERGARTEN GETS OK TO PURCHASE PLAYGROUND EQUIPMENT

Before last week's article concerning the need for playground equipment in the Sixth Grade Center Kindergartens appeared in the Voice, the Clark County School District had already given its stamp of approval to purchase said equipment. Unfortunately, we were not aware of it at that time.

The kindergarten staff and I are grateful to the District for giving its permission to purchase this playground equipment which we feel is very important. We feel that a child does not just bring his head to school, but that he brings his whole body. Therefore, we see this playground equipment as being vital in helping to educate the "whole child", in that it helps to develop and enhance the psychomotor skills of the youngsters.

Again, hats off to the CCSD for its interest and support.

Art Jordan, Principal
Sixth Grade Center
Kindergarten Staff

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Approximately 20 apprenticeship openings.

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Minimum qualifications.

- Age: 17 through 27 (Veterans 32)
- Residence: No requirement
- Citizenship: Yes
- Applicants may be required to submit:
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 - Character References