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AUTHOR Davison, Donald G.; And Others
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ABSTRACT

This report is the second part of a continuing effort to evaluate the economic content and related teaching strategies of new social studies textbook series used in the elementary grades. The following five textbook series are examined: (1) The World of Mankind (Follett); (2) The Ginn Social Science Series; (3) Our Family of Man (Harper and Row); (4) Man and his World (Noble and Noble); and (5) The Sadlier Social Science Program. The study consists of four major parts. The first part identifies the major economic concepts found in the elementary textbooks. Part two focuses on the evaluation of the treatment of economic content in the intermediate grades. The third part analyzes teaching strategies by examining objectives, suggested activities, and evaluation methods. Specific strengths and weaknesses of the new textbook series are described, and suggestions for strengthening the instructional component are provided. The final part contains 11 specific recommendations for publishers. (Author/RM)

ECONOMICS IN SOCIAL STUDIES TEXTBOOKS

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Report No. 2

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by Donald G. Davison
Larry G. Sgontz
Richard Shepardson

Bureau of Business and Economic Research
College of Business Administration
The University of Iowa
Iowa City, Iowa

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PREFACE

In recent years, most new social studies textbook series developed for the elementary grades have included concepts from the social science disciplines of anthropology, sociology, political science, and economics as well as from the traditional disciplines of geography and history. The new series place less stress on the old expository mode of instruction, emphasizing instead the inquiry mode, in which higher levels of intellectual activities are the focal point.

This report is the second part of a continuing effort to evaluate the treatment of economic content and related teaching strategies of new social studies textbook series used in the elementary grades. Five textbook series are examined in the present study. (Ten different textbook series were examined in the first report, which was published in 1973.)

This study consists of four major parts. The first part identifies the major economic concepts typically found in the textbooks for the primary grades. The authors present these concepts as part of a conceptual framework, which is used to indicate important conceptual dimensions and relationships. Also identified are those economic dimensions and relationships which are not developed or inadequately developed in the texts along with detailed suggestions for improving the present treatment. The second part follows the same general format described above but focuses on the evaluation of the treatment of economic content in the intermediate grades.

The third part deals with the teaching strategies associated with the economic content of the textbook series. A three-part analysis, focusing on objectives, suggested activities, and evaluation methods, is used in the examination of teaching strategies. Specific strengths and weaknesses of the new textbook series are described, and a number of detailed suggestions for strengthening the instructional component are provided.

The final part contains eleven specific recommendations for publishers. These recommendations are generally applicable to each of the textbook series, and their implementation will strengthen the presentation of economic content and instructional strategies.

We hope this study will enable publishers and authors to systematically improve their treatment of the economic component of their social studies texts. The report also should be useful to directors of workshops in economic education and to instructors of methods courses in the social studies in identifying both the economic content and related teaching strategies typically found in new texts. For the same reasons, the report should prove

useful to school systems which are developing independently the economic component of their own social studies curriculum. Additionally, research findings will alert textbook selection committees to the kinds of things they should be looking for if they are concerned with better economic education. Classroom teachers will find that the report points out strengths and weaknesses of texts in the area of economic education, and makes specific suggestions for improving the textbook treatment.

The authors express their appreciation to the Sears-Roebuck Foundation and the Joint Council on Economic Education for their support of this study and to Ms. Vicki Kegler and Ms. Edith Ennis for their assistance in the preparation, editing, and typing of the manuscript. We are especially indebted to B. L. Barnes, Dean of the College of Business Administration, for ensuring that the results of this study will be available to interested persons.

Donald G. Davison
Larry G. Sgontz
Richard Shepardson

May, 1975

INTRODUCTION

This report is the second part of a study which continues efforts to evaluate the economic content and teaching strategies of new social studies textbook series that are used in grades one through six in the elementary schools. The present study is an examination of five textbook series by a committee composed of two economists and one social studies curriculum specialist (see Appendix A). The textbook series selected for evaluation were not included in the ten textbooks evaluated in the report of 1973 by Davison, Kilgore, and Sgontz.[1] Except for one series, the textbooks evaluated here were published since those included in the 1973 report.

Specialized tasks were assigned to the members of the committee. The two major tasks of the economists were: (1) to determine the economic content covered in the textbook series, and (2) to determine whether the economic content was treated in a systematic, accurate, and analytical manner. The curriculum specialist assumed major responsibility for reporting and assessing teaching strategies associated with the economic content in the textbook series.

Because of significant variation in the treatment of economic content, the first report[2] divided the social studies textbook series into two categories. Textbooks in the first category presented economic content in separate units or chapters, thus making it relatively easy to identify the economics. Textbooks using an integrated approach were also placed in the first category if the teacher's guide clearly indicated the scope of the economic content presented to students and the location of this content in the text.

The second category included those textbook series in which: (1) the economic content was difficult or impossible to determine; (2) the content identified as economics in the teacher's guides was not well developed in the text; or (3) the content identified as economics consisted mainly of descriptive statements rather than concepts and their structure.

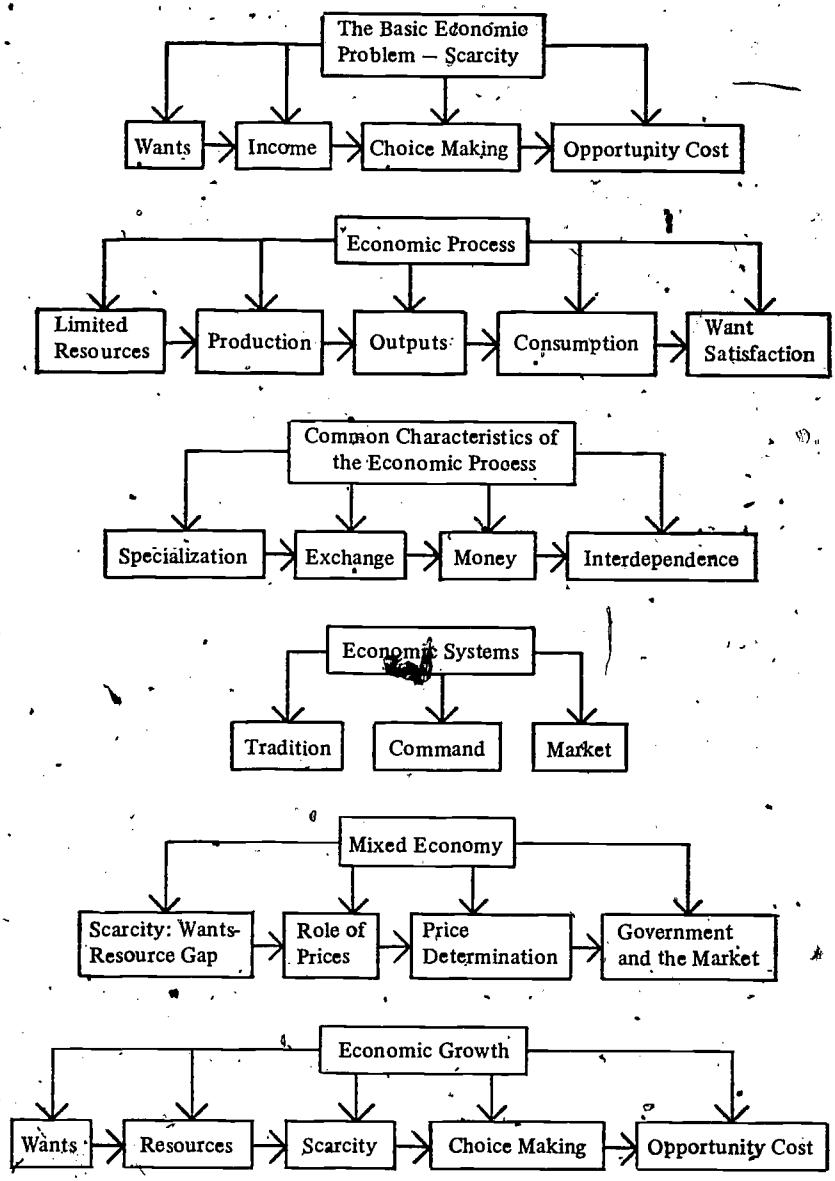
Although the series examined in this report vary in their treatment of economic content, each of the series generally uses the "integrative approach," incorporating economic concepts into the general body of social studies content, rather than presenting economics in separate units or chap-

[1] Donald G. Davison, John H. Kilgore, and Larry G. Sgontz, *Economics in Social Studies Textbooks: An Evaluation of the Economics and the Teaching Strategies in Social Studies Textbooks, Elementary Grades (1-6)* (New York: Joint Council on Economic Education, 1973).

[2] Ibid., p. 25.

CHART I

Economic Content, Elementary Grades 1-6



ters. Therefore, the textbook series in this report are treated under one category.

Chart I, "Economic Content, Elementary. Grades 1-6," was constructed and used to facilitate the evaluation of the economic content of selected textbook series in the first report. Since the economic concepts contained in the five textbook series examined in this report generally correspond to those contained in Chart I, this chart, with some changes incorporated for grades five and six, will continue to be used as a reference point.

Chart I is based on the economic content of social studies textbooks examined at both the primary and intermediate levels. None of the textbooks covers all the content included in the chart, nor does any follow the order of the outline. The outline is simply a useful way of organizing this report and, we hope, of presenting the final results in a meaningful fashion. Moreover, Chart I does not include all categories that are identified as economics in the textbook series; rather, it contains only that content which we believe most economists would consider as the subject matter of economics.

No attempt has been made to identify and evaluate the economic content covered in each grade level. Instead, the economic content is discussed separately for two blocks of grades, primary (1-4)[3] and intermediate (5-6). Although there is some repetition at the intermediate grade level, generally the content covered in the primary grades corresponds to the concepts included in the first three classifications of the chart:

(1) The Basic Economic Problem,
(2) The Economic Process, and
(3) Common Characteristics of the Economic Process.

To facilitate future discussions, these three classifications have been placed in Chart Ia.

The development of concepts appearing in the last three major classifications, Economic Systems, the Mixed Economy, and Economic Growth, occurred almost exclusively in the intermediate grades.

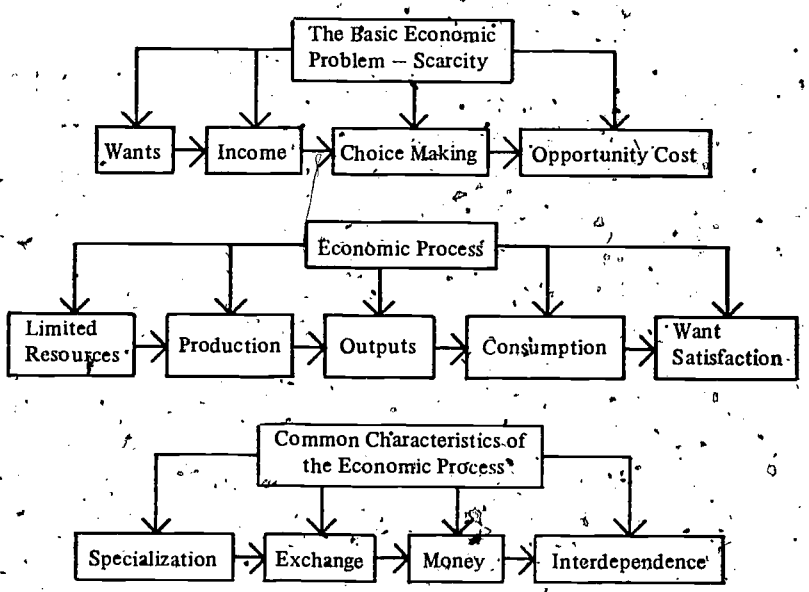
[3] Although grades K-3 and grades 4-6 are traditionally referred to as primary and intermediate grades, this report includes grade 4 as a primary rather than an intermediate grade.

PRIMARY GRADE TEXTBOOKS

This section of the report deals with the economic content of the five textbook series for grades 1-4. Generally, in each part of this section there will be a description of the conceptual dimensions and relationships which the committee believes should receive consideration in each of the major classifications in Chart Ia.

CHART Ia

Economic Content,
Elementary Grades 1-4



The Basic Economic Problem—Scarcity

Scarcity is the basic building block underlying all economic analysis; it refers to the relationship between people's wants for goods and services and the resources required for their production. Scarcity exists because the supply of resources is not sufficient to provide all the goods and services desired by members of a society.

Because of scarcity, choice making is required, and every society must

have institutional arrangements which provide answers to the following questions: (1) what goods and services will be produced?; (2) how will goods and services be produced?; and (3) for whom will goods and services be produced?

The idea that choices at the level of the economic system as a whole have to be made about what, how, and for whom may be too abstract for students at the primary grade level to appreciate. If this is the case, scarcity and the necessity for choice making can be illustrated at a different level. One example would be to discuss scarcity in terms of family wants, limited family income, and family choice making. This view of scarcity we shall term the "wants-income gap," and it is included in Chart Ia. Scarcity at the level of the economic system as a whole we shall call the "wants-resource gap," and this view of scarcity is contained in Chart Ib (see p. 15). We assume that eventually students should understand that incomes are limited because resources are limited.

The Treatment of Scarcity

Except for one series, the teacher's guides provide an overview of the economic content presumably developed in each of the series. The overviews stress the importance of the concept *scarcity* in terms of the wants-resource gap, and the need for choices or decisions. However, there is at best only incidental reference to the wants-resource gap in the student's text; moreover, the authors of this report were unable to discover any direct or significant development of the wants-income gap.

As was the case for two of the series examined in the first report, all of the texts in this report simply introduce and re-introduce students at different grade levels to the idea that some member(s) of the family work outside the home to earn "money" and that the family uses this money to buy goods and services "needed" and wanted. They do not introduce students to the idea that a gap exists between family's wants for goods and services and family income required to obtain these goods and services.

The inability or unwillingness of authors to deal directly with the fundamental concepts associated with scarcity (wants-income gap) and related decision making in the primary grade texts is difficult to understand. The behavior of individuals and families is the major focal point of these grades, and there are excellent opportunities to develop significant economic dimensions of these behavioral patterns in a manner which can be both meaningful and interesting to youngsters. Moreover, an understanding of the concepts of scarcity and choice making seems to be a prerequisite for dealing with other economic concepts.

Choice Making. Because households have insufficient income to satisfy

all their wants, decisions must be made about the disposition of income. For most families, the bulk of income is earned from the sale of labor services, and it takes the form of money payments per unit of time (week, month, year). There are, of course, other sources of income, such as interest, rent, and transfers; and income need not be in the form of money payments. The sources of income and the subtleties surrounding the definition of income may be too much for students at the primary grade level to comprehend, so it might be advisable to concentrate on income from labor services and to refine the concept of income at the upper grade levels. However, care should be taken to avoid identifying income as money.

Households make choices about which goods to consume, how much income to save, and, through the political process, how much income to pay in taxes. These choices involve a comparison of the benefits and costs of alternatives. The cost concept that economists emphasize is opportunity cost, which is defined generally as sacrificed alternatives. For example, the benefit from savings is increased consumption in the future; the opportunity cost of saving is sacrificed consumption in the present.

Again, as was the typical case for texts covered in the first report, authors failed to develop important economic dimensions of choice-making. Traditional topics of individuals, families, and government are covered and provide effective vehicles for introducing young students to the relevant dimensions of choice making, but the authors persist in focusing on unimportant or irrelevant dimensions of the concept.

In the discussion of situations involving families, the authors stress the distinction between needs and wants rather than the relationship between a family's wants for goods, family income, and the need for families to make choices. Great stress is placed on children's ability to distinguish between wants and needs, although neither term is satisfactorily defined, nor is the economic importance of these concepts explained. The textbooks stress the idea that people have both needs and wants and that needs must be satisfied before wants.

Although an abundance of opportunities existed, only a single instance can be cited in which authors attempted to develop the relationships between the concepts of scarcity and choice making under the topic "families." There are a few instances involving spending choices or decisions by a child, but even these situations do not focus on the concepts of scarcity and choice making. The typical situations raise the question of what children should do when they want a particular good but lack enough money to pay for that good, or what they should do when they are presented with a choice between a good which satisfies a need and a good which satisfies a want. There is no discussion of the unlimited nature of people's wants for

goods and services, of price and income constraints, or of the need for choice making.

Textbooks would be strengthened if authors would shift their attention from an examination of the wants-needs dichotomy and concentrate on the idea that few if any households have sufficient income to purchase all the goods required to satisfy their wants, and hence choices must be made about the disposition of income. The time and space allocated to "needs and wants" could be spent on introducing children to the need for ranking and attaching priorities to different kinds of consumer goods, given income and price constraints. Once children realize that all wants for goods cannot be satisfied and that choices must be made, the stage is set for introducing children to the basic analytical concept of opportunity cost. This approach would provide authors with a powerful tool to strengthen children's understanding of the economic dimensions of family and community decisions.

The concept of saving is discussed in all the texts but not in the context of scarcity and choice making. Instead, authors are concerned with the *place* where savings could be stored (piggy banks or commercial banks). They do not treat saving as a family decision involving a choice between present and future consumption.

Each of the textbook series introduces children to important features of the role of government in the economy. Children are introduced to the idea that government provides many goods and services which satisfy important wants of people, that government must have income to be able to provide the goods and services, and that taxes provide government with this income. The stage is set to develop the concepts of scarcity, choice making, and opportunity cost in the context of governmental decision making, but again, the authors do not develop these basic concepts.

The Economic Process

In Chart Ia, the economic process is identified as the use of resources to produce outputs that are consumed to satisfy wants. Through an examination of the concepts contained in the economic process, children may acquire a series of simple but significant economic understandings including: (1) the idea that the ultimate objective of economic activity is the satisfaction of wants, (2) that economic wants are satisfied through the consumption of goods and services, (3) that, in most cases, goods and services must be produced before they can be consumed, (4) that the production of goods and services involves the use of resources or inputs, (5) that resources are limited relative to people's wants for goods and services, (6) that choices must be made among goods to be produced and not to be produced, and (7) that the use of resources in the production of a given

good precludes the use of those resources in the production of some other good.

Authors introduce their readers to most of the major concepts contained in the economic process: resources, production, outputs, consumption, and want satisfaction. However, the treatment of these concepts is generally unsatisfactory. The terms or concepts are not carefully defined, important dimensions of the concepts are not developed, and there is almost no development of simple but basic relationships among concepts. The textbook treatment of these concepts is discussed below.

Resources and the Production Process. In four of the five overviews provided in teacher's guides, the importance of the wants-resource gap is stressed. Assuming that this notion of the scarcity gap is too abstract for primary grade children, they still should be introduced to certain dimensions of resources, including the four traditional classifications of resources, their definitions, and their two major characteristics.

In the first report, some textbooks provided excellent examples of the production process, illustrating the use of resources in the production of specific goods. The idea was developed that the production of goods involves the use of a combination of resources (labor, natural, capital, and management), and although the treatment was not completely satisfactory, some of the authors did introduce children to the four major classifications of resources and their definitions.

A substantial number of instances describing resources used in the production of goods can be cited in the five textbook series covered in this report. However, the treatment is unlikely to strengthen students' understanding of either the important economic dimensions of resources or of the production process. Authors generally introduce economic concepts in a fragmented and disjointed manner and within a geographical or historical rather than an economic context.

At grades one and two, typically, children are introduced to labor as a productive factor; in grades two and three the emphasis is on natural resources as a productive factor. However, in the discussion of labor resources, the focus is on the way in which households earn income through the sale of their labor services, and not on the production process. Natural resources are discussed in a geographical context, and the objective seems to be for children to identify resources and products by region.

In two series, children are introduced to the term "capital" or "capital goods," but in most texts children are simply provided with examples of various tools or equipment used in the production of different goods. Again, the authors do not attempt to develop economic understandings, but instead the objective seems to be to acquaint children with the different tools

used in the production of goods in different time periods (history) or to identify the tools used in the production of a good produced within a region (geography).

Authors generally do not provide definitions of resources in either the student's text or in the accompanying glossary. Where the attempt is made, the results are generally unsatisfactory. In one text, natural resources are defined as "things in nature in which man has found a use," and in another text they are defined as "things found in the area that people can use to make what they need." In one glossary, capital is defined as "the amount of money a person or company needs for carrying on a business." No attempt is made in any of the texts to distinguish between money capital and real capital, nor is capital ever treated as both an input and output of the production process.

The use of the geographical and historical approaches to describe different types of resources used in the production of goods in different time periods may result in children understanding the versatility of resources, i.e., that resources may be combined in varying proportions to produce a given good. However, the choice making or decision-making possibilities associated with this characteristic of resources are not readily apparent, and further development is needed.

The other major characteristic of resources, finiteness, is discussed in two of the texts, but it is unlikely that the particular treatment will result in the type of economic understanding desired. The authors focus on those resources which are not "replaceable" and argue that these resources should be conserved for use in the future. Or they focus on "replaceable" resources (trees) and argue that such resources when used should be replaced. Their treatment would be strengthened if they would provide some examples of resources which have alternative uses and which are in limited supply (plot of land, teacher labor services, etc.) and then discuss the need for choice making and analyze the costs and benefits of these choices.

Consumption and Wants Satisfaction. The treatment of economic content in the textbooks should enable primary grade children to distinguish between the act of consumption and the results, the satisfaction of a want. Simple examples illustrating how a given want (hunger) can be satisfied with different goods (apples, peaches, bread, etc.) would help children understand this distinction.

The authors' treatment of the concepts of consumption and want satisfaction is generally unsatisfactory; students are often confronted with confusing or incorrect statements such as "Man works to earn a living to secure needs or wants" and "Wants are things you would like to have." Authors could strengthen their treatment of these concepts if they would concen-

trate on the following related understandings: (1) that people have many wants, (2) that a given want can be satisfied with a variety of goods, (3) that not all wants can be satisfied, (4) that choices must be made, and (5) that every choice involves both benefits and costs.

Again, as is the case for several of the texts examined in the first report, the authors of the texts covered in this report generally focus much of their effort on enabling primary grade students to distinguish between "needs and wants," presumably with the purpose in mind of convincing children that needs must be or should be fulfilled before any wants are satisfied. Again, we want to emphasize the position set forth in the first report on the treatment of wants in the new social studies texts:

> Although there may be reasons for distinguishing among wants according to some list of priorities or degrees of urgency, it is not clear why the authors of the texts spent so much time discussing the differences between needs and wants. Whether one is satisfying "needs" or "wants," the fundamental economic problem remains that of scarcity and choice making. If the essence of economics is choice making, there is no such distinction between the "economics of survival" and the "economics of choice." In any case, the dividing line between needs and wants is simply not clear when applied to society. Individuals can, of course, decide for themselves what their "needs" and "wants" are and make choices accordingly. It would seem to be sufficient to emphasize that choices involve costs as well as benefits, and the concept of opportunity cost could be developed to illustrate these points.[4]

Common Characteristics of the Economic Process

As is the case for texts examined in the first report, each of the texts in the present report includes the concepts of specialization, exchange, money, and interdependence. Again, the author's treatment of these concepts generally is unsatisfactory. Too often, particular concepts are treated in an isolated manner rather than presented as part of an economic structure; relationships among the four concepts generally are not developed, nor are linkages established between these concepts and the concepts of scarcity and productivity. Generally, the concepts are not defined and simple, and important dimensions of these concepts are not developed.

Specialization and Interdependence. Specialization and division of labor are important features of modern economic systems. Their importance is due to the increased productivity which is associated with increased spe-

[4] Ibid., p. 36.

cialization. Students should be introduced to the idea that specialization results in increased output of goods and services, enabling members of society to increase their consumption of goods and services and satisfy more of their wants. At the primary grade level, authors could develop understandings linking together specialization, worker productivity, real income, and consumption.

Equally important, specific examples or illustrations should be developed which would help children to understand how the production of most goods and services can be subdivided into a number of specific tasks, resulting in savings in materials, tools, and workers' time. Again, the idea should be stressed that division of labor and specialization result in a greater output of goods and services from existing resources.

The textbooks examined in this report generally link together the concepts of specialization and interdependence. They note that workers who are specialists depend on one another to provide most of the goods and services they consume. They also note the interdependence of workers involved in a common production process. Usually, authors stress the need for workers to cooperate and avoid conflict.

Their presentation of interdependence could be strengthened by stressing the importance of income to workers in carrying out their respective functions and de-emphasizing the idea that individuals work primarily for the purpose of helping others. It would seem that there are many realistic examples which could be provided to children to help them understand the significance of economic interdependence in a society based upon the specialization principle. Children could be introduced to the meaning of interdependence by examining some of the effects of a major transportation strike or of adverse weather conditions on the production of an important crop, etc.

Two of the series simply note the division of tasks among household members and/or community workers. They note that workers specialize because there are different kinds of jobs to be done, and they generally focus on the idea that children should assist in household work, since it is part of their responsibility. The same authors also introduce children to the different kinds of community specialists, stressing the idea that the work of these specialists ensures a safe and healthy community.

One can find isolated statements referring to the relationship between specialization or division of labor and productivity in three of the series, but there is no significant development. One author notes "that division of labor is used because it is more efficient," but the meaning of the term "efficient" is not explained. Another author notes that specialization results in increased output, but does not offer any explanation of why this is the case. One author notes that when workers specialize, they become more

expert and more productive, but there is no development of the concept of division of labor or of the relationship between specialization, productivity, and real income.

Money. Since money is a commonly used term in each of the textbooks examined, authors should provide their readers with a definition of this term (anything generally acceptable in exchange for goods and services); they should introduce them to three of the major functions of money (medium of exchange, measure of value, and store of value) and to the major types of money in the United States (coins, paper money, and demand deposits).

In four of the series, money is not defined in either the student's text or in the teacher's guide. One text does include the term in the student's glossary but money is not defined; instead the glossary provides a description of one of the functions of money. Evidently, authors do not themselves have a clear conception of the term money since they generally fail to distinguish between the terms "money" and "income." There is constant use of the term "money" in situations where "income" is by far the more appropriate term. Again, we want to stress to authors that

> through the misuse of these terms, children may be led to believe that scarcity, at the family level, results from a lack of money rather than from a lack of income, with this insufficiency in income, of course, related to limited resources available for sale or use by families generally.[5]

Each of the series presents situations describing families meeting their "needs and wants" under different forms of exchange, barter, and money. The authors typically do not use these situations to compare and contrast the two forms of exchange. Such situations provide an excellent opportunity to illustrate the advantages of money exchange over barter in an economy with a high degree of specialization and innumerable transactions. Presumably, authors would then examine the functions performed by money as well as some of the important attributes of money.

Two authors do not deal explicitly with any of the functions of money. Each of the remaining three authors introduces teachers to one function of money, the medium of exchange, and one of the authors deals indirectly with two additional functions of money in questions contained in the teacher's guide. However, they are open-ended questions, and it is difficult to predict what the outcome will be if the teacher handling the exercise is unfamiliar with these functions.

[5] Ibid., p. 37.

Authors of three of the series urge the teacher to provide students with examples of different objects used in the past as money. They also recommend that students examine "money" used in other countries. Interestingly, the authors do not place stress on the types of money in the United States, and there is no development of checkbook or demand deposit money in any of the texts.

INTERMEDIATE GRADE TEXTBOOKS

The treatment of economic content at grade levels five and six is discussed in this part of the report. Some of the concepts contained in Chart I continue to be handled in grades five or six, and the treatment of these concepts is discussed in the next three sections. Some of the additional concepts or topics covered at grades five and six are summarized in Chart Ib.

The Basic Economic Problem—Scarcity

Resources. At some point all of the textbook series at grade levels five and six deal with the concept of resources. In one case, resources are identified at the outset as natural resources rather than natural resources, labor, capital, and management. Instead of discussing natural resources as an input in the production process, there is a discussion of such things as the importance of rainfall, the origin of water, and how we use water resources. These paragraphs are followed by a discussion of the pollution of water and the necessity of conserving resources. Continuing on, the same text discusses resources more broadly as natural resources, labor, management, and capital, but land and resources are included under the concept of capital as well.[6] In some of the textbook series money is inaccurately described as capital.

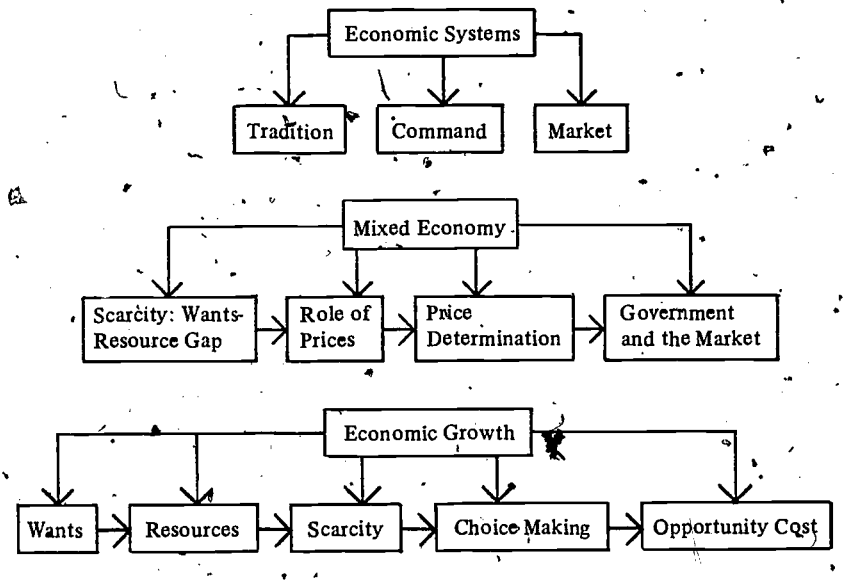
In general, the textbooks do not view resources as parts of an economic structure, such as shown in Chart Ia. Moreover, resources are not defined or classified well, nor are their characteristics of versatility and finiteness emphasized.

Scarcity and Choice Making. None of the textbook series deals explicitly with the question of scarcity, particularly scarcity from the standpoint of the economic system as a whole, and the fact that scarcity requires society to deal with the questions of resource allocation (what to produce) and income distribution (for whom to produce). Yet, as we have stated above, an appreciation of this notion is central to the study of economics. One text does state that man's wants are greater than the resources available to sat-

[6] Recently some economists have abandoned the traditional classification of resources in favor of a generalized capital concept. This degree of sophistication is probably not appropriate at the learning levels covered by the textbooks examined here. In any case, it is apparent that the authors of the textbooks are not familiar with this approach, or, if they are familiar with it, they do not explain it.

CHART Ib

Economic Content,
Elementary Grades 5-6



isfy them and that society has tried to increase the production of goods and services to satisfy more wants. Scarcity is said to be the main idea in economics, but the content that is contained in the teacher's material and the material for the students is not related to the concept of scarcity in any obvious way.

Although the concept of opportunity cost is relevant in discussing scarcity and choice making, this concept is almost totally ignored by the textbook series.

Common Characteristics of the Economic Process

As we have noted, some common characteristics of modern economies are specialization, exchange, use of money, and interdependence. Only one of the textbook series deals at length with this topic at grade levels five and six. In this case, the treatment, in terms of content, is fairly satisfactory, but generally the characteristics are not discussed in terms of scarcity or of how they function to narrow the wants-resource gap.

Economic Growth and Living Standards

All of the textbook series examined in this report include material that is

related to the general subject of economic growth and change or to a country's particular stage of economic development or "standard of living." In some cases, the material is descriptive and could just as well be classified as economic history rather than economic growth or change.[7] There is also some overlap between this section and the section below titled "Economic Systems."

The textbooks discuss this general subject in terms of industrialized economies (such as those of the U.S., Great Britain, or Japan) or of underdeveloped economies (such as those in South America). In the textbooks that deal with industrialized economies, the following subtopics are examples of the content that is included for study: the industrial revolution; inventions and discoveries; changes in technology; the introduction of new products; the development of particular industries, such as transportation, communications, and mining; working conditions in the factories; and the transition from an agricultural environment to an urban environment.

Those textbook series that include a discussion of underdeveloped economies usually stress that such countries are poor by some standard, and there is an attempt to explain why this is so. There is also some reference to governmental participation in efforts to raise living standards, although the textbooks are not very specific about this matter.

In general, the textbook series that deal with the general topic do not develop economic concepts well nor do they attempt much economic analysis. Where there is an attempt to explain economic phenomena, the analysis is weak, superficial, misleading, or inaccurate. Moreover, the generalizations are almost never satisfactory because they are too brief. For example, one cause of poverty in Latin America is said to be that there are too many large land owners or that the economy is unbalanced (one crop). Even if these factors have something to do with economic problems in South America, there is no substantial explanation of why this would be the case.

As another example, one series has a section on Japan titled "Reasons for Growth," and among other things it is stated:

> In the 1950's, the cost of labor in Japan was very low. Many people were unemployed. Do people without jobs demand a lot of money for their work? How do you think Japanese businesses profited from unemployment?

This paragraph was preceded by the statement, "Japan had some special advantages that explain [its] economic achievements." The paragraph is not followed by an explanation, and from our point of view the paragraph is

[7] This is not to say that economic history is or ought to be only descriptive in nature.

nonsense. Among other things, one is left with the impression that unemployment stimulates growth.

Where there is no attempt at analysis, the material is largely descriptive (e.g., there may be an explanation of what a cotton gin does), and often the discussion is in terms of cultural and social change, or the benefits from, and the problems associated with, change.[8]

The topic of growth and living standards is much too complex to be treated in a few paragraphs, as most authors do. If the topic is to be included in the social science program, and if it is to be analytical and fairly simple, it would seem better to focus on a few fundamental concepts and their relationships. To illustrate, refer to Chart II, which reproduces part of Chart I. With the use of Chart II, the following generalizations could be made. The real income of any society, today or in the past, is output on a per capita basis, and this output is *one* measure of the well-being of members of that society. The state of technology and the quantity and quality of resources available to an economy place a limit on the amount of output that is available for consumption. Some nations have more and better resources than others—more capital, a better educated labor force, more productive land, etc.—and therefore these countries can produce more. To increase output it is necessary to reduce current consumption (save more) so that more resources can be released to produce more capital goods or to be employed in other ways that increase productivity. In other words, the opportunity cost of higher output in the future is a reduction in current consumption. Savings explains many of the historical increases in output in the industrialized economies, and poor countries find it difficult to increase savings because per capita consumption is so low. Of course, some of these concepts would have to be defined, and all of these generalizations would require elaboration.

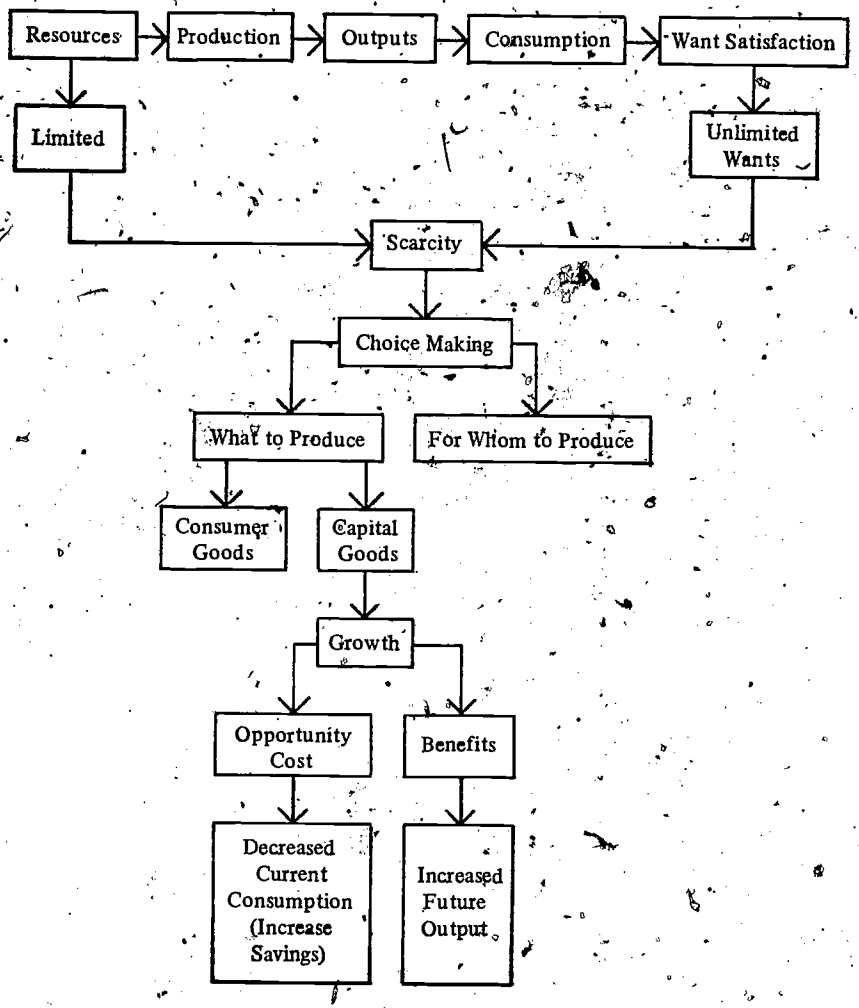
Economic Systems

Four of the textbook series discuss economic systems in varying degrees, but with the focus on the so-called free enterprise system. For example, in one series it is stated that in some countries the economic system is controlled by the government and in other countries it is controlled by the people, although it is not clear what that distinction means. The authors go on to say elsewhere that there are two kinds of economic systems. One system is characterized as private ownership of property, while in the other system government is said to own and operate the means of producing goods and

[8] We do not mean to imply that material of this sort is not worthwhile. Our point is that the material does not contain economic content as we, and presumably other economists, view it.

CHART II

Economic Growth and Living Standards: Some Concepts and Their Relationship



services. Not much more is said about comparative economic systems. However, there is more discussion of the so-called free enterprise system, which is said to have particular goals. It is not clear, however, how those goals are unique to a market economy. The point is also made briefly that in the free enterprise economies, government regulates business and labor, e.g., there are laws that regulate wages and working conditions.

Another text describes the free enterprise system as one in which the people are free to start a business, and in another text there is a discussion about the model of Adam Smith. In the latter text, the stress is on an economic system which is guided by self-interest and held in check by competition. In one of the textbook series the Soviet economy is described as a planned economy, but with no detailed discussion of the characteristics of a planned economy.

In all of the series there is a discussion of different economic systems, but by and large not as systems per se; that is, there may be a description of the transportation system and the location of mineral deposits in some country rather than an analysis of the mechanisms by which systems operate to solve the problems of resource allocation and income distribution.

The Role of Prices. The function of prices in a market economy is that of guiding resources to the production of goods and rationing outputs among the population. None of the textbooks discusses the rationing role of prices, although one textbook mentions that "rationing" occurred during World War II. In that textbook there was no discussion about why government rationing was instituted or that government rationing is an alternative to rationing by the price system.

In two of the textbooks there is the notion that prices serve to allocate resources to the production of goods, but the relationship between scarcity, resource allocation, and prices is not explicit. For example, one text states that "Those companies that produce the best products or services for the least amount of money, and make a profit, survive." Or, "Much of the production is due to profits that the free enterprise system allows individuals or corporations." The role of the consumer in this process is not mentioned, nor is the role of the household as a supplier of resources.

Miscellaneous Topics

The remaining topics discussed by some of the textbook series include poverty, unemployment, problems in certain sectors of the economy, and ecology or pollution. For the most part, the treatment is descriptive and brief, and where there is an analysis of cause and effect, it is generally inaccurate or incomplete.

For example, one text states that American cities have housing problems, that a housing shortage forces rents up, that poor people cannot afford decent housing, and that Congress created the Department of Housing and Urban Development. It is not clear what kind of image these generalizations are supposed to leave with students.

As another example, in another text, it is said that government policy toward agriculture was to induce "farmers to produce only as much as they

could sell. Then it was hoped, prices would stay up." In the same text, the American people were pictured as being on a spending spree in the 1920's, and by 1929 so many goods were produced that consumers could not afford to buy them. Hence, the Depression. Neither of these generalizations (and others could be cited) is consistent with economic theory.

The treatment of other economic problems is similar in approach to the ones above. Pollution is mentioned as a problem, but not in terms of costs and benefits. Poverty is mentioned as a problem, but generally there is little attention given to the cause of poverty, the characteristics of people who live in poverty, or the role of transfer payments in other programs in alleviating poverty. Again, the treatment of these other problems is descriptive, brief, and unstructured.

TEACHING STRATEGIES

The teaching strategies associated with the economic content in the textbook series are the focus of this section of the report. The analysis did not include a complete examination of all the teacher's editions in each series. Rather, approximately eight units (heavy in economic content) were selected from each of the series. Generally, at least two units were drawn from three separate grade levels (usually the second, fourth, and sixth grades).

To structure the analysis, three basic areas were initially selected: (1) Objectives, (2) Suggested Activities, and (3) Evaluation Methods. Each of these areas was subdivided into key components (see Chart III). This framework provided the necessary direction for the following analysis of the textbook series.

CHART III

Areas of Analysis

Area 1—Objectives

1.1 Key concepts are identified and associated with an appropriate social science.

1.2 The teacher is provided with a general introduction or primer for each key concept.

1.3 The teacher is given a list of supporting concepts needed for mastering a key generalization.

1.4 The general objectives for each unit are translated into specific behavioral objectives.

1.5 Objectives are provided for the affective realm as well as the cognitive realm.

Area 2—Suggested Activities and Techniques

2.1 Suggestions and activities are provided for developing important concepts and generalizations.

2.2 Suggestions and activities are provided for developing decision making skills.

2.3 A variety of activities are provided for meeting individual needs.

Area 3—Evaluation Methods

3.1 A variety of instruments and techniques are suggested for

evaluating understanding of key concepts and mastery of specific skills.

3.2 Methods of systematic record keeping are suggested for recording student progress in each of the key areas.

Area 1—Objectives

1.1 *Generalizations are identified and associated with an appropriate social science.* A broad overview of a given set of learnings helps conceptualization. The organization of skills and learnings into formal social science areas may be unnatural to life, but it facilitates conceptualization and communication for both the teacher and the student. Most of the series acknowledge a conscious attempt to introduce elementary students to many social sciences. These are usually identified in the teacher's editions; however, little is done to help teachers conceptualize the broad framework of the science as handled in the text. The majority of the texts did not key important concepts to a specific social science or conceptual framework. The provision of a conceptual framework would be a tremendous help since most teachers have limited training in such areas as economics, anthropology, sociology, etc.

1.2 *The teacher is provided with a general introduction or primer for key concepts.* Besides identifying the social science and perhaps depicting relationships among generalizations, a short introductory paragraph or primer should be provided. It is unrealistic to expect elementary teachers (generalists by training) to understand the reasons for selecting a given piece of content without providing a rationale for including the material. The teacher should be told why the content was selected, which generalizations are to be developed, and how these generalizations lead to further learning or fit into the conceptual framework. Only one of the textbooks provided this type of background information for the teacher.

1.3 *The teacher is given a list of supporting concepts needed for learning a key generalization.* Typically textbooks provide a listing of new vocabulary presented in a lesson; however, supporting concepts needed to understand a new generalization were not identified in any of the series examined. For diagnostic purposes and remediation, teachers should be provided with a list of supporting concepts which students need to understand before a new generalization is presented.

Generalization:

Choice Making. Because of man's unlimited wants and limited resources he must make choices.

Supporting Concepts:

Man has unlimited wants.

Man has limited resources.

Resources include labor, capital, management, and natural.

Key Vocabulary:

Wants, resources, limited, choice making, capital . . .

1.4 *The general objectives for each unit are translated into specific behavioral objectives.* Today's teachers are asked to specify their objectives and to measure student success in reaching these objectives. This accountability movement has forced the rejection of general objectives by requiring the high degree of specificity found in behavioral objectives. Publishers should provide teachers with a bank of behavioral objectives for each keylearning. For example, a student who understands the concept of "opportunity cost" could be expected to:

(1) List and rank alternatives before making a choice (i.e., before deciding to play kickball for "free play," students would insist that other choices be considered);

(2) List things he can't do if he decides on a certain course;

(3) Object to voting on a single choice before considering alternatives;

(4) Complain about a missed opportunity if asked to do a certain task.

A student would not be expected to exhibit all of the above behaviors, but they provide the teacher sufficient examples to clarify what is desired in terms of student understanding of "opportunity cost." Few of the texts utilized behavioral objectives, and those doing so did not provide a rationale for their selection. To illustrate, one text contained the objective:

> The learner should identify one or more economic regions of the United States, and illustrate with a medium of his choice the goods and services produced in each region.

This is certainly a behavioral objective, but what is the rationale

behind its selection? Why should the student illustrate in a medium of his choice? The above item represents a common error in writing behavioral objectives. The intent of the objective is to show understanding. In this case the objective seems to spell out the teaching activity more than the desired learning. Further, as in the above case, behavioral objectives included in the examined texts rely heavily on translation and seldom call for skills of application, evaluation, synthesis, etc. As Saunders[9] has noted, a student doesn't have to make a guillotine to understand the causes of the French Revolution.

A bank of behavioral objectives for each major learning would provide teachers with a useful tool.

1.5 *Objectives are provided for the affective realm as well as the cognitive realm.* Goldmark[10] makes an excellent case explaining why identifying opinions, exposing feelings, and clarifying values is an essential factor in developing decision-making skills. The intent of inquiry training (espoused by all the series examined) is to develop within students the ability to think, to trust their thinking, and to act on their thinking. Values are as much a part of decision making as is the understanding of key social science concepts.

Only one of the series examined provided specific objectives dealing with values:

Sample Value Objectives

1. Appreciate the inventiveness of early people.
2. Appreciate that the earth sustains our existence.
3. Recognize our ability to alter our surroundings.

This is a step in the right direction, but such nebulous terms as appreciate and recognize provide the teacher with little guidance. Writers should include behavioral objectives in the affective realm.

Sample Objectives from the Affective Realm

1. Students will list and rank in order of importance to

[9] Norris M. Saunders, *Classroom Questions: What Kinds?* (Harper & Row, 1966).

[10] Bernice Goldmark, *Social Studies: A Method of Inquiry* (Wadsworth Publishing Company, 1968).

them the possible outcomes of closing the city zoo.
2. Students will take a position "for" or "against" outlawing hunting for sport and list the most important reason for their decision.
3. Students will indicate how family A should spend a $100 gift by ranking the given alternatives.

Area 2—Suggested Activities and Techniques

Objectives

2.1 Suggestions and activities are needed for developing important concepts and generalizations.

2.2 Suggestions and activities are needed for developing decision-making skills.

2.3 A variety of activities is needed to meet individual student needs.

2.1 *Suggestions and activities are needed for developing important concepts and generalizations.* None of the examined texts provided strategies for developing key concepts or specific skills. Teachers need to consciously employ different strategies to get at different goals. Old-fashioned drill has its place, classroom discussion has its place, and inquiry training has its place.

The texts should provide suggestions for direct concept development, drill, and mastery testing. For example, if an author decides to include the concept "work," the author should provide the teacher with (1) specific examples of "work," (2) specific examples of "non-work," (3) criteria used to distinguish "work" from "non-work" cases, (4) opportunities for discriminating "work" from "non-work" cases, and (5) a means for determining which students have mastered the concept. The efficiency of such a strategy would be welcomed by teachers concerned with learning and accountability.

Another serious omission was noted in that few texts made provisions for reaching closure on important generalizations. That is, teachers were not encouraged to draw subconcepts together to form a generalization. If inductive learning is to be used, provision has to be made for the "moment of truth," the drawing together of ideas to form a conclusion. Constructing charts, graphs, and maps, and drawing pictures should lead somewhere. A graph on "Imports of Mexico" should not result merely in a display for "Back to School Night"; the graph should be used to analyze a generalization being developed. The examined texts seem to support the misconception that student-made skits, bulletin boards, and interest centers are

ends in themselves. The Socratic technique of using a series of questions to reach an understanding (closure) is seldom developed.

Another common problem is that there is inadequate exposure to concrete experiences before trying to develop abstract ideas. The texts are quick to identify high-level questions (inferring, predicting, evaluating, etc.); however, in only a few cases was there evidence to suggest a systematic attempt to build a concrete base before moving the students to higher levels of thinking. Traditionally, texts have been criticized for the predominance of simple recall questions. The solution does not lie in interjecting predictive, evaluative, and other high-level questions willy-nilly. An effective strategy would initially have a sufficient base of low-level recognition and recall questions asked to provide needed diagnostic information for the teacher and a focus for the students before introducing high-level thought questions.

The examined series were woefully lacking in suggesting strategies for developing key concepts. In particular,

(1) Direct deductive strategies were not suggested;
(2) A complete sequence of questions leading from introduction to closure was seldom suggested;
(3) The proven strategy of going from the known to the unknown was seldom used to develop high-level thought processes.

2.2 *Suggestions and activities are needed for developing decision-making skills.* All of the series examined stressed the use of the inquiry method to help students develop rational, independent, decision-making skills. Effective inquiry teaching requires that a teacher:

(1) Provide a focus and needed information sources (hopefully in the form of raw data);
(2) Help the students identify a problem (i.e., to recognize a discrepant event which does not fit their present conceptual understanding, to realize when conclusions are being drawn without sufficient information or when untested hypotheses are being accepted);
(3) Place the students in the active role of structuring their own investigation, gathering their own data, and testing their own hypotheses;
(4) Cap an inquiry with an analysis of procedures followed, information gained, and future avenues to pursue.

With regard to the first point, most of the examined texts included raw data in one form or another; compared to the traditional encyclopedic approach, this inclusion of original documents, pictures,

and maps encourages the inquiry approach and development of decision-making skills.

The functional use of the texts would be improved if more data were included and less emphasis were placed on cosmetic appeal. In one text, two-thirds of a page was used to show a crate of strawberries in a wholesale market—a pretty picture, but the inclusion of three or four pictures of a comparative nature would offer more alternatives. In another case, a sixth grade text presents one picture and asks, "What can you infer about the land and people of India from this picture?" More data would certainly let the teacher and students get more mileage out of such an analysis. It was promising that texts are beginning to include addresses of possible data sources (i.e., National Dairy Council, Continental Baking Company, etc.).

Again, on the positive side, texts have taken steps to remedy the age-old problem of providing examples which are not in the student's experience realm. Nevertheless, traces of the problem still exist. For example, a second grade text uses paw paw, truffles, okra, and sweetbread to develop the concept of versatility in satisfying needs. The concept would certainly be analyzed more effectively if the items used were familiar to the students. Conceptual development and inquiry skills can best be accomplished by working with familiar rather than unknown and exotic items. (Note: This point deals with concept and skill development. There is still a need to expand student horizons.)

The previously mentioned problem of presenting activities for activities' sake was also found in this area. For example, in a second grade text, a dramatic play was suggested to develop the concept of a wholesale market. Helpful directions were included: use tape for highways, borrow the train from the kindergarten, use empty cartons for stalls, etc. The emphasis was on developing the play; suggestions for using the play were not given (i.e., using dramatic play to investigate the dependence of the wholesale market on transportation or to analyze the dependence of retailers on the wholesale market). The purpose of dramatic play in the elementary grades is not found in the finished product; the dramatic play should be used as a tool to investigate interaction and the effect of different variations.

Also, to encourage the use of inquiry skills, teachers should use open-ended/divergent questions and encourage student-to-student interaction. The texts have made considerable progress in this area. Fewer questions were suggested which elicit one-word responses;

fewer questions elicited predictable student responses; and more questions were provided that could be redirected to other students.

The most significant omission was the absence of structured inquiry episodes. Lessons should be included which (1) present a problem; (2) provide data to solve the problem; (3) suggest methods of leading students to develop hypotheses, gather data, and test their hypotheses; and (4) suggest techniques for analyzing the procedures followed for strengths and weaknesses. Good examples have been provided by Goldmark[11] and Ryan.[12]

2.3 *A variety of activities are needed to meet individual student needs.* In selecting a text, an experienced teacher examines the vocabulary to determine if slower students will be able to cope with the material. Only one of the examined series achieved satisfactory vocabulary control, and few activities were provided for the remedial reader.

One text placed an emphasis on developing reading skills. For example, lessons on alphabetizing and on the soft and hard "g" sound were provided. This tokenism is not only misplaced but lacks the needed essentials of good instruction (diagnosis, selective treatment, and reinforcement). It was appalling to find this same series providing precious space to such busywork activities as finding small words in a big word (i.e., What small words can you find in United States? Answer—it, Ted, at, ate, etc.).

The remedial reader certainly presents a problem, and the solution is not found in converting social studies to remedial reading; texts must utilize a variety of media for transferring information.

It was promising that about half of the examined texts have broken away from a basic didactic approach and have suggested a variety of activities (skits, field trips, games, etc.). One series has even provided a generalized description of techniques for utilizing role playing, brainstorming, map study, analyzing pictures, and writing reports. Hopefully, future texts will take this a step further and indicate possibilities for different activities as related to specific content. In doing so, caution should be used to ensure that a rationale exists for including the activities.

Texts should also be cautioned to include adequate directions and descriptions for suggested activities. About one-half of the examined texts did a good job of providing directions. The kind of problem found all too frequently is illustrated by an example taken from a fourth grade text. It was suggested that students "could set up a

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[11] Ibid.

[12] Frank L. Ryan, *Exemplars for the New Social Studies* (Prentice-Hall, 1971).

barter day and bring an item they are willing to trade. They might set up their own values and how they would try to trade what they have for something that they want." It would be helpful if suggestions were given as to how teachers have successfully organized such a barter day with a class of 25 to 30 students. What type of communication between teacher and parents should precede a lesson of this type? Are there techniques for recording and analyzing transactions that could improve follow-up discussions?

Teachers need ideas and suggestions. They need ideas for enrichment and for remediation. It would be helpful if teacher editions provided a variety of activities with descriptions of proven techniques for carrying out the activities.

Area 3—Evaluation

Objectives

3.1 A variety of instruments and techniques are needed for evaluating understanding of key concepts and mastery of specific skills.

3.2 Systematic record keeping is needed for recording student progress in each of the key areas.

3.1 *A variety of instruments and techniques are needed for evaluating understanding of key concepts and mastery of specific skills.* The first step in evaluation is the identification of a continuum or progression of concepts and skills to be learned. The suggested progression provides the blueprint for evaluation.

Such a progression does not have to be the only way of approaching a subject, but it should grow from a logical base and should be consistent with the basic philosophical approach and with what is known about children and learning.

Along with the progression, the teacher's edition should provide a variety of techniques and instruments for evaluating student progress. If diagnostic and review tests are not provided, a bank of possible items should at least be included to help teachers construct their own tests. It would be helpful if other techniques were also suggested. For example, (1) an observation schedule could be suggested for identifying those students who ask questions during an inquiry episode; (2) in a unit on money, it could be suggested that aides, volunteers, or older students can be used to test students to see which ones can make change correctly; or (3) it could be suggested that written simulation be used to determine which students can discriminate between relevant and irrelevant sources of data.

Only one of the examined series provided formal evaluation in-

struments. This is a serious omission. Merely covering or exposing students to different concepts and skills is poor teaching. If social studies is to be taught, then teachers need to (1) identify goals, (2) identify students who have not achieved those goals, (3) plan strategies for helping those students achieve the goals, and (4) evaluate the effectiveness of their strategies.

3.2 *Systematic record keeping is needed for recording student progress in each of the key areas.* None of the examined texts provided a systematic record-keeping strategy. Such a system would provide a method of keeping track of student progress, which students need remediation, and which ones have seemingly mastered a given area. This type of information is not only basic to good teaching but also provides ready information for reporting to parents and other interested parties.

Of the three main areas of this review (objectives, activities, and evaluation), evaluation is by far the weakest. In today's age of accountability, teachers have to be concerned with measuring student progress.

CONCLUSIONS AND RECOMMENDATIONS

Although there is considerable variation in the coverage and treatment of economic content among texts examined in this report, the authors do include more economic content than the typical social studies textbook series published prior to the mid-1960s. However, the extent of coverage and the quality of treatment of economic content in the five textbook series do not compare favorably with a number of textbook series examined in the first report. Selected series in the first report provided broader coverage and much more systematic treatment of economic content, with this treatment including the development of *basic* economic concepts which are omitted or inadequately developed in textbooks covered in this report.

Teacher's guides in a number of series in the first report provided teachers with a structure or framework indicating the developmental pattern of economic concepts, but this is not the case for the series examined in this report. Instead, at the beginning of a unit or lesson, some authors simply list the several social science disciplines, indicating that concepts from these fields will be covered, without providing information on what concepts or what dimensions will be developed. Thus, it is the task of the reviewer (or teacher) to determine what, if any, economic concepts are included and how they are related to the activities of the unit or lesson.

Other authors identify "economic concepts" by lesson plan, but the "concepts" typically consist of statements describing activities characteristic of a particular country or region or of a particular time period. The attempt to treat economic content in a geographical or historical setting generally results in a presentation which is at best fragmented and disjointed; in many instances, a single economic concept may be treated in isolation. The "integrative" approach, at least as it appears in these texts, does not result in the systematic development of economic concepts, either within a grade level or among grade levels. Based on the overall performance of these texts, it is difficult to know whether the results follow from an inherent defect of the integrative approach or are due to the lack of structure and planning on the part of authors, or both.

Because of the lack of structure and the tendency to label concepts as economics although continuing to treat them in a conventional manner, authors often focus on concepts or dimensions of concepts which economists normally would not handle or would assign low priorities ("needs vs. wants," goods, services, producers, consumers). Even though authors introduce only a limited number of simple terms or concepts, they do not care-

fully define economic terms, they ignore important dimensions of concepts, and they rarely develop relationships among concepts. Most significantly, authors, though dealing on an extended basis with the topic families, do not introduce pupils to the *basic* economic concepts of scarcity, choice making, and opportunity cost, although such concepts are central to an understanding of the economic dimensions of family decision making.

As was the case for a number of series examined in the first report, most authors or editors of textbooks examined in this study include more economic content and treat this content in a more systematic manner in grades one and two than in grades three through six. In one series, the reviewers simply could not uncover any meaningful development of economic content in the upper grades. While one would expect authors to reinforce and expand economic understanding developed in earlier grades, this is not the case. Instead, economic coverage tends to decline from grade two to grades three and four, and there seems to be no conscious effort on the part of authors to use economic concepts introduced in earlier grades as building blocks for continued development of a conceptual framework in subsequent grades.

Although scarcity and the need for choice making are what the study of economics is about, this point, in terms of the wants-resource gap, is virtually ignored in student materials for the intermediate grades. In other words, the topics covered, such as economic growth, are not discussed within the framework of scarcity, but instead are treated in isolation. This omission appears to us to be rather serious, particularly at the upper grade levels.

Textbooks have a considerable influence on the learning that takes place in today's classrooms. Research shows that approximately 80 percent of all curricular decisions are made on the basis of a text. The selection of content, the activities considered, and the teaching strategies utilized are all limited and influenced by what is included in the text.

Examination of classrooms across this nation shows a high degree of similarity at any given grade level, so much so that the idea of local control of schools becomes a myth. Since textbooks are one of the main homogenizing ingredients, publishers carry an awesome responsibility for providing effective curriculum programs for teachers to implement in the classroom. This responsibility may be questioned theoretically, but it exists. Therefore, if texts are to be effective tools in teaching economics as well as the other social sciences, more attention has to be paid to the needs as outlined in this report.

The texts were found to be woefully lacking in a number of key areas. Publishers would do well in following the recommendations listed below:

1. Generalizations to be learned should be identified and associated with an appropriate social science.
2. Economic generalizations should be presented in a separate grid or model which depicts the fundamental ideas and relationships to be developed within and among grades.
3. An economic model should be developed for each grade level. This model should be accompanied by a brief statement or overview of the economic content and instructional objectives to be achieved by students.
4. Supporting concepts and key vocabulary needed for learning a generalization should be identified. Careful editing should ensure that there is proper and precise use of concepts including consistency between definitions and examples of concepts. Statements relating to concepts should be supported with appropriate data, and simple but important relationships among concepts should be identified and illustrated.
5. Examples of desired changes in student behavior demonstrating mastery or understanding of the important learnings should be provided.
6. Values play an important role in decision making; therefore, emphasis should be placed on values clarification. Objectives should be provided for the affective realm as well as the cognitive realm.
7. Suggestions for direct concept development, drill, and mastery testing should be provided.
8. The texts should suggest complete questioning sequences leading from introduction to closure. Further, a base of low-level recall and identification questions should be suggested before a teacher is prompted to ask high-level thought questions (analysis, synthesis, evaluation, prediction).
9. Inquiry activities should be provided for developing decision-making skills.
10. A greater variety of activities for meeting individual needs should be suggested.
11. Procedures and tools should be provided for measuring student learning, grouping students for instruction, and reporting student progress.

APPENDIX A—TEXTBOOK SERIES EXAMINED IN EVALUATION STUDY*

1. Follett Publishing Company—*The World of Mankind*

This elementary social studies series called *The World of Mankind* (1-6), published by the Follett Publishing Company, is designed to develop rational, independent decision makers. The content of this series is developed under eight conceptual themes:

(1) Self-knowledge (psychology),
(2) Gaining knowledge (cognitive skills),
(3) Location (geography) (ecology),
(4) Change, cultural (anthropology) (history),
(5) Change, physical (ecology),
(6) Political systems (political science),
(7) Economic systems (economics),
(8) Groups and interaction (sociology).

An expanding horizons and interdisciplinary approach is used throughout most of the series. Behavioral objectives are listed to facilitate student evaluation. The teacher's editions provide a variety of activities, suggest techniques for encouraging student involvement, and provide a variety of raw data (and sources for supplementary data).

2. Ginn and Company—*The Ginn Social Science Series*

The Ginn Social Science Series (K-8) is an interdisciplinary approach using a twin-spiral curriculum (emphasizing people in our nation compared and contrasted to people in other parts of the world). The series is people-centered, focusing on real situations with a heavy emphasis on urban life. The basal texts have been developed in two-year sequences to add continuity to the series.

The teacher is given suggestions for eliciting student feelings and opinions and for probing student responses. A variety of activities (skits, field trips, surveys, games, etc.) is also suggested for encouraging student involvement.

* These short summaries highlight information found in the teacher's editions as presented by the publishers of each of the respective series.

3. Harper and Row—*Our Family of Man*

The *Our Family of Man (1-6) Social Sciences Program* published by Harper and Row is an open-ended series which stresses inquiry skills. Students are encouraged to generate hypotheses, investigate alternative solutions, and judge the merit of their own theories. The series used a topics approach and an Information Bank to encourage teachers to take an eclectic approach, selecting those materials and methods that would best suit students' needs.

The series uses fifteen themes developed by the National Council of Social Studies as goals for the total program. Examples of these fifteen themes are:

(1) Recognition and understanding of world independence;
(2) Intelligent utilization of scarce resources to attain the widest well-being;
(3) Widening and deepening the ability to live more richly.

Both convergent and divergent teaching strategies are used; there is an emphasis on high-level questions (i.e., evaluation, prediction, synthesis, etc.).

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4. Noble and Noble—*Man and His World*

The Noble and Noble Basal Social Studies Series (1-6) is a transitional approach combining elements of both traditional and inquiry-oriented materials. The traditional thrust is based on a chronological narrative serving as a cognitive organizer. The inquiry thrust utilizes original source materials to encourage students to hypothesize, form generalizations, draw inferences, and synthesize information.

A testing program is provided to measure mastery of basic concepts, facility in using cognitive skills, and achievement of value and behavioral objectives.

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5. William H. Sadlier—*The Sadlier Social Science Program*

The Sadlier Social Science Program (1-7) is an interdisciplinary approach that consists of a series of basic texts and a variety of teaching tools and multimedia aids (flash cards, posters, murals, filmstrips, etc.). The approach centers on concepts drawn from history, geography, economics, political science, anthropology, and sociology. Four central themes are developed in the program:

(1) Social self-awareness: the pupil's social awareness of himself as an individual yet as a member of many groups at various levels of complexity;

(2) The American value system: the pupil's understanding of what it means to be an American and appreciation of the uniqueness of his nation;

(3) Contrasting value systems: the pupil's understanding of values and cultures much like, yet much different from, his own;

(4) Social science skills: providing the pupil with the necessary tools, both intellectual and motor, that he will need to grasp what he is learning and to expand and use his knowledge.

The series is open-ended in that teachers are encouraged to select and adapt those parts of the program which best fit the needs of their individual students.