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ABSTRACT

The eight books examined in this study were the most recent editions of: Observing People and Places; Exploring Our Needs; At Home in Our Land; The Social Sciences: Concepts and Values; Communities and Social Needs; Learning About Communities: One Plus One; Investigating Man's World: Local Studies; and, Communities and their Needs. A group of six elementary education and social studies specialists were chosen to examine each of these books in terms of the degree to which the textbook fairly includes recognition of the achievements and accomplishments of various ethnic and racial groups. From this broad criterion, the Committee set up a list of 19 specific criteria. Some of these are: 1) What are the implicit assumptions of the content, both pictorial and verbal; 2) Is the legitimacy of a variety of life styles acknowledged; 3) Are present-day problems realistically presented; and, 4) Are ethnocentric views reinforced or worked against? The Committee found that though these textbooks were, perhaps, not as good as they might be, still, as a group, they represent an improvement over similar books published only a few years ago. However, the textbooks still do not present the great social problems of our time in as direct a way as they might. The report also presents reviews by the Committee of each of the textbooks included in the study. (Author/JLB)

CG

MICHIGAN DEPARTMENT OF EDUCATION JANUARY 1972

State Board of Education

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EARLY ELEMENTARY-LEVEL SOCIAL STUDIES TEXTBOOKS

A REPORT IN REGARDS TO THEIR TREATMENT OF MINORITIES

January, 1972

Michigan Department of Education

FOREWORD

In January, 1972, the State Board of Education accepted the report contained in this publication and recommended: (1) that the report be sent to the members of the State Legislature, in compliance with Act 127, P.A. 1966; (2) that the report be distributed widely throughout the state to key school personnel and to persons at the local level that have responsibilities in the area of textbook selection; and (3) that the report be distributed to publishers of textbooks that have permission to sell their materials in Michigan. In making these recommendations, the State Board is indicating the imperative need for educators throughout the state, as well as publishers of textbook materials, to recognize that social studies textbooks in use in our schools must reflect more than they traditionally have the multi-ethnic, multi-racial, and pluralistic nature of our society. As this report suggests, publishers of elementary social studies textbooks do seem to be doing a better job in realistically conveying in their books the pluralistic quality of our society, but even in the better publications, improvements are yet to be made.

As the Board has directed, this report will be distributed very widely throughout the state, and we hope that it will make educators, especially at the elementary level, still more aware of the importance of considering the kind of criteria contained in this report as they consider for use elementary social studies textbooks in the schools of Michigan. We trust,

too, that the report will serve to indicate to textbook publishers that we in the state place a very high premium on the importance of selecting textbooks that do indeed reflect the multi-racial, multi-ethnic, and pluralistic nature of society.

We wish to extend our thanks to the committee that assisted in the preparation of this report: Mrs. Gwen Baker, the Reverend Leonard Chrobot, Mrs. Elizabeth Connor, Dr. William Helder, Dr. Daniel Jacobson, and Miss Beatrice Vargas, as well as to Dr. Robert Trezise of the Department staff, who was chairman of the committee.

John W. Porter
Superintendent of
Public Instruction

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Chapter I--Background

For many years the textbooks in use in our schools reflected an almost completely white, middle-class society. The fact that America was made up of people of many different racial and ethnic groups was scarcely suggested, either in the pictures of the books or in their written content. And when minorities were discussed, the discussions often appeared under such headings as "Problem Areas," which implied that persons of ethnic and racial minorities had been and still were more of a troublesome factor in our society than they were valuable contributors. For Black children, for Orientals, for Mexican-Americans, for Indians, and so on, the fact that their school books virtually ignored their existence, except in a pejorative sense, suggested to them that they were not the "real" Americans--"real" Americans were always white and inevitable comfortably ensconced in a stereotyped middle class setting.

Although persons of various racial and ethnic minorities had been aware--indeed, were painfully aware--of this textbook situation for many years, it wasn't until the advent of the Civil Rights Movement that objections began to be made. The initial response of some textbook publishers was to simply color in some faces in the textbooks. But it became clear that what textbooks needed was more than a superficial once-over with a black or a yellow brush; what was needed were some basic textual revisions and very basic changes in approaches.

In order to encourage textbook publishers to make needed changes in their books, in 1966 the Michigan Legislature passed the so-called "Social Studies Textbook Act," which required the Superintendent

of Public Instruction to make an annual survey of social studies textbooks in use in the state to assess the degree to which they fairly include recognition of the achievements and accomplishments of ethnic and racial minorities.

A report on the first survey in response to the Legislation was issued by the Department in the summer of 1968. The Department had identified in the survey a group of United States history textbooks that were widely used in the secondary schools of Michigan. The books so identified had been submitted for review purposes to a group of well-known historians. The following paragraph, extracted from the 1968 Report, may serve as a summary of the historians' findings:

> The historians found the textbooks to be inadequate when evaluated by the standards (of the Textbook Act) and in terms of their own professional judgment. The reviewers noted errors of both omission and commission, an avoidance of nearly everything controversial, and a reliance on outdated historical research. As one of the historians put it, the treatment of the Negro in the history textbook he reviewed "exemplifies everything that must infuriate the . . . Negro." Although the focus of this phase of the study was the Negro American, the findings apply similarly to other minorities as well. In short, these reviews, when taken together, in the Committee's opinion, constitute a severe indictment of the American history textbooks that are in widespread use in the schools of Michigan in the fall of 1967.

In addition to a discussion of the historians' findings, the Report included a set of "Guidelines for Evaluating Social Studies Textbooks in Regard to Their Treatment of Minority Groups," which were widely distributed to local districts. Copies of the Report, including the

"Guidelines," were also sent to the textbook publishers.

Although interim reports were submitted to the Legislature between the 1968 Report and the Second Report, which was issued in 1971, the 1971 Report constituted the Department's second major attempt to ascertain the extent to which improvements were being made in regard to adequate treatment of minorities in secondary United States history textbooks. In order to determine the degree of progress made in textbooks since 1968, the 1971 Report was a virtual replication of the earlier study. The following paragraphs, extracted from the Second Report, may serve as a summary of this work:

1. While most of the textbooks do include mention of minority contributions, according to the reviewers these references are not often enough presented as an intrinsic part of the total text, but, rather, tend to suggest items that are mere attachments, placed into the text as afterthoughts.

2. These reviewers indicated that the history textbooks suffer from shortcomings that seem almost to be an essential aspect of the textbook genre itself--that is, there is almost a complete absence of any attempt to deal with controversial events in the American past, virtually all negative events in the past (and present) have been glossed over, the past is distorted through omissions of vital information, and in the attempt to achieve a kind of historical "objectivity," the textbook writers have only succeeded in presenting a kind of bland, amoral, and over-simplified view of the American past that serves, these reviewers say, as an inadequate introduction for the student to his responsibilities as a citizen.

3. While the historical contributions of some minorities are fairly included in the textbooks, others are nearly completely neglected. Further, the multi-ethnic nature of our society, as well as this society's roots in multi-ethnicity, are not clearly enough described. Further, say a number of these

> reviewers, the textbooks do not come close enough to adequate descriptions of the roots of prejudice and racism in our society.
>
> For these reasons, then, it would appear that on the basis of the present twelve reviews, one would conclude that insufficient progress, in terms of the legislation, has been made in the past several years in the area of the treatment of minorities in American history textbooks.

The Second Report of 1971 also contained the textbook selection "Guidelines" that appeared in the first Report, and again they were widely distributed to local districts.

Having focused in two major studies on United States history textbooks used at the secondary level, the Department has this year decided that it should turn its attention to social studies textbooks that are in use at the elementary level. Since these books are used by children who are still very much in the formative years, it would seem especially important that the social studies books at this level be adequate in regard to their treatment of the various racial and ethnic minorities. This Report, then, will be a description of the Department's study of elementary-level social studies books.

Chapter II--Description of the Present Study

Since the first two Textbook Reports had focused on secondary-level United States history textbooks, it was generally felt by persons within the Department itself and by those outside the Department who had been consulted on this matter that for the third major study, the focus should be on elementary-level social studies books. For one reason, textbooks used at the elementary level may be among the most influential books that children read in school, since when they read these books, they are still very much in their formative years. Not that students on the secondary level are not still being influenced by their textbooks, but there is general agreement that very young children are more susceptible to influence than students at the higher grade levels. Thus, it is of especial importance that the books used at these early grade levels adequately reflect the multi-ethnic nature of our society so that children may understand very early in their lives that our society is indeed made up of many different racial and ethnic groups and that we have benefitted by this kind of diversified make-up. In addition, social studies experts who had been consulted by the Department suggested that if reviewers found secondary level social studies textbooks to be inadequate in terms of the Social Studies Textbook Law, books on the elementary level might be found to be even more inadequate in this regard. For these reasons, then, the Department decided to study elementary books.

Social studies books at the elementary level are distinctly different in content from the secondary social studies books. While

the secondary level books are usually quite specialized and deal more or less exclusively with either history, geography, government, sociology, or economics, elementary social studies books usually deal within one book with all of the disciplines of the entire social science field. Thus, a third grade social studies book is very unlikely to be only a history book. Rather, it may include some history, but it probably will include elements of the other social science disciplines as well. Also, the theme of a social studies book at that level is likely to be a topic such as "the community," "working together," or "exploring our needs." For this reason, the persons who were selected to act as an advisory group to the Department in conducting the study were specialists in the general area of social studies, rather than specialists in a particular field, such as historians.

The following persons were thus chosen to act in an advisory capacity to the Department in carrying out this work:

Mrs. Gwen Baker
University of Michigan

Reverend Leonard F. Chrobot
St. Mary's College
Orchard Lake

Mrs. Betty Connor
Detroit Public Schools

Dr. William Helder
Lansing Public Schools

Dr. Dan Jacobson
Michigan State University

Miss Beatrice Vargas
Saginaw Public Schools

Mrs. Baker, an elementary education specialist, teaches social studies methods courses at the University of Michigan and is especially familiar with black contributions to our society. Reverend Chrobot, who served on the Department's Cultural Democracy Committee, has worked in the area of a multi-ethnic approach to curriculum and is

particularly conversant with the contributions of the various white minorities to the American society. Both Mrs. Connor and Dr. Helder are social studies consultants in their respective school districts. Dr. Jacobson, Director of the Social Science Teaching Institute at Michigan State, is well known for his research on American Indians, and he is also familiar with the contributions of the Jewish community to our society. Miss Vargas, a reading specialist, is well known in the state for her understandings in the area of Mexican-American contributions. Dr. Robert L. Trezise, social studies specialist for the Department, served as committee chairman.

The committee first discussed whether they should include in their study social studies books at the early elementary level or books at the upper elementary level. Since the social studies text-books at the upper elementary level begin to resemble secondary level books, however, the group decided that they would study the early elementary-level books. Although they agreed that the first grade books might be of particular interest, they decided to identify second grade social studies books for several reasons. First, while the vital importance of pictures should not be derogated--indeed, the pictures in an early elementary book are of paramount importance, still, mid-primary books contain both pictures and words.

Also, first grade teachers are oftentimes so completely caught up in the process of teaching children to read, that they stress reading over social studies. Unfortunately, then, it is not at all uncommon for social studies to be virtually absent from the first grade curriculum.

Having identified the books to be studied as second grade social studies books, they then proceeded to identify the particular titles that would be studied.* Using a current survey of elementary social studies books in use in Michigan as a basis for their judgment, they identified the social studies books of eight publishing firms as the most widely used elementary social studies books in the state. Of the schools that adopt social studies textbooks for use at the early elementary level, the committee agreed that the vast majority of them would use the publications of one of these eight publishers. Social studies textbooks at the elementary level are usually produced in series; that is, a publisher will provide a first grade through sixth grade series, and although a district may adopt any single title within that series, they often tend to adopt the entire series. Thus, it should be understood that if the second grade book in a series is lacking in a particular content, another book in the series may include that content. On the other hand, if the tone of the early elementary-level book is questionable, one might question the other books in the series as well.

Following is an alphabetical listing (by publisher) of the books chosen for study by the committee:

> The American Book Company, Observing People and Places by Davis et al. 1971. 175 pages.
>
> Follett Educational Corporation, Exploring Our Needs (Revised Edition) by McIntire, Hill, Devine, and Nonnenmacher. 1969. 191 pages.

*Although the books included in the study were identified as second-grade books, most of the publishers would prefer to call them "second level" books. Schools may thus use the second level books in other grades, such as the second part of the first year, etc., depending upon the student's needs.

Ginn and Company, At Home in Our Land (Second Edition) by Della Goetz. 1965. 318 pages.

Harcourt, Brace and World, Inc., The Social Sciences: Concepts and Values (Red Edition) by Brandewein et al. 1970. 175 pages.

Laidlaw Brothers, Communities and Social Needs by King, Bracken, and Sloan. 1968. 216 pages.

The Macmillan Company, Learning about Communities: One Plus One by Ruth McDonald, 1971. 184 pages.

Scott, Foresman and Company, Investigating Man's World: Local Studies by Hanna, Kohn, Lee, and VerSteeg. 1970. 224 pages.

Silver Burdett Company, Communities and Their Needs by Edna A. Anderson. 1969. 192 pages.

All of the books selected represent the latest efforts of the publishers in the area of social studies. In other words, the most recent editions available were chosen for study.

Having selected the books to be studied, the committee proceeded with their evaluations. First, they decided on a set of criteria by which they would evaluate the books. In determining the criteria, the group drew upon several reference sources. One was the "Guidelines" that had appeared initially in the Department's 1968 Report. Although these "Guidelines" were directed mainly to secondary level American history textbooks, still, they proved to be useful in examining elementary books as well. Also, the committee drew upon the work of the Department's Cultural Democracy Committee. That committee had prepared a report in the spring of 1970 which discussed in depth the multi-ethnic curriculum concept. The discussions comprising that report were found to be useful. The committee members drew upon other studies that have been done in this area as well--some of them

conducted in the school districts from which the committee members came. Thus, the criteria for evaluating the books were drawn from a variety of sources.

After defining the criteria, the committee then began to examine the books themselves. Some of the books were examined by the total group; some of them were examined individually. Following these early discussions, each committee member did an individual review of at least three titles. Thus, this report reflects the thinking of the group both collectively and as individuals. Unlike the previous reports, no book was examined by only one person. The present Report represents the consensus of the group.

Chapter III--A Set of Criteria for Evaluating Early Elementary Social Studies Textbooks in Regard to Their Treatment of Racial and Ethnic Minorities

Before setting to work to evaluate the books themselves, the Committee decided that it first needed a set of criteria to act as a guide in their evaluations. As has been noted in the previous chapter, these criteria were drawn from a variety of sources, and they served as a focal point both for the Committee's group discussions and the evaluations of the individual members.

This chapter will be a presentation of the criteria as defined by this Committee. It is hoped that textbook selection committees will find use for these criteria as they choose books for local adoption.

1. Does the content of the textbook--both the pictorial and written content--reflect the pluralistic, multi-ethnic nature of our society, both past and present?

The history of the American people makes it abundantly clear that many groups (racial, ethnic, religious) have interwoven their histories in the total make-up of the political entity which is the United States. Their struggles, tragedies, experiences, and contributions form a major and productive perspective for the understanding of American history, literature, art, science, technology, economics, and politics. In other words, this country always has been and still is made up of a very heterogeneous populace--peoples with different racial, ethnic, and religious backgrounds and traditions, peoples with a great variety of values and life styles, and peoples with vast cultural differences. But the genius of America is that it has been infinitely enriched by this tremendous diversity; indeed, diversity and pluralism is the

sine qua non of our society. If America has been a strong and dynamic nation, it is due, at least in part, to the fact that it has drawn upon so many other cultures, is made up of groups with so many different life styles, represents and reflects a diversity of peoples. This is the idea that the Committee had in mind in terms of the first criterion. Social studies books--even those that youngsters use in the second grade--should see that the prototype of an American is not a singular, stereotyped figure, but that the concept of an American is plural in nature--that Americans are many and diverse. And this pluralistic aspect of our soceity should be reflected not only in the verbal passages, but also in the pictures that are presented. Thus, such pictures should depict many different kinds of Americans: Americans of many different ethnic and racial backgrounds, Americans doing a great variety of work and pursuing distinctly different life styles, Americans practicing a variety of traditions and customs, and Americans representing many different points of view. What unifies these people is that they have a deeply embedded idea that an acceptance of differences is the essence of America.

2. What are the implicit assumptions of the content, both pictorial and verbal?

The Committee felt that one must also examine the implicit assumptions that seem to be suggested by the verbal content and/or the pictures. For example, in a photograph that may depict a group of blacks and whites together in some situation, it would be important to also take into account how the two groups seems to be interacting. If the two groups should be in some way separated in the picture, the implicit assumption would be that "separation is the way it should be."

However, if the pictures showed the two groups engaged in a game together, for example, the implicit assumption would be quite different. A picture that would lead to the second assumption would be the one to be favored in a social studies book. Or, to take another example, if all of the pictures in the book show our cities to be gleamingly beautiful, the assumption is, that this is the way our cities are--obviously is a false assumption. Thus, it is important when examining the textbooks to consider the assumptions that seem to underlie the presentations.

3. Are the contributions of the various ethnic groups included?

Either in terms of this country's past or present, the textbook should suggest that many different ethnic groups have contributed, and still do contribute, to our national well-being. Whether the contributions are the great ones of well-known people, or whether the contributions are in terms of ordinary Americans (or groups of Americans)--these contributions should be included. Social studies books written for second graders may not include much on American history, and perhaps few famous Americans may appear on the pages of these books. However, simply by showing members of various ethnic groups at work and play in the American milieu will suggest that in many ways, both large and small, a variety of ethnic groups do contribute to our society in both a general and specific sense.

4. Is the legitimacy of a variety of life styles acknowledged?

If one looks back into textbooks published not many years ago, the standard American life style comes through in a very singular way. Without attempting to describe this stereotypic style, perhaps it

might be personified in the traditional figures of "Dick and Jane." Most everyone knows what these two children looked like, what their parents looked like, what kind of home they lived in, and so on. The life style suggested by those familiar figures became, in many ways, the American life style, at least as far as the textbooks were concerned; and if other kinds of life styles were shown at all, they were shown as somewhat quaint, "different" and not quite "really American." It is important, this Committee felt, to suggest to young readers that there is no one American life style, but many of them, and they are all (with the exception, of course, of life styles that are lawless and/or asocial) legitimate. Hence, even though a book cannot hope to show all the life styles on the American scene (some children will inevitably not find their particular life styles on the pages of the books), still, the very fact that a diversity life styles are shown--and are shown to be acceptable--will suggest to youngsters that their individual life styles are also acceptably American. Even if we could, we would not want to standardize the life styles of Americans. Yet textbooks have for too many years been at least tacitly supporting this standardization.

5. Does the book tend to raise open questions and present issues?

Even social studies books at the second grade level should present critical issues and raise open questions. Traditionally, textbooks have focused very strongly on closed questions; that is, they have asked questions that have a specific answer. An open question, on the other hand, is one that has a number of answers; indeed, there is no simple, single answer to an open question. The difference between

closed and open questions may be shown in the following examples: In what state is New York City located? (Closed) As contrasted to, What do you think some of the problems are when one lives in a big city? (Open). The Committee felt that while closed, factual questions may be appropriate to some lessons, it is important for textbooks to include open questions as well. Such questions call upon the children's abilities to think of a variety of answers. Implicit in this criterion is the idea that the important questions tend to be the open-ended ones. We must accustom children to accepting the fact that there are no quick and easy answers and that they should develop ideas of their own about some of the pressing questions of our times.

6. Are present-day problems realistically presented?

The Committee felt that even second graders should consider present-day problems and that these problems should be presented in the textbooks realistically. Perhaps students learn to turn off their books (and school in general) as they progress up the grades because they come to see school (and the books that they read there) as something apart from life as it really is to them. Textbooks are one thing; "life" is something entirely different. We have long operated on the assumption that children must be protected from realities; hence, textbooks have traditionally adhered to the pollyanna school of thought; i.e., the world presented in the books should be a rosy one where all goes essentially well. Few would want children bombarded with ominous problems or grisly accounts of certain elements of life. But textbooks--and particularly social studies textbooks--should present real problems, and these problems, in turn, should be realistically presented. Thus, a

social studies book that attempts to deal with large cities would be considered to be inadequate if it did not present to the children the problem of urban proverty.

7. Is the role of a variety of religious groups in our society, both past and present, included?

Many different religious groups have played an important role in the shaping of this country's heritage, and these groups remain an important part of our national make-up. In an era when church and state have been studiously kept separate, textbook writers seem to have attempted to avoid any mention of religion in their social studies books at all. However, without attempting to indoctrinate students in any way, the writers of social studies books should include the contributions which various religious groups have made to our society. One aspect of our pluralism is this country's rich religious heritage.

8. What seems to be the author's approach to patriotism?

The question of what patriotism is, specifically, and how this subject should be treated in textbooks are very difficult ones to answer satisfactorily. Without attempting to define what, exactly, the patriotic content of a social studies book should be, the Committee does suggest that whoever is examining textbooks should take this criterion into account. Some textbooks may represent a view of patriotism that amounts to excessive "flag-waving". It is the "my country right or wrong view." In this view of patriotism, criticism of country is tantamount to anti-Americanism. On the other hand, criticism of country may become so extreme that it becomes destructive. Most people in the social studies field would agree that it is important to encourage youngsters to develop a questioning attitude and to be critical of this country where it is in

need of criticism. Still, this criticism should not destroy one's love for one's country, nor the hope that is is always possible to improve upon its institutions. This criterion does sugge that those who review social studies books should be wary of a completely uncritical approach to this country's past or present. Such a view of patriotism does not seem to be appropriate in a country that depends upon a constructively critical citizenry if it is to meet the problems of the present and go on to a brighter future.

9. To what extent are the standard "myths" presented?

Certain stories, particularly stories that relate to the American past, have become somewhat traditional and still appear in textbooks. A classic example is the story concerning George Washington and the cherry tree. While the Committee does not say that all such myths should be excluded from the social studies textbooks, it does suggest that where these myths are presented they should be presented as illustrative myths and not as fact--although the myth may legitimately represent an essential truth. Further, any textbook selection committee should take into account the extent to which myths are included. One would question any book that draws upon myths overly much. The problem with myths is that frequently they suggest to students a glorified account of the past that may be apart from reality. Myths that in this way distort reality are of questionable value. Thus, the mythical view of the Puritans may not be consistent with what the Puritans were actually like. The Puritans were, like any other group of people, a mixture of admirable traits and traits that weren't so admirable: this is the reality of the picture. However, the mythical view of the Puritans is

likely to be highly idealized. Thus, in evaluating a book, the extent to which the book operates on the basis of the standard myths must be considered.

10. What appears to be the criteria for presenting heroes?

This criterion refers to the standards the authors of a social studies textbook seem to use in choosing their heroes? Are the heroes mainly from the military and government, for example? Or are some of the heroes also humanitarians, artists, literary figures, etc. When a person says who his heroes are, he tells you much about himself. It follows that heroes presented in a textbook tell evaluators a good deal about the book in the same way.

11. Are ethnocentric views reinforced or worked against?

When one lives in a particular culture, he may tend to see other cultures in an inferior position to his own. An ethnocentric person is so deeply embedded in his own culture that other cultures must perforce seem very strange, if not beneath, his own. In a world where international understanding and good will seem to be essential to survival, ethnocentricism should be worked against--and social studies textbooks should engage in this effort. Thus, authors must take pains not to depict other countries and other cultures as inferior, nor should they suggest to students that other countries are successful entities simply because they are more like our own. Other peoples will have social problems, and so on, just as we do; but we must attempt to encourage youngsters to understand others, not derogate them, even implicitly.

12. Does the text take a moral stand on issues?

In the interests of "objectivity," many textbook writers have attempted to

eliminate all moral judgments from their works. However, authors should not hesitate to use the documents of our Founding Fathers as a basis for making moral judgments, when this is appropriate. Regardless of what one might say about the economic reasons for slavery, for example, on the basis of the ideals upon which this country was built, one must say that any institution in which one person is owned by another must be in contradiction to this country's ideals. A textbook should not avoid making this point.

13. Would the book tend to encourage a positive self-image?

In reviewing an early elementary textbook, one must consider what feelings a child may have when he looks at the pictures of the book, and whether or not these feelings tend to make him feel good or bad about himself. Thus, if a Black child sees the Blacks in a book depicited in negative situations, he is less likely to feel himself to be of worth. Or, if nearly all the Mexicans in a book are shown to be very poor, for example, that can scarcely contribute to the Mexican child's feeling of self-worth and pride. Thus, textbooks should not only present persons of many different types for a variety of children to identify with, but these persons should encourage positive self-images.

14. Are controversial matters dealt with?

The implication in this question is that if the social studies book completely avoids all controversial matters, the book will give a distorted view of reality. Even if the author of a social studies textbook may not himself wish to take a stand on a controversial matter, he should at least allow for discussion of such matters by

presenting the problem area through open-ended questions that will elicit student ideas and views.

15. In dealing with various matters, do the authors commit "sins of omissions?"

The early studies of secondary level books found that textbook authors often distort events not so much by what they actually say, but what they leave unsaid. Thus, if the writer is attempting to describe how the West was settled, it would be a "sin of omission" not to mention the cruelties that were often inflicted by the white man upon the Indians. Textbooks are often more likely to distort through leaving matters unsaid than through the more obvious inclusion of misinformation.

16. Are historical events based on the latest historical evidence?

Unfortunately, textbooks do not always reflect the new historical research. Our view of the past changes the light of the most recent research findings. Thus, textbook writers must be fully informed on these latest developments in their areas, especially as these relate to historical accounts.

17. Are events consistently glorified?

If events are consistently glorified, children will come to see that their history books can't be telling the whole truth, and their credibility thereby decreases.

18. Does the book tend to suggest the importance of going to additional sources for further information?

The book should suggest to the student that seldom is the whole story contained in one book. Textbook writers should refer students to other sources, not only because these references will actually assist students in looking for additional information, but also because a textbook containing

an abundance of added references will tend to suggest to the reader that no single book can be the final or only answer.

19. Does the teacher's manual suggest other meaningful activities?

A teacher who sticks to the book, particularly in social studies, is pursuing a very questionable teaching strategy. A textbook should be used as only one means of helping students deal with the subject area. Other activities should be included as well. Many teachers will think of such "other activities" independently or unassisted; but the teacher's manual may be of great help in suggesting additional related activities.

These, then, are the criteria that the Committee used in reviewing the mid-primary social studies books. Obviously, there is a good deal of over-lap among the various criteria, and perhaps all of them would not necessarily apply to all books. For example, those criteria that relate to the historical aspects of social studies textbooks will not be relevant to a book that does not deal with the past, as many early elementary books do not. However, as a broad base for evaluating books, these criteria should be helpful.

Chapter IV--General Findings

The over-all feeling of the Committee members concerning the second grade social studies books that they examined was on the positive side. While they found things to be critical of in virtually all of the books they studied, in general they felt that over the past several years, publishers have made some strides in improving the quality of their elementary social studies books in nearly every regard--at least judging by the textbooks included in the present study. Indeed, publication dates may be one of the best guides to local districts that are in the process of choosing new textbooks, since it seems to be true that the more recent the publication date, the better the publication in nearly every regard, and particularly in terms of the book's reflection of a multi-ethnic, pluralistic society. In the group of books this Committee studied, the older books were inferior from almost every point of view to the more recent ones. The fact that the more recent books tend to be superior strongly suggests that publishing companies are very much aware these days of doing a better job of including a multi-ethnic view of the world, and that they have undertaken in their more recent publications to realistically reflect in both their verbal and pictorial content a world that is more pluralistic and more diverse than the books of only a few years ago. The fact that the more recent publications tend to be superior to the older titles suggests, too, that it is very important for local districts to discontinue the use of elementary level social studies books that are beyond five years old. Financial problems notwithstanding, local boards of education should make every effort to procure the more recent books

that reflect the latest efforts of the publishers.

It would be important to stress, however, that in choosing textbooks, selection committees must be aware that older social studies books are sometimes re-issued, so that although the latest publication date may be 1971, the book may actually be a number of years old. Obviously, the better books are not simply re-issues of older titles; they are editions that are completely revised--new format, new verbal content, new pictures, new approaches.

The fact that elementary-level social studies books have changed significantly over the past few years indicates that publishers have responded to public demand for books that have a greater degree of verismilitude. In addition, improvements may also be due in part to the fact that publishing companies themselves have undergone rather significant changes in the past several years. In the past, publishing companies were independent business organizations that published only textbook materials. In the past few years, however, many major textbook publishers have become a part of larger business conglomerates. It is possible that the broader view of the world reflected in the new books reflect a broader view within the publishing companies themselves. They are out of the schoolhouse and into the wider and more dynamic arena of the business world.

To be more specific about the areas of improvement: First, there is the quality of the format itself. The drawings in the new books are of a higher quality, and the same may be said for the photographs. Both the drawings and the photographs tend to capture the social scenes they depict with a greater degree of realism than the

older books. The pictures are not only more life-like and realistic, but they are more appealing as well. In early elementary books, where a good deal of the content must be in pictures rather than word, the fact that the drawings and the photographs are of high quality must be considered an important factor.

In addition, the books the Committee examined--especially the more recent books--tended to be much more open-ended and problem-centered than the older books. The texts tended to ask the children "What do you think?" The open-ended quality of the books undoubtedly reflects the trend in the social studies toward the inquiry approach, which requires that students--even very young students--deal with problematic situations and suggest answers to questions that have no specific answer.

Without question, the books do reflect more than they did several years ago the multi-ethnic, multi-racial nature of our society. The textbooks of only a few years ago showed a world that was almost totally white. The world reflected in the new books is one made up of people of a variety of racial and ethnic strains. The inclusion of pictures of various social and ethnic types, however, can present problems. For example, what constitutes an adequate number of persons pictured in a book who represent a particular minority group? Should five percent, ten percent, fifteen percent of the Americans pictured in a book be Black? Such a question is an unanswerable one, since judgments about the sufficiency of representation probably should depend more upon the content of the pictures (for example, what are the Blacks in the pictures doing?) than on the actual number of Blacks

included. For example, it would be more important to include pictures showing Blacks and whites working and playing together in a variety of settings than it would be to have a larger number of Blacks included, but in situations where they are separated from or in conditions inferior to whites. Another problem in picturing various social and ethnic groups in photographs or drawings is that the editors must take care to avoid resorting to stereotypes. In their desire to suggest a variety of types, artists may over-stress certain stereotyped physical features--and the drawings may actually become caricatures.

The Committee members felt that the textbooks still did not present the great social problems of our times in as direct a way as they might. Although some of the books do include pictures that suggest problems of poverty, unemployment, urban decay, pollution, and so on, the problems are not dealt with directly. It would be entirely possible to read through many of these books without getting an idea, for example, that our society continues to be essentially a segregated one. Questions appear, such as "What are some problems?", but unless the students happen to know about problems of segregation or teachers choose to introduce such problems, they may not think of this as one problem. The book may present the opportunity to bring up such a topic, but the text does not initiate the discussion.

The question is, however, to what extent should children on the early elementary level dwell on great social problems? The consensus of the Committee was that while students at that age cannot conceptualize large social problems that confront us, still, even at the second grade level the teacher should begin to introduce the children to the realities

of the world about them.

Although the Committee members often disagreed among themselves about particular aspects of some of the books, they all agreed that no matter how good the textbook, it is not sufficient in and of itself. The teacher must always be the most important factor in any classroom. Thus, it must be the teacher who will lead students beyond any single textbook. It is the teacher who must suggest to children that they look into other books, talk to a variety of people, listen to the TV and read the newspaper, etc. Textbook publishers themselves do not intend for their books to be the total curriculum and, in the teachers' manuals, make suggestions to the teacher as to how one might include other materials in any unit of study.

It might be said, in fact, that the better social studies books make the greater demands upon the teacher. The older textbooks provided more closed questions, and so when the children were asked to "list the major exports," they simply looked back into the chapter, found the answers, then repeated them to the teacher. The teacher had only to look in the manual for the ten major exports, and the matter of checking the children's work was very simple. The newer books that ask fewer closed questions and more open ones require that the teacher lead students into discussions of issues, and conducting such discussions may not be at all a simple matter. It requires that the teacher learn something about the inquiry approach to the social studies so that skill in asking the open question may be required--a skill that may take a good deal of effort on the teacher's part. Teachers tend to be accustomed to getting the students to say "the answer" and they

may have to develop a rather new mind set if they are to successfully conduct a discussion that is designed to get a diversity of answers.

Thus, the somewhat ironic fact is that some of the newer, more open-ended books may be less popular with the teachers themselves. They may prefer the older books that are a great deal more structured and which focus on the acquisition by the student of specific factual data. In other words, the better books may not necessarily be the more preferred ones. The traditional textbooks that focus on content, that asked closed questions, that steer away from controversial topics, that do not attempt to raise issues and lead students to problems are safer, in a sense, and easier to use, from the teacher's viewpoint.

It has been suggested that while the Committee found in this study that elementary books on the whole seem to be improving in terms of the criteria under consideration in this study, still, among the eight books included in the study, there was--in the Committee's judgment--considerable variation in quality. The following chapter will present a discussion of each of eight books.

Chapter V--Individual Textbook Reviews

1. An argument against including in a social studies book on the early elementary level pictures that show a realistic view of life is that such a book would be too grim and depressing for little children, and it would suggest to children that the United States is something less than a perfect place to live. But this American Book Company's second grade book, "Observing People and Places," belies this argument. It is filled with photographs that very realistically and even starkly show a great variety of scenes in America (and the use of excellent black and white photography increases the sense of realism); but rather than being depressing and grim, the book is alive, vital, and exciting. Children of various social types are shown playing together in a variety of scenes, and the pictures all have a ring of truth about them. The America pictured here is a place of variety: We see children playing on a decrepit wooden fence in the ghetto, a weary, blackened coal miner seemingly pondering his place in the universe, tumbled-down houses in West Virginia, a woman frantically calling in a fire alarm, an unemployed man gazing over a smog-bound city ("Some people in your neighborhood may want to work but not be able to find jobs."), an aerial view of a ticky-tacky housing development, an old man raking up junk on a beach. But we also see Frank Lloyd Wright's "Falling Waters" house, happy people eating in restaurants, pleasant suburban streets, fruit markets, libraries, and people gathered at voting stations. The book, in other words, shows that even at the second grade level, a view of America can be both realistic and exciting, and can present a mixture of the beautiful and the ugly without degrading

the country itself. Indeed, the country shown in these pages is far more appealing than the sterile view shown by some of the other books. Life is exciting because it is filled with so many diverse elements, both good and bad--and this book captures these.

The text contains a good many open-ended questions, and they often suggest problem areas. For example, the statement appears: "Sometimes people do not believe a law is really helping as much as it should. What are some ways to try and change a law?" In another section, the book raises the problem of communities that have lost their economic base, such as in coal mining areas. Problems of ecology are suggested throughout, including in a picture showing a steel mill (possibly in Gary) with reddened water in the foreground. Transportation problems of today are also included.

The book's focus is on the present, although historical roots are suggested. The last section of the book, however, deals entirely with Greece, ancient and contemporary. The suggestion is that it was in Greece that some basic elements of our culture began. Perhaps the book may be faulted by the implication that the American background is entirely Western. African, Oriental, South American, and Indian contributions are missing. Also, the Committee members felt that even though a multi-social view of the American society is presented, the book does not show enough adults from minority groups in productive roles or in positions of authority. Further, it is possible that teachers in rural areas would find the book somewhat urban-oriented. The pictures suggesting big city life outnumber by far those suggesting small towns.

The book often approaches traditional topics in interesting and unexpected ways. For example, the chapter on Communication asks the children to consider how we communicate non-verbally and in languages other than English. The text that accompanies the pictures always relates directly to the pictures, which requires that the children study and consider the pictures.

In general, this book is an achievement of no small merit.

2. "Exploring Our Needs," published by the Follett Educational Corporation, exemplifies elementary social studies textbooks of another era. Although a few Black persons have been inserted here and there throughout the book, the publisher's small efforts to suggest a multi-ethnic, pluralistic society scarcely succeed: the book is white and middle class centered. And even so, it is poorly rendered. The book is cluttered with photographs and drawings of a uniformly low quality that do not do justice to any of the subjects depicted. As the title implies, the text is concerned not so much with communities (the most frequent theme in second grade books), but with "needs," and the needs discussed are essentially organic and materialistic: food, water, clothes, housing, communication, and transportation. That we may have higher order needs is not suggested. The assumption of the book seems to be that if one's material needs are fulfilled, so is one's existence. As one of the Committee members write: "The text is innocuous in a way that is dangerous. It perpetuates a myth about life and society which continues to plague us. It romanticizes reality to a degree where a child may be led to believe that the text really does reflect the reality of life around him."

Various ethnic groups are not mentioned at all, and the persistent myths of the early settlement and history of America are reinforced. Thus, the traditional, mythic picture of the first Thanksgiving is given three pages, and the hard working Pilgrims are shown bountifully providing food for the Indians. The section on clothing presents bland mail-order-catalog pictures of children, and although an attempt is made to show some variety of life styles through pictures, the results are stereo-types and lifeless.

Issues are not presented. Even in the chapter on food there is no suggestion--either through pictures or word--that some people in the world do not have sufficient food. The assumption is that all people sit down to bountiful meals set on elegant formal dining tables of the type pictured at the beginning of the chapter. In the chapter of housing, two typical American dwellings are shown: one an elegant city apartment building, the other a luxurious suburban home of the $50,000 variety. One page in the housing chapter shows a drawing of some slum dwellings, and the caption reads "Better Homes for Everyone." Although the page is probably an attemot to suggest that we do have a problem of poor housing, the text on that page tends to suggest that those who will work harder will move into better homes. The deeper problems of poor housing are not alluded to, nor are open questions provided which might lead children into some of the reasons why so many people live in sub-standard housing. In a text that deals with "needs," religion is never mentioned. Some variety in life styles is suggested through a section on Mexico, but there is little suggestion of a variety of cultures in the United States itself. The text concentrates on purveying information, and perhaps some teachers would like the book because it provides information more than it asks questions. Some open-ended questions do appear in the book, but the over-all mode is not inquiry.

If poverty is suqqested at all, it is in the section on Mexico. Problems in our society are not suggested, nor are any events that might be considered controversial alluded to. The Committee members felt that the book would do little in the way of encouraging positive

self-images in children because there is so little of any reality to identify with. A wash drawing of a city street, showing a poorly-rendered street-sweeper moving down a lifeless street, is presented in the chapter on water. The scene is a never-never land view of a city street that could only be seen in a textbook. The drawing epitomizes what is wrong with the book as a whole.

3. "At Home in Our Land," the second grade book in the Ginn and Company elementary social studies series, is an example of what social studies textbooks on this level used to be only a few years ago. The book contains eight chapters in eight different locales in the United States (the desert, a fishing town, a dairy farm, a sheep ranch, a river town, a truck farm, and a salt mine); but even though the scene changes from chapter to chapter, the book remains white, essentially middle class, and rural throughout. The only non-white person who appears in the pictures is a Black miner, who is shown in a salt mine. Indeed, considering this is a social studies book, it seems to be rather remarkably devoid of people. The emphasis is on things, places, and products, and even when a few pictures of cities are shown, the views are only of buildings. That America is made up of a variety of people with different racial and ethnic backgrounds and with greatly differing life styles and value patterns is not suggested. As one Committee member said about this book: "People may work in different places, live in different kinds of houses, or in different parts of the country, but one has the feeling in this book they are the same everywhere, thus underscoring the lack of a variety of legitimate life styles.'

In the chapter in the desert, there is a description of the cliff-dwelling Indians, but it is all in the past. That Indians still live in the Southwest is not suggested. The Indians are the only ethnic group alluded to at all. The book does not use the open-ended question mode. The questions that appear at the ends of the chapters refer directly back to the chapter: "Tell what Tom and Teddy saw at the Tonto cliff dwelling." Problems and issues are not even

indirectly suggested. In the chapter concerning a filtration plant near Cleveland, no mention is made of water pollution problems. At the plant, impure water is easily made pure. A rosy hue covers every scene depicted in the book. The book does not deal with historical backgrounds. Thanksgiving is simply a day for a big feast, although the historical roots of the day are suggested as Uncle George reaches for more cranberries and remarks, "I'm glad the Pilgrims had a Thanksgiving Day." No myths are presented in the book, unless it could be the "myth" that all is homogeneous and well in the United States.

The book does not represent any community from another country--the view is strictly American. Its concern is, or seems to be, how we keep ourselves supplied with food, clothing, and homes. It would be difficult to say what children could relate to this book. Surely not city children, Black children, Chicanos, Polish Americans, or other minorities. But in so far as the book shows the reader a land devoid of any sense of reality, one might question if any youngster at all could relate to it. One would hope that Ginn and Company is at work in a totally new approach to elementary social studies.

4. The Harcourt, Brace and World "Concepts and Values" Series focuses on the conceptual approach to the social studies, in that at each level the concepts to be studied are centered around a particular theme. The second level book in the series (the Red Edition) is centered around the theme of the family. The Committee felt that over all, the book does a good job in reflecting in a rather warm and human way the pluralistic, multi-ethnic nature of our society. Children are pictured interacting in integrated situations, and blacks and various types of Caucasians are pictured in American settings. Although the pictures may suggest that children of various ethnic groups may socialize more than adults of different ethnic backgrounds do, adults of various ethnic groups are shown working together. Orientals do not seem to be present in the section on the United States. The inclusion of Mexican, Greek, Japanese, Ghanaian, and Asiatic Indian family groups implies pluralism and multi-ethnicity in the world society beyond the United States. The great cultural and ethnic diversity of the world is presented in a positive style.

Since the book does not deal with history, the historical contributions of minorities are not explicitly included, although the inclusion of many different racial and ethnic types does suggest that a variety of people do contribute in a general way to the national and world scene. The book tends to suggest some variety of life styles, particularly in terms of the world scene; but the pictures that depict the United States tend to reflect mainly a middle class life style. The boy pictured throughout the book as typically American is a white, freckle-faced child, and the Committee discussed whether or not it is wise to take one child

as being the "typical American." The book does not say Rusty is typical, but that may be taken to be the inference. However, the fact that Rusty is white is somewhat balanced by the fact that the children who are shown to represent other countries are dark complexioned. Selecting one person to represent a whole country is, nevertheless, a questionable approach.

More than some of the other books studied, this book is "open-ended" and draws very heavily upon the inquiry approach. The verbal content is made up almost entirely of open-ended questions, such as, "How are these children like you?" and "Are the children like the parents in this family?" A traditional content-centered teacher might find the heavy emphasis on questions somewhat disconcerting. The questions are designed to draw attention to certain concepts, rather than issues.

Since the book is concerned with interactions among primary social groups, large social problems are not presented as such; but in discussing the questions that accompany the many pictures, the children might suggest such problems--for example, poverty. Religion is not alluded to in the book, and the book does not attempt to evoke patriotic feelings in the children. Saluting the flag is pictured simply as a custom. However, the book does give tacit support to basic American institutions.

Unless "Rusty"--the typical American boy--could be referred to as a myth, the book does not present American myths. If there are heroes in the book, they are the people--the people of many different walks of life who represent life in an appealing diversity. Famous people are not present. The book does not seem to take a moral stand,

although it does tend to support such ideas as constructive cooperation, following commonly accepted customs, and following rules that protect the rights of others. The Committee members thought that the book would re-inforce positive self-images more than some of the other books, since so many different types of people appear on the pages. Although one picture does graphically depict the pollution problem, the book avoids or does not address itself to controversial issues. The Committee members thought that the book did an exceptionally good job in avoiding a glorification of topics pictured, however.

A teacher with the skill of asking open-ended questions and thus getting her students to think of a variety of ideas could make very good use of this attractive book. A well-developed teacher guide accompanies the text.

5. Concepts in anthropology, sociology, economics, geography, history, and political science are used as a basis for the Laidlaw Brothers book, "Communities and Social Needs." Through a variety of photographs and drawings, the book attempts to reflect an American society that is integrated, multi-social, both urban and rural, and contains a populace with a variety of life styles. While the authors clearly are attempting to capture the diversity of American life in their book, the Committee members felt that they do not entirely succeed--perhaps in part because the drawings in which integrated groups are depicted tend to be stilted and artificial. Blacks and other non-white persons who appear in the photographs are usually shown alone rather than in integrated situations, and in a photograph beginning a section on "Community Government," the five governmental leaders are all white and male and quite stereotypically "Establishment."

The book focuses on communities throughout the world rather than only on communities in the United States; and although some of the Committee members questioned some aspects of the descriptions of other countries, the device does allow the authors to present a great diversity of life styles. However, while Mexico has "people who are very poor," the United States (by implication) does not. On the other hand, "few people in Norway are poor. They have the same kinds of jobs that people have in American cities." While it is undoubtedly true that Mexico has more poverty than Norway, the important point is that the text implies that the United States is free of poverty. At least, there is nothing in the text to suggest otherwise. The Committee members felt that the book relies too much on the material in other countries

to suggest diversity, pluralism, and multi-ethnicity. These factors are shown less well in terms of the American scene itself.

The book does not present present-day problems particularly realistically. A picture showing an industrial area suggests neatness and cleanliness. The water in the foreground is blue and sparkling. The picture of a "Big City" shows a Park-Avenue-type thoroughfare. The section on Puerto Rico says that "A few years ago, most Puerto Ricans were very poor...Today things are different...The people are healthier and happier." As communities change, the text implies they nearly always change for the better. The pervasive view is unvaryingly optimistic.

The book contains questions at the ends of the chapters, and these are, to some extent, open-ended, though many are not. The book devotes a chapter to "The Stars and Stripes," and following this is a chapter on "Being a Good Citizen," which stresses flag etiquette and the Pledge of Allegiance. The American past is shown through monuments and historical buildings.

The Committee felt that on the whole, the Laidlaw book represents an initial effort to portray the multi-ethnic, pluralistic nature of the American society, but the book's avoidance of any suggestion of problem areas and the over-all rosy tone of both the text and the pictures work against a realistic picture of our society.

6. "One Plus One: Learning about Communities" is the grade two book in the Macmillan Company social studies series. Although the book is perhaps not quite as glossy and attractive as some of the other social studies books included in this study (some of the pictures have a curiously dated and rather dull quality), nevertheless, the authors have attempted to make the book reflect the multi-ethnic, pluralistic nature of our society. Varied groups of Caucasian types are pictured, and they appear to be in an urban mixture. A proportionate number of blacks are included, and one of the two principal characters who appear throughout the book is black. One Asiatic Indian is pictured, but no Orientals or Chicanos ever appear. One American Indian, feathered, appears against a pioneer setting. The opening pages show two families, one black and one white. Both are definitely middle class. The book is considerably enlivened by some highly stylized drawings of children, who romp through the pages.

The book reflects a primarily urban, multi-racial, multi-ethnic world with groups that live in close proximity. The names of families further suggest their ethnic backgrounds. Various economic levels within an urban setting are included, urban and rural living are contrasted, multiple and single-family homes are pictured, and various methods of selecting governing personnel are discussed. In these ways, the books suggest considerable diversity in the American scene.

The book contains rather formidible sections of questions that, for the most part, require specific, factual answers. There is considerable verbal material, much of it in a story form. The pictures that accompany the text are often strangely unrelated to the text.

Problems are sometimes fairly realistically suggested. For example, a picture of a litter-filled alley in a slum is shown, although there is no verbal reference to the picture. The authors also raise the problem that additional services may require higher taxes, and that our individual freedoms must sometime be limited for the good of the whole. Except that churches and synagogues are mentioned once, the topic of religion is avoided. The authors do not take a flag-waving approach to patriotism. A sequence about a new citizen suggests to the reader how people have loyalties to various governments but that American citizenship is a desirable thing. One has the feeling that the authors have consciously worked against re-inforcing traditional myths and against ethnocentric views, although only American communities are pictured. Like most elementary social studies books, this one avoids the controversial. However, in a discussion of the early settlers, the authors do say that they "drove the Indians away."

The book does include some pictures that depict early Americana, but our colonial heritage is strictly Anglo-Saxon. That a variety of racial and ethnic groups contributed to our past is not suggested.

7. The Scott, Foresman Company's second grade social studies book is called "Investigating Man's World: Local Studies" and deals with anthropological, economic, geographic, historical, political science, and sociological concepts in terms of neighborhoods and communities. Especially when it depicts people, it relies heavily upon drawings, which, though of a very high quality, perhaps reflect society a bit less realistically than photographs might. The charm of the drawings tends to serve as a gauzed lens to filter out imperfections. However, the drawings do include a substantial number of ethnic types. For example, a good many pictures show Blacks and whites in integrated social and work situations, and Blacks are shown in positions of leadership and authority. Some drawings may be interpreted to represent Mexican-Americans, and one small drawing seems to represent an Oriental child. All in all, the book does generally reflect a rather diverse and pluralistic society; and the reader sees many different types of people in a variety of situations: in rural and urban settings, participating in the arts as well as sports events, at work and at play. In spite of the somewhat idealized drawings, the Committee members felt on the whole that the authors have made a genuine attempt to show the world realistically in this book.

Except for one picture of a cluttered vacant lot, big-city slums are not alluded to, nor are problems of pollution or poverty. The growth of Chicago from an Indian village to a great metropolis is somewhat over-simplified, and problems are glossed over. The reader is told that "the Indians and the settlers did not get along very well," and "afer a time, the Indians left...," but unless the teacher pursued this story, the children would scarcely get any idea of any real problem. From that

point on, except for the great fire, Chicago grew in an orderly way. People came by ship and trains and found jobs in the great city; new factories were built, new stores were opened, more workers came. As the city grew, city planners anticipated needs, and Daniel Burnham saw to it that the lakeshore was kept beautiful. Some people who came to Chicago "were poor and did not know American ways," but Jane Addams and others helped the poor people. The reader's final view of Chicago shows two pictures of gleaming skyscrapers. One would assume that Chicago has indeed been a successful story. No suggestion is made of the massive social problems that this city actually faces. But it is implied that problems that might occur in the future as the city continues to change will be managed by the city planners.

Specific contributions to various minorities are not cited (Jean du Sable) is not identified as being Black), but the presence of a variety of people suggests that all kinds of people contribute to our society in a general way.

Although it cannot be said that the book deals in a significant way with the great social issues of our times or controversial events, it does make an attemot to focus in the inquiry mode on some community problems. For example, the students are asked to discuss such questions as insufficient play areas in the cities. Open-ended questions appear throughout this book, and they are integrated into the text. An example of such a question is, "What would happen if there were no laws?" The open-ended questions in the book would help a teacher get into problem areas if he should choose to do so. If the book is not explicit about past problems and may suggest that existing social problems can be neatly handled,

one does have the feeling that the authors are attempting to create a general awareness of the fact that we do have problems in our communities.

A discussion of the place of religion in our past and in today's society is avoided, and the authors do not get into standard myths and patriotic stories--although the past is presented in a rather standard, textbookish way. That various ethnic groups contributed to our past is not discussed, and Christopher Columbus "finds" America--the assumption being that it had been lost during all these years before 1492. A section of the book is devoted to French communities, which gives the students a chance to compare American communities to those in another country. In this way, the book works against ethnocentricism. The suggestion is that though life styles around the world may vary, there is a certain universality of needs and problems.

8. "Communities and Their Needs" is the second grade book in the Silver Burdett social studies series. Although the book is very attractive and filled with drawings and photographs of very fine quality, the Comm ttee members tended to feel that the book does not reflect adequately enough the multi-ethnic nature of the American society. Blacks do appear in the pictures here and there (and in positions of considerable authority, i.e., a black man is shown addressing the state legislature in Massachusetts and a black doctor is pictured in a laboratory); but for the most part, the American society pictured is essentially white and middle class. Ethnicity within Caucasian groups is not suggested, although admittedly it is difficult to suggest different ethnic groups (without resorting to stereotypes) through pictures. In general, the pluralism of society is suggested more on a world scene than on the national scene. The assumption seems to be that people are different in different countries, but relatively the same throughout the United States.

This book makes an admirable attempt to give students an historical perspective on the development of communities, and the Committee members thought well of this approach. However, the group felt that the historical accounts presented were rather strongly romanticized views of the past. Minneapolis was chosen as an example of how a city grew from a wilderness site to an urban complex, but this remarkable growth has been presented with few suggestions of significant problems. People came to the wilderness, worked hard, found jobs, and things prospered, until today we have a great city. "Goods made in Minneapolis are sold all over the world." The fact that in order to establish and maintain Fort Snelling, the Indians had to move from their homelands is not mentioned. Indeed,

the settlers had to be protected from the Indians, though the book does not suggest the reasons for the Indians' hostility. The Indians were one small problem that had to be overcome in the early progress of the town. And the fact that Minneapolis may have any problems of any magnitude today--problems of urban decay, poverty, pollution, etc.--is not mentioned. Perhaps Minneapolis does not; but if this is true, one would question using it as a typical big city. In other words, neither in its historical account, nor in its picture of the city today, are problems of any severity alluded to.

Extensive treatment is given to the English and Puritan contributions to the American past, but no mention is made of other groups that came to this country. The great immigration movements are not included at all. Questions for the students do appear throughout the text, but the inquiry model is not the mode of this book. The stress is on information. The questions that are included do not seem to be designed to lead the children to issues or problem areas. Various occupations are attractively pictured, which suggests some multiplicity of life styles, but the real differences in life styles are shown mainly through the pictures of other lands. The text says that we worship "in many different ways," although the role of religion in our early years is not suggested. Although the Puritans have their town meetings in a church building, religion is not mentioned in regard to these people--a rather remarkable omission, considering the extreme importance of religious values to the Puritans. The early settlers in Massachusetts solved whatever problems they had in their town meetings in a democratic way, and this democratic tradition, the text implies, has nicely carried over to the present. Although the people

in Massachusetts no longer have town meetings, they carry through with the same principle by electing their representatives to serve in city governments. These representatives make plans and laws for the community. All goes well in Springfield, Massachusetts, as it does in Minneapolis.

The traditional pictures of the Pilgrims and the descriptions of how this country developed tend to preserve a certain mythical view of the past, although the excellent black and white photographs of scenes in this country in the 19th century lend a great deal of reality to the text. Indeed, the use of black and white photographs, as contrasted to the colored pictures, gives the scenes pictured an air of authenticity that perhaps colored pictures cannot. The book makes it clear that we need rules and laws to make our social organizations work.

Chapter VI--Summary

The previous social studies textbook reports (issued in 1968 and 1971) have focused on secondary-level social studies textbooks--and, specifically, on United States history textbooks. The present study, however, is concerned with early elementary social studies textbooks. The eight books chosen to be examined for this study represent the second grade (or level) books of the most commonly used elementary social studies series in Michigan. Thus, any school in this state that has an early elementary-level social studies textbook adoption is very likely to be using one of the books included in this report.

A group of six elementary education and social studies specialists were chosen to examine each of the eight books in terms of "the degree to which the textbook fairly includes recognition of the achievements and accomplishments of (various) ethnic and racial groups." Taking this broad criterion from Michigan law as its general charge, the Committee then set up a list of specific criteria that they would use to evaluate the textbooks. These criteria include the following:

1. Does the content of the textbook--both the pictorial and written content--reflect the pluralistic, multi-ethnic nature of our society, both past and present?

2. What are the implicit assumptions of the content, both pictorial and verbal?

3. Are the contributions of the various ethnic groups included?

4. Is the legitimacy of a variety of life styles acknowledged?

5. Does the book tend to raise open questions and present issues?

6. Are present-day problems realistically presented?

7. Is the role of a variety of religious groups in our society, both past and present, included?

8. What seems to be the author's approach to patriotism?

9. To what extent are the standard "myths" presented?

10. What appears to be the criteria for presenting heroes?

11. Are ethnocentric views reinforced or worked against?

12. Does the text take a moral stand on issues?

13. Would the book tend to encourage a positive self-image?

14. Are controversial matters dealt with?

15. In dealing with various matters, do the authors commit "sins of omissions?"

16. Are historical events based on the latest historical evidence?

17. Are events consistently glorified?

18. Does the book tend to suggest the importance of going to additional sources for further information?

19. Does the teacher's manual suggest other meaningful activities?

When the Committee members examined the eight textbooks in regard to these criteria, they found that though they were, perhaps, still not as good as they might be, still, as a group of elementary social studies textbooks, they do represent an improvement over similar books published only a few years ago. In general, the Committee felt that over the past several years, publishers have made considerable strides in improving the quality of their social studies books in nearly every regard--at least judging by the books included in the present study. As a matter of fact, the Committee members felt that publication dates

may be one of the best guides to local districts that are in the process of choosing new textbooks, since it seems to be true that the more recent the publication date, the better the publication in nearly every way--and particularly in terms of the book's reflection of multi-ethnic, pluralistic society. The fact that elementary-level social studies books have changed for the better over the past several years indicates that publishers have indeed begun to respond to the demand for textbooks that more realistically depict our society, both past and present. Although the more recent books do tend to reflect our pluralistic, multi-ethnic, and multi-racial society more realistically, the Committee members felt, however, that the textbooks still do not present the great social problems of our times in as direct a way as they might. Nevertheless, through the use of many open-ended questions, many of the more recent books do present opportunities for the students to bring up topics concerning social issues, and a skillful teacher should encourage the students to do so.

The report has also presented reviews of each of the textbooks included in this study. Each of the reviews represents the consensual thinking of the Committee. These reviews will indicate to the reader that some publishers have done considerably better than others in their attempts to reflect in a realistic way the pluralistic nature of our society. In general, the Committee members felt that most of the textbooks at least suggest that efforts have been made to include minority contributions, but these efforts have been far more successful in some instances than in others.

END

DOCUMENT RESUME

ED 061 132 SO 002 725

TITLE	Early Elementary-Level Social Studies Textbooks. A Report in Regards to Their Treatment of Minorities.
INSTITUTION	Michigan State Dept. of Education, Lansing.
PUB DATE	Jan 72
NOTE	57p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Cultural Pluralism; Elementary Grades; Ethnic Groups; Social Problems; *Social Studies; Textbook Content; *Textbook Evaluation; Textbook Selection
IDENTIFIERS	Michigan

ABSTRACT

The eight books examined in this study were the most recent editions of: Observing People and Places; Exploring Our Needs; At Home in Our Land; The Social Sciences: Concepts and Values; Communities and Social Needs; Learning About Communities: One Plus One; Investigating Man's World: Local Studies; and, Communities and their Needs. A group of six elementary education and social studies specialists were chosen to examine each of these books in terms of the degree to which the textbook fairly includes recognition of the achievements and accomplishments of various ethnic and racial groups. From this broad criterion, the Committee set up a list of 19 specific criteria. Some of these are: 1) What are the implicit assumptions of the content, both pictorial and verbal; 2) Is the legitimacy of a variety of life styles acknowledged; 3) Are present-day problems realistically presented; and, 4) Are ethnocentric views reinforced or worked against? The Committee found that though these textbooks were, perhaps, not as good as they might be, still, as a group, they represent an improvement over similar books published only a few years ago. However, the textbooks still do not present the great social problems of our time in as direct a way as they might. The report also presents reviews by the Committee of each of the textbooks included in the study. (Author/JLB)