

A CONCEPT ANALYSIS OF MIDDLE SCHOOL AMERICAN HISTORY TEXTBOOKS

by

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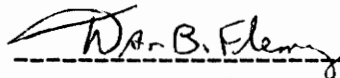
Dissertation submitted to the Graduate Faculty of the
Virginia Polytechnic Institute and State University
in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION


in

Supervision

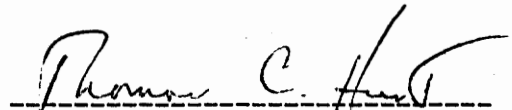
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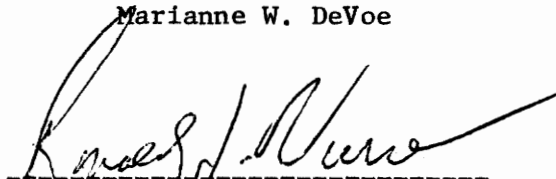
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DEDICATION

This study is dedicated to my parents, Virgil and Freela W. King Lawson, for their encouragement and support which enabled me to realize each educational degree.

ACKNOWLEDGMENTS

Upon completion of this study, this writer realized what Balzac meant when he said: "Chances of success of every kind increase with the number of your connections." Success has meant working with a doctoral committee composed of dedicated and supportive members. Dr. Daniel B. Fleming, my major professor, advisor, dissertation chairman and friend, has been truly understanding, encouraging and cooperative during the preparation of this study and throughout the doctoral program. Dr. Marianne W. DeVoe has been immensely helpful in the preparation of guidelines necessary for the concept analysis system. She also provided invaluable assistance in the overall development of this study. Drs. Thomas C. Hunt, Ronald J. Nurse and Richard G. Salmon provided input to this study in the areas of editing the various chapters and formulating the guidelines for the analysis system. This writer will be forever grateful for his committee's time, support and valuable suggestions.

Sincere appreciation is expressed to my beloved sister, Ms. Barbara S. Harris, who drew the models for this study. She has been a source of encouragement from the beginning of my educational career. Her husband, Mr. Mark J. Harris, and my niece, Ms. Connie L. Herier, also encouraged me every step of the way.

The writer is also appreciative of the kind words of encouragement and guidance from his friends: Dr. Mary Ann Lewis, Ms. Ruth Anne Protinsky, Mr. Robert H. Zuzak and Mr. Randal W. Jackson.

Special thanks are owed to the several persons who provided suggestions and assistance to this writer in the initial stages of this study: Dr. Jerome S. Bruner, Dr. Jean Piaget, Dr. Florence B. Stratemeyer, Dr. Robert M. Gagné, Dr. Barry K. Beyer, Dr. Brian J. Larkin, Dr. Peter H. Martorella and Mr. John P. Neal, Executive Editor of Ginn and Company.

Finally, Ms. Sherry Williams, who typed the manuscript, provided invaluable assistance in the final preparation of this study.

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Chapter 1

INTRODUCTION

Conceptual teaching has become a central theme among social studies educators within the last decade. Hullfish and Smith succinctly described the importance of the process of conceptualization:

It has frequently been said, and with reason, that all the purposes of education appropriate for a democratic culture could be advanced were each classroom progressively to enhance the conceptual life of its students.¹

The National Council for the Social Studies (NCSS) in 1957 and 1971 issued position statements supporting teaching the structures of the social science disciplines as well as a list of concepts and values for kindergarten through grade fourteen.² Along with this impetus for action from the NCSS, the publication of Jerome S. Bruner's The Process of Education³ influenced the national social studies curriculum projects to emphasize the major concepts of the social science disciplines.

Bruner contended that the heart of any discipline consisted of a series of major ideas or relationships which explained the facts of that particular field. These major ideas or relationships were considered the structures of the disciplines. Bruner pointed out that unconnected sets of facts "had a pitiably short half-life in memory."⁴ He further observed:

. . . understanding fundamental ideas makes a subject more comprehensible. This is true not only in physics and mathematics, where we have principally illustrated the point, but equally in the social studies and literature. Once one has grasped the

fundamental idea that a nation must trade in order to live, then such a presumably special phenomenon as the Triangular Trade of the American colonies becomes altogether simpler to understand as something more than commerce in molasses, sugar cane, rum, and slaves in an atmosphere of violation of British trade regulations.⁵

Bruner's work in concept development convinced him that these fundamental ideas, or concepts, could be taught to almost every child at any age and ability level in some intellectually honest manner.⁶

Bruner's influence on the major curriculum projects in the 1960's has been investigated and reported by Sanders and Tanck.⁷ These researchers discovered an overwhelming reliance on Bruner's theory as it related to the new social studies curriculum movement. Examples of the several projects and curricula which emphasized Bruner's structural idea theory are:

1. Greater Cleveland Social Studies Program,
2. Providence (Rhode Island) Social Studies Curriculum Study,
3. High School Geography Project,
4. Taba Curriculum Project at San Francisco State,
5. Amherst College Basic Concepts in History and Social Sciences,
6. Syracuse University Major Concepts for Social Studies,
7. Curriculum and Materials program of the Board of Education of the City of New York,
8. Social Studies Framework for the Public Schools of California, and
9. A Conceptual Framework for the Social Studies in Wisconsin Schools.⁸

The several projects have generally met with wide acceptance and approval, but certain factors have been present which emphasized some aspects of the projects at the expense of others. One aspect that has received widespread concern is the textbook. Teachers have long relied on the textbook as the main source of classroom instruction. Thurber remarked in 1913 that "the method of actual teaching in American schools . . . centers in the textbook."⁹ Sixty years later, Trachtenberg reported the same state of education.¹⁰

The Educational Products Information Exchange Institute surveyed educators and producers of instructional materials and announced that "the textbook remains the basic instructional tool."¹¹ Capron, Charles and Kleiman investigated the new social studies projects and the textbook industry and concluded:

Even though the social studies curriculum materials revolution of the Sixties ushered in much competition for the traditional textbook, textbooks are still very much with us Thus, any comprehensive treatment of today's social studies . . . must deal with textbooks.¹²

With this apparent emphasis on textbooks, several scholars have called for research into the content and method of social studies textbooks. What has resulted are several "content" analyses of textbooks. Recognizing the lack of a "concept" analysis of textbooks, Martorella indicated the failure of some curriculum designers to match selected concepts and instructional materials:

Little empirical or even logical evidence has been adduced to indicate . . . that curricular materials labeled as 'concept oriented' do, in fact, produce the outcomes specified.¹³

THE PROBLEM

Statement of the Problem

The problem of this study was to conduct a concept analysis of middle school basal American history textbooks in order to determine the extent to which selected social studies concepts are included. Specifically, this study was concerned with a list of eighteen substantive concepts which were formulated by the Syracuse University Social Studies Curriculum Center.¹⁴ These concepts were modeled and applied to selected textbooks in a concept analysis system.

Sub-problems. There were two sub-problems associated with this study and which were basic to its purpose:

1. How many of the Syracuse concepts were included in each textbook?
2. To what extent were the concepts given a major or minor treatment?

Need for the Study

A concept analysis of middle school American history basal textbooks seems appropriate in light of the growing concern for concept teaching and the prominent position middle schools have found in the American school structure. It is noteworthy that not one dissertation has a title that includes "concept analysis" within it, or, for that matter, has pursued a concept analysis of textbooks within a model-building framework.¹⁵

Scientific model building has been advanced as an instructional strategy for social studies education. Beyer and Larkin are well-known social studies educators using models and recommending their usefulness in student analysis of concepts.¹⁶ Models are constructed so that an idea, object or system can be studied more closely. It was felt that self-constructed models of selected major concepts could be used to analyze textbooks for various inclusions of concepts and their attributes.

If a major goal of social studies education--concept teaching--is to be adhered to, then conceptual analyses of textbooks are needed. With textbooks being attacked in various regions and for several reasons, the need is all the more evident for textbook analyses that provide data of the conceptual adequacy of selected materials. Therefore, this study was intended to contribute to the data on conceptual analysis as it related to textbooks. Additional considerations included these reasons:

1. This study should provide a workable and useful tool for those planning to write concept-oriented materials.
2. This study should provide evaluative assistance to curriculum committees in selecting concept-oriented materials.
3. This study hopefully will influence others to investigate the potential of the process of model building as a tool of social studies education in curriculum design, development and evaluation.

Delimitations

With the selection of the major concepts of the Syracuse University Social Studies Curriculum Center, it is assumed that not every social studies educator agrees with this classification. However, after examining several lists of concepts developed by other centers, agencies, state departments of education and curriculum projects, this investigator found much similarity of concepts.¹⁷ Thus, it is acknowledged that not all scholars in the social science disciplines agree on the key concepts of their disciplines. There are those who do not even advocate a conceptually organized discipline. These scholars support other patterns of organization such as topical, a strict discipline approach, or merely all social studies.

This concept analysis study used only the substantive concepts of the Syracuse Center. It selected these substantive concepts over the Center's other groups--the value and methodological concepts--because the eighteen substantive concepts are somewhat more distinguishable and less subject to overlap with other concepts. Even so, the problem of overlap between concepts was one of concern in an analysis system such as the present study.

This study conceptually analyzed a selected group of middle school basal American history textbooks. It was not the intent of this study to conduct a concept analysis of all the textbooks available for middle school American history programs, or to label any textbook or publisher as unworthy of adoption.

ORGANIZATION OF THE STUDY

Chapter 1 has discussed the need for the study, the problem and sub-problems, delimitations of the problem and the structure by chapters.

Chapter 2 presents a review of the related literature and research.

Chapter 3 describes the method and procedures of the study.

Chapter 4 gives an analysis and interpretation of the data.

Chapter 5 provides a summary, conclusions, discussions and recommendations.

FOOTNOTES

¹H. Gordon Hullfish and Philip G. Smith, Reflective Thinking: The Method of Education (New York: Dodd, Mead and Co., 1961), pp. 149-50.

²A Guide to Content in the Social Studies (1957) and Social Studies Curriculum Guidelines (1971), both by the National Council for the Social Studies, Washington, D.C.

³Jerome S. Bruner, The Process of Education (Cambridge, Massachusetts: Harvard University Press, 1960).

⁴Ibid., p. 7.

⁵Ibid., pp. 23-24.

⁶Ibid., p. 33.

⁷Norris M. Sanders and Marlin L. Tanck, "A Critical Analysis of Twenty-Six National Social Studies Projects," Social Education, XXXIV (April, 1970), 383-449.

⁸Francis P. Hunkins, "Organizing Concept-Based Curricula," An Anthology of Readings in Elementary Social Studies, ed. Huber M. Walsh (Washington: National Council for the Social Studies, 1971), pp. 127-129; see also John Jarolimek, "Conceptual Approaches: Their Meaning for Elementary Social Studies," Social Education, XXXI (December, 1966), 534-36.

⁹Charles Thurber, "What About Textbooks," Outlook, 105 (September 13, 1913), 81-4, cited in Alfred Lawrence Hall-Quest, The Textbook: How to Use and Judge It (New York: Macmillan, 1918), p. 3.

¹⁰David Trachtenberg, "A Comparative Content Analysis of Certain Elements in Selected Sets of World History Text Materials" (Doctoral dissertation, New York University, 1973).

¹¹Textbooks: Recent Reviews and a Look at the Industry, Report Number 29 (New York: Educational Products Information Exchange Institute, 1970), p. 7.

¹²Barbara Capron, Cheryl Charles and Stanley Kleiman, "Curriculum Reform and Social Studies Textbooks," Social Education, XXXVII (April, 1973), 280.

¹³Peter H. Martorella, Concept Learning in the Social Studies (Scranton, Pennsylvania: Intext Educational Publishers, 1971), p. 6.

¹⁴Roy A. Price, Warren L. Hickman and Gerald R. Smith, Major Concepts for the Social Studies (Syracuse, New York: Syracuse University Social Studies Curriculum Center, 1965), pp. 8-18.

¹⁵A Computer Search by Datrix II--University Microfilm (Xerox), July 28, 1975.

¹⁶Based on personal correspondence between Dr. Barry K. Beyer, Department of History and Philosophy at Carnegie-Mellon University, and the writer, July 15, 1975; personal correspondence with Dr. Brian J. Larkin, Executive Director of the National Council for the Social Studies, and this writer, August 29, 1975; see also the following works: Barry K. Beyer, Inquiry in the Social Studies Classroom: A Strategy for Teaching (Columbus, Ohio: Charles E. Merrill, 1971), and Roy A. Price, Warren L. Hickman, Brian J. Larkin and Verna S. Fancett, eds., Concepts for Social Studies (New York: Macmillan, 1975).

¹⁷Refer to Footnote 8 and Selected Concepts for History and the Social Sciences (Richmond: Virginia State Department of Education, History, Government and Geography Service, n.d.); Social Studies Concepts and Generalizations (Hartford: Connecticut State Department of Education, n.d.); and A High School Social Studies Curriculum for Able Students (Pittsburgh: Carnegie-Mellon University Social Studies Curriculum Center, 1969).

Chapter 2

REVIEW OF THE LITERATURE

The review of the literature focused upon four areas of research related to the purposes and functioning of a concept analysis of textbooks. These four areas of research included: (1) literature related to the development of the Syracuse University Social Studies Curriculum Center and its concepts, (2) literature related to concepts and concept development, (3) literature related to model building or modeling and (4) literature related to textbook analysis.

After reviewing the literature, three important distinctions need expression as they related to the present study. As far as could be ascertained (1) no study used a concept analysis system based on models for analyzing the concepts of social studies textbooks and as the basis for collecting the data as will be performed in the present study, (2) no study has used the "Major Concepts" developed by the Syracuse University Social Studies Curriculum Center as the classification basis for the analysis of textbooks and (3) no study has modeled the individual concepts each purported to be analyzing. Thus, the research of literature revealed no relevant studies to the specific objectives of this study.

SYRACUSE UNIVERSITY SOCIAL STUDIES CURRICULUM CENTER¹

Recognizing the need for curriculum materials that reflected a concept structure, Dr. Roy A. Price and others at Syracuse University initiated plans for a curriculum center under a grant from the United States Office of Education. The Syracuse Center, according to Price, had three main objectives:

1. Identification of major concepts from the social sciences and allied disciplines that appear to be appropriate for elementary and secondary programs in social studies,

2. Examination of the major workways of these disciplines, such as organizing principles, readiness to pursue empirical data, willingness to discard unwarranted assumptions, awareness of the differences between solid evidence and simply informed opinion, and subordination of subjective preference to objective evidence, and

3. Development and evaluation, at three or more grade levels, of illustrative materials for use by teachers and students that effectively translate the concepts and workways into classroom practice.²

Prior to the opening of the Center, several seminars were held to identify the major ideas of the social sciences that should be the main emphases of the social studies. The guiding philosophy of the Center also evolved from these seminars. This philosophy embodied the belief that the way to understand any discipline was to study its structure--its basic ideas or concepts. The ideas of Bruner had a notable effect on the Center in its approach to concept development.

With these ideas of the social sciences established, the Syracuse Center began the task of identifying the major concepts for the social studies. The Center spent a year and a half identifying thirty-four major concepts which were divided into three groupings:

substantive, value and methodological concepts.³ The substantive, or broad, concepts included:

1. sovereignty
2. conflict
3. industrialization - urbanization syndrome
4. secularization
5. compromise and adjustment
6. comparative advantage
7. power
8. morality and choice
9. scarcity
10. input and output
11. saving
12. modified market economy
13. habitat
14. culture
15. institution
16. social control
17. social change
18. interaction

The value concepts were:

1. dignity of man
2. empathy
3. loyalty
4. government by consent of the governed
5. freedom and equality

The methodological concepts included:

1. historical method and point of view
2. the geographical approach
3. causation
4. observation, classification and measurement
5. analysis and synthesis
6. questions and answers
7. objectivity
8. skepticism
9. interpretation
10. evaluation
11. evidence

The concepts which the Center identified were not restricted to any one discipline but broad enough to apply to several disciplines. For example, Price illustrated the concept of power and its association with political science, sociology, history and economics.⁴ The Center did not attempt to develop a comprehensive conceptual structure for the social studies curriculum. It did not have the time or the resources and as Price pointed out, a conceptual structure for the social studies may be premature because the disciplines themselves have no reasonably agreed upon structure to offer.⁵

The Syracuse Center staff--Price, Dr. Warren L. Hickman and Mrs. Verna S. Fancett--after presenting their progress at the 1965 and 1966 annual conferences of the National Council for the Social Studies, discovered that these concepts needed further definition and

clarification. Thus, another year was spent developing the definitions. Materials emphasizing these concepts were then designed and field tested. Following this testing, the Center decided to revise and further develop these materials for commercial publication. Dr. Brian J. Larkin, who joined the staff in 1972 as Project Coordinator, assumed the major role of developing the Syracuse concepts for their eventual publication. In 1975, the materials were published by Macmillan in a series of eighteen concept studies entitled Concepts for Social Studies. These publications, in part, have been incorporated into the conceptual models that the textbooks will be analyzed against.

Engle and Longstreet explicitly stated the reason for this study using the Syracuse concepts: the Syracuse concepts have generally been the "starting point for all who were dealing with concepts."⁶

CONCEPTS AND CONCEPT DEVELOPMENT

The term concept holds a prominent place in the vocabulary of social studies education today. Unfortunately, it has an aura of uncertainty surrounding it. This uncertainty is tied to the almost endless number of attempts to define it. Representative examples of the definitions seem confusing, but they do help to illustrate some commonly held beliefs relating to concepts.

Russell explained a concept as follows:

. . . a concept is a generalization about related data The concept . . . is usually organized as a result of a group of related sensations, percepts,

and images with a label attached to them They are . . . an important element in thinking.⁷

Brownell and Hendrickson visualized a concept in more abstract terms: "A concept is far more than a 'word,' far more than an arbitrary association. A concept is an abstraction."⁸

Odegard summed up what may be the essence of the concept dilemma:

Concepts, like other things, come in many shapes and sizes and with varying degrees of significance. They also play different roles. Some merely seek to describe and define what is, some to outline what ought to be, and others to predict what will be or could be under certain circumstances.⁹

Quillen and Hanna introduced a simpler definition that has been frequently noted in the literature:

A concept is a general idea, usually expressed by a word, which represents a class or group of things or actions having certain characteristics in common.¹⁰

A final definition by Bruner, Goodnow and Austin needs inclusion due to the major impact their work has had in concept development. These investigators observed:

We have found it more meaningful to regard a concept as a network of significant inferences by which one goes beyond a set of observed critical properties exhibited by an object or event to the class identity of the object or event in question, and thence to additional inferences about other unobserved properties of the object or event. We see an object that is red, shiny, and roundish, and infer that it is an apple; we are then enabled to infer further that 'if it is an apple, it is also edible, juicy, will rot if left unrefrigerated, etc.' The working definition of a concept is the network of inferences that are or may be set into play by an act or categorization.¹¹

Concepts have often been confused with other terms. In fact, Martorella reported:

. . . the term 'concept' has become a catch-all category for cognitive operations and frequently is often used synonymously with 'idea,' 'generalization,' 'structure,' 'topic,' or 'labels.'¹²

One way to better understand concepts is to compare them to facts and generalizations. Fancett described the relationships of these three terms:

A fact is an item of information or data. It is unique and can be checked for accuracy. A concept is a synthesis of a number of things a person has experienced. It is a mental image continually open to change that may or may not be represented by words or symbols. It is an abstraction or general idea which results from grouping items that have certain qualities or characteristics in common. It is individual in nature since no two persons arrive at exactly the same conclusions. A generalized statement is an expression of the relationship between two or more concepts.¹³

When a concept is understood in light of the preceding comparison, students and teachers should next realize how concepts help them in their learning and teaching. Fancett's analysis of the benefits of concept teaching are presented for illustration:

Concepts help students:

- 1) learn how to think about social studies materials,
- 2) relate information to the world around them,
- 3) remember what they have learned, and
- 4) make decisions about what to think, feel, and do.

Concepts help teachers:

- 1) determine goals and objectives,
- 2) provide structure for a course or program, and
- 3) focus on key ideas in social studies.¹⁴

A final aspect of concepts that this study explored was concept development. Concept development begins in early life and is active throughout life. Ausubel's work commented directly to this point:

. . . concepts . . . are typically acquired during the post-infancy, preschool, and early elementary school years as a result of inductive processing of verbal and nonverbal concrete-empirical experience--typically through autonomous problem solving or discovery.¹⁵

Concepts are learned in and out of the classroom. In the classroom the teacher, the textbook and other materials or experiences are very influential in concept development. After completing several investigations of concept development strategies, this writer discovered a significant agreement on developing and teaching concepts by such scholars as Decaroli, Fancett, Gagné, Hunt and Metcalf.¹⁶ These studies would for the most part agree with the following strategy for concept development:

1. Identify these cognitive elements:
 - a. the symbol for the concept
 - b. major attributes of the concept
 - c. examples of the concept that have the specified attributes
 - d. nonexamples of the concept
2. Present the examples and nonexamples to students and have them identify the major attributes, identifying the examples by concept symbol so that students associate attributes with it.
3. Have students define the concept by listing its major attributes.
4. Present more examples and nonexamples and have students tell which are or are not examples and give reasons why.
5. Have the students find and identify new examples.
6. Evaluate student learning by seeing whether students can identify examples and nonexamples and can find or create new examples.¹⁷

The foregoing strategy also coincides with the concept development theory and research of Bruner and his associates and Hunt.¹⁸

MODELING

Modeling or model building has been referred to as "the key to conceptualizing our understanding of a situation."¹⁹ Creating models as exemplified in the present study entails just that. Brodbeck found that "the term 'model' appears with increasing frequency in recent social science literature."²⁰ Silvern's examination of the contributions of educational systems reached this same conclusion-- that the use of models is a recent development.²¹ Parsons and Shaftel discovered "the development of models has become such a major part of current educational thinking that many large curriculum projects have defined this as their primary purpose."²² With this emphasis on models and their application to the present study, an investigation of the meaning and the utility of the modeling process became imperative.

Models are generally considered schematic representations and can serve as guides to learning and instruction. Belth implied this when he said: "By means of the specific models we use, the world takes on order, meaning, accountability, value and direction for us."²³ In providing direction to the model builder, models also enhance the perceiver's awareness and insight into various objects, events or systems. "A good model," observed Lippitt, "can enhance perception."²⁴ Therein, lies the value and utility of models. The same study remarked that "any model is valuable when it improves our understanding of

obscure behavioral characteristics more than would be possible by observing the real system . . . a model can more quickly provide knowledge of conditions not observable in real life."²⁵

Modeling as expressed in the words of the aforementioned studies is a distinctive tool for making analyses of certain systems of data. The process itself has been clearly explained by Borko:

The construction of a model, as a scientific procedure, is founded on the belief that there can be order and reason in the mind, if not in the real world. The construction of a model is closely related to the steps used in the scientific method.²⁶

Thus, with Borko suggesting that model building approaches being scientific, and Lippitt asserting that "model-building is a science to the extent that it is based on recognition of the scientific process," the value of this tool seems justified.²⁷

Models, according to Lippitt, are "neither true or false nor complete or incomplete . . . only useful or non-useful."²⁸ The test of usefulness must depend on the model being realistic, accurate and helpful. The models in the present study are considered realistic and accurate as they represent a synthesis of the major concepts and their attributes as delineated by the Syracuse University Social Studies Curriculum Center.

TEXTBOOK ANALYSIS

There seems to be an overwhelming consensus from research studies that textbooks are here to stay. At the same time, these same sources have called for analyses of these textbooks. The pleas

have been both followed and ignored. One of the first twentieth century studies to analyze textbooks and recommend further analysis was completed by Charles H. Judd. Writing in 1918, Judd observed:

There is no influence in American schools which does more to determine what is taught to pupils than does the text-book. Yet this important factor in our educational system has until recent years altogether escaped critical study.²⁹

In 1962, the Davis study concluded that textbooks continued to be the primary form of educational communication, but noted the uneven application of research to the many aspects of print materials.³⁰

Trachtenberg's recent research further updated the prominent and solid position textbooks hold in American education as well as the need for continued analysis of these materials.³¹

The textbook itself has been analyzed most frequently in regard to content. The analyses of textbooks have assumed from the beginning that textbooks, because they influence students in various ways, were a valid source of research. Quillen illustrated the usual patterns of textbook analysis with this description:

1. the selection of the most frequently used textbooks and other teaching materials as well as courses of study;
2. the identification of important topics and accurate and desirable contents;
3. the analysis of the textbooks and other materials in terms of these topics, noting quantity of content, accuracy, objectivity, balance, tone, and adequacy;
4. the presentation of the findings in expository form, using tables to present quantitative data and quotations to illustrate the nature and quality of content; and
5. listing the conclusions of the study and making recommendations for the improvement of textbooks and other teaching materials in the area studied.³²

Concerning textbook content analyses that have investigated concept usage or concepts included, the most recently reported study was that of Israel in 1970.³³ Her study analyzed a number of Mississippi state-adopted intermediate grade textbooks for inclusion of a set of concepts developed by Jarolimek. This study revealed inadequate inclusion of the concepts. Using a check list of the concepts and generalizations being investigated, Israel analyzed the books for concepts covered and how much space was devoted to each. Her study pointed out the need for further study into the concepts of the social science disciplines and their inclusion in elementary textbooks.

High conducted a study of sixth grade world geography textbooks in regard to the political concepts included in them.³⁴ She then analyzed selected books for the coverage of these political concepts. She reported an inadequate treatment of these political concepts in most of the examined textbooks.

Schomburg investigated the inclusion of selected geographical concepts in fourth and sixth grade textbooks.³⁵ He chose the nine basic concepts developed by the National Council for Geographic Education. He concluded that these concepts received very little emphasis when compared with the total number of paragraphs in each textbook.

Johnson reported on the content of fifth and eighth grade American history textbooks.³⁶ He chose the eighty-nine concepts developed by a previous study at Northwestern University and applied

these to the textbooks. He found that of the 42,458 usages of the terms in ten books, only 1000 usages were at the level of definition, illustration or explanation. This study also concluded that sixty out of eighty-nine concepts were omitted or virtually ignored in fifth grade books, and forty-four concepts were ignored in the eighth grade books.

Few follow up studies have been reported in the literature. One, however, seemed worthy of mention. Manolakes, in 1958, researched elementary social studies textbooks to determine their adequacy in presenting the concept of the worth and dignity of the individual.³⁷ He took this concept from the list of Concepts and Values of the National Council for the Social Studies. He developed four descriptive categories for his analysis:

1. verbalizations or statements of the concept;
2. experiences which included pictures, charts, graphs and other visual materials;
3. student activities suggested by the author; and
4. evidences of reinforcement of the concept in a later part of the book.

Manolakes reported that this concept was most generally a descriptive statement, was not adequately reinforced and was often omitted which caused distortions at times in the concept presentation.

Six years later, Schwartz performed an analysis of elementary social studies textbooks using the same concept and the same format of the study conducted by Manolakes.³⁸ She reported the same inadequate coverage of the concept of the worth and dignity of the individual. She did note that there was a sizable increase in the material in middle grade books that reflected this concept.

With the foregoing studies reporting the rather neglected state of textbook inclusion and usage of concepts, this study focused on a concept analysis of textbooks which appears to be both timely and appropriate. The research of the literature revealed no pertinent concept analyses of textbooks that related to this study.

FOOTNOTES

¹This discussion on the Syracuse Center comes from its two main reports:

Roy A. Price, Warren L. Hickman and Gerald R. Smith, Major Concepts for the Social Studies (Syracuse, New York: Syracuse University Social Studies Curriculum Center, 1965).

Verna S. Fancett, et al., Social Science Concepts and the Classroom (Syracuse, New York: Syracuse University Social Studies Curriculum Center, 1968).

²Price, Major Concepts, p. 2.

³Ibid., pp. 7-35.

⁴Ibid., p. 4.

⁵Ibid., p. 7.

⁶Shirley H. Engle and Wilma S. Longstreet, A Design for Social Education in the Open Curriculum (New York: Harper & Row, 1972), p. 48.

⁷David Russell, Children's Thinking (Boston: Ginn, 1956), pp. 68-69.

⁸William A. Brownell and Gordon Hendrickson, "How Children Learn Information, Concepts and Generalizations," Learning and Instruction, 49th Yearbook, Part I, National Society for the Study of Education (Chicago: University of Chicago Press, 1950), pp. 98-112.

⁹Peter Odegard, "The Field of the Social Science," Readings on Social Studies in Secondary Education, ed. Jonathan C. McLendon (New York: Macmillan, 1966), p. 53.

¹⁰I. James Quillen and Lavone A. Hanna, Education for Social Competence (rev. ed.; Chicago: Scott, Foresman, 1961), p. 187.

¹¹Jerome S. Bruner, Jacqueline J. Goodnow and George A. Austin, A Study of Thinking (New York: John Wiley & Sons, 1956), p. 244.

¹²Peter H. Martorella, Concept Learning in the Social Studies (Scranton, Pennsylvania: Intext Educational Publishers, 1971), p. 5.

¹³Verna S. Fancett, Teacher's Guide for Concepts for Social Studies (New York: Macmillan, 1975), pp. 4-5.

¹⁴Ibid., p. 6.

¹⁵David P. Ausubel, Educational Psychology: A Cognitive View (New York: Holt, Rinehart and Winston, 1968), pp. 526-527.

¹⁶Joseph Decaroli, "Concept Teaching," Social Education, XXXVII (April, 1973), 332; Fancett, Teacher's Guide, p. 21; Robert M. Gagne, The Conditions of Learning (New York: Holt, Rinehart and Winston, 1965), pp. 134-35; Maurice P. Hunt and Lawrence E. Metcalf, Teaching High School Social Studies (2d.; New York: Harper & Row, 1968).

¹⁷Marlin L. Tanck, "Teaching Concepts, Generalizations, and Constructs," Social Studies Curriculum Development, 39th Yearbook, ed. Dorothy McClure Fraser (Washington: National Council for the Social Studies, 1969), pp. 117-118.

¹⁸Bruner, et al., A Study of Thinking; Earl B. Hunt, Concept Learning: An Information Processing Problem (New York: John Wiley & Sons, 1962).

¹⁹Gordon L. Lippitt, Visualizing Change: Model Building and the Change Process (Fairfax, Virginia: NTL-Learning Resources Corporation, 1973), p. 73.

²⁰May Brodbeck, "Models, Meanings, and Theories," Readings in the Philosophy of the Social Science, ed. May Brodbeck (New York: Macmillan, 1968), p. 579.

²¹Leonard C. Silvern, Systems Engineering of Education: The Evolution of Systems Thinking in Education (Los Angeles: Education and Training Consultants, 1971).

²²Theodore W. Parsons and Fannie R. Shaftel, "Thinking and Inquiry: Some Critical Issues," Effective Thinking in the Social Studies, 37th Yearbook, eds. Jean Fair and Fannie R. Shaftel (Washington: National Council for the Social Studies, 1967), p. 141.

²³Marc Belth, "The Study of Education as the Study of Models," The Social Studies: Structure, Models and Strategies, eds. Martin Feldman and Eli Seifman (Englewood Cliffs, New Jersey: Prentice-Hall, 1969), p. 174.

²⁴Lippitt, Visualizing Change, p. 5.

²⁵Ibid., p. 30.

²⁶Harold Borko, ed., Automated Language Processing (New York: John Wiley & Sons, 1967), pp. 39-40.

²⁷Lippitt, Visualizing Change, p. 91.

²⁸Ibid., p. 86.

²⁹Charles H. Judd, "Analyzing Text-Books," The Elementary School Journal, XIX (October, 1918), 143.

³⁰O. L. Davis, Jr., "Textbooks and Other Printed Materials," Review of Educational Research, XXXII (April, 1962), 127-140.

³¹David Trachtenberg, "A Comparative Content Analysis of Certain Elements in Selected Sets of World History Text Materials" (Doctoral dissertation, New York University, 1973).

³²I. James Quillen, Textbook Improvement and International Understanding (Washington: American Council on Education, 1948), p. 57.

³³Jewel Baldock Israel, "A Study of the Extent to Which Selected Social Science Concepts are Included in Intermediate Grade Social Studies Textbooks" (Doctoral dissertation, University of Southern Mississippi, 1970).

³⁴Lois Ann High, "A Critical Analysis of Political Concepts in Sixth Grade Geography Textbooks" (Doctoral dissertation, Baylor University, 1968).

³⁵Carl Edward Schomburg, "A Study of the Presentation and Reinforcement of Geographic Concepts Found in Selected Geography Textbooks in the State of Texas During 1964-65" (Doctoral dissertation, University of Houston, 1966).

³⁶Ralph Morris Johnson, "A Critical Analysis of the Treatments Given Representative Social Science Ideas in Leading Fifth and Eighth Grade American History Textbooks" (Doctoral dissertation, Northwestern University, 1967).

³⁷George Manolakes, "Concept Development in Social Studies Textbooks," The National Elementary Principal, XXXVII (May, 1958), 25-27.

³⁸Sheila Frachman Schwartz, "A Guide to the Incorporation of the Theme 'Recognition of the Dignity and Worth of the Individual' in the Elementary Social Studies Curriculum" (Doctoral dissertation, New York University, 1964).

Chapter 3

METHOD AND PROCEDURES

The concept analysis system developed for this study represented a technique and method that had not been previously attempted as far as the literature revealed. This system had as its primary focus the analyzing of textbooks in regard to their concept inclusion. Specifically, the textbooks were analyzed to determine the inclusion and development of the eighteen substantive concepts formulated by the Syracuse University Social Studies Curriculum Center.

These concepts were modeled in order that the categories of the concepts were clearly specified for the individual conducting such a concept analysis. Also, the concepts were modeled so that the various textbooks to be analyzed could be applied to them.

Each modeled concept represented the definition, explanation or description of it as reflected by the two research reports on major concepts in the social studies released by the Syracuse Center.¹ It was felt that this representation of the Center's understanding of the concept could best provide a reliable guide to the individually modeled concept. Therefore, this concept analysis system identified as its samples the eighteen substantive concepts of the Syracuse Center. Harre' reported that the distinction and identification of the source and subject of a model was necessary for a concept analysis model.² This was achieved by reference to the Syracuse concepts. These models were the working definitions of the various concepts used

in this study. Again, it was assumed that not every social studies educator agreed with these selected concepts. Nevertheless, these concepts represented a starting point in the development of this concept analysis system.

This concept analysis system was intended to inquire into the very entities that go into concept presentation and development in textbooks. This analysis system was devised to clearly show the extent to which certain concepts in textbooks were presented and developed. These objectives of a concept analysis were met by modeling the concept showing its internal structure and then applying it to a textbook.

Ultimately, a concept analysis is an objective, systematic and quantitative description of the concepts included in a textbook. To a large extent, a concept analysis is closely related to the well-known research technique of content or documentary analysis. Berelson, a leading content analysis theorist, defined content analysis as "a research technique for objective, systematic, and quantitative description of the manifest content of communication."³ Budd, Thorp and Donohew further described content analysis as "a systematic technique for analyzing message content handling . . . a tool for observing and analyzing the overt communication behavior of selected communication."⁴ In regards to the relationship between a concept analysis and a content analysis, this study used the two-stage procedure often recommended for a content analysis.

The first stage consisted of coding the eighteen substantive concepts and their separate categories that made up the concept model. Each textbook was also coded. This codification consisted of designating a numeral or letter for each category of the modeled concept. Coding instructions defined each dimension of the modeled concept as well as the textbook.

The second stage consisted of combining the modeled concept analysis data to refer to the textbooks as a whole--which was simply counting the number of units in each part of the modeled concept. This frequency count showed how predominant that concept category was within the textbook as a whole as well as within all the textbooks under analysis. This stage is described later in the present chapter.

Materials

In selecting the sample of materials--basal middle school American history textbooks--for this study, it was decided to use the Virginia High School Basal Textbook List of the State Department of Education. This list contained eleven textbooks for eighth grade American history which was selected as the target population due to this investigator's academic background. The History, Government and Geography Service of the Division of Secondary Education was asked to provide information as to the most widely adopted textbooks for the eighth grade. The Service responded to this request by sending its reports on Virginia School Division Textbook Adoptions as well as providing other data on textbooks used in Virginia schools.⁵ After

analyzing this data, three of the most widely adopted textbooks became the samples for analysis. Three textbooks were selected because this concept analysis system required such a vast number of data codings. These three textbooks were not all from any one published series of social studies textbooks nor were they specifically concept oriented. The three textbooks were:

1. Graff, Henry F. The Free and the Brave. Chicago: Rand McNally, 1972.
2. Kenworthy, Leonard S. Decisions in United States History. Lexington, Massachusetts: Ginn, 1972.
3. Weisberger, Bernard A. The Impact of Our Past. New York: McGraw-Hill, 1972.

Coding of Data

Each of the eighteen substantive concepts was modeled according to the descriptions for each provided by the concept research of the Syracuse Center. Each model represented the working definition of that particular concept as used in this study. For each model to be applicable to the textbooks in this concept analysis system, a code was established for designating the three textbooks, the eighteen substantive concepts and the various main categories, sub-categories and elements of each of the modeled concepts. Figure 1 represents an illustration of a modeled concept.

The three textbooks were coded with arabic numerals. The textbooks were coded as follows:

1. The Free and the Brave by Henry F. Graff

2. Decisions in United States History by Leonard S. Kenworthy
3. The Impact of Our Past by Bernard A. Weisberger

The eighteen substantive concepts were coded with roman numerals in the following manner:

- I. Sovereignty
- II. Conflict
- III. Industrialization - Urbanization Syndrome
- IV. Secularization
- V. Compromise and Adjustment
- VI. Comparative Advantage
- VII. Power
- VIII. Morality and Choice
- IX. Scarcity
- X. Input and Output
- XI. Saving
- XII. Modified Market Economy
- XIII. Habitat
- XIV. Culture
- XV. Institution
- XVI. Social Control
- XVII. Social Change
- XVIII. Interaction

Finally, the separate categories of each modeled concept were coded with both capital and lower-case letters depending upon the significance of the main categories, sub-categories and elements of

the concept. Therefore, an "A" thru "Z" designated a main category of a concept. A main category was defined in this study as a sub-division or major descriptive part of the whole concept. For example, the main categories of conflict might be described as causes, types, variations, resolution and results. Secondly, an "a" thru "z" designated a sub-category of the main category of the concept. A sub-category was defined as a further division of the main category which described the particular characteristics of the main category. For example, the sub-categories of conflict results could be described as constructive and destructive. Each sub-category helped to further describe and explain what conflict results represented. Thirdly, an "aa" thru "zz" designated an element of the sub-category of the main category of the concept. An element was defined as a division of the sub-category which described the particular characteristics of the sub-category. For example, an element of the sub-category of destructive results could be called violence. Violence further explained what was meant by destructive results. Refer to Figure 1. (See Appendix A for the remaining seventeen modeled concepts.)

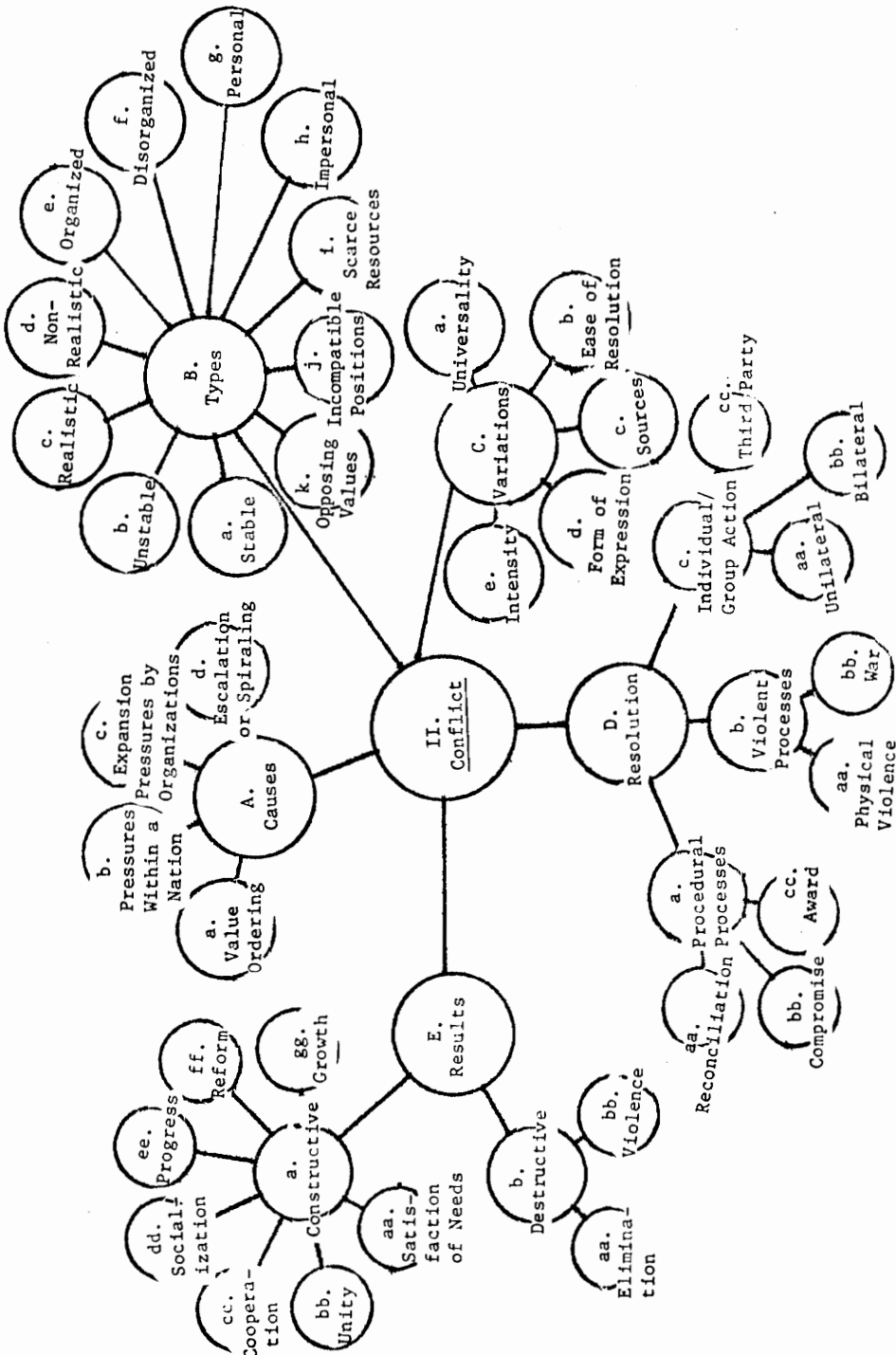


Figure 1
Coded Concept Model of Conflict

Data Collection Procedures

Each of the coded textbooks was given a page by page reading for concept understanding and development with the modeled concepts fixed in mind. Since each of the eighteen substantive concepts was applied to the three textbooks, this study provided a total of fifty-four coded units of concept analysis data. As the concept was introduced, described or illustrated in the chapter sub-heading content, it was so indicated on the Concept Analysis Data Work Sheet. This data work sheet was developed for analyzing and coding the textbooks. (See Appendix B.) It allowed for efficient handling of the coded information relating to each textbook. Each sheet was numbered and included the specific code data and the textbook being analyzed.

The recording unit for this study was the chapter sub-heading. These sub-headings were generally separate themes covered within a chapter that were indicators of the chapter content. Berelson defined a recording unit as "the smallest body of content in which the appearance of a reference is counted."⁶ In regard to the various illustrations, the recording unit was a cartoon, map, picture, table or graph which had the same weight or significance as the chapter sub-heading. The page was selected as the unit of enumeration. It was defined by Berelson as "the basis on which the content is tabulated or reported."⁷ In both instances, however, where content was the main emphasis for Berelson, the concept was the emphasis for this investigation.

Each time a concept was located in the chapter sub-heading content, a coding was made. This coding reflected the page number the

concept was found on, whether the concept was introduced in a chapter sub-heading or an illustration, and the degree of description the concept received. The degree of description indicated whether the concept received a major or minor treatment.

A concept received a major treatment if it was the primary focus or thrust of the content of the chapter sub-heading or illustration. A major treatment coding indicated that a main category, a sub-category and sometimes an element of the modeled concept were located within the chapter sub-heading content or illustration.

In determining the primary focus or thrust of the chapter sub-heading content, the various sublevels of a concept are usually discovered before the central concept itself. That is, an aspect of conflict, such as war, would be located in the content before the main idea of conflict was ascertained.

A concept received a minor treatment if it was described in a sub-sub-heading within a particular chapter sub-heading. It generally clarified or made more meaningful a major concept or another concept. A minor treatment coding indicated that a main category, a sub-category and sometimes an element of the modeled concept were located within the chapter sub-sub-heading content, or that only a part of an illustration pertained to that concept or another concept. (See Appendix C for an example of a textbook page that distinguishes a sub-heading from a sub-sub-heading.)

The illustrations--cartoons, maps, pictures, tables and graphs--were coded in this concept analysis because it was assumed

that these textual materials significantly contributed to the formulation, modification or clarification of a concept. It was also noted that content analysis studies had for the most part ignored these text components in their analysis systems. Therefore, this study provided data relating to selected visual materials that usually were absent from research findings. Chapter questions were not included in the analysis due to their nature, purpose or intent. Obviously, textual questions can also contribute to the understanding and development of a concept, but, in order to avoid the confusion and controversy often associated with the intent of such questions, this study did not code them in the analysis.

This concept analysis also did not include certain components of the textbooks which were either examples of the value and methodological concepts or were not a part of the chapter sub-heading or sub-sub-heading content. The components that fell into this category were case studies, sociodramas and inquiry exercises. These components were located within an unit or chapter introduction, within a chapter but distinctly set off from the chapter contents (sub-headings) by a special coloring emphasis or italicization, or in a group of activities or exercises at the conclusion of a chapter or unit. This study does not suggest or imply that these textual components are insignificant or unable to contribute to concept development within textbooks. They were only omitted for the reasons stated above.

A Substantive Concept Analysis Data Summary Sheet was developed for reporting the findings of the textbook analysis as a whole. (See Appendix D.) This form provided the following information:

1. Total concepts described and omitted,
2. Total main categories described and omitted,
3. Total sub-categories described and omitted, and
4. Total elements described and omitted.

Guidelines for Conducting a
Concept Analysis

The following outline summarizes the step by step procedures involved in this concept analysis system:

1. Read and analyze each textbook page by page.
2. Determine the particular concept or concepts focused on in the chapter sub-heading content or illustration.
3. After identifying one of the concepts, apply it to the particular modeled concept by:
 - 3.1. Looking for the possible main categories included in the textual content.
 - 3.2. Looking for the possible sub-categories.
 - 3.3. Looking for the possible elements.
4. Make a coding on the Concept Analysis Data Work Sheet regarding:
 - 4.1. The textbook being analyzed.
 - 4.1.1. Possible codings are: Books 1-3

4.2. The particular modeled concept.

4.21. Possible codings are: I-XVIII

4.3. The main categories described.

4.31. Possible codings are: A-Z

4.4. The sub-categories described.

4.41. Possible codings are: a-z

4.5. The elements described.

4.51. Possible codings are: aa-zz

4.6. The page where the concept, main category, sub-category or element can be found.

4.61. The coding is a page number

4.7. Whether the concept, or a category of it, was located within the chapter sub-heading content or an illustration.

4.71. The coding is:

1. Chapter Sub-Heading
2. Cartoon
3. Map
4. Picture
5. Table
6. Graph

4.8. Make a coding as to whether the concept received a major or minor treatment in the textual content.

4.81. The codings are: 1. Major or 2. Minor

4.811. A major treatment exists when the concept is determined to have been the primary focus or thrust of the chapter sub-heading content or illustration.

4.812. A minor treatment exists when the concept was described in a sub-sub-heading under a chapter sub-heading content, or for an illustration, that only a part of it related to the concept or another concept.

5. Combine the codings into workable data findings for listing on a Concept Analysis Data Summary Sheet which shows:

- 5.1. How many Syracuse concepts were described or omitted.
- 5.2. How many main categories were described or omitted.
- 5.3. How many sub-categories were described or omitted.
- 5.4. How many elements were described or omitted.

Statistical Analysis of Data

The concept analysis data were treated both quantitatively and qualitatively. Quantitatively, the number of times a concept, or a category of it, appeared in the content of each of the textbooks was noted. Qualitatively, each of the times a concept, or a category of it was described, there was a coding made as to whether the concept was given a major or minor treatment. A quantification was also made of the pages devoted to the value or methodological concepts, chapter questions, case studies, sociodramas and inquiry activities. It should be reiterated that these textbook components were not included in the analysis, but they have been quantified so that the pages devoted to the substantive concepts of this study may be seen in comparison. Finally, percentages were obtained for the occurrence or non-occurrence of these items of data:

1. Chapter sub-headings pertaining to the eighteen substantive concepts.
2. Chapter sub-headings not pertaining to the eighteen substantive concepts.
3. Chapter sub-sub-headings pertaining to the eighteen substantive concepts.
4. Chapter sub-sub-headings not pertaining to the eighteen substantive concepts.
5. Illustrations pertaining to the eighteen substantive concepts.
6. Illustrations not pertaining to the eighteen substantive concepts.

Summary Tables for each of the eighteen substantive concepts compile the results of the concept analysis to indicate the number of occurrences of each concept and its categories in sub-headings, sub-sub-headings and illustrations within each textbook.

Upon completion of the pilot concept analysis, a second analysis was performed.⁸ This second analysis was necessary to correct initial codings and to ascertain the various foci of the chapter sub-headings or sub-sub-headings being analyzed.

Fox discussed the difficulty of determining the validity of content analysis due to its uniquely personal or arbitrary nature.⁹ This was acknowledged in this concept analysis system. However, it appeared from the literature of research that any descriptive, documentary or historical type of research methodology was subject

to this factor.¹⁰ Fox explained the value of such research and concluded: "There is no 'right' semantic code for a set of data; many codes can be developed, each of which is organized on a logical, rational perception of the data and the research purpose."¹¹

FOOTNOTES

¹Roy A. Price, Warren L. Hickman, and Gerald R. Smith, Major Concepts for the Social Studies (Syracuse, New York: Syracuse University Social Studies Curriculum Center, 1965), and Verna S. Fancett, et al., Social Science Concepts and the Classroom (Syracuse, New York: Syracuse University Social Studies Curriculum Center, 1968). Some additional ideas have been incorporated from the 1975 Concepts for Social Studies series by Macmillan which was the culmination of the research of the Syracuse University Staff.

²Rom Harre', "The Formal Analysis of Concepts," Analyses of Concept Learning, eds. Herbert J. Klausmeier and Chester W. Harris (New York: Academic Press, 1966), p. 14.

³Bernard Berelson, Content Analysis in Communication Research (Glencoe, Illinois: Free Press, 1952), p. 18.

⁴Richard W. Budd, Robert K. Thorp, and Lewis Donohew, Content Analysis in Communications (New York: Macmillan, 1967), p. 2.

⁵Textbooks Adopted July 1, 1975 by Individual School Divisions; information sent by History, Government and Geography Service of the Division of Secondary Education of the Virginia State Department of Education. Service Supervisor, Mrs. Jerri Sutton, and Assistant Supervisor, Mr. James C. Page, assisted with providing the information.

⁶Berelson, Content Analysis, p. 135.

⁷Ibid., p. 136.

⁸Coders for the second analysis were Dr. Daniel B. Fleming and Dr. Marianne W. DeVoe, both of Virginia Polytechnic Institute and State University.

⁹David J. Fox, The Research Process in Education (New York: Holt, Rinehart and Winston, 1969), p. 659.

¹⁰Donald Ary, Lucy Cheser Jacobs, and Asghar Razavieh, Introduction to Research in Education (New York: Holt, Rinehart and Winston, 1972), pp. 283-305.

¹¹Fox, The Research Process, p. 659.

Chapter 4

ANALYSIS AND INTERPRETATION OF THE DATA

INTRODUCTION

The purpose of this study was to develop a concept analysis system which could be used to analyze textbooks in regard to the concepts presented in them. Specifically, this concept analysis of middle school American history textbooks was concerned with the eighteen substantive concepts developed by the Syracuse University Social Studies Curriculum Center. Each of these eighteen concepts was modeled and applied to three of the most widely adopted eighth grade American history textbooks in Virginia. These textbooks are widely used throughout the United States and therefore makes the presentation of the results of this study more far-reaching in their implications concerning concept inclusion and development within textbooks.

The analysis of the textbooks focuses on two main areas of concern: first, the inclusion and presentation of the eighteen substantive concepts in the three textbooks, and second, the overall development or treatment that the concept and its categories received.

Data obtained from this concept analysis are displayed in descriptive tables around which the discussion of this chapter will center. Results involving the inclusion, presentation and development of the eighteen substantive concepts are presented first. This

is followed by a discussion of the treatments--major or minor--that the concepts received. Finally, summaries of the data relating to each of the textbooks are discussed. Also, it should be reiterated that only the eighteen substantive concepts of the Syracuse Center were used in this analysis system. Therefore, the data did not provide any conclusive findings relating to either the Syracuse value or methodological concepts. Further comment on these two concept areas will be presented in Chapter 5.

RESULTS

The findings reported in this chapter are presented in descriptive tables that relate to each of the eighteen substantive concepts. Each table presents the occurrences of a particular category of the concept as it was located within the chapter sub-headings, sub-sub-headings and illustrations. Total occurrences are obtained for all sub-headings, sub-sub-headings and illustrations. Since this study was not designed to categorize or label selected textbooks or publishers as unworthy of adoption, only data findings are presented and remarks relating to the worth or value of the textbooks was not entertained.

Individual Treatment of Concept Models

Table 1 presents the compiled data codings from the three textbooks for the substantive concept of sovereignty. As seen from the table, the three textbooks did not reflect a wide usage of the concept itself, or a category of it. For example, findings indicate

Table 1
Summarization of Data on Concept of Sovereignty

Concept, Main Category Sub-Category and Element	Occurrences in Sub-Headings ^a			Occurrences in b Sub-Sub-Headings ^b			Occurrences in Illustrations ^c		
	1	2	3	1	2	3	1	2	3
I. Sovereignty									
A. Elements									
a. Prescriptive									
aa. Survival	1	0	0 ^d	1	1	0	0	0	0
bb. Stability									
cc. Order	0	0	0	0	1	0	0	0	0
dd. Organization	0	0	0	0	2	0	22	8	8
b. Descriptive									
aa. Political Theory	0	0	0	0	1	0	0	0	0
bb. Source of Authority and Power	1	0	1	2	0	1	0	0	0
cc. Characteristic of a State									
dd. Decision-Making Process	1	7	0	4	4	0	0	1	0
B. Changing Nature									
a. Interdependence									
aa. Population Explosion									
bb. Technological Advancement									
cc. Rise of Super Powers									
dd. New Nation-States									
ee. Military Considerations									
ff. Economic Deterrents									
gg. International Organizations	0	0	0	0	1	0	0	1	2
Total Occurrences and Treatments of the Concept	3	7	1	7	10	1	22	10	10

^aIndicates Major Treatment. ^bIndicates Minor Treatment. ^cIndicates Maps, Pictures, Cartoons, Tables and Graphs--all were major treatments.

^dIndicates breakdown for Textbooks 1, 2 and 3.

that sovereignty received a total of eleven major treatments in the 293 coded sub-headings of the three textbooks. (Refer to Table 21 for the possible number of sub-headings, sub-sub-headings and illustrations.) When the various illustrations are combined with this number, since all the illustrations were analyzed as major treatments, the concept of sovereignty received an additional forty-two major treatments out of a possible 1556. This resulted in a combined total of fifty-three major treatments out of a possible total of 1849. The degree of these treatments--major and minor--is discussed in a later section in this chapter.

Table 2 displays the occurrences of the concept of conflict. This concept, long recognized as a basic and fundamental concept of social studies, has received a widespread usage throughout the three textbooks as the table so illustrates. Conflict received 144 occurrences in the sub-headings of the three textbooks, 547 sub-sub-heading occurrences and 583 occurrences in illustrations. These numbers are obtained by adding the three textbook totals together.

Tables 3, 4, 5 and 6 are somewhat similar in the number of occurrences of each of the respective concepts. It is worth noting that these concepts--industrialization-urbanization syndrome, secularization, compromise and adjustment and comparative advantage--received very minimal coverage, but were present in the textbooks, as the findings indicate, as clarifiers of another concept or concepts. The industrialization-urbanization syndrome concept received a total of five major treatments in the three textbooks and forty-five major

Table 2

Summarization of Data on Concept of Conflict

Concept, Main Category, Sub-Category and Elements	Occurrences in Sub-Headings ^a			Occurrences in Sub-Headings ^b			Occurrences in Illustrations ^c		
	1	2	3	1	2	3	1	2	3
II. Conflict									
A. Causes									
a. Value Ordering	0	1	0 ^d	1	9	0	1	0	0
b. Pressures Within a Nation	1	4	2	9	18	5	3	2	8
c. Expansion Pressures by Organizations	1	0	1	2	4	4	1	1	4
d. Escalation or Spiraling	1	1	1	1	3	3	1	1	2
B. Types									
a. Stable	0	1	0	1	5	1	1	0	0
b. Unstable									
c. Realistic									
d. Non-Realistic									
e. Organized	1	4	0	3	6	1	5	4	4
f. Disorganized									
g. Personal	3	9	2	5	21	3	2	2	13
h. Impersonal									
i. Scarce Resources	0	1	1	0	3	4	3	0	6
j. Incompatible Positions	14	15	6	23	46	10	17	5	50
k. Opposing Values	1	2	0	3	9	2	4	3	5
C. Variations									
a. Universality	0	0	0	1	1	0	1	0	0
b. Ease of Resolution	0	2	0	0	7	0	0	2	3
c. Sources	1	1	1	3	3	3	7	3	13
d. Forms of Expression	0	0	0	2	7	0	5	6	4
e. Intensity	1	0	0	5	5	2	2	1	10

Table 2 (Continued)

Concept Main Category, Sub-Category and Elements	Occurrences in Sub-Headings ^a			Occurrences in Sub-Sub-Headings ^b			Occurrences in Illustrations ^c		
	1	2	3	1	2	3	1	2	3
b. Destructive									
aa. Elimination	0	1	0 ^d	4	13	0	5	7	16
bb. Violence	0	1	0	4	6	4	6	4	13
Totals	36	73	35	116	345	86	164	128	291

^aIndicates Major Treatment.

^bIndicates Minor Treatment.

^cIndicates Maps, Pictures, Cartoons, Tables and Graphs--all were major treatments.

^dIndicates breakdown for Textbooks 1, 2 and 3.

Table 3
 Summarization of Data on Concept of Industrialization-Urbanization Syndrome

Concept, Main Category, Sub-Category and Elements	Occurrences in Sub-Headings ^a			Occurrences in Sub-Sub-Headings ^b			Occurrences in Illustrations ^c		
	1	2	3	1	2	3	1	2	3
III. Industrialization-Urbanization Syndrome									
A. Urbanization									
a. Agrarian Surpluses	0	0	0 ^d	0	0	0	0	0	2
b. Population Mobility	0	0	0	1	0	0	0	0	1
c. Advanced Technology									
aa. Tools	0	0	0	0	1	0	0	0	1
bb. Techniques	0	0	1	0	0	1	1	0	3
cc. Methods	0	0	0	0	0	1	0	0	2
E. Industrialization									
a. Machines and Aids									
aa. Mechanical	0	0	0	0	1	0	0	0	0
bb. Chemical									
cc. Power									
b. Division of Labor									
c. Needs	0	0	0	0	0	0	0	1	0
aa. Markets	0	0	0	0	0	0	0	1	0
bb. Sources of Capital									
cc. Labor Force	0	0	0	1	1	1	4	0	5
dd. Access to Raw Materials	0	0	0	0	0	1	0	1	3
ee. Access to Technology	1	0	1	4	1	3	4	5	8

Table 3 (Continued)

Concept, Main Category, Sub-Category and Elements	Occurrences in Sub-Headings ^a			Occurrences in ^b Sub-Sub-Headings			Occurrences in Illustrations ^c		
	1	2	3	1	2	3	1	2	3
C. Syndrome									
a. Cause and Effect	2	0	0 ^d	1	0	0	1	0	0
b. Feedback									
c. Interaction	0	0	0	0	0	1	0	0	2
d. Reinforcement									
e. Continuity									
Totals	3	0	2	7	4	8	10	8	27

^aIndicates Major Treatment.

^bIndicates Minor Treatment.

^cIndicates Maps, Pictures, Cartoons, Tables and Graphs--all were major treatments.

^dIndicates breakdown for Textbooks 1, 2 and 3.

Table 4
 Summarization of Data on Concept of Secularization

Concept, Main Category, Sub-Category and Elements	Occurrences in Sub-Headings ^a			Occurrences in ^b Sub-Sub-Headings			Occurrences in Illustrations ^c		
	1	2	3	1	2	3	1	2	3
IV. Secularization									
A. Less Religious Interest									
a. Doctrine									
b. Saving Souls									
B. More Worldly Things Interest									
a. Scientific Discoveries	0	0	0 ^d	0	0	0	0	1	0
b. Industrialization	0	1	1	1	2	0	0	2	2
c. Urbanization	0	0	0	1	0	0	0	0	0
d. Institutionalization	0	0	0	0	3	0	0	0	0
e. Specialization	1	1	0	3	1	0	1	4	1
f. Advanced Communication Systems	0	0	0	0	1	0	0	1	0
g. Advanced Transportation Systems	1	0	1	3	1	3	4	2	6
Totals	2	2	2	8	8	3	5	10	9

^aIndicates Major Treatment.

^bIndicates Minor Treatment.

^cIndicates Maps, Pictures, Cartoons, Tables and Graphs--all were major treatments.

^dIndicates breakdown for Textbooks 1, 2 and 3.

Table 5

Summarization of Data on Concept of Compromise and Adjustment

Concept, Main Category, Sub-Category and Elements	Occurrences in Sub-Headings ^a			Occurrences in Sub-Sub-Headings ^b			Occurrences in Illustrations ^c		
	1	2	3	1	2	3	1	2	3
V. Compromise and Adjustment									
A. Levels of Participation									
a. Wild Animals	0	0	0 ^d	0	4	0	2	0	3
b. Men									
c. Groups									
d. Nations									
B. Factors Involved									
a. Culture									
aa. Social Heritage	0	0	0	0	1	0	0	0	0
bb. Social Intervention Process	0	0	0	0	2	0	0	0	0
b. Bargaining									
aa. Two Party Communication/ Negotiation	0	0	0	0	1	0	0	0	0
bb. Constructive and Peaceful Conflict Resolution	0	1	0	0	2	0	0	0	0
c. Decision Making Process									
aa. State Problem	0	1	0	0	1	0	0	0	0
bb. Identify Objectives	0	1	0	0	1	0	1	0	0
cc. Gather Data									
dd. Identify Issues									
ee. Alternative Actions									
ff. Consequences of Actions									
gg. Advantages/Disadvantages of Actions	0	0	0	0	1	0	0	0	0
hh. Select Action Course	0	2	0	0	1	0	0	0	0

Table 5 (Continued)

Concept, Main Category, Sub-Category and Elements	Occurrences in Sub-Headings ^a			Occurrences in Sub-Sub-Headings ^b			Occurrences in Illustrations ^c		
	1	2	3	1	2	3	1	2	3
C. Use in Facing Change/Conflict									
a. Political	3	0	2 ^d	9	5	6	8	0	6
b. Social	0	1	0	0	1	0	0	0	0
c. Economic	0	1	0	1	0	1	0	0	0
d. Religious	0	0	0	0	1	0	0	0	0
D. What it is not									
a. Surrender									
b. Sign of Weakness									
Totals	3	7	2	10	21	7	11	0	9

^aIndicates Major Treatment.

^bIndicates Minor Treatment.

^cIndicates Maps, Pictures, Cartoons, Tables and Graphs--all were major treatments.

^dIndicates breakdown for Textbooks 1, 2 and 3.

Table 6

Summarization of Data on Concept of Comparative Advantage

Concept, Main Category, Sub-Category and Elements	Occurrences in Sub-Headings ^a			Occurrences in Sub-Sub-Headings ^b			Occurrences in Illustrations ^c		
	1	2	3	1	2	3	1	2	3
VI. Comparative Advantage									
A. Determinants									
a. Stating the Problem									
b. Identify Objectives, Motives, Interests	3	0	2 ^d	8	3	4	10	5	3
c. Assembling Pertinent Information									
d. Identifying Major Issues									
e. Describing Alternative Courses of Action	0	1	0	0	2	0	0	0	0
f. Determining Consequences of Alternatives									
g. Weighing Advantages/Disadvantages	0	1	0	0	2	0	0	3	0
h. Selecting Course of Action	0	1	0	0	3	0	0	0	0
B. Types									
a. Personal	0	0	0	0	0	1	0	0	0
b. Community	0	0	0	1	0	0	0	0	0
c. State									
d. National	1	0	0	3	0	0	2	0	0
e. International	0	1	0	0	4	0	2	4	3
C. Factors Involved									
a. Resources	1	1	1	7	5	4	15	7	15
b. Culture									
c. Self-Interest									
d. Value Patterns									
e. Time	0	1	0	0	1	0	0	0	1
f. Viewpoints	0	0	0	1	7	0	1	6	0
g. Talents	0	0	0	1	0	0	6	0	7

Table 6 (Continued)

Concept, Main Category, Sub-Category and Elements	Occurrences in Sub-Headings ^a			Occurrences in Sub-Sub-Headings ^b			Occurrences in Illustrations ^c		
	1	2	3	1	2	3	1	2	3
D. Process									
a. Reason									
b. Emotion									
c. Knowledge									
Totals	5	6	3	21	27	9	36	25	29

^aIndicates Major Treatment.

^bIndicates Minor Treatment.

^cIndicates Maps, Pictures, Cartoons, Tables and Graphs--all were major treatments.

^dIndicates breakdown for Textbooks 1, 2 and 3.

treatments in the illustrations. Secularization received six major treatments or occurrences in sub-headings as seen in Table 4.

Compromise and adjustment in Table 5 occurred in twelve sub-headings and twenty illustrations. Comparative advantage in Table 6 occurred fourteen times in sub-headings and ninety times in illustrations.

Tables 7-13 represent the concepts of power, morality and choice, scarcity, input and output, saving, modified market economy and habitat. These tables delineate the various occurrences of the concepts and their categories. As seen from the tables, these seven substantive concepts were for all purposes absent from the three textbooks. Sub-heading occurrences for these concepts and their categories numbered 1, 0, 1, 0, 0, 3 and 1.

Tables 14 and 15--culture and institution--find themselves in similar circumstances, for both indicate several occurrences of the concept and its categories. However, when the tables are more closely examined, the gaps within the concept itself become apparent. The findings indicate a minimal coverage of the several layers or levels of the central concept. This minimal coverage is seen in the sub-categories and elements of the two concepts. The appearance of several zeros indicates a lack of coverage.

Social control is the focus of Table 16. It is practically omitted in the analysis findings with the exception of the codings pointing out certain social control mechanisms such as laws. This sub-category received thirteen codings.

Table 7 (Continued)

Concept, Main Category, Sub-Category and Elements	Occurrences in Sub-Headings ^a			Occurrences in Sub-Sub-Headings ^b			Occurrences in Illustrations ^c		
	1	2	3	1	2	3	1	2	3
C. Bases									
a. Values									
aa. Well-being									
bb. Wealth									
cc. Knowledge									
dd. Power Itself	0	1	0 ^d	0	5	0	0	0	0
ee. Respect									
ff. Affection									
gg. Skill									
D. Determinants									
a. Weight									
b. Domain	0	0	0	0	0	0	0	0	0
c. Scope									
d. Means	0	0	0	0	2	0	0	0	0
e. Speed of Change									
f. Degree of Change									
g. Probability of Change									
E. Consequences									
a. Positive	0	0	0	1	0	0	2	0	1
b. Negative	0	0	0	0	0	1	0	0	0
Totals	0	1	0	3	9	2	3	0	4

^aIndicates Major Treatment.
^bIndicates Minor Treatment.
^cIndicates Maps, Pictures, Cartoons, Tables and Graphs--all were major treatments.
^dIndicates breakdown for Textbooks 1, 2 and 3.

Table 8 (Continued)

Concept, Main Category, Sub-Category and Elements	Occurrences in Sub-Headings ^a			Occurrences in Sub-Sub-Headings ^b			Occurrences in Illustrations ^c		
	1	2	3	1	2	3	1	2	3
D. Consequences									
a. Valuable Choices									
aa. Objectivity									
bb. Responsibility									
b. Valueless Choices									
aa. Subjectivity									
bb. Irresponsibility									
Totals	0	0	0 ^d	0	0	0	0	0	0

^aIndicates Major Treatment.

^bIndicates Minor Treatment.

^cIndicates Maps, Pictures, Cartoons, Tables and Graphs--all were major treatments.

^dIndicates breakdown for Textbooks 1, 2 and 3.

Table 9 (Continued)

Concept, Main Category, Sub-Category and Elements	Occurrences in Sub-Headings ^a			Occurrences in Sub-Sub-Headings ^b			Occurrences in Illustrations ^c		
	1	2	3	1	2	3	1	2	3
b. Bypassing it									
aa. Doing Without									
bb. Substitution									
Totals	0	1	0	1	2	0	0	0	0

^aIndicates Major Treatment.

^bIndicates Minor Treatment.

^cIndicates Maps, Pictures, Cartoons, Tables and Graphs--all were major treatments.

^dIndicates breakdown for Textbooks 1, 2 and 3.

Table 10
Summarization of Data on Concept of Input and Output

Concept, Main Category, Sub-Category and Elements	Occurrences in Sub-Headings ^a			Occurrences in Sub-Sub-Headings ^b			Occurrences in Illustrations ^c		
	1	2	3	1	2	3	1	2	3
X. Input and Output									
A. Process									
a. Input									
aa. Resources Furnished by Persons									
b. Output									
aa. All Products Produced									
B. Economic Significance									
a. Input and Output Equal Each Other									
C. Income									
a. Rewarded for Input	0	0	0 ^d	0	0	0	0	1	2
b. Equals Output									
Totals	0	0	0	0	0	0	0	1	2

^aIndicates Major Treatment.

^bIndicates Minor Treatment.

^cIndicates Maps, Pictures, Cartoons, Tables and Graphs--all were major treatments.

^dIndicates breakdown for Textbooks 1, 2 and 3.

Table 11

Summarization of Data on Concept of Saving

Concept, Main Category, Sub-Category and Elements	Occurrences in Sub-Headings ^a			Occurrences in Sub-Sub-Headings ^b			Occurrences in Illustrations ^c		
	1	2	3	1	2	3	1	2	3
XI. Saving									
A. Elements									
a. Difference Between Income and Consumption									
b. Debt of Corporation, Individual, Government									
c. Aggregate Saving									
d. Accumulate Some Financial Assets	0	0	0 ^d	0	1	0	0	0	0
B. Means									
a. Claim on Business									
aa. Corporate Bond									
bb. Checking Account									
cc. Promissory Note									
b. Claim on Government									
aa. U. S. Savings Bond									
bb. Municipal Bond									
c. Claim on Foreign Firm, Person Government									
aa. Foreign Government Bond	0	0	0	0	0	1	0	0	0

Table 11 (Continued)

Concept, Main Category, Sub-Category and Elements	Occurrences in Sub-Headings ^a			Occurrences in Sub-Sub-Headings ^b			Occurrences in Illustrations ^c		
	1	2	3	1	2	3	1	2	3
d. Claim on Another Household									
aa. A Friend's IOU									
Totals	0	0	0	0	1	1	0	0	0

^a Indicates Major Treatment.

^b Indicates Minor Treatment.

^c Indicates Maps, Pictures, Cartoons, Tables and Graphs--all were major treatments.

^d Indicates breakdown for Textbooks 1, 2 and 3.

Table 12 (Continued)

Concept, Main Category, Sub-Category and Elements	Occurrences in Sub-Headings ^a			Occurrences in ^b Sub-Sub-Headings			Occurrences in Illustrations ^c		
	1	2	3	1	2	3	1	2	3
c. Market									
aa. Goods/Services Exchange	0	0	0 ^d	0	1	0	0	0	0
bb. Sellers and Buyers	0	0	0	0	0	0	0	0	1
d. Modified Market									
aa. Control System	0	0	0	0	0	1	0	0	0
D. Economic Decisions									
a. What to Produce?									
b. How Much to Produce?	0	1	0	0	3	0	0	0	0
c. What Resources to Use?	0	0	0	0	0	0	0	0	1
d. Who Gets What?									
E. Modifying Agents									
a. Households									
b. Public Groups									
c. Business									
d. Organized Labor									
F. Modifications									
a. Government Regulations/Laws	1	0	0	1	0	0	0	0	0
b. Boycotts									
c. Monopolies	0	0	0	0	0	0	0	0	1
d. Consumer Demands	0	0	0	1	0	0	0	0	0
e. Union Demands									
f. Business Demands									
Totals	2	1	0	3	4	1	1	1	3

^aIndicates Major Treatment. ^bIndicates Minor Treatment. ^cIndicates Maps, Pictures, Cartoons, Tables and Graphs--all were major treatments.

^dIndicates breakdown for Textbooks 1, 2 and 3.

Table 13

Summarization of Data on Concept of Habitat

Concept, Main Category, Sub-Category and Elements	Occurrences in Sub-Headings ^a			Occurrences in Sub-Sub-Headings ^b			Occurrences in Illustrations ^c		
	1	2	3	1	2	3	1	2	3
XIII. Habitat									
A. Types									
a. Man-Made									
aa. Physical Features									
bb. Biotic Features									
b. Natural									
aa. Physical Features	0	0	1 ^d	0	0	0	1	0	0
bb. Biotic Features									
B. Impact									
a. Adaptation	0	0	0	0	1	0	1	0	6
b. Alteration									
C. Significance									
a. Human Creation									
b. Natural Surrounding of Man									
c. Man's Resource Base									
Totals	0	0	1	0	1	0	2	0	6

^aIndicates Major Treatment.^bIndicates Minor Treatment.^cIndicates Maps, Pictures, Cartoons, Tables and Graphs--all were major treatments.^dIndicates breakdown for Textbooks 1, 2 and 3.

Table 14
 Summarization of Data on Concept of Culture

Concept, Main Category, Sub-Category and Elements	Occurrences in Sub-Headings ^a			Occurrences in Sub-Sub-Headings ^b			Occurrences in Illustrations ^c		
	1	2	3	1	2	3	1	2	3
XIV. Culture									
A. Material Things									
a. Physical Objects									
aa. Artifacts	0	0	0 ^d	0	0	1	94	39	29
b. Sense Objects									
aa. Taste									
bb. See	0	0	0	2	0	0	19	2	11
cc. Feel	0	0	0	1	0	0	3	0	1
dd. Touch									
ee. Smell									
B. Non-Material Things									
a. Values	0	0	0	0	0	0	1	0	0
b. Beliefs	0	1	0	0	1	2	2	1	10
c. Ideologies	0	0	2	0	0	4	0	0	8
d. Ideas	1	0	2	5	1	4	5	0	21
e. Customs	0	0	0	1	0	1	9	7	23
f. Social Structure	2	0	1	9	1	3	3	3	15

Table 14 (Continued)

Concept, Main Category, Sub-Category and Elements	Occurrences in Sub-Headings ^a			Occurrences in Sub-Sub-Headings ^b			Occurrences in Illustrations ^c		
	1	2	3	1	2	3	1	2	3
C. Universal Needs									
a. Dealing with the Unknown	2	0	2 ^d	6	4	3	10	3	19
b. Use, Modification, Adaptation of Environment	3	1	2	5	4	3	23	7	21
c. Security	0	0	0	1	0	0	2	1	2
d. Goods and Services	0	0	0	2	1	1	5	0	8
Totals	8	2	9	32	12	22	176	63	168

^aIndicates Major Treatment.

^bIndicates Minor Treatment.

^cIndicates Maps, Pictures, Cartoons, Tables and Graphs--all were major treatments.

^dIndicates breakdown for Textbooks 1, 2 and 3.

Table 15 (Continued)

Concept, Main Category, Sub-Category and Elements	Occurrences in Sub-Headings ^a			Occurrences in Sub-Sub-Headings ^b			Occurrences in Illustrations ^c		
	1	2	3	1	2	3	1	2	3
C. Results									
a. Success	0	1	0 ^d	0	2	0	0	0	0
b. Failure	0	0	0	0	3	0	0	0	0
Totals	10	7	10	22	25	21	46	14	57

^aIndicates Major Treatment.

^bIndicates Minor Treatment.

^cIndicates Maps, Pictures, Cartoons, Tables and Graphs--all were major treatments.

^dIndicates breakdown for Textbooks 1, 2 and 3.

Table 16

Summarization of Data on Concept of Social Control

Concept, Main Category, Sub-Category and Elements	Occurrences in Sub-Headings ^a			Occurrences in Sub-Sub-Headings ^b			Occurrences in Illustrations ^c		
	1	2	3	1	2	3	1	2	3
XVI. Social Control									
A. Mechanisms									
a. Norms									
b. Customs									
c. Mores									
d. Laws	0	2	2 ^d	1	11	2	4	5	4
e. Taboos									
B. Continuum									
a. No Control									
b. Complete Control									
C. Purposes									
a. Preserve Social System									
aa. Order									
bb. Stability									
cc. Structure									
dd. Needs	0	0	0	1	0	0	0	0	0
ee. Roles									
ff. Conformity									
gg. Individuals/Groups	1	0	1	1	0	1	0	0	0
Totals	1	2	3	3	11	3	4	5	4

^aIndicates Major Treatment.

^bIndicates Minor Treatment.

^cIndicates Maps, Pictures, Cartoons, Tables and Graphs--all were major treatments.

^dIndicates breakdown for Textbooks 1, 2 and 3.

Table 17 shows that social change received forty-one codings in sub-headings and 190 occurrences in illustrations. It was in 128 sub-sub-headings.

Finally, Table 18 presents the findings of the concept of interaction. This concept received two occurrences in total sub-headings and illustrations. The findings indicate this concept was not often included in the three textbooks.

The aforementioned tables descriptively present the inclusion, presentation and development of the selected concepts from the textbooks.

Major Compilations of Substantive Concepts

To determine the extent of the inclusion of the eighteen substantive concepts within the three textbooks, next refer to Table 19. These findings report the total number of major treatment codings within each of the textbooks. It is important to mention that major treatments were assigned the sub-headings of the chapters depending upon the focus of the separate sub-headings. This table also delineates the number of times that minor treatments were determined in the separate textbooks. A minor treatment indicated that only a concept or a part of it was located within the chapter at a level below the sub-heading content. All illustrations were coded as major treatments. The data in Table 19 have been combined in this manner in order that the extent to which each of the eighteen substantive concepts was presented in a textbook could be gleaned from the

Table 17
 Summarization of Data on Concept of Social Change

Concept, Main Category, Sub-Category and Elements	Occurrences in Sub-Headings ^a			Occurrences in ^b Sub-Sub-Headings			Occurrences in Illustrations ^c		
	1	2	3	1	2	3	1	2	3
XVII. Social Change									
A. Causes									
a. Cultural Diffusion	0	2	0 ^d	0	3	0	0	0	0
b. Invention/Innovation	2	0	0	5	2	5	6	1	11
c. Leadership	1	0	1	5	5	5	14	5	20
d. Education									
e. Natural Occurrences									
B. Kinds									
a. Culture	0	1	0	0	3	1	0	0	0
b. Institution	1	1	1	1	3	2	4	0	10
c. Society	5	6	5	5	5	10	11	8	24
C. Continuum									
a. No Change									
b. Total Change	0	0	0	1	0	0	0	0	0
D. Variables									
a. Speed									
aa. Slow									
bb. Rapid	0	0	0	0	2	0	0	0	1
b. Scale									
aa. Small	0	0	0	1	0	0	0	0	0
bb. Large	0	0	0	0	2	2	1	3	6

Table 17 (Continued)

Concept, Main Category, Sub-Category and Elements	Occurrences in Sub-Headings ^a			Occurrences in Sub-Headings ^b			Occurrences in Illustrations ^c		
	1	2	3	1	2	3	1	2	3
c. Sources									
aa. Within Society	0	0	0 ^d	1	3	0	0	0	2
bb. Without Society									
d. Life Span									
aa. Short Term									
bb. Long Term									
e. Direction									
aa. Reform	5	1	5	10	6	5	11	4	15
bb. Revolution	0	0	0	0	3	0	0	0	0
E. Inhibitors									
a. Habits									
b. Traditions	0	0	0	0	2	0	2	0	0
c. Vested Interests	1	0	0	0	0	1	0	0	13
F. Processes									
a. Accommodation	0	0	0	0	0	0	0	0	1
b. Assimilation	0	0	0	0	0	1	0	0	0
c. Amalgamation	0	0	0	0	1	0	0	0	0
d. Competition	0	0	0	0	1	1	0	0	0
e. Technology	0	0	1	1	0	0	0	0	9

Table 17 (Continued)

Concept, Main Category, Sub-Category and Elements	Occurrences in Sub-Headings ^a			Occurrences in ^b Sub-Sub-Headings			Occurrences in Illustrations ^c		
	1	2	3	1	2	3	1	2	3
G. Results									
a. Progress	0	2	0 ^d	4	13	3	3	0	3
b. Decline	0	0	0	1	3	0	1	0	1
Totals	15	13	13	35	57	36	53	21	116

^aIndicates Major Treatment.

^bIndicates Minor Treatment.

^cIndicates Maps, Pictures, Cartoons, Tables and Graphs--all were major treatments.

^dIndicates breakdown for Textbooks 1, 2 and 3.

Table 18

Summarization of Data on Concept of Interaction

Concept, Main Category, Sub-Category and Elements	Occurrences in Sub-Headings ^a			Occurrences in Sub-Sub-Headings ^b			Occurrences in Illustrations ^c		
	1	2	3	1	2	3	1	2	3
XVIII. Interaction									
A. Basis of Interaction									
a. Culture or Social System									
B. Types									
a. Competition	0	2	0 ^d	0	9	0	0	1	0
b. Cooperation									
C. Process of Interaction									
a. Actors									
aa. Individuals									
bb. Groups	0	0	0	0	0	0	0	1	0
b. Acting Agents									
aa. Means									
bb. Strategies									
c. Object of Orientation									
aa. Goals									
bb. Motivations	0	0	0	0	1	0	0	0	0
Totals	0	2	0	0	10	0	0	2	0

^aIndicates Major Treatment. ^bIndicates Minor Treatment. ^cIndicates Maps, Pictures, Cartoons, Tables and Graphs--all were major treatments.

^dIndicates breakdown for Textbooks 1, 2 and 3.

Table 19
Major and Minor Treatments of the Eighteen Substantive Concepts

	Textbook 1		Textbook 2		Textbook 3	
	Major ¹	Minor	Major	Minor	Major	Minor
I. Sovereignty	25	7	17	10	11	1
II. Conflict	200	116	201	345	326	86
III. I-U Syndrome	13	7	8	4	29	8
IV. Secularization	7	8	12	8	11	3
V. Compromise/Adjustment	14	10	7	21	11	7
VI. Comparative Advantage	41	21	31	27	32	9
VII. Power	3	3	1	9	4	2
VIII. Morality and Choice	0	0	0	0	0	0
IX. Scarcity	0	1	1	2	0	0
X. Input/Output	0	0	1	0	2	0
XI. Saving	0	0	0	1	0	1
XII. Modified Market Economy	3	3	2	4	3	1
XIII. Habitat	2	0	0	1	7	0
XIV. Culture	184	32	65	12	177	22
XV. Institution	56	22	21	25	67	21
XVI. Social Control	5	3	7	11	7	3

Table 19 (Continued)

	Textbook 1		Textbook 2		Textbook 3	
	Major ¹	Minor	Major	Minor	Major	Minor
XVII. Social Change	68	35	34	57	129	36
XVIII. Interaction	0	0	4	10	0	0

¹This number combines major sub-heading codings with the illustration codings which were analyzed as major treatments.

relatively brief table. From the data in the table, conflict received the most major treatments in the three textbooks. It received 200, 201 and 326 major treatments respectively. Culture received the second most major treatments, those numbers being 184, sixty-five and 177. Social change was third in number of major treatments, as it received a total of sixty-eight, thirty-four and 129 major treatments. Morality and choice and saving received no major treatments. Six concepts received less than ten major treatments--power, scarcity, input and output, modified market economy, habitat and interaction. The above data was also presented in Table 19 in order that the second sub-problem of this study could be answered. These sub-problems were:

1. How many of the Syracuse substantive concepts were included in each textbook?
2. To what extent were the concepts given a major or minor treatment?

To the first question, the data of Table 20 show that textbook one included fourteen of the eighteen concepts. It did not include morality and choice, input and output, saving or interaction. Textbook two presented seventeen of the concepts, omitting only the concept of morality and choice. Textbook three omitted three of the eighteen concepts--morality and choice, scarcity and interaction. This is not to assert that these omitted concepts could not be found in the textbooks but, that under the system this study employed, the concepts were not located and coded.

Table 20
 Substantive Concept Analysis Data Summary Sheet

	Textbook 1	Textbook 2	Textbook 3
Total Concepts Described	14	17	15
Total Concepts Omitted	4	1	3
Total Main Categories Described	38	44	39
Total Main Categories Omitted	28	22	27
Total Sub-Categories Described	82	100	86
Total Sub-Categories Omitted	158	140	154
Total Elements Described	33	50	38
Total Elements Omitted	97	80	92

Table 20 further delineates the inclusions and omissions of the sublevels of the modeled concepts: main categories, sub-categories and elements. As seen from the table, textbook one described thirty-eight main categories and omitted twenty-eight. Textbook two described forty-four main categories and omitted twenty-two. Textbook three included thirty-nine and omitted twenty-seven of the main categories. There was a possible sixty-six main categories within the eighteen modeled categories.

The total sub-categories of the modeled concepts numbered 240. Textbooks one, two and three described eighty-two, one hundred and eighty-six categories respectively. These three textbooks omitted the following number of sub-categories: 158, 140 and 154.

Table 20 also displays the occurrences of the 130 possible elements of the concepts. Here, textbook one describes thirty-three elements while omitting ninety-seven. Textbook two includes fifty and omits eighty elements. Thirty-eight elements are described by textbook three, while it omits ninety-two elements. The three textbooks tend to describe or include fewer categories or sublevels of the modeled concepts as indicated by Table 20. These findings reflect upon the lack of a comprehensive coverage of the concepts. In progressing from one level to another level of the concept, the inclusions and descriptions of the various categories became less and less discernible in the textbooks. Tables 1-18 and 20 supply the necessary data for this lack of comprehensive coverage.

One final aspect of the findings demanding attention is the resulting data in Table 21. The compilation of this concept analysis data furnishes results that were generally absent from previous research. The research of the literature presented in Chapter 2 revealed a number of content analyses that investigated textbooks for concept inclusion. Not one of these studies analyzed specific illustrations such as maps, pictures, cartoons, tables and graphs. These reported studies focused on all illustrations together and then only to ascertain whether or not these illustrations were representative examples of a selected group of concepts. The major contribution of the findings reported here includes the modeled concepts and the occurrences of the various categories of the concepts within the textbooks. This concept analysis of the textbooks reveals much-needed data on concept presentation and development in textbooks. Where other studies looked only for the inclusion of general political or geographical concepts, this study pursued the sublevel occurrence of specific social studies concepts.

Table 21 presents the total number of possible coded items, the total possible non-coded items and the percentages of occurrence for each. These findings allow a more representative balance to be formulated of the overall textbook development of the various codable items. Of the total 389 sub-headings in the three textbooks, 293 sub-headings were coded. The ninety-six that were not coded represent the Syracuse value or methodological concepts, chapter questions,

Table 21

Comparison of Concept Analysis Data

	Textbook 1	Percent	Textbook 2	Percent	Textbook 3	Percent	Combined Totals ¹
Total Chapters	30		22		26		78
Total Sub-Headings	118		147		124		389
Number Coded	88	74.6%	124	84.4%	81	65.3%	293
Number Not Coded	30	25.4%	23	15.6%	43	34.7%	96 ²
Total Sub-Sub-Headings	269		619		200		1088
Number Coded	268	99.9%	547	88.4%	200	100.0%	1015
Number Not Coded	1	.1%	72	11.6%	0	0.0%	73 ³
Total Illustrations	749		375		775		1899
Maps	83		57		48		188
Pictures	642		290		672		1604
Cartoons	19		11		45		75
Graphs	5		9		10		24
Tables	0		8		0		8
Number Coded	533	71.1%	288	76.8%	735	94.8%	1556
Maps	82	98.8%	57	100.0%	45	93.8%	184
Pictures	428	66.7%	209	72.1%	636	94.6%	1273
Cartoons	19	100.0%	8	72.7%	44	97.8%	71
Graphs	4	80.0%	7	77.8%	10	100.0%	21
Tables	0	0.0%	7	87.5%	0	0.0%	7

Table 21 (Continued)

	Textbook 1	Percent	Textbook 2	Percent	Textbook 3	Percent	Combined Totals
Number Not Coded	216	28.9%	87	23.2%	40	5.2%	343 ⁴
Maps	1	1.2%	0	0.0%	3	6.2%	4
Pictures	214	33.3%	81	27.9%	36	5.4%	331
Cartoons	0	0.0%	3	27.3%	1	2.2%	4
Graphs	1	20.0%	2	22.2%	0	0.0%	3
Tables	0	0.0%	1	12.5%	0	0.0%	1

	Textbook 1	Percent of Total Pages	Textbook 2	Percent of Total Pages	Textbook 3	Percent of Total Pages	
Total Textbook Pages ⁵	751		687		816		
Pages devoted to Substantive Concepts	565	75.3%	528	76.9%	550	67.4%	
Pages devoted to Value and Methodological Concepts	61	8.1%	99	14.4%	158	19.4%	
Pages devoted to Preliminary aspects of a book (table of contents, lists) and Concluding aspects of a book (appendixes, glossaries, indexes)	125	16.6%	60	8.7%	108	13.2%	

¹For all three textbooks.

²These 96 sub-headings are all Syracuse Methodological Concepts which were not coded.

³These 73 non-coded sub-sub-headings represent 6 Syracuse Value Concepts and 67 Methodological Concepts.

⁴These 343 non-coded illustrations represent 2 Value Concepts and 341 Methodological Concepts.

⁵Represents the arabic numbered pages in each textbook.

case studies, sociodramas and inquiry exercises. Textbook two coded the most sub-headings, that percentage being 84.4%.

One thousand and eighty-eight sub-sub-headings were located within the textbooks. Of these possible sub-sub-headings, 1015 were coded. This figure represented an omission of only seventy-three sub-sub-headings which were not substantive concept-oriented. Textbook three had all of its sub-sub-headings coded and textbook one had only one uncoded sub-sub-heading.

Table 21 also displays a comprehensive breakdown of specific illustrations. Out of the total of 1899 illustrations, 1604 pictures were discovered within this total. The eight tables represented the least included illustrations. Fifteen hundred and fifty-six illustrations were codable. The remaining 343 were among those items not coded. Pictures were the most often coded illustration as well as being the most non-coded item. Pictures represented 1273 items of the total 1556 coded illustrations, and 331 items out of the 343 non-coded illustrations. This is due to the fact that pictures were the most often used type of illustration, as well as the fact that pictures were used in the textbooks for student interpretation or inquiry. This usage represents a Syracuse methodological concept which was not coded.

It can be asserted with some certainty then, that pictures, among illustrations, are the primary vehicle for reinforcing and/or clarifying a concept. An apparent lack of comprehensive coverage exists with tables and graphs. Tables are represented in the

textbooks only eight times while graphs are included twenty-four times. A concern is expressed here for further study into the use and non-use of these types of illustrations in regard to concept presentation and development within textbooks.

Finally, Table 21 provides some basic information as to the number of textbook pages devoted to the substantive concepts of this study. Textbooks one and two are nearly equal in the percentage of pages devoted to the substantive concepts. Textbook one devoted 75.3 percent and textbook two used 76.9 percent of their pages in regard to the substantive concepts. Textbook three, which uses the methodological concept of interpretation and historical method more often, devoted only 67.4 percent of its pages to the substantive concepts.

Percentages were also recorded on the table for pages devoted to preliminary and concluding pages of the textbooks. These pages accounted for 16.6 percent of textbook one, 8.7 percent of textbook two and 13.2 percent of textbook three. These percentages reflect the number of pages devoted to such textbook components as tables of content, lists of maps, appendixes, bibliographies, glossaries and indexes. These textual components were not included in this analysis system because they were not part of the chapter sub-heading content and were non-substantive concept in nature.

Chapter 5 will discuss conclusions and implications from this study that may lend impetus and direction to future investigations.

Chapter 5

SUMMARY, CONCLUSIONS, DISCUSSIONS AND RECOMMENDATIONS

The purpose of this study was to conduct a concept analysis of middle school American history textbooks to determine the extent to which selected concepts are included. Specifically, this study concerned itself with the eighteen substantive concepts developed by the Syracuse University Social Studies Curriculum Center. These concepts were modeled and applied to selected textbooks in a concept analysis system. These concepts were used because of their applicability and utility over other concept groups.

There were two sub-problems associated with this study. These sub-problems were concerned with the number of Syracuse substantive concepts included in each textbook and the extent to which these concepts received a major or minor treatment. An overriding concern of this study was the need to develop a system that could be used to gather data of the conceptual adequacy of selected materials. A concept analysis system was developed for this purpose. A concept analysis is an objective, systematic and quantitative description of the concepts included in a textbook or other material. It was assumed that the results of this study would provide a tool for those planning to write concept-oriented materials, provide evaluative assistance to curriculum committees in selecting concept-oriented materials and influence others to investigate the potential of the

process of model-building as a tool of social studies education in curriculum design, development and evaluation.

Previous research indicated that no studies had used a concept analysis system based on models, no study had used the "major concepts" developed by the Syracuse Center and no study had modeled the individual concepts being used in the analysis. The literature research focused on the development of the Syracuse Center and its concepts, concepts and concept development, modeling and textbook analysis. After extensive review, no relevant studies were discovered that pertained to the specific objectives of this study.

The following outline summarizes the procedures involved in this concept analysis system:

1. Read and analyze each textbook page by page.
2. Determine the particular concept or concepts focused on in the chapter sub-heading content or illustration.
3. After identifying one of the concepts, apply it to the particular modeled concept by:
 - 3.1. Looking for the possible main categories included in the textual content.
 - 3.2. Looking for the possible sub-categories.
 - 3.3. Looking for the possible elements.
4. Make a coding on the Concept Analysis Data Work Sheet regarding:
 - 4.1. The textbook being analyzed.
 - 4.1.1. Possible codings are: Books 1-3

4.2. The particular modeled concept.

4.21. Possible codings are: I-XVIII

4.3. The main categories described.

4.31. Possible codings are: A-Z

4.4. The sub-categories described.

4.41. Possible codings are: a-z

4.5. The elements described.

4.51. Possible codings are: aa-zz

4.6. The page where the concept, main category, sub-category or element can be found.

4.61. The coding is a page number

4.7. Whether the concept, or a category of it, was located within the chapter sub-heading content or an illustration.

4.71. The coding is:

1. Chapter Sub-Heading
2. Cartoon
3. Map
4. Picture
5. Table
6. Graph

4.8. Make a coding as to whether the concept received a major or minor treatment in the textual content.

4.81. The codings are: 1. Major or 2. Minor

4.811. A major treatment exists when the concept is determined to have been the primary focus or thrust of the chapter sub-heading content or illustration.

4.812. A minor treatment exists when the concept was described in sub-sub-headings under a chapter sub-heading content, or for an illustration, that only a part of it related to the concept or another concept.

5. Combine the codings into workable data findings for listing on a Substantive Concept Analysis Summary Sheet which shows:

- 5.1. How many Syracuse concepts were described or omitted.
- 5.2. How many main categories were described or omitted.
- 5.3. How many sub-categories were described or omitted.
- 5.4. How many elements were described or omitted.

In statistically analyzing the data, both qualitative and quantitative measures were obtained. Qualitatively, each time a concept or a category of it appeared, there was a coding made as to whether the concept was given a major or minor treatment. Quantitatively, the number of occurrences of the concept and its categories, chapter sub-headings, chapter sub-sub-headings and illustrations were tallied. The number of instances of non-coded items as well as pages devoted to concepts was quantified. Descriptive tables displayed the various occurrences and non-occurrences of the concepts and categories.

CONCLUSIONS

The findings of this original concept analysis system become meaningful only when related to a basic question: Should the focus

of social studies education be concept teaching? If the response is indicative of recent social studies literature, then it is yes. Thus, the findings do become meaningful to educators, textbook writers and publishers. The findings when analyzed separately or synthesized collectively tend to denote a significant textbook deficiency.

The findings of this concept analysis repeatedly indicate the lack of comprehensive coverage of the eighteen substantive concepts. As Chapter 4 descriptively showed the total numbers of concepts described and omitted in the three textbooks, it could be seen that all eighteen concepts themselves were essentially included in the textbooks. However, as the findings accumulated for succeeding categories or sublevels of the central concepts, fewer and fewer of the categories were included in the textbooks. In fact, percentages for the main categories omitted in textbooks one, two and three were 42 percent, 33 percent and 41 percent respectively. The percentages for the omissions of the sub-categories were 66 percent, 58 percent and 64 percent. Percentages for omitted elements rise even higher: 75 percent, 62 percent and 71 percent. These findings suggest that the three textbooks are doing little more than introducing a concept and occasionally describing it with one sub-component--in this study, the sub-component was called a main category. The textbooks do in fact devote much time and/or pages to the main categories and few sub-categories of the substantive concepts, but tend to omit most of the sub-categories and elements. These omitted sublevels can do much

to reinforce concepts, demonstrate relationships of the concepts or broaden the understanding of the concepts at other times besides the initial presentation. The needed reinforcement is not there when the sublevels are omitted. The complexity of concepts calls for building upon simpler concepts. If the reinforcement is not present, then concept development is not going to succeed. This lack of comprehensive coverage is not to be understood as a weakness of the three textbooks analyzed in this study. It generally implies that the eighteen substantive concepts and their categories or sublevels received an uneven presentation and development within the three textbooks. It could only be interpreted as a weakness if the other textbooks in the K-12 curriculum were analyzed and a lack of comprehensive coverage was discovered in each of them.

A second valuable finding concerns the substantive concepts that were omitted from the textbooks. Morality and choice was the only concept omitted from all three books. This concept may have been omitted because of its similar nature to the Syracuse Value Concepts. Another possible explanation is that it was overshadowed by other decision-making models such as comparative advantage or compromise and adjustment. Nevertheless, this concept is an important one in light of the emphasis on valuing and moral education. Several of the economic concepts were slightly covered in the textbooks. Scarcity, input and output and saving are included in two of the three textbooks. Their main categories, sub-categories and elements are practically ignored. The reasoning behind this incomplete

coverage of these concepts appears to be a result of the lessened economic point of view of the textbook, the author or both. It may also be due to the fact that many economic topics came under the broad concepts of institutions and/or compromise and adjustment. From the findings, it is worth mentioning that the concepts that are politically and socially oriented are included and developed to a greater extent than the other concepts. For example, culture, conflict, social change, institution and comparative advantage are socially and/or politically oriented and therefore elicit more textual verbalization. The one glaring exception is power. Its representation among the concepts is a source of much deliberation. This investigator's conclusion is that power may be more political science or government textbook oriented.

A third significant finding relates to the illustrations. Pictures are the overwhelming choice for supplementing any concept presented in the textbooks. In fact, 1604 of the 1899 illustrations in the three textbooks were pictures. The emphasis given pictures at the expense of such seldom used illustrations as graphs and tables may need further reassessment. The various illustrations were generally used to reinforce a concept or concepts. They were usually on the same page or opposite page in the chapter sub-headings.

A fourth finding relates to the previous research discussed in Chapter 2. Not one of these studies used an analysis system like the present study. These studies were concerned about the inclusion of such general concepts as political or geographical concepts. Still,

these studies all concluded that concepts received inadequate inclusion and treatment in the textbooks being analyzed. This study tends to support these previous research findings. The main differences between these studies and the present one are:

1. The previous studies were strict content analyses of textbooks. They were concerned with word counts, amount of space devoted to the concept or illustration describing the concept and total numbers of concepts mentioned in the textbooks. Their basic concern was the mention of the concept. This study was the first concept analysis using a modeling approach and a selected group of specific concepts. This study also used the chapter sub-heading as the coded unit. As far as the literature indicated, this was the first time sub-headings have been used to analyze textbooks.

2. The previous research did not delve into the sublevels or categories of the concepts being investigated. They were concerned with only the occurrence of concepts. This study concerned itself with these sub-components of concepts since they are ultimately responsible for the development of the concept itself.

3. The previous research grouped illustrations as a whole or left out various ones. This study analyzed all available illustrations. This study did not include chapter questions or interpretive activities such as case studies, sociodramas or inquiry exercises. These interpretive activities were all coded Syracuse methodological or value concepts, and as such, were not the subject of this study.

DISCUSSIONS

The textbook has long been considered a major teaching tool. Many would say it was the greatest single influence upon the American educational curriculum. Others would, of course, suggest that the use of multi-media materials was the leading approach. Regardless of the philosophical beliefs behind a teacher's strategies and techniques, the textbook remains very much in evidence in the classroom.

Few social studies educators would deny that textbooks can contribute to concept development. This study provided findings that supported this commonly held belief. The sub-heading verbalizations, the various illustrations, the textbook presentation and/or organization of materials contributed to concept development.

Owing to the highly structured experiences or factual presentation in textbooks, they may create certain problems in concept development. If concept teaching is to be a major focus of classroom instruction in social studies, then the findings of this study may serve to provide certain implications for classroom teachers concerning its use and to lend impetus and direction to future investigations.

An implication for the teacher relates to using textbooks in concept development with students. If the textbook is the primary, or only, source used for teaching, then the implication is indeed purposeful. After the teacher has determined the concepts for the particular grade he is teaching, if they have not already been

deduced within the scope of the concepts for the K-12 curriculum, then he can proceed to plan concept development strategies. These strategies, when using the findings of this study, will incorporate the necessary examples and non-examples of the concept or concepts being studied. If the textbook has been analyzed by the teacher and found deficient in concept presentation and/or development, then this teacher can introduce the omitted concept or provide reinforcement for other concepts with his own materials whenever the need arises. The concepts used in this study were selected by the Syracuse Center for their importance in helping students deal with the world around them and are therefore considered basic, useful and valid ways of organizing student's experiences for concept development. It is in this regard that the teacher can take the findings of this study and develop more effective and efficient strategies of concept development.

Several assumptions are implied in the use of these concept analysis findings by teachers:

1. The teacher fully understands the process of concept development and concept formation. This refers to the ideas that concepts are sequentially learned, proceed from simpler ones to complex ones, evolve slowly, that several experiences are needed with a concept before it becomes a part of the mental works of students and so on.
2. The teacher has developed the point of view that textbook factual content must be used to provide examples and non-examples of

the features of the concept being studied. Therefore, teaching facts by themselves will not guarantee success in concept development. Also implied here is the assumption that teachers are familiar with the content of the textbook used in their classes.

3. The teacher must know the concept in detail. Just as the modeled concepts helped to analyze the textbooks in this study, these same models can be used to develop concepts and to understand the layers or sublevels necessary for the full development of a concept. The teacher cannot successfully develop a concept with students if he cannot focus on the positive and negative examples of the concept and its categories, reinforce the concept or further clarify it when necessary.

A second implication of this study relates to those who write concept-oriented materials. The findings of this study may lend understanding of the textual presentation of concepts to these writers. As a tool, then, for a textbook writer, this concept analysis system should be used to analyze present history books and applied to those that are being written or will be written. Again, since textbooks are usually written in a sequential manner, the presentation and development of concepts for any particular grade level or textbook may be based on the overall scope of the total concepts to be included in the K-12 curriculum. This, of course, will necessitate prior judgment on the part of the writer as to what concepts he may be expected to include, omit and/or reinforce.

Assuring that the textbook includes the sub-components of a central concept and reinforces this concept and its categories in follow-up sections or chapters, the writer will have achieved a more completely concept-oriented textbook.

The findings of this study may provide curriculum committees with an evaluation instrument to use with textbooks and other print materials in determining the conceptual adequacy of these materials. By following the guidelines established in Chapter 3 and summarized in the beginning of the present chapter, the curriculum committee can evaluate textbooks for inclusion of concepts, presentation of concepts, development of concepts and their overall conceptual orientation. The committee can assign each member a number of books and can follow the guidelines completely, or it can use an abbreviated concept analysis system. This abbreviated system could analyze even-number chapters, odd-number chapters, every fifth chapter or some other agreed upon framework. It is not recommended that committees, or individual teachers who use this system, analyze only the beginning and concluding chapters of a textbook. This present analysis discovered a wide use of the concept of culture in the beginning chapters and social change in the final chapters of the three textbooks analyzed. This could possibly influence a decision to adopt or not adopt a certain textbook. To be sure, a distorted view of the textbook being analyzed would perhaps result.

Finally, this study hopefully will influence teachers, curriculum committees and other social studies educators to use

modeling as a tool of curriculum design, development and evaluation. Research of the literature on model building has clearly shown the potential of this process in bringing change to business, government and labor. It could enable education as well to realize other goals, objectives and learning outcomes which have appeared remote.

RECOMMENDATIONS

The following suggestions are proposed as subjects to be considered for further research in this and related areas:

1. The lack of comprehensive coverage of the concepts and their categories reveals concerns that emphatically call for follow-up studies of concept analysis techniques for evaluating textbooks.
2. A correlation of a selected group of major concepts presented with the stated objectives for the social studies program would be helpful in improving the instructional program.
3. The coding developed by this investigation for concept analysis needs tested for reliability. This could be achieved by computing the percent of cases in which two independent coders agreed with the investigator and with each other when the same material was coded independently. Fox has developed a procedure for this: Provide each coder with 100 units of data. Divide the units coded identically by the total units coded. Multiply this by 100. If the reliability percent is 85 percent or higher, the coding can be judged reliable. (See David J. Fox, The Research Process in Education.) It would be the hope of this third recommendation that

the value judgments and interpretations unique to documentary or content analysis research might be lessened. Thus, the validity and reliability of such studies could be improved.

4. Further study needs to be concerned with the illustrations. What is the role of illustrations in concept development? How can illustrations be more validly coded?

5. There is an important need for a concept analysis of the Syracuse value and methodological concepts within textbooks. A concept analysis using these groupings could provide valuable data for values clarification and decision-making in textbooks. Most importantly, the methodological concepts could be used to analyze inquiry-oriented materials. Data on the conceptual adequacy of inquiry-oriented materials is lacking in the literature. This need could be interpreted as calling for further analysis of the non-coded items in this study--case studies, sociodramas, chapter questions and inquiry exercises.

6. A study is needed on improving the analysis system employed in this present study. Several problems were encountered in this study. For example, the frequent overlapping of concepts. A quick glance at selected models of the concepts will inform the observer of the interrelatedness of many of the concepts. Culture may be considered a part of almost every concept model. Conflict presents itself in many concepts. The same may be said of decision-making. Although it is not a separate model, it is nevertheless a part of several models. The focus of the sub-headings became the distinguishing

factor in determining the concept presented. Still, other concepts would necessarily be involved as well. However, to ascertain this, a sentence by sentence analysis of the textbook would be required. This was determined to be too time-consuming and not appropriate for this initial concept analysis of textbooks. The treatment may be re-evaluated and another strategy employed to achieve similar results. One additional factor needs study. This concerns taking a concept out of the context of the chapter verbalized statements. This is easy to do, and necessitates an overall focus on the reading of the sub-headings or sub-sub-headings. The pages must be thoroughly read because of the ease in glancing at a sentence and immediately deciding that it represents a certain concept or category. As to this last concern, this study used a second coding to overcome this problem. The focus of each chapter sub-heading was re-analyzed for its concept or concepts in an attempt to overcome the problems of overlapping concepts, distorted concepts and misconstrued concepts. Distortion of concepts is a problem because the concept is often obscured by large amounts of factual or detailed information.

7. This analysis did a horizontal study of textbooks-- meaning the textbooks analyzed were all eighth grade books. The concept analysis system developed in this study is appropriate for evaluating a total social studies program. The analysis could yield what concepts are not covered, are in need of reinforcement or necessitate movement from one level to another. What is needed and highly recommended is a sequential vertical study of concepts. This

concerns concepts that are introduced year to year in an organized and patterned manner. The value of such an investigation would be extreme. Since several concept-oriented sequential vertical series of social studies books are used in elementary through middle school grades (1-9), the findings could provide much needed guidelines as to the scope of the concepts introduced and whether or not the textbooks were doing what they suggested. Leading examples of these sequential vertical textbooks are Hilda Taba's program and Paul Branwein's The Social Sciences: Concepts & Values. These series emphasize various concepts in each grade level from first through middle school grades. Other pertinent questions relating to this research need are: Are the textbooks reinforcing concepts from one year to the next? Are the concepts being dealt with at higher levels in each successive year?

8. Textbook publishers need to experiment with newer organizational formats and patterns in the presentation of the content material. The more flexible the textbook format, the more attention can be directed toward presenting, developing and reinforcing the concepts.

9. Two questions will remain to be answered for years to come, with or without further concept analyses. What is the function of a textbook in concept development? Can a standard social studies terminology (agreement, for example, on a definition of concept) ever be agreed upon?

The obstacles facing improvement in textbooks or other print materials remain virtually unchallenged. This concept analysis system attempted to determine and ultimately provide a means of improving the conceptual adequacy of textbooks. Cronbach stated in 1955 what remains a reality today: the issue is not whether or not textbooks should be used, the "real problem is to find specific ways of improving printed materials of instruction."¹ The concept analysis system developed in this study is suggested as one specific way of improving such materials.

FOOTNOTES

¹Lee J. Cronbach, Text Materials in Modern Education
(Urbana: University of Illinois Press, 1955), p. 4.

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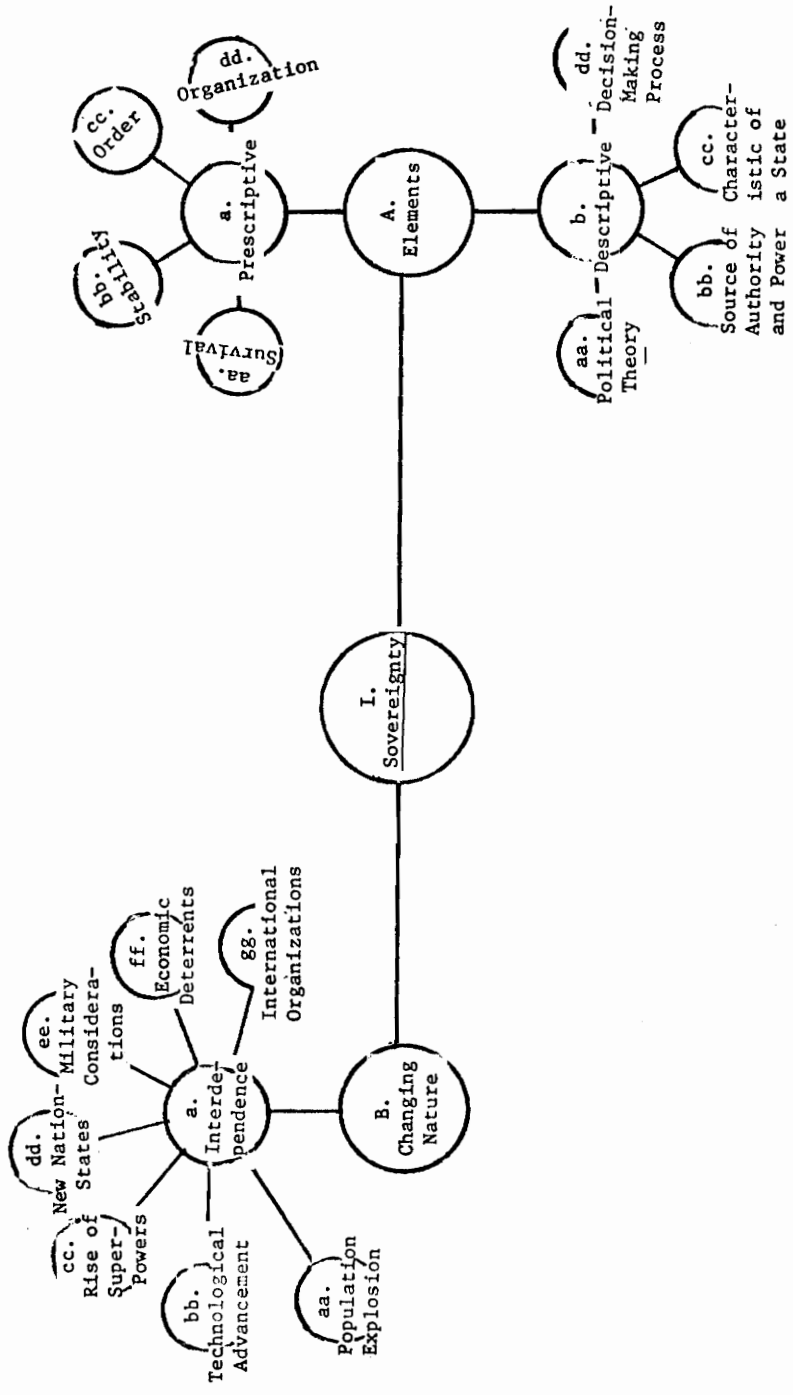
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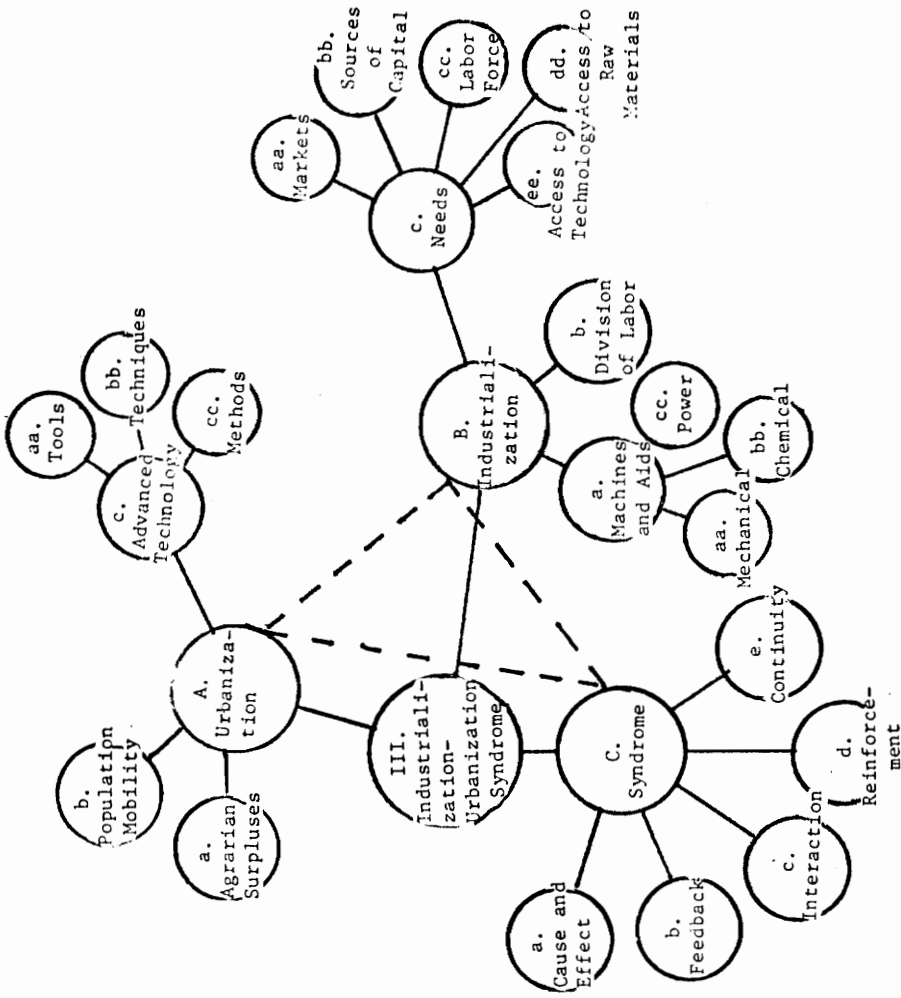
APPENDIXES

APPENDIX A

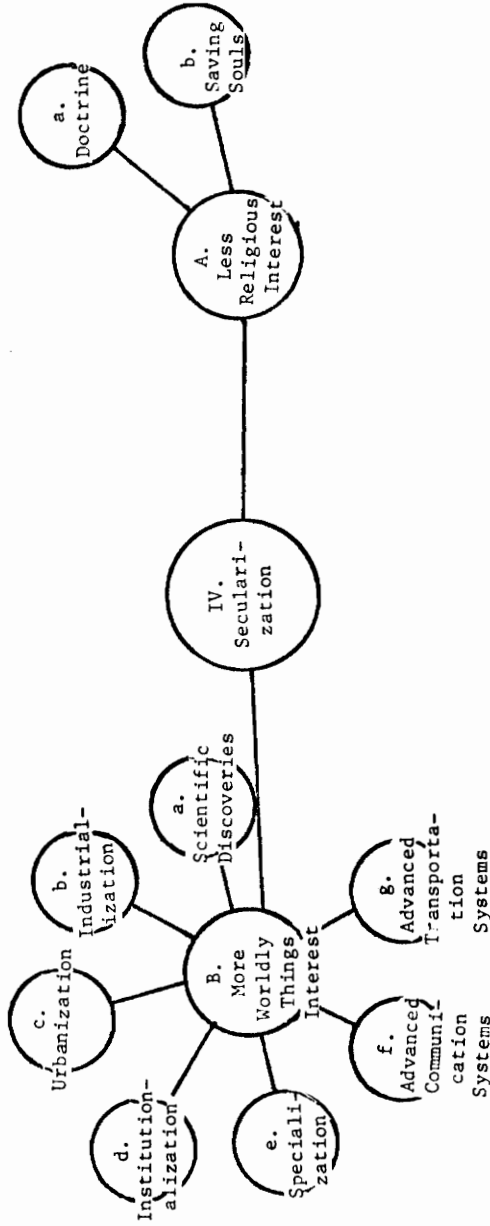
Modeled Concepts



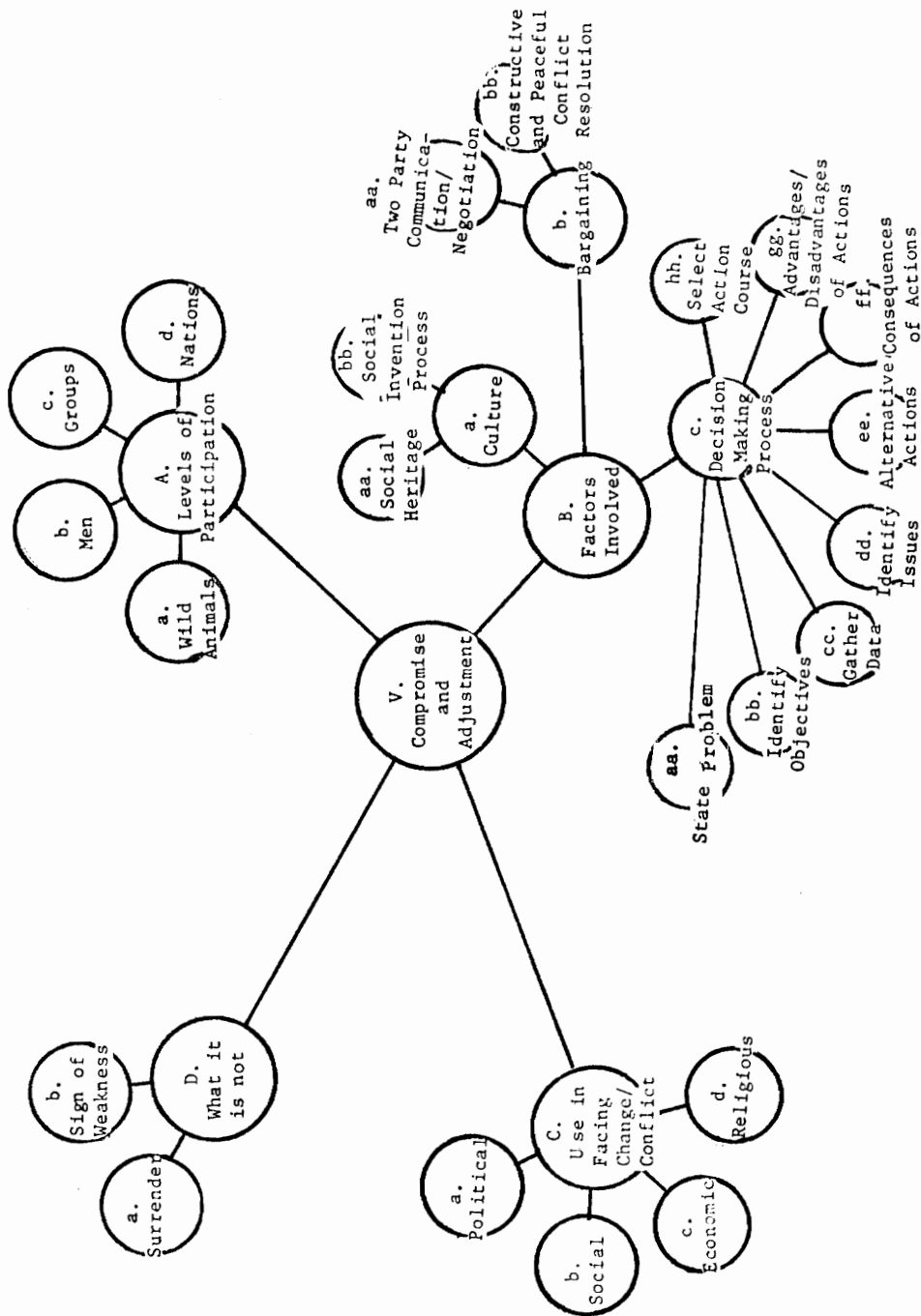
Coded Concept Model of Sovereignty



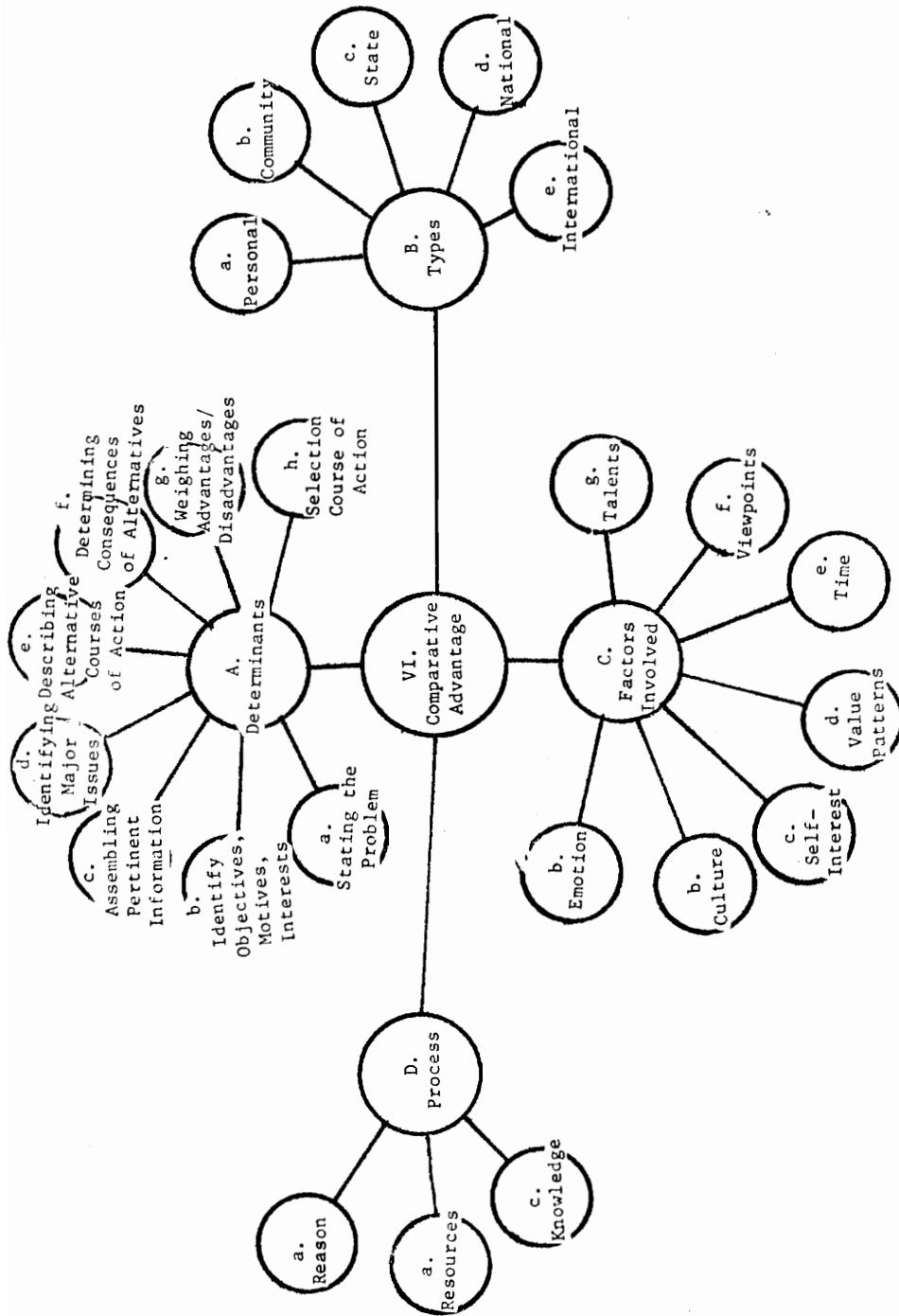
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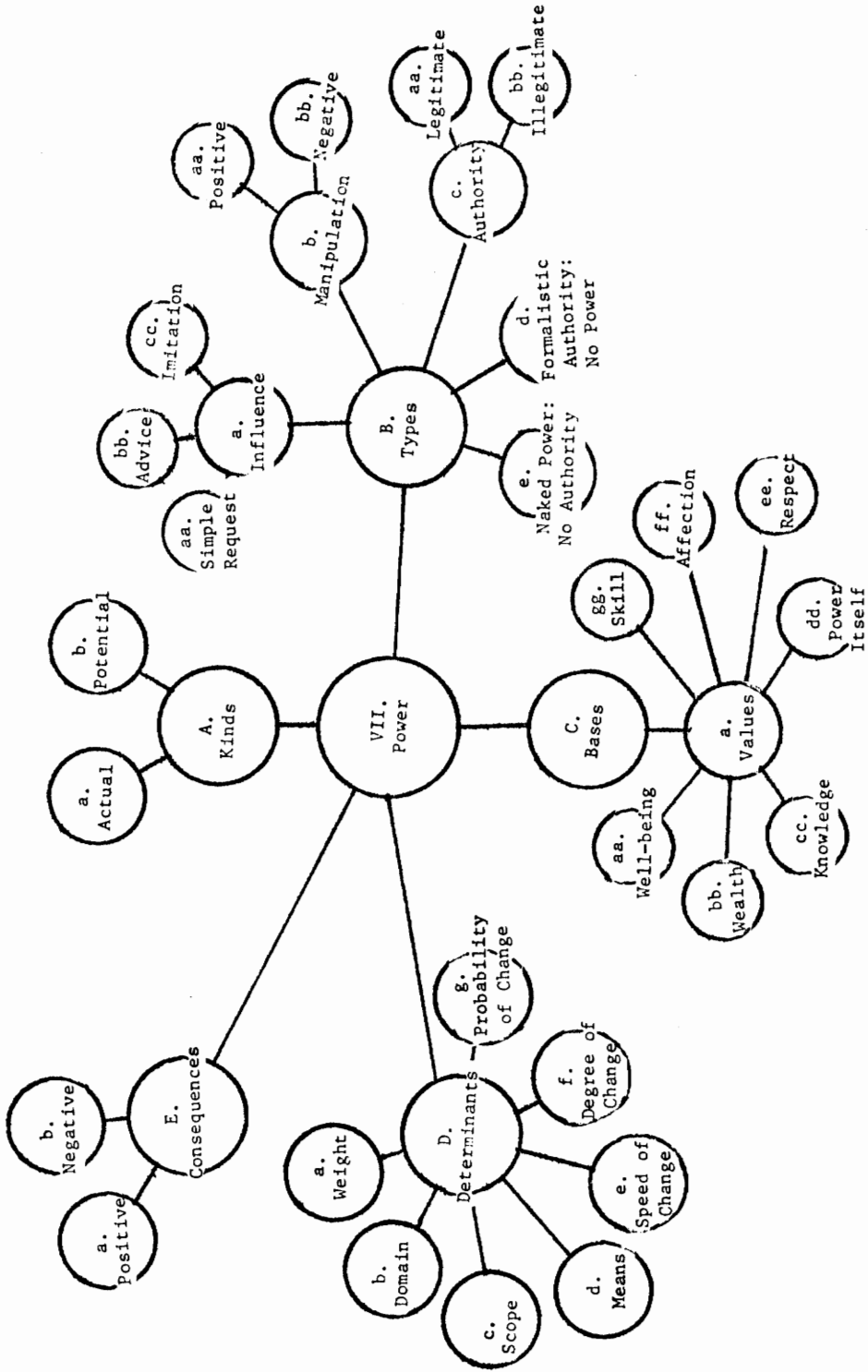
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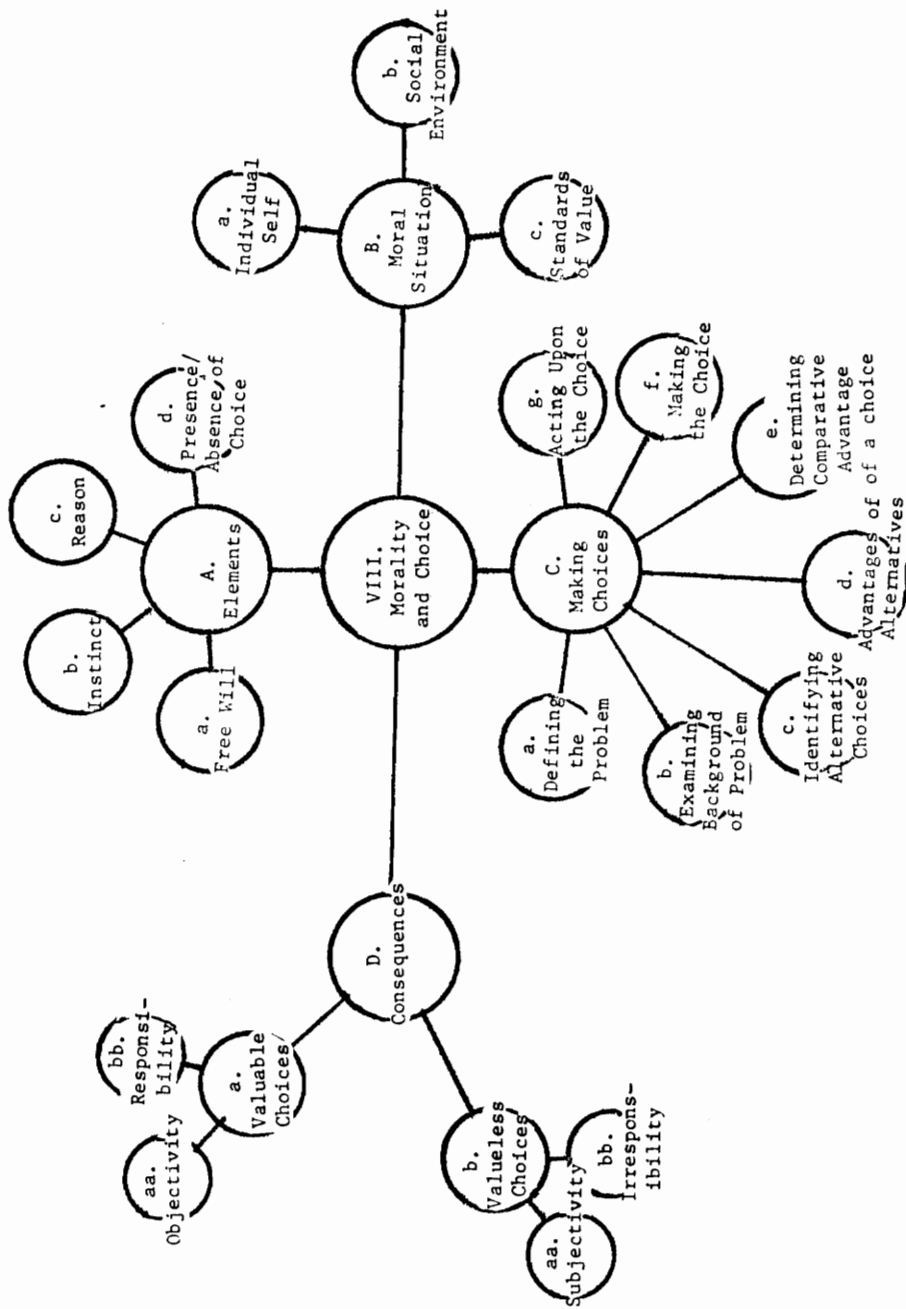
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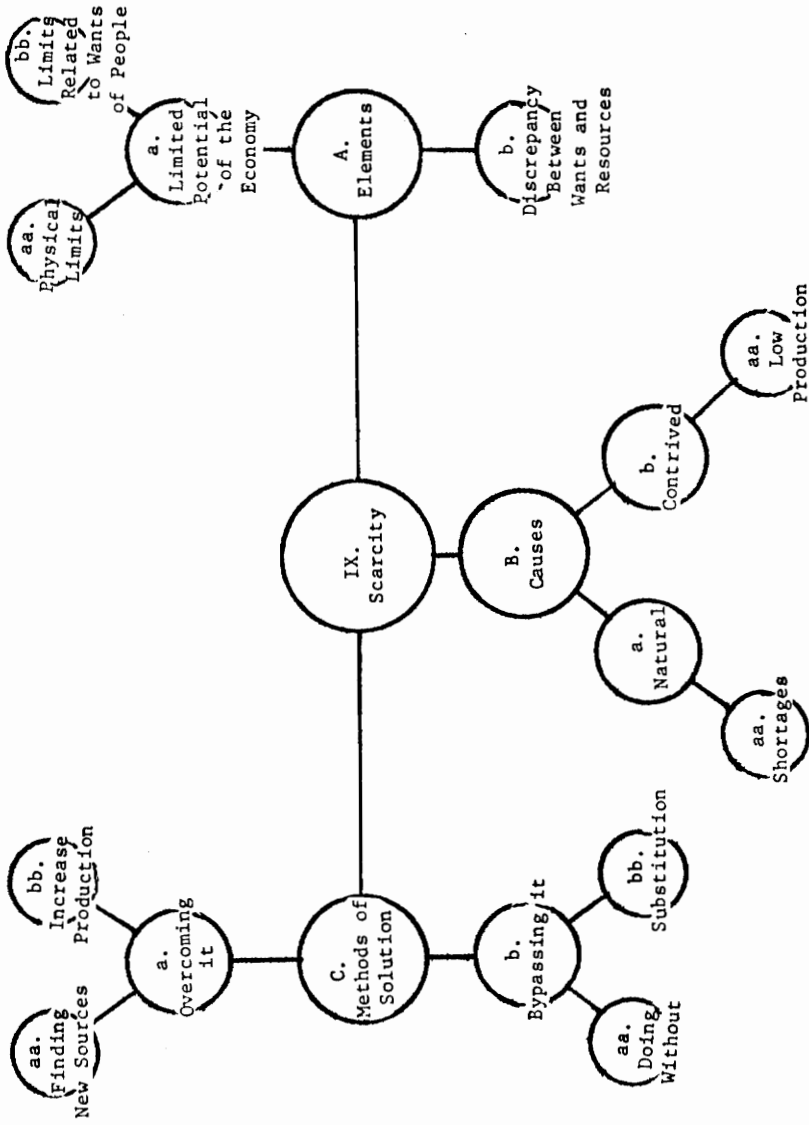
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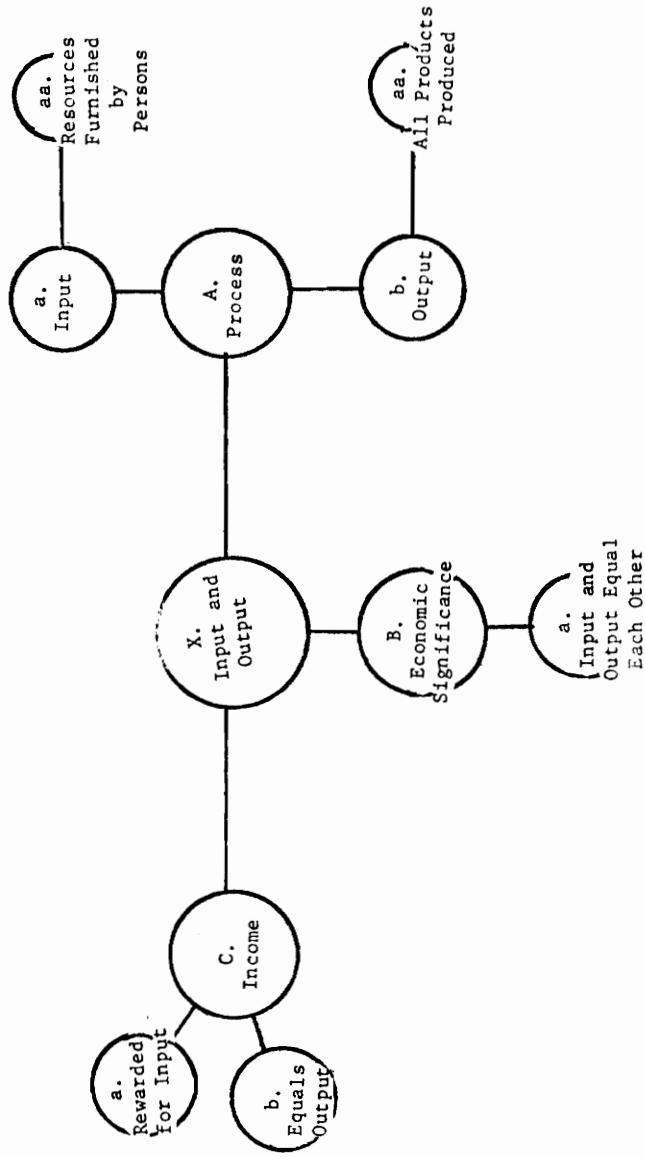
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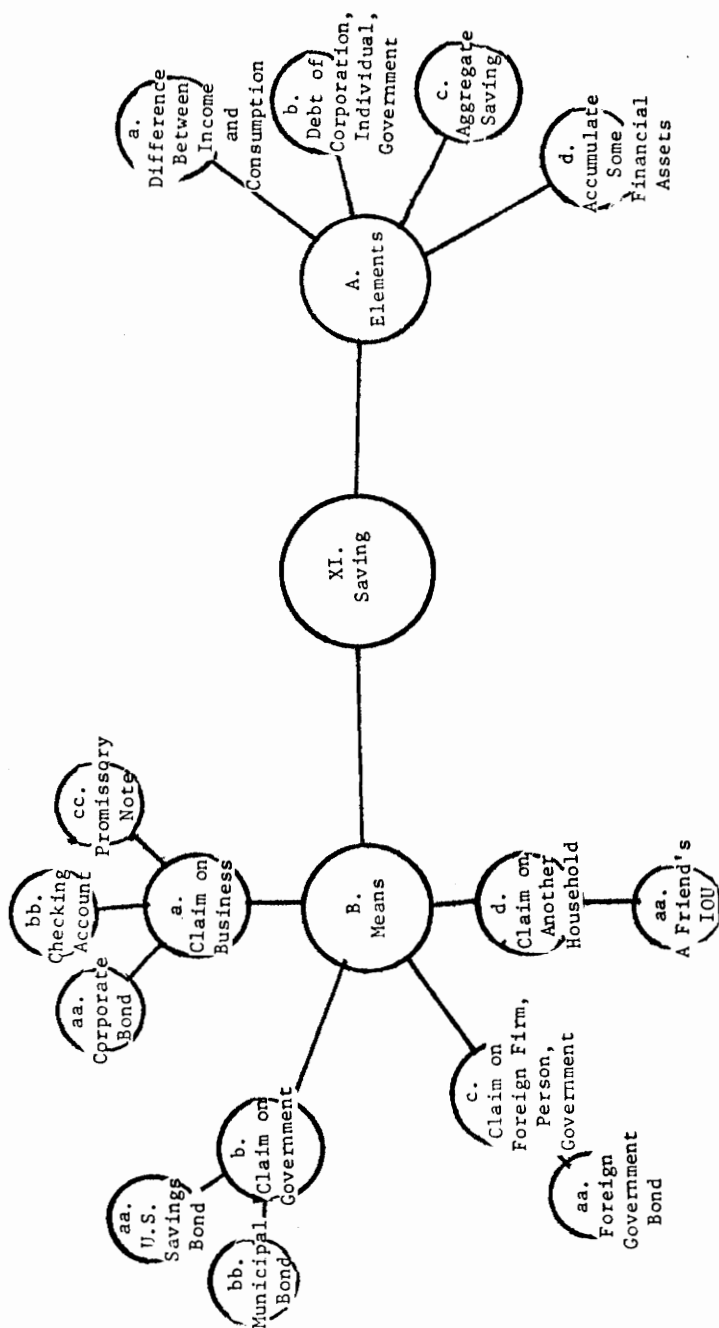
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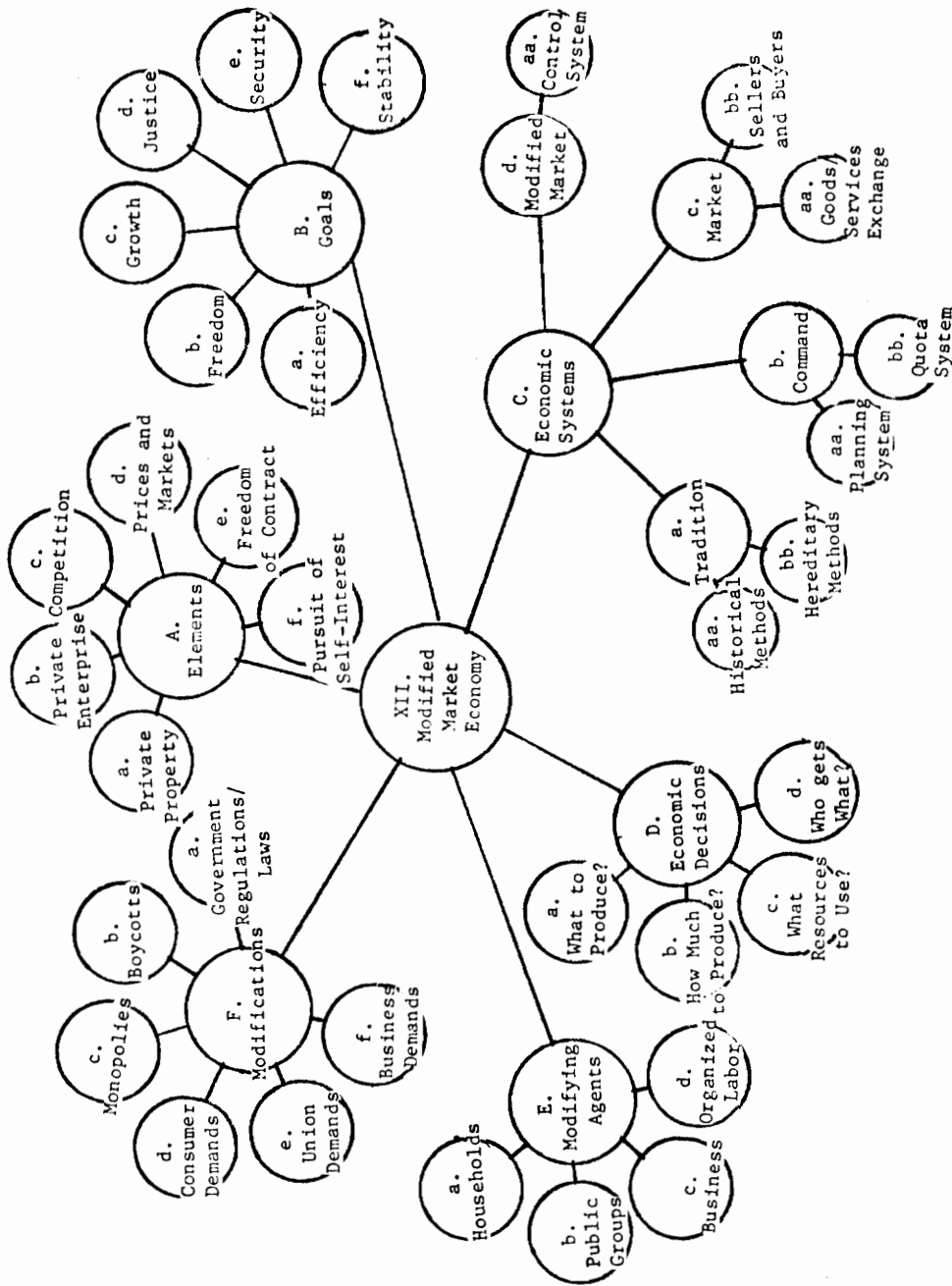
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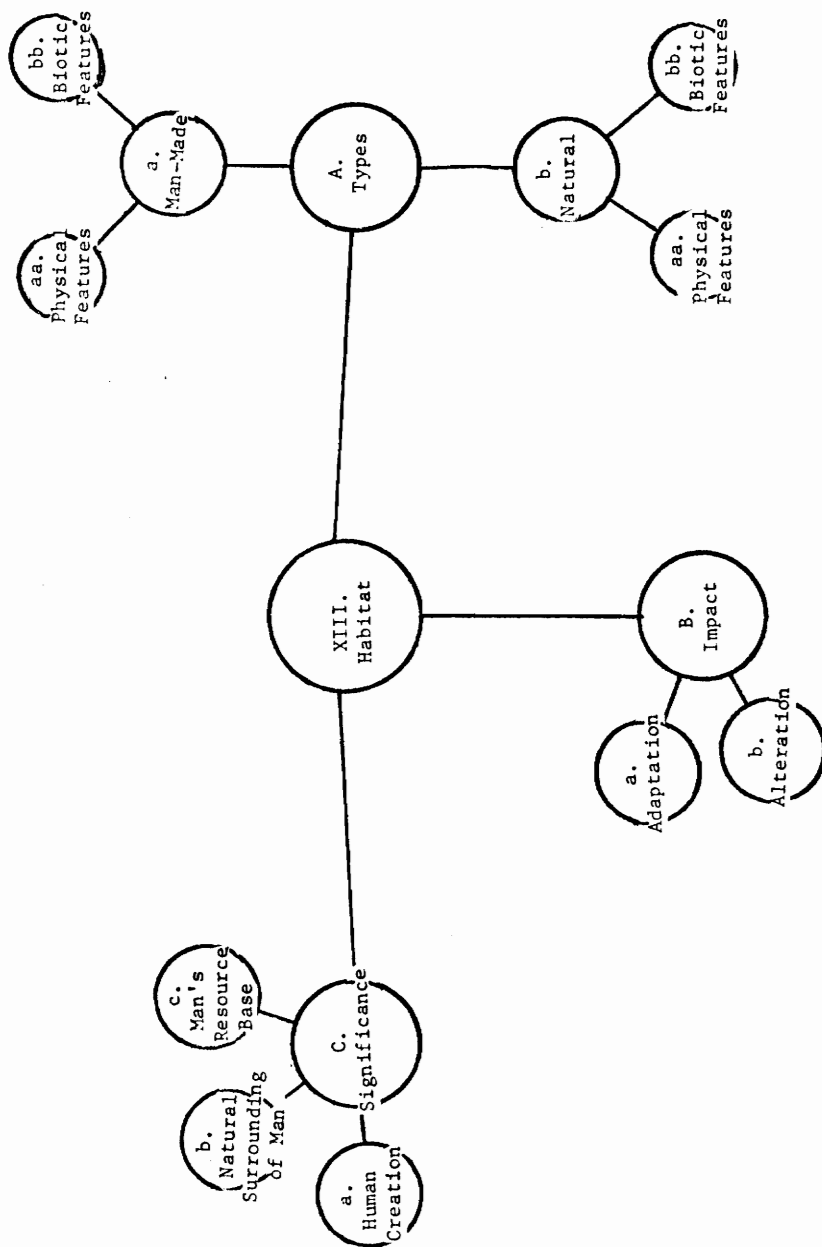
Coded Concept Model of Input and Output



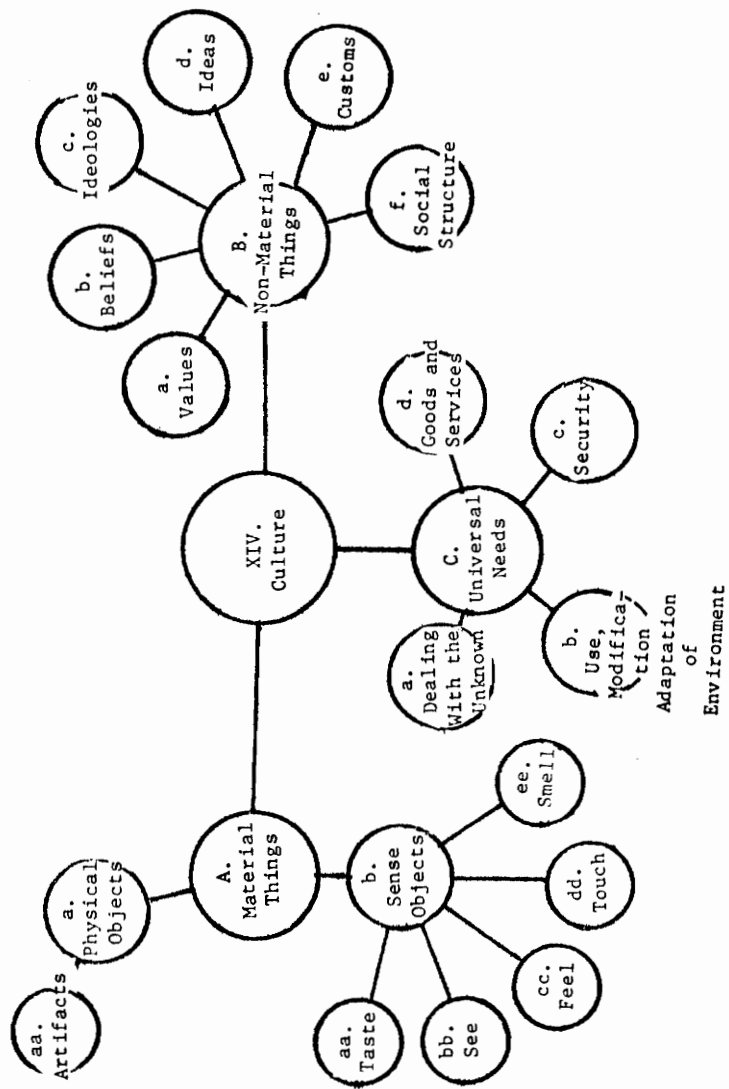
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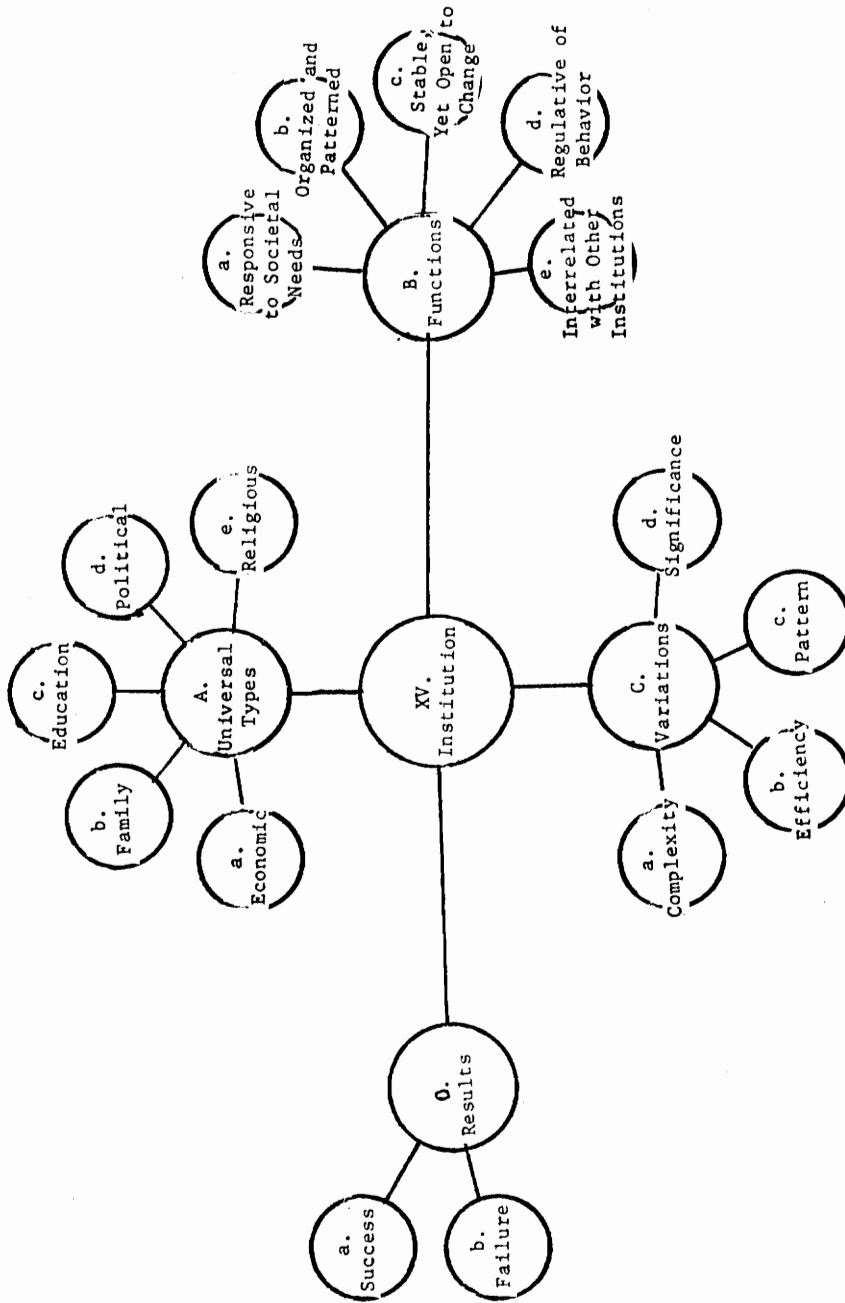
Coded Concept Model of Modified Market Economy



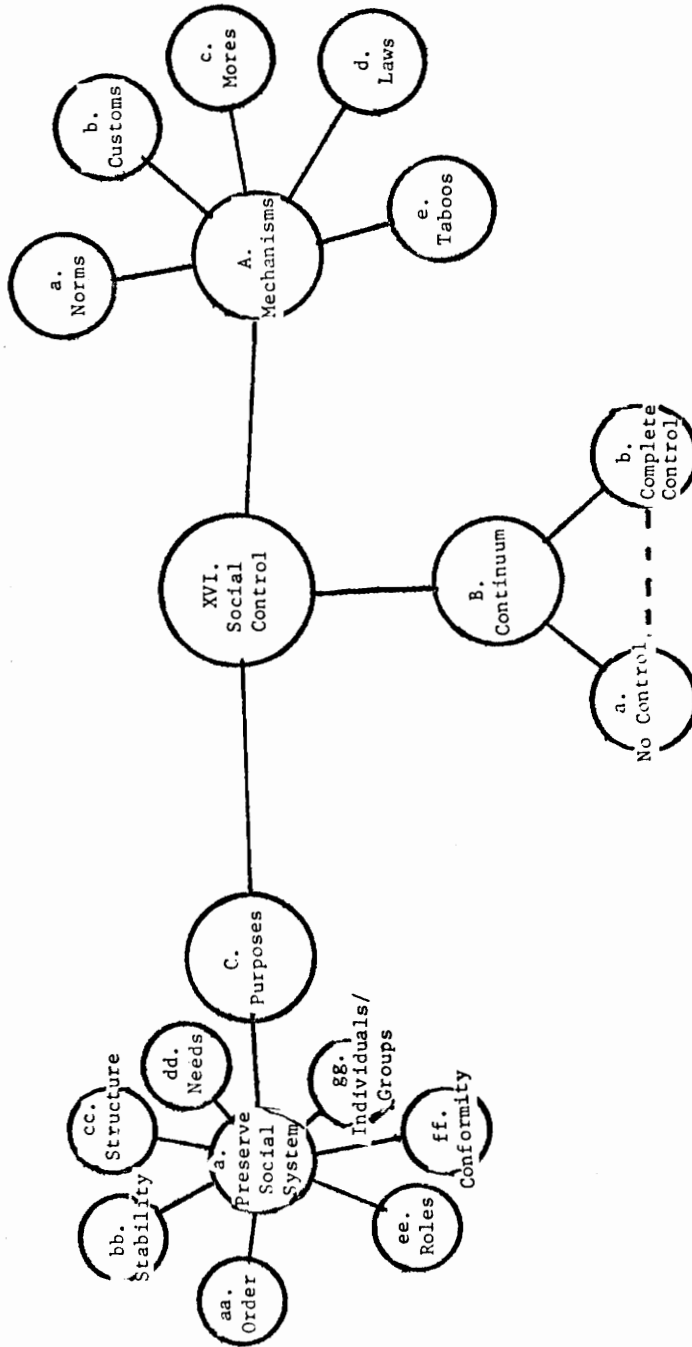
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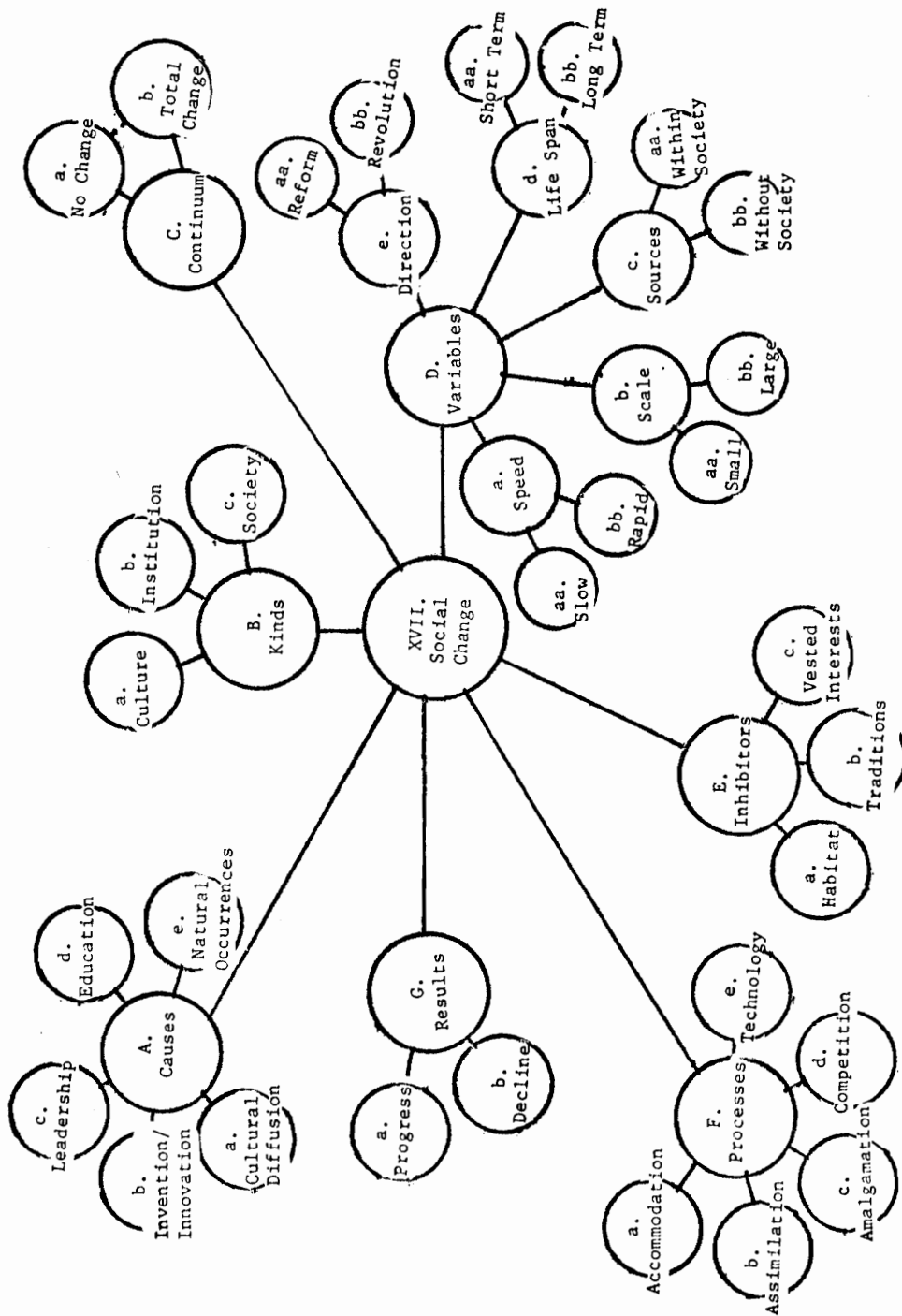
Coded Concept Model of Culture



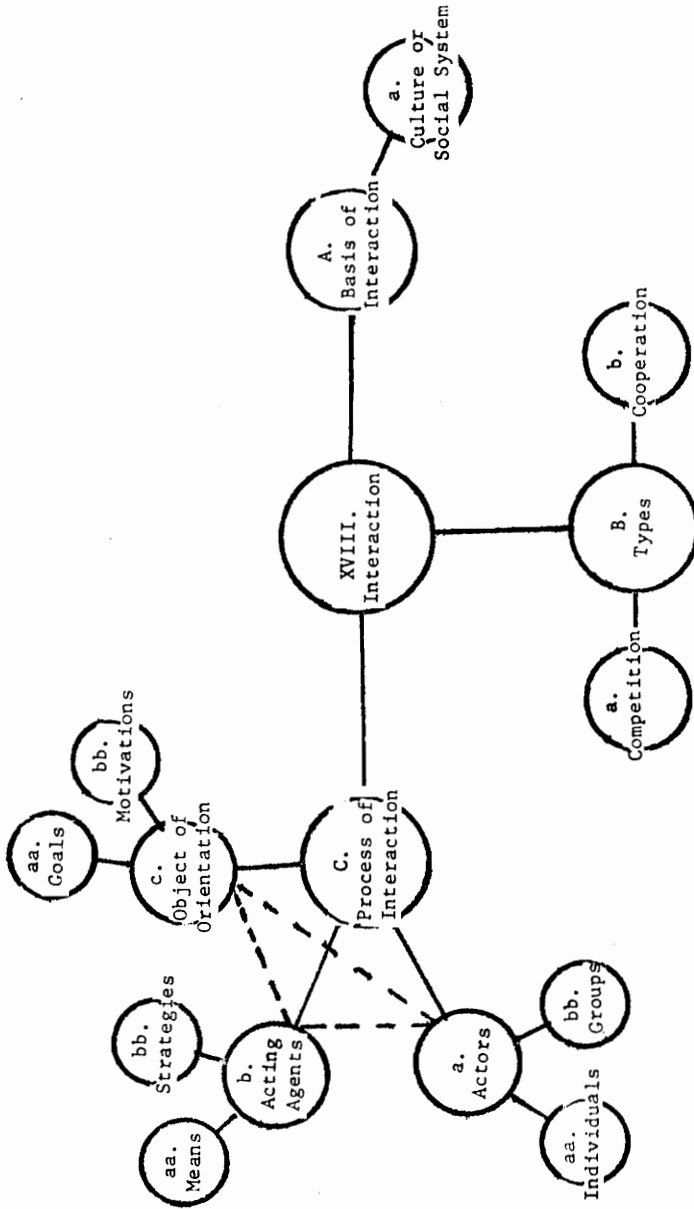
Coded Concept Model of Institution



Coded Concept Model of Social Control



Coded Concept Model of Social Change



Coded Concept Model of Interaction

APPENDIX B

Concept Analysis Data Work Sheet

Concept Analysis Data Work Sheet

Sheet No. 1
Code 1

Textbook The Impact of Our Past

Concept Conflict Code II
Main Category Results Code E
Sub-Category Constructive Code a
Element Cooperation Code cc

Page	How Introduced ^a	Degree of Description ^b
172-173	4	1
580	4	1
764-770	1	1

^aLegend for How Introduced

- 1 - Chapter Sub-Heading
- 2 - Cartoon
- 3 - Map
- 4 - Picture
- 5 - Table
- 6 - Graph

^bLegend for Degree of Description:

- 1 - Major Treatment
- 2 - Minor Treatment

APPENDIX C

Chapter Sub-Heading and Sub-Sub-Heading Illustration

I. WHAT SHOULD OUR FOREIGN POLICY BE AFTER WORLD WAR II?

Chapter Sub-Heading

Allies Become Foes—Why? Sub-Sub-Heading

The United States and the Soviet Union were allies in World War II. But when the war ended, this partnership turned into hostility. The two nations began to prepare for possible war against each other. Each began building new military bases, signing defense treaties with other countries, strengthening its armed services, and piling up stores of thermonuclear bombs.

Why did this change come about?

In part, this change occurred because of the great differences in the forms of government and business systems of the two nations. Each began to fear that the other was a threat to its existence. The more immediate cause, however, was Russian behavior. After the war, the Soviet Union took a course of action which frightened its former allies.

The Threat of Russian Expansion Sub-Sub-Heading

The Soviet Union is a Communist dictatorship in which the only legal political party is the Communist party. It selects candidates for public office and it runs the government. All industry is owned by the government. No one makes private profit from industry. The types of goods to be made, their quantity and quality, are matters largely decided by government. Civil rights—freedom of speech, of religion, of political choice—are severely limited.

During the closing months of World War II, Russian troops smashed the German invasion of their country and drove the Nazi forces into retreat. As the German armies collapsed everywhere, Russian troops replaced German occupation forces. The Russians took over Austria, Hungary, Poland, Bulgaria, Romania, and set up Communist governments in them. When the war ended, Russian troops remained in these countries. Free elections were supposed to be held. This had been agreed on at the Yalta Conference by Roosevelt, Stalin, and Churchill. But the agreement was ignored. The conquered nations remained under Soviet control.

621

Decisions in United States History, Ginn and Company
(Xerox), 1972.

APPENDIX D

Substantive Concept Analysis Data Summary Sheet

Substantive Concept Analysis Data Summary Sheet

Coded Textbook:	1	2	3
Total Concepts Described	<u>14</u>	<u>17</u>	<u>15</u>
Total Concepts Omitted	<u>4</u>	<u>1</u>	<u>3</u>
Total Main Categories Described	<u>38</u>	<u>44</u>	<u>39</u>
Total Main Categories Omitted	<u>28</u>	<u>22</u>	<u>27</u>
Total Sub-Categories Described	<u>82</u>	<u>100</u>	<u>86</u>
Total Sub-Categories Omitted	<u>158</u>	<u>140</u>	<u>154</u>
Total Elements Described	<u>33</u>	<u>50</u>	<u>38</u>
Total Elements Omitted	<u>97</u>	<u>80</u>	<u>92</u>

VITA

The author was born in Oneida, Tennessee, on July 7, 1945, the son of Freela W. King and Virgil Lawson. He was graduated from Tecumseh High School in New Carlisle, Ohio, in June, 1964. He received the Bachelor of Arts Degree in History from Eastern Kentucky University in May, 1968. He was awarded the Master of Arts Degree in History by the University of Dayton in April, 1971. He entered Virginia Polytechnic Institute and State University in September, 1974 to study Educational Supervision.

The author taught American history, American government and psychology for six years at Northeastern High School in Springfield, Ohio. While at Virginia Polytechnic Institute and State University, he has been a Graduate Teaching Assistant in charge of supervising social studies student teachers.

He was co-contributor to Mastering the Art of Winning Tennis: The Psychology Behind Successful Strategy (1974).

The author holds memberships in the following fraternities and organizations: Phi Delta Kappa, Kappa Delta Pi, Phi Kappa Phi, Phi Alpha Theta, Pi Kappa Alpha, Virginia Council for the Social Studies, National Council for the Social Studies and the American Psychological Association-Teacher Affiliates.


Kenneth Ray Lawson

A CONCEPT ANALYSIS OF MIDDLE SCHOOL
AMERICAN HISTORY TEXTBOOKS

by

Kenneth Ray Lawson

(ABSTRACT)

The purpose of this study was to conduct a concept analysis of middle school American history textbooks to determine the extent to which the substantive concepts developed by the Syracuse University Social Studies Curriculum Center are included. Each of the eighteen concepts was modeled and applied to three textbooks in a concept analysis system. The two sub-problems of this study concerned the number of Syracuse substantive concepts included in each textbook and the degree of treatment--major and minor--that each concept received in the textbooks.

Previous research indicated no studies had used a concept analysis system based on model building, had analyzed the Syracuse concepts or had modeled the individual concepts used in the analysis system. The literature review focused on four areas: the development of the Syracuse Center and its concepts, concepts and concept development, model building and textbook analysis.

The concept analysis system employed the following main procedures:

1. Read each textbook page by page.

2. Determine the concept which is the major focus of the chapter sub-heading, sub-sub-heading or illustration.

3. Look for the possible main categories, sub-categories and elements included in the central concept.

4. Make necessary codings on the Concept Analysis Data Work Sheet.

Four conclusions were reached by this study. First, the concepts received a lack of comprehensive coverage in the textbooks. Second, most of the central concepts were included in the textbooks, but they were not reinforced after the initial presentation. Third, pictures were the most often selected illustration in the textbooks. They were generally used as reinforcers of the central concept. Fourth, the previous research, although unlike this concept analysis system, had indicated an inadequate inclusion and treatment of the broad concepts investigated. This study tended to support these previous research findings.

The findings of this study can be used by teachers to improve concept teaching or development with students, by writers of concept-oriented materials as a tool for analyzing their textbooks or other materials for concept presentation, omission and areas of needed concept reinforcement, by curriculum committees as an evaluation instrument for determining the conceptual adequacy of textbooks and other materials considered for adoption, and by the educational profession in considering the potential of model building as a tool

of curriculum design, development and evaluation. In addition, suggestions for further research are presented.