

GUIDELINES FOR THE SELECTION OF AMERICAN HISTORY TEXTBOOKS

by 4589

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

On July 28, 1967, the President of the United States established a Commission on Civil Disorders following a summer of unprecedented racial riots. The Commission was directed to find out what happened, why it happened, and what could be done to prevent it from happening again.¹

The following year, March, 1968, Governor Otto Kerner of Illinois, chairman of the Commission on Civil Disorders, released the Commission's study on the causes and remedies for civil disorders in America. The report stated that the country was moving toward two separate and unequal societies--one black, one white--with disastrous consequences to American life and its democratic institutions.²

Today we are still a nation of two societies, black and white, increasingly separate and scarcely less unequal. Many concerned people stand in the debris and ask, "Where do we go from here?"

I. THE PROBLEM

Statement of the problem. The purpose of the study was to:

- (1) develop a measuring device to evaluate American history textbooks;

¹*Report of the National Advisory Commission on Civil Disorders* (New York: Bantam Books, Inc., 1968), p. 1.

²*Ibid.*

(2) establish the reliability of the self-constructed measuring device by comparing it to one adopted by the Kansas State Department of Education; and (3) conduct a survey and evaluation of American history textbooks used in the public secondary schools in Salina, Kansas, to determine whether or not they recognize the role and accomplishments of the Negro in American history.

Hypothesis. This study concerned itself with the following hypothesis: The public secondary schools in Salina, Kansas, do not recognize the role of the Negro in American history in their selection of history textbooks.

Importance of the study. The idea of integrating the role and achievements of the Negro into American history textbooks rested on two implicit assumptions: (1) that white children who know the facts of black history would change their attitudes toward blacks; and (2) that black children could be made to feel they belong significantly to their community, and indirectly, to society and the world. Both assumptions may or may not be correct. Knowledge about the past probably will not magically transform America into an egalitarian society. Nevertheless, knowledge about the past should be used to contribute to the attainment of an egalitarian society. All Americans should be able to take pride in their historic past and develop what talents they possess. This, in turn, would enable them to contribute to a heritage that is truly democratic and pluralistically American.

Limitations and delimitations. It was not within the scope of this study to advocate Negro history as a separate subject. Nor was any

attempt made to include other minority groups. The writer, therefore, limited the study to a survey and analysis of a sampling of American history secondary textbooks used in Salina, Kansas, over a twenty-year period, to determine whether or not they include the role of the Negro in American history.

The reference materials for this study were obtained from Marymount College, Kansas Wesleyan University, and the Salina Public Libraries, Salina, Kansas; and from the Kansas State University Library, Manhattan, Kansas.

II. DEFINITIONS OF TERMS USED

The following terms as used in this study are defined for the purpose of clarification.

Negro. There is no general legal definition of the term "Negro" in the United States although a number of states have defined the term by general statute. The general concept of a Negro in the United States is a person with enough African blood to be identified on sight as being not white, or one who, although fair enough to be thought white, identifies himself as a Negro.³ The term as used in this study refers to the American Negro.

Civil Rights. The term "civil rights" has many meanings. In this study it refers to all safeguards extended to persons and property

³*The Negro Handbook* (Chicago: Johnson Publishing Co., Inc., 1966), p. 3.

by the Constitution and federal legislation.⁴ In these documents rights are guaranteed to *all* persons.

⁴Albert B. Saye, Merritt B. Pound, and John F. Allums, *Principles of American Government* (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1966), p. 89.

CHAPTER II

REVIEW OF THE LITERATURE

The Declaration of Independence, occasionally referred to as the birth certificate of the American Nation, proclaims boldly: "We hold these truths to be self-evident, that all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness."

Yet, as the bell tolled for independence, Negro slavery and discrimination were blessed by law and custom. Slave codes, designed to protect property rights and white society, were passed by many Southern state legislatures. They varied in character, but certain provisions were common to many. Slaves were forbidden to hold property, to leave their master's premises without permission, or to be out after dark. The codes prohibited teaching them to read or write, and denied the right of a slave to testify in court against a white person. They contained no provisions to legalize slave marriages or divorces.⁵ "When independence was won," wrote Roger Butterfield, "black Americans had to start their own separate struggle for freedom and equality."⁶

One of the goals of the American people has been to narrow the

⁵Kenneth M. Stampp, *The Peculiar Institution* (New York: Random House, 1956), pp. 192-236.

⁶Roger Butterfield, "The Search for a Black Past," *Life*, November 22, 1968, p. 91.

gap between the promise and fulfillment of equality. The journey to full equality by a heterogeneous society with a long history of racial discrimination has not been easy. Today, when the struggle for freedom and equality has become one of the critical social issues of our times, there is an urgent attempt to understand its background. "That struggle is the central theme of Negro history and, hence, a central theme of American history."⁷

That the dream of freedom and equality is yet a dream and that fulfillment of this dream is still distant are evident from the review of literature which follows.

Historical Review of the Civil Rights Movement

The investigator attempted to trace the American tradition of equality from its earliest formulation in the Declaration of Independence to the civil-rights problems of the 1960's. The aim of the brief historical discussion that follows was to show how deeply racial discrimination has permeated American culture, law, and politics.

When the national union was being constructed, the Founding Fathers remained silent about the standard of equality found in the Declaration of Independence. Thus, the word "equality" does not appear in any reference to persons in the Constitution. Instead, a concept of inequality was written into that document. For the purposes of taxation and representation in the lower House of Congress, five slaves were equal to three white men. If a Negro slave ran away, the Constitution provided

⁷*Ibid.*

he be returned to his master. The importation of slaves was not to end until 1808.⁸

Article I.

Section 2. (3) Representatives and direct taxes shall be apportioned among the several States which may be included within this Union, according to their respective numbers, *which shall be determined by adding to the whole number of free persons, including those bound to service for a term of years, and excluding Indians not taxed, three-fifths of all other persons.*

Article IV.

Section 2. (3) No person held to service or labor in one State, under the laws thereof, escaping into another, shall, in consequence of any law or regulation therein, be discharged from such service or labor, but shall be delivered up on claim of the party to whom such service or labor may be due.

Article I.

Section 9. (1) The migration or importation of such persons as any of the states now existing shall think proper to admit shall not be prohibited by the Congress prior to the year one thousand eight hundred and eight.

The national experience with the problem of equality began when the framers of the Constitution distinguished between free persons and those not free. A tradition of unequal treatment and second-class citizenship for Negroes was established. A double standard had been born, and seventy-four years later the nation entered the Civil War with the crisis between slavery and freedom at the heart of the conflict.⁹

Reconstruction brought a brief period of egalitarianism that included the Negro. While the Emancipation Proclamation in 1863 declared

⁸ Carl Van Doren, *The Great Rehearsal* (New York: Viking Press, 1948), pp. 119-157.

⁹ Kenneth M. Stamp, *And the War Came* (Chicago: University of Chicago Press, 1950), p. 2.

slaves in the seceded states to be free,¹⁰ it was the Thirteenth Amendment, adopted in 1865, which outlawed slavery everywhere in the United States. The Fourteenth Amendment, adopted in 1868, declared:

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

The Fifteenth Amendment, ratified in 1870, provided that the right to vote could not be abridged by either the federal government or state governments "on account of race, color, or previous condition of servitude."

All three Civil War amendments gave Congress the power to enforce their provisions by appropriate legislation. In the decade after the Civil War, Congress passed a series of laws to safeguard the position of the newly freed Negro. The last of these, the Civil Rights Act of 1875, forbade owners of public conveyances, hotels, and theaters to deny service to persons because of "race or color." The act also required equality in jury service.¹¹

Between 1883 and 1941 the nation returned to the double standard. Two Supreme Court rulings helped to bring this situation about. In the *Civil Rights Cases* (1883) the Court took the position that the Fourteenth Amendment prohibited *states* from discriminating against people on account of color but did not restrict *private individuals or organizations* from

¹⁰ Henry Steele Commager (ed.), *Documents of American History*, I (New York: Appleton-Century-Crofts, 1963), p. 420.

¹¹ *Ibid.*, p. 536.

practicing segregation. "It is State action of a particular character that is prohibited. Individual invasion of individual rights is not the subject matter of the amendment."¹² Thus, Congress was stripped of any power to correct or to punish individual discriminatory action. Only state action was subject to the amendment.

In *Plessy v Ferguson* (1896), the Court held that a Louisiana statute requiring segregation of the races on public carriers did not violate the Fourteenth Amendment. The Court stated:

The object of the amendment was undoubtedly to enforce the absolute equality of the two races before the law, but in the nature of things it could not have been intended to abolish distinctions based upon color, or to enforce social, as distinguished from political equality, or a commingling of the two races upon terms unsatisfactory to either. If separation of the races was enforced by law, it did not mean that Negroes were stamped with the 'badge of inferiority.' If this be so, it is not by reason of anything found in the act, but solely because the colored race chooses to put that construction upon it.¹³

With these decisions, rigid racial segregation and discrimination began to be established in public accommodations, voting, housing, education, the administration of justice, employment, and the national military service.¹⁴

The period 1941 to 1963 saw the fall of the double standard and the elevation of the American Negro to a plane of *legal* equality with the whites. During this period the Supreme Court and the Executive Branch became critical of segregation and social discrimination. In a series of rulings the Court outlawed racial discrimination in Southern Democratic primaries on the ground that the primary was an integral part

¹² *Ibid.*

¹³ *Ibid.*, p. 628.

¹⁴ *Report of the National Advisory Commission on Civil Disorders* (New York: Bantam Books, Inc., 1968), pp. 214-215.

of the official electoral process (*Smith v Allwright*, 1944);¹⁵ it struck down segregation of passengers in interstate travel as a "burden on interstate commerce" (*Morgan v Virginia*, 1946);¹⁶ it held that it would be unconstitutional for federal or state courts to uphold covenants containing racial or religious restrictions because doing so would constitute "government action" (*Shelley v Kraemer*, 1948);¹⁷ and the Court ruled that hereafter federal courts would demand genuine equality in the separate schools provided for Negroes (*Sweatt v Painter*, 1950).¹⁸

An important step forward in the civil-rights movement was the authorization in 1946 of the President's Commission on Civil Rights.¹⁹ Its report in 1947, *To Secure These Rights*, surveyed American civil-rights practices and called for wide-scale remedies to fulfill American ideals.²⁰

Reflecting the recommendations of the commission, President Harry S. Truman issued an executive order in 1948, ending "separate but equal" recruiting, training, and service in the United States Army.²¹ Another executive order in 1948 declared that federal jobs were to be distributed without regard to race, color, religion, or national origin.²²

¹⁵ Alpheus Thomas Mason and William M. Beaney, *American Constitutional Law* (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1968), p. 410.

¹⁶ *Ibid.*, p. 207.

¹⁷ *Ibid.*, p. 413.

¹⁸ *Ibid.*, p. 415.

¹⁹ Executive Order 9808, *Federal Register*, Vol. XI, 1946 (Washington: Government Printing Office, 1947), p. 14153.

²⁰ President's Committee on Civil Rights, *To Secure These Rights* (New York: Simon and Schuster, 1947), pp. 151-173.

²¹ Executive Order 9981, *Federal Register*, Vol. XIII, 1948 (Washington: Government Printing Office, 1949), p. 4313.

²² Executive Order 9980, *Federal Register*, Vol. XIII, 1948 (Washington: Government Printing Office, 1949), p. 4311.

In 1954 the Supreme Court met the issue of segregation head-on in the case, *Brown v Board of Education of Topeka*. In an unanimous decision the Court made its position clear in the following unequivocal statement:

. . . Segregation of white and colored children in public schools has a detrimental effect upon the colored children. The impact is greater when it has the sanction of the law; for the policy of separating the races is usually interpreted as denoting the inferiority of the Negro group.²³

The Court had spelled out what the rights of Negroes were, but what the civil-rights cause needed was national legislation. After being silent on the issue for nearly eighty years, Congress responded to Negro pressure with two bills in 1957 and 1960. The main provisions of the Civil Rights Act (1957) were: (1) the Attorney General of the United States was empowered to apply Federal Court injunctions against any violation of individual voting rights; (2) federal-district courts were given jurisdiction over the proceedings without being required to wait until state remedies had been exhausted; (3) the United States Civil Rights Commission was created, a bipartisan body authorized to investigate reports of civil-rights denials and to appraise federal government policies to protect these rights; and (4) creation of Civil Rights Section in the Justice Department was authorized.²⁴

Congress passed another Civil Rights Act in 1960 which allowed federal voting referees to be appointed by federal-district courts where a "pattern or practice" of discrimination was found. These referees were given the power to order the admission of qualified voters to the

²³ Commager (ed.), *op. cit.*, Vol. II, p. 621.

²⁴ *United States Statutes at Large: 1957*, Vol. II, p. 621.

voting polls.²⁵

Desegregation progressed slowly throughout the 1950's. By the middle of the decade desegregation appeared to reach a standstill due to deep southern hostility. Many people, white and black, began to consider the possibility of taking matters into their own hands by "direct action." These campaigns were in large part the development of non-violent protest techniques.²⁶

In 1956 the Negroes of Montgomery, Alabama, began to boycott the bus lines of the city. Under the leadership of the Reverend Dr. Martin Luther King, Jr., the "boycott" became an effective civil-rights weapon.²⁷ February, 1960, Negroes were refused service at a lunch counter in Greensboro, North Carolina. They remained in their seats until the store closed. This was the beginning of the "sit-in" movement.²⁸ As direct action by Negroes and their white supporters mounted, an even more dramatic attack on segregation and discrimination was undertaken by the Congress of Racial Equality (CORE) in May, 1961. CORE sent the "freedom-riders" through the South to test segregation laws and practices in interstate commerce--practices clearly illegal under Supreme Court rulings.²⁹

²⁵ *Ibid.*, 1960, Vol. LXXIV, p. 86.

²⁶ Martin Luther King, Jr., "Letter from Birmingham Jail: April 16, 1963," *Afro-American History: Primary Sources*, Thomas R. Frazier, ed., (New York: Harcourt, Brace and World, Inc., 1970), pp. 392-404.

²⁷ Martin Luther King, Jr. and Grover C. Hall, Jr., "Alabama's Bus Boycott: What It's All About," *United States News and World Report*, August 3, 1956, pp. 82-89.

²⁸ *New York Times*, February 3, 1960, p. 22.

²⁹ *Ibid.*, May 15, 1961, p. 1.

The period from 1963-69 was a highly turbulent one in which Negro demonstrations protested against the discrimination that persisted in employment, housing, public accommodations and education. War was declared on segregation in 1963. Lerone Bennett, Jr., wrote:

It was the one hundredth year of Negro emancipation and year one of the Negro Revolution. . . . It was a year of water hoses and high-powered rifles, of struggles in the streets and screams in the night, of homemade bombs and gasoline torches, of snarling dogs and widows in black. It was a year of passion, a year of despair and a year of desperate hope.³⁰

The first area of protest, because of its symbolic importance, was continuing segregation in American education. Although nine years had passed since the Brown decision, integrated schools in the South reflected the triumph of tokenism. Only four-tenths of one percent of Negro children in the deep South in 1963 were in integrated schools, and in three states not a single Negro child was enrolled in a white school.³¹

The problem of school segregation in the South in the mid-sixties was matched by growing *de facto* segregation in other parts of the country. For, the population shifts that were rapidly producing Negro cities and white suburbs were simultaneously leading to almost totally separate schools for whites and Negroes. In 1966, 65 percent of all Negro first-grade students in the United States attended a school that was 90 percent or more Negro, while 80 percent of white first-graders attended schools

³⁰ Lerone Bennett, Jr., *Before the Mayflower* (Chicago: Johnson Publishing Company, 1966), p. 327.

³¹ Southern Education Reporting Service, *Statistical Summary of School Segregation--Desegregation in the Southern and Border States, 1963-64*, p. 63.

that were 90 to 100 percent white.³² In 1966 in Baltimore, 92.3 percent of the elementary school Negroes were in schools composed mostly of Negroes, while 67 percent of the white students were in schools that were 90 percent or more white. In Pittsburgh the percentage of Negroes in mostly Negro schools increased from 57 percent in 1950 to 82.8 percent in 1965; in Cincinnati it rose from 70.7 percent in 1960 to 88 percent in 1965.³³

The protest campaign reached a climax in 1963 in the confrontation between Dr. Martin Luther King, Jr., and the police of Birmingham, Alabama, when King failed to get Birmingham city officials to pursue a "minimum program" of racial justice. The demonstrators were brutally swept off the streets by high-pressure fire hoses and snarling police dogs. Pictures of Negroes being subjected to this treatment were flashed around the world via newspapers, magazines, and television. Dr. King was arrested and jailed.³⁴

On August 28, 1963, to symbolize a new spirit of unity among Negroes and their supporters, 200,000 marchers assembled in Washington, D.C., to serve notice to white communities that militancy would increase; to demand a strong, omnibus federal civil-rights law; and to demand remedial action by local and state governments throughout the South.³⁵

In response to these demands a comprehensive Civil Rights Act

³²United States Civil Rights Commission, *Racial Isolation in the Public Schools*, Vol. I, 1967 (Washington: Government Printing Office, 1968), p. 2.

³³*Ibid.*, pp. 4-6.

³⁴*New York Times*, May 4, 1963, p. 1.

³⁵*Ibid.*, August 29, 1963, p. 1.

was passed in 1964. The major provisions of this act were: (1) to prohibit racial discrimination in all public accommodations affecting interstate commerce and all publicly operated facilities; (2) to create a federal Fair Employment Practices Commission to enforce standards of fair employment in business and labor unions with more than a hundred employees; (3) to authorize the executive to halt federal funding of state or private programs where racial discrimination exists; (4) to prevent voting registrars from adopting different standards for white and Negro applicants and to require literacy tests to be in writing; and (5) to authorize the Attorney General to bring enforcement suits against public-accommodations owners who discriminate and on behalf of the persons whose constitutional rights have been violated in school segregation, or similar cases.³⁶

The gap between blacks and whites continued to increase during the mid-sixties. Violence reached into university and college campuses. Militant students, in revolt against authority, disrupted classes, damaged school property, staged riots and demonstrations. Minority groups supported Negro-student demands for more Negro professors and courses in Negro subjects.³⁷

As the spring of 1969 drew near, student violence spread from college campuses to secondary schools across the nation. S. I. Hayakawa, acting president of San Francisco State College, which had been racked

³⁶ *United States Statutes at Large: 1964, Vol. LXXVIII* (Washington: Government Printing Office, 1965), p. 241.

³⁷ "On the Campus: Unrest, Race Trouble, Strikes," *U.S. News and World Report*, January 20, 1969, p. 4.

by student violence, warned that "revolutionary disruption" could be expected to spread to secondary schools.³⁸ Negro leaders throughout the country demanded changes in college and high-school curricula that would include black history.³⁹

Role of Education in Combating Prejudice

The Supreme Court's decision in *Brown v Board of Education of Topeka* (1954) was an important and historic reaffirmation of America's commitment to equal education for all. Yet, today, more than a decade later, equal education remains a goal and not an achievement.⁴⁰

According to the Kerner Commission:

. . . education in a democratic society must equip children to develop their potential and to participate fully in American life. . . . for many minorities . . . the schools have failed to provide the educational experience which could overcome the effects of discrimination and deprivation.⁴¹

This failure is one of the persistent sources of grievance and resentment within the Negro community. Because Americans attach great value to education, educated persons generally enjoy higher social status and more economic security than those who have not attained distinction in academic achievement.⁴² This is especially true among Negroes, for

³⁸"Now It's High School Students on a Rampage," *U.S. News and World Report*, March 24, 1969, p. 8.

³⁹"Another Year of Violence?" *U.S. News and World Report*, January 6, 1969, p. 64.

⁴⁰Thomas L. Millard, "The Negro in America," *The Clearing House*, Vol. 40, No. 1, September, 1965, p. 38.

⁴¹*Report of the National Advisory Commission on Civil Disorders* (New York: Bantam Books, Inc., 1968), p. 424.

⁴²John P. Davis (ed.), *The American Negro Reference Book* (Chicago: Educational Heritage, Inc., 1966), p. 259.

whom a good education serves to enhance self-respect; it also helps to discredit the doctrine of racial inferiority which has traditionally embarrassed and penalized Negroes.⁴³

Nevertheless, advances in educational opportunities have been made since the Supreme Court decision in 1954. By the fall of 1963, more nonwhite students attended integrated classes in elementary and secondary schools, colleges and universities than ever before. For the 1963-1964 academic year, racial barriers were dropped in at least 150 school districts which had been segregated in the previous year.⁴⁴

Despite these advances and the emphasis Negro leaders have placed upon academic attainment as the key to security, social status, and dignity, Negroes still lag behind white people in the attainment of a good education.⁴⁵ According to the Coleman Report, Negro students fall further behind whites with each year of school completed. For example, in the metropolitan Northeast, Negro students, on the average, begin the first grade with somewhat lower scores on standard achievement tests than whites. They are about 1.6 grades behind by the sixth grade; they fall 3.3 grades behind the white students by the twelfth grade.⁴⁶

Negro leaders gave many reasons why their people rank lower than

⁴³Daniel C. Thompson, *The Negro Leadership Class* (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1963), p. 141.

⁴⁴*The Negro Handbook* (Chicago: Johnson Publishing Company, 1966), p. 119.

⁴⁵Thompson, *op. cit.*, p. 142.

⁴⁶James Coleman, *Equality of Educational Opportunity*, United States Office of Education (Washington: Government Printing Office, 1966), p. 20.

whites in the level of education attained. Among the most feasible reasons were: (1) low income status; (2) limited range of occupational opportunities; (3) segregation; and (4) inadequate educational facilities and supplies.⁴⁷ The Advisory Commission on Civil Disorders reported that Negro students have fewer books per pupil in their libraries; their textbooks are less often in sufficient supply. Until recently, few texts featured any Negro personalities. Only a few of the books used, or courses offered, reflected the harsh realities of ghetto life, or the contributions of Negroes to the country's culture and history. This failure to include materials relevant to their own environment has made students skeptical about the utility of what they are being taught. This, in turn, reduces their motivation to learn.⁴⁸

In order to close the gap between education for blacks and whites, and to bring the Negro into the mainstream of social and economic life and thus move into the kind of heterogeneous society we profess to be, the Advisory Commission on Civil Disorders recommended the adoption of the following educational practice: "Recognition of the history, culture, and contribution of minority groups to American civilization in the textbooks and curricula of all schools."⁴⁹

Black students in high schools and colleges throughout the country are insisting upon the teaching of black history in the curricula of the nation's schools. The purpose is to help Negro youth establish an identity with their African origins. They must be given a sense of

⁴⁷Thompson, *op. cit.*, p. 143.

⁴⁸*Report of the National Advisory Commission on Civil Disorders* (New York: Bantam Books, Inc., 1968), p. 434.

⁴⁹*Ibid.*, p. 447.

security as they face the new trend of being included in the mainstream of life. They must be taught racial pride; they must be made aware of the country; they must be given a faith in a future that will mean acceptance to them for the contributions they expect to make and the achievements they will strive to complete.⁵⁰

President John F. Kennedy wrote:

There is little that is more important for an American citizen to know than the history and traditions of his country. Without such knowledge, he stands uncertain and defenseless before the world, knowing neither where he has come from nor where he is going. With such knowledge, he is no longer alone but draws a strength far greater than his own from the cumulative experiences of the past and a cumulative vision of the future.⁵¹

Today, a new version of American history is emerging in the nation's classrooms. Just as the Negro's place in American life is now changing, so is his place in American history. The true role of the Negro in the country's past is beginning to unfold. Like other aspects of the nation's life, history is now being desegregated. Historians are sparing no effort to include the Negro, his origins, and his role in building America.⁵²

⁵⁰Dharathula M. Millender, "Selecting Children's Books: Time for Some Changes," *Changing Education* (Chicago: American Federation of Teachers, 1966), p. 12.

⁵¹John F. Kennedy, "On History," *American Heritage*, Vol. XV, No. 2 (New York: American Heritage Publishing Co., 1964), p. 3.

⁵²Benjamin Quarles, "What the Historian Owes the Negro," *Saturday Review*, XLIX, September 3, 1966, p. 10.

Role of the Textbook in Combating Prejudice

Violence in the cities and even in small towns and rural communities threatened the very survival of democracy. Suspicion and prejudice grew. For these reasons it is difficult to talk about the importance of books in combating prejudice. Nevertheless, teachers, leaders, and librarians still turn to books to help build images of respect among peoples of different ethnic backgrounds. In fact, librarians are thoroughly imbued with the idea that books do have the power to change lives--to combat prejudices in the individual and in society as a whole.⁵³

The most traditional of all learning aids, the textbook, occupies an important position in the modern curriculum. Historically, it has been the basic resource in the classroom; it contains most of what is to be taught. In any event, classroom instruction is directly and vitally affected by the commercially produced textbooks that are ultimately purchased and used by the teachers.⁵⁴

The greatest defect in textbooks is the virtual omission of references to the Negro. "By omission and commission the written history of the Negro has helped perpetuate and intensify the patterns of racial discrimination that is at the root of the present 'revolution' and, as such, is the central problem of society today."⁵⁵

⁵³Charlemae Rollins, "The Role of the Book in Combating Prejudice," *Wilson Library Bulletin*, Vol. 42, No. 2 (October, 1967), pp. 176-180.

⁵⁴Ross L. Neagley and N. Dean Evans, *Handbook for Effective Curriculum Development* (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1967), p. 230.

⁵⁵Irving Sloan, "Balance and Imbalance: New History Texts and the Negro," *Changing Education* (Chicago: American Federation of Teachers, 1966), pp. 14-15.

Such practices by historians have enforced the myth of white superiority and have provided a basis for the perpetuation of inequality and discrimination. Equally tragic is the fact that whites, having been deprived of an accurate historic picture, have no basis for understanding black Americans. The results have been disastrous in terms of race relations and in finding solutions to the nation's current dilemma.⁵⁶

Many studies have been made to show that textbooks do great damage to the image of America--mostly through omissions, distortions, inaccurate information, unwarranted generalizations, and oversimplifications. A recent analysis of the Negro as seen in American history textbooks is the study done by a panel of historians from the University of California. This group of professors surveyed textbooks used in elementary and secondary schools and found that the American Negro had indeed been maligned. Also, publishers, hoping to sell books in the South, had produced a literature of apology, distortion and omission.⁵⁷

Irving Sloan, a secondary teacher from Scarsdale, New York, documented the case still further. He analyzed thirteen secondary American history texts and concluded:

. . . there is no 'cultural conspiracy' in current textbooks to either eliminate or distort the role of the Negro in American history. For the most part, authors and publishers are making a genuine effort to explode the myths of Negro history and show the Negro's right place in the history of this country. . . . But none of the texts have completely succeeded, and several are so far from the target, they invite suspicion.⁵⁸

⁵⁶ Emily Fuller Gibson, "The Three D's: Distortion, Deletion, Denial," *Social Education*, April, 1969, p. 405.

⁵⁷ *The Negro in American History Textbooks* (Sacramento, California: California State Department of Education, June, 1964), p. 2.

⁵⁸ Irving Sloan, *The Negro in Modern American History Textbooks* (Chicago: American Federation of Teachers, 1966), p. 8.

In a review of 261 textbooks, M. S. Stewart found that many texts are guilty of prejudice. Mr. Stewart made the following observation on textbooks in the social sciences:

Textbooks are not guilty of deliberately attacking any of the many groups that make up the American population, but most of them, particularly in grade school and high school, are guilty of failing to come to grips with basic issues in the complex problems of human relations.⁵⁹

In a report based on the examination of forty-eight junior and senior high-school textbooks, Lloyd Marcus concluded:

A majority of the texts still present a largely white, Protestant, Anglo-Saxon view of history and of the current social scene. The nature and problems of minority groups in America are still very largely neglected.⁶⁰

Mr. Marcus went on to say that most of the textbooks in American history ignore the accomplishments of the American Negro from 1876 to the present, and America is constantly portrayed as "an all-white nation, not as an interracial and increasingly integrated one."⁶¹

There can be little doubt of the need for Negro history. The old history, whether written by whites or blacks, needs revising in the light of new knowledge. A statement by professional historians is illuminating:

Authors and teachers, with heavy scholarly investment, write and teach in an ever changing society that demands answers to new and old questions. Historical research continually discovers new facts, and reflective historians constantly arrive at different interpretations of the meaning of the facts.⁶²

⁵⁹ Maxwell S. Stewart, "Prejudice in Textbooks," *Public Affairs Pamphlet No. 160* (New York: Public Affairs Committee, 1950), p. 1.

⁶⁰ Lloyd Marcus, *The Treatment of Minorities in Secondary School Textbooks* (New York: Anti-Defamation League of B'Nai B'Rith, 1963), p. 59.

⁶¹ *Ibid.*, p. 48.

⁶² "The Writing and Teaching of American History in Textbooks," *American Historical Association Newsletter*, April, 1968, p. 7.

The demand for Negro history is therefore legitimate.⁶³

There has been marked improvement through the years in American history textbooks. But only since the civil-rights movement in the 1950's has there been a measurable and dramatic change. Why has Negro history been so late in coming into its own?

Only in the last twenty-five years have historians viewed the Negro from new and fresh angles. These authors include Dwight L. Dumond, an authority on the abolition movement (*The Crusade for Freedom in America*, 1961); Kenneth Stampp, who portrayed slavery and the slave from a different point of view (*The Peculiar Institution*, 1956); James M. McPherson, who saw the Civil-War Negro as a participant rather than as a spectator (*The Struggle for Equality: Abolitionists and the Negro in the Civil War and Reconstruction*, 1964); and C. Vann Woodward, whose *The Strange Career of Jim Crow* (1966) gave a new perspective on race relations in the South.⁶⁴

Another reason for the recent emergence of Negro history is the changing historical image of Africa. No longer can it be said that when the ancestor of the American Negro arrived in the New World he was "culturally naked." Instead of picturing the forebears of present-day Negroes as primitive tribesmen, slaves are now described as coming out of great civilizations that flourished in black Africa before the slave traders came. Historians who wrote under the assumption that the role of

⁶³C. Vann Woodward, "The Hidden Sources of Negro History," *Saturday Review*, January 18, 1969, p. 18.

⁶⁴Quarles, *op. cit.*, pp. 10-12.

the Negro in American life was hardly worth considering are taking a second look.⁶⁵

What is the best way to put *black* back into history?⁶⁶ Most educational leaders feel this can be done most accurately by describing the Negro as a participant in, and contributor to, American history. Some educators recommend that Negro history be an integral part of American history. They warn against the inclusion of Negro history in the form of supplementary material or as an elective course on *just* Negro history. Whether or not to teach Negro history as a separate course is going from one extreme to the other.⁶⁷ In a lecture at Marymount College, Salina, Kansas, March 6, 1969, Louis Lomax--author, news analyst, and syndicated columnist--asserted that black history should be integrated into every study of American life and culture, rather than being taught as a separate course.

Roy Wilkins, executive director of the National Association for the Advancement of Colored People (NAACP), in confronting the demands by militant black students for separate courses in Negro history,

⁶⁵ *Ibid.*

⁶⁶ It is interesting to note that Negro historians *led the way* in recording the truth about their people. The first American Negro history was written during the 1830's by the Reverend James W. C. Pennington, an escaped slave who achieved enough education to earn a Doctor of Divinity degree at Heidelberg.

Dr. W. E. B. Du Bois, the first Negro to win a Ph.D. at Harvard (1895) was the first to conceive of a Negro encyclopedia. (William Katz, "Ignored by Historians," *Saturday Review*, July 16, 1966, pp. 67-68.)

⁶⁷ Charles H. Harrison, "Black History and the Schools," *Ebony*, Vol. XXIV, No. 2 (December, 1968), pp. 111-113.

replied, "black students asking for black autonomy within colleges is another version of Jim Crow legislation."⁶⁸

The proper revision of American history textbooks takes time. Some publishers have merely rewritten old texts to include a few Negro statistics and pictures. One publisher colored some of the faces in a group picture of whites, but he forgot to color the hands. Writers, in an effort to give the Negro his rightful place in history, have engaged in a kind of ethnic race to see who has done the most for America.⁶⁹ This was not telling American history "like it was." It merely substituted one unreality for another.⁷⁰

Publishers have a direct responsibility in the selection and printing of textbooks. Their editorial policies may affect what is printed and the manner of presentation. Often they select the authors who are to write the books. Because of the investment of time and money, textbooks are, in general, conservative by nature. Will a text written for national distribution suit local pupil needs? Will it be in harmony with the philosophy of the individual school?⁷¹

Due to resistance and pressure from Southern leaders, some publishers produce more than one edition of the same text; one version for the Northern market and another, the "star edition," in which all

⁶⁸Fred M. Hechinger, "New Challenges to the Value of Separatism and Black Studies," *Congressional Record*, January 27, 1969 (Washington: Government Printing Office, 1969), pp. E483-E484.

⁶⁹Harrison, *op. cit.*, p. 111.

⁷⁰*Ibid.*

⁷¹Albert I. Oliver, *Curriculum Improvement* (New York: Dodd, Mead and Company, 1968), p. 237.

references, or favorable references, to Negroes are deleted for schools in the South. Publishers defend their action by saying they are in business to sell books, not to make sociological decisions.⁷²

On the other hand, some educators are concerned about "teachers, as distinguished from texts, who are well-versed in integrated history."⁷³ Jack Abramowitz called attention to the fact that putting material into textbooks is no guarantee that it is going to get through to the pupils in the classroom:

How can we be certain that the changes in texts which correlate Negro history with American history are actually being taught by classroom teachers? Is it possible that many teachers find it 'easier' to teach the way they were taught to the detriment of the new spirit it is hoped that will permeate the classroom?⁷⁴

Obviously, Negro history is not dependent solely upon the amount of space it receives in textbooks.

Teachers, like other Americans, are just as likely to harbor negative attitudes toward racial and ethnic minorities. William W. Joyce, Associate Professor of Elementary Education, Michigan State University, suggested:

. . . that before the classroom teacher can present his pupils with the accurate, realistic images of minority group relations that is so desperately needed, he will need to re-examine, clarify, and modify his own attitudes and predispositions toward minorities.⁷⁵

Along these same lines of teacher involvement, Irving Sloan had this to say:

⁷² Jack Abramowitz, "Textbooks and Negro History," *Social Education*, March, 1969, p. 308.

⁷³ Harrison, *op. cit.*, p. 114. ⁷⁴ Abramowitz, *op. cit.*, p. 307.

⁷⁵ William W. Joyce, "Minority Groups in American Society: Imperatives for Educators," *Social Education*, April, 1969, p. 433.

Only when we have teachers who are well-versed in integrated history will our . . . students gain both facts and perspectives about the Negro in the history of our national past. This will come only as a result of specialized courses for teachers on the college level and a heightened sense of commitment by teachers about the importance of the subject.⁷⁶

The language of the distinguished Negro historian, John Hope Franklin, was a bit stronger:

Teachers have not acquainted themselves with Negro history and have not insisted that textbooks include the Negro. One of the reasons why views of racial inequality persists in America and why the move toward achieving equality for all America is so slow is that teachers have not assumed their full responsibility for teaching the truth about American history.⁷⁷

It was Mrs. Bennetta B. Washington, an educator and Director of the Women's Job Corps, who pointed out the teacher-black student relationship:

The first thing those of us in school must do is face up to the fact that we have a problem that can be solved. Our problem is to help the victims of hate and distrust. Teachers must see their role as one of helping the students to restructure his image of himself . . . if we are to win back the black student.⁷⁸

Educators regard the recent achievements as modest milestones. Readers of today's books are immediately struck by a marked improvement in the treatment of the Negro. The Negro's origins are more definitely traced and his place in the landscape of American history is more discernible than ever. His African cultural roots are acknowledged. Conditions of slavery, including the moral and psychological aspects, are generally treated more fully than previously. Slave revolts receive

⁷⁶Harrison, *loc. cit.*

⁷⁷John Hope Franklin, "The Negro in United States History," *American Teacher* (Chicago: American Federation of Teachers, February, 1966).

⁷⁸Bennetta B. Washington, "Before It is Too Late," *Wilson Library Bulletin*, Vol. 43, No. 2 (October, 1968), p. 140.

more recognition. Several accounts link the tragic aspect of Reconstruction with today's problems. More effort is made to indicate specific Negro contributions. Most authors have attempted to correct the hitherto textual disappearance of the Negro from the period of the Reconstruction to the momentous Supreme Court decision of 1954. Even the riotous present is not neglected. It must be acknowledged that a good beginning has been made.⁷⁹

⁷⁹Albert Alexander, "Does the American History Textbook Still Wear a Gray Flannel Cover?" *Social Education*, March, 1969, p. 303.

CHAPTER III

PROCEDURE AND METHOD OF ANALYSIS

I. PROCEDURE

Research design. The object of this research has been to make a comparison of a self-constructed measuring device with one adopted by the Kansas State Board of Education, *Guidelines for Integrating Minority Group Studies into the Curriculum of Kansas Schools*.⁸⁰ The *product-moment correlation* was used to determine a coefficient of correlation between relevant variables on two sets of scores, namely, superior scores on evaluative criteria and acceptable scores on evaluative criteria. The *t-ratio* was employed to test the significance of the obtained correlation coefficients as a departure from zero at a given level of confidence. If the correlation coefficient is significantly different from zero, this constitutes evidence for the rejection of the hypothesis.

In addition, a descriptive survey and content analysis of American history textbooks used in the public secondary schools in

⁸⁰ (Preliminary Edition) *Guidelines for Integrating Minority Group Studies Into the Curriculum of Kansas Schools* (Kansas State Department of Education, Topeka, Kansas, 1969). This publication, prepared by the Pennsylvania Department of Public Instruction was recently adopted and distributed by the Kansas State Board of Education in cooperation with the Kansas Commission on Civil Rights. It was designed to assist and encourage educators to give accurate and deserved recognition to the involvement and contributions of minority groups in the total American culture through the integration of minority group studies into existing curricula.

Salina, Kansas, was made to determine whether or not they recognize the role and accomplishments of the Negro in American history.

The sampling. The sampling for the study included the American history textbooks used in the secondary schools in Salina, Kansas, between 1948 and 1970. Textbooks used on the junior high-school level were:

This is America's Story

Howard B. Wilder, Robert P. Ludlum, and
Harriett McCune Brown.
New York: Houghton Mifflin Company, 1948.

This is America's Story

Howard B. Wilder, Robert P. Ludlum, and
Harriett McCune Brown.
Topeka, Kansas: State of Kansas, Publisher, 1954.

This is America's Story

Howard B. Wilder, Robert P. Ludlum, and
Harriett McCune Brown.
New York: Houghton Mifflin Company, 1963.

This is America's Story

Howard B. Wilder, Robert P. Ludlum, and
Harriett McCune Brown.
New York: Houghton Mifflin Company, 1968.

Textbooks used on the high-school level were:

The Making of Modern America

Leon H. Canfield and Howard B. Wilder
Boston: Houghton Mifflin Company, 1950.

The United States: Story of a Free People

Samuel Steinberg
Boston: Allyn and Bacon, Inc., 1958.

Rise of the American Nation

Lewis Paul Todd and Merle Curti
New York: Harcourt, Brace and World, Inc., 1961.

Rise of the American Nation

Lewis Paul Todd and Merle Curti
New York: Harcourt, Brace and World, Inc., 1966.

Measuring device and method of gathering and presenting data.

Because of the degree to which the textbook determines or constitutes the course of study, great care and thought should be exercised in selecting and evaluating it. The textbook should be thoroughly examined and understood so that it can easily and adequately serve its intended purpose.

In determining the evaluation process, the following steps were used:

- 1) Formulate a set of criteria or standards by which the textbook under consideration may be judged.
- 2) Construct a score card assigning numerical values to the several items of the criteria in accordance with their relative values.
- 3) Conduct comparative studies, objective in nature as far as possible, to determine the relative merits of the several books on each item of the criteria.
- 4) Rate the book.⁸¹

According to the above steps, *suggestive* criteria and an appropriate rating scale were established. In this way the investigator was able to: (1) give appropriate attention to all of the criteria on each book; (2) give consistently the same weight to a given criterion; and (3) quantitatively arrive at a rating that is more objective and representative of the relative worth of the entire textbook.

Little research evidence was found to indicate the number of factors or criteria that should be considered in textbook evaluation; neither was there research evidence of the relative importance of the factors and criteria chosen. In the absence of such evidence, profes-

⁸¹Ivan R. Waterman, "When You Choose a Textbook," *Phi Delta Kappa*, Vol. XXXIII, No. 5 (January, 1952), p. 267.

sional journals and textbooks were consulted. A form letter was also sent to thirty-one national and state offices and associations, publishing companies and leaders in the profession. The last paragraph of that letter (*See Appendix A, page 58*) reads as follows:

I am in the process of drawing up suggested criteria to evaluate the textbooks. Has your company and/or organization established criteria or guidelines for the selection and evaluation of textbooks or for the integration of the Negro into textbooks? If so, I would appreciate receiving a copy of your criteria and/or any other help you might be able to give me in this matter.

Of the twenty-one replies received, ten stated they had established criteria or guidelines with regard to the treatment of racial and ethnic minorities. A study of the submitted criteria was made and, as a result, certain criteria (common to all) were selected and organized into a rating scale. The criteria encompassed such things as:

I. Historical accuracy

- a) The "facts" themselves should be correct.
- b) The facts should be interpreted fairly and in the light of current historical research.
- c) The historical accounts should be presented in keeping with the perceptions, attitudes, and concerns of the times.

II. Present realistically the accomplishment and contributions of minorities in the past and today. Specifically, this means that it should include discussion of:

- a) The backgrounds of minorities in America;
- b) The achievements, accomplishments, and contributions of minorities, with minority persons being clearly identified as such;
- c) The struggle of minorities against opposing forces for freedom, human rights, and equality of opportunity;
- d) The significance of social reform for all people.

III. Through its total effect or tone, convey to the student certain values basic to the American system that are both implicitly and explicitly stated.⁸²

- a) Develop the concept of a pluralistic society.
- b) Avoid prejudices, stereotypes, or the use of material offensive to any minority group.
- c) Build positive attitudes and understandings.

In the development and use of the measuring device, the following steps were observed: (See Appendix B, page 61.)

- a) In the space at the top of the measuring device, list the textbook, author, publisher, date, grade, and the name of the evaluator.
- b) In the left hand column list the criteria.
- c) Examine one text according to the criteria listed. Evaluate according to the following rating scale: superior, 2 points; acceptable, 1 point; unacceptable, 0 points; and not pertinent.
- d) Total the points.
- e) Rank the books. Indications are that the book with the highest points would tend to best meet your needs.

In conducting this survey no attempt was made to have precisely the percentage of illustrations depicting black people to slavishly reflect the current census ratio of black to white. Nor was any attempt made to count the number of times the word "negro" appeared in the text. Such a process seemed forced and almost a contrived way of effecting textual integration. Every attempt was made to conduct the survey in as objective a manner as possible. No preferential treatment of the Negro was called for--only recognition of his role in the development of American history.

⁸² Michigan Department of Education, *Report on the Treatment of Minorities in American History Textbooks* (Lansing: Michigan Department of Education, 1968), p. 22.

II. METHOD OF ANALYSIS

Method of analysis. A sample of eight American history textbooks used in the public secondary school system in Salina, Kansas, during a twenty-year period was surveyed and evaluated according to fifteen criteria developed by the investigator (See Appendix B, page 61) and eighteen criteria developed by the Pennsylvania Department of Public Instruction.⁸³ (See Appendix C, page 78.) Numerical values were assigned to the rating scale and the textbooks were rated according to the individual criteria as *superior*, 2 points; *acceptable*, 1 point; *unacceptable*, 0 points; and *not pertinent*. A frequency distribution was used to tabulate the data according to *superior* and *acceptable* scores. These scores and the ranking of the texts are listed in Table I, page 36, and Table II, page 36.

A statistical study was made to determine the relationship between criteria developed by the investigator (variable X) and criteria developed by the Pennsylvania Department of Public Instruction in 1967 (variable Y). The *product-moment correlation* (Pearson r) was used as the technique to determine a coefficient of correlation between relevant variables on two sets of scores, superior scores on evaluative criteria and acceptable scores on evaluative criteria. This procedure employed the following formula:

$$r_{xy} = \frac{(N)(\Sigma XY) - (\Sigma X)(\Sigma Y)}{\sqrt{[(N)(\Sigma X^2) - (\Sigma X)^2][(N)(\Sigma Y^2) - (\Sigma Y)^2]}}$$

⁸³ Pennsylvania Department of Public Instruction. *The Treatment of Minorities, Guidelines for Textbook Selection*. (Harrisburg, Pennsylvania: Pennsylvania Depart. of Public Instruction, 1967), pp. 4-5.

These scores are listed in Table III, page 37, and Table IV, page 37.

(Computations are found in Appendix D, pages 95 and 96.)

To test the significance of an obtained correlation coefficient as a departure from zero, the following small sample statistic was applied:

$$t = r \sqrt{\frac{N - 2}{1 - r^2}}$$

The number of degrees of freedom for this test is $(N - 2)$. The values of t which are significant at the .01 and .05 levels are found in Table V, page 99. (The computations are found in Appendix D, pages 97 and 98.)

Report of the findings. Historians who have examined history textbooks in the conduct of studies and surveys of texts, reached the conclusion that the most frequent kinds of errors made by the authors in the preparation of textbooks were errors of omission. In the conduct of this study, many examples of omission were found in the textbooks analyzed. What appears in the report of the findings is highly selective. Many issues which have been omitted here were not overlooked in the original survey. The paragraphs that follow deal with historical inaccuracies that result from errors of omission; historical inaccuracies that result from errors of commission; treatment of the current civil-rights movement; illustrations; and comments about textbooks in current use in the public secondary schools in Salina, Kansas.

The reviewer found many examples of errors of omission. Only one text surveyed referred to developed cultures in Africa prior to the discovery of the New World.

TABLE I

RANKING OF TEXTS ACCORDING TO SELF-CONSTRUCTED CHECKLIST

Textbooks	S*	A	T	Rank
<i>This is America's Story</i> (1968)	4	9	13	1
<i>Rise of the American Nation</i> (1966)	0	12	12	2
<i>This is America's Story</i> (1963)	0	5	5	3
<i>Rise of the American Nation</i> (1961)	0	4	4	4
<i>The U.S.: Story of a Free People</i> (1958)	0	5	5	3
<i>This is America's Story</i> (1954)	0	2	2	5
<i>The Making of Modern America</i> (1950)	0	1	1	6
<i>This is America's Story</i> (1948)	0	2	2	5

*S = Superior
2 points

A = Acceptable
1 point

T = Total

TABLE II

RANKING OF TEXTS ACCORDING TO PENNSYLVANIA CHECKLIST

Textbooks	S*	A	T	Rank
<i>This is America's Story</i> (1968)	2	10	12	2
<i>Rise of the American Nation</i> (1966)	0	16	16	1
<i>This is America's Story</i> (1963)	0	2	2	4
<i>Rise of the American Nation</i> (1961)	0	2	2	4
<i>The U.S.: Story of a Free People</i> (1958)	0	4	4	3
<i>This is America's Story</i> (1954)	0	2	2	4
<i>The Making of Modern America</i> (1950)	0	1	1	5
<i>This is America's Story</i> (1948)	0	2	2	4

*S = Superior
2 points

A = Acceptable
1 point

T = Total

TABLE III

CORRELATION BETWEEN SUPERIOR SCORES ON EVALUATIVE CRITERIA

Textbooks	X	Y	X ²	Y ²	XY
<i>This is America's Story</i> (1968)	4	2	16	4	8
<i>Rise of the American Nation</i> (1966)	0	0	0	0	0
<i>This is America's Story</i> (1963)	0	0	0	0	0
<i>Rise of the American Nation</i> (1961)	0	0	0	0	0
<i>The U.S.: Story of a Free People</i> (1958)	0	0	0	0	0
<i>This is America's Story</i> (1954)	0	0	0	0	0
<i>The Making of Modern America</i> (1950)	0	0	0	0	0
<i>This is America's Story</i> (1948)	0	0	0	0	0
N = 8	4	2	16	4	8

X = Self-constructed checklist using *superior scores*Y = Pennsylvania checklist using *superior scores*

TABLE IV

CORRELATION BETWEEN ACCEPTABLE SCORES ON EVALUATIVE CRITERIA

Textbooks	X	Y	X ²	Y ²	XY
<i>This is America's Story</i> (1968)	9	10	81	100	90
<i>Rise of the American Nation</i> (1966)	12	16	144	256	192
<i>This is America's Story</i> (1963)	5	2	25	4	10
<i>Rise of the American Nation</i> (1961)	4	2	16	4	8
<i>The U.S.: Story of a Free People</i> (1958)	5	4	25	16	20
<i>This is America's Story</i> (1954)	2	2	4	4	4
<i>The Making of Modern America</i> (1950)	1	1	1	1	1
<i>This is America's Story</i> (1948)	2	2	4	4	4
N = 8	40	39	300	389	329

X = Self-constructed checklist using *acceptable scores*Y = Pennsylvania checklist using *acceptable scores*

Long before the New World was discovered, a number of African societies--among them the West African kingdoms, or empires, of Ghana, Melle, and Songhay--had attained a high degree of civilization.⁸⁴

In accordance with current historical research, no accounts were given in any of the texts of the stark realities of the slave trade: the way in which slaves were captured, the horrors of the middle passage, or the methods of seasoning slaves in the new world.

Insurrections were largely ignored. Only one book allotted more than a passing sentence to slave runaways and uprisings:

One of the bloodiest of these revolts was led by Nat Turner in Virginia. . . . More than a hundred Negroes--many of them innocent of any connection with the uprising--were killed during the panic that spread among the white people. Other major slave uprisings in the early 1800's were led by Gabriel Prosser in Virginia and Denmark Vesey, a freed Negro in South Carolina. . . . Probably as many as two hundred slave uprisings took place during the years that slavery existed in this country. . . . They showed that the Negro did not humbly accept his enslavement.⁸⁵

Abolitionists such as William L. Garrison were referred to in all the texts, but they were generally portrayed as fanatics. Their motives were unsympathetically described. One text stated, "Abolition efforts seemed to thrive on opposition and persecution."⁸⁶ In the same text the Underground Railroad was dismissed as "the most dramatic activity of the abolitionists."⁸⁷ Only one text gave recognition to Negro abolition leaders:

⁸⁴Lewis Paul Todd and Merle Curti, *Rise of the American Nation* (New York: Harcourt, Brace and World, Inc., 1966), p. 304.

⁸⁵Howard B. Wilder, Robert P. Ludlum, and Harriett McCune Brown, *This is America's Story* (New York: Houghton Mifflin Company, 1968), p. 296.

⁸⁶Leon H. Canfield and Howard B. Wilder, *The Making of Modern America* (Boston: Houghton Mifflin Company, 1950), p. 246.

⁸⁷*Ibid.*

Not the least effective were former slaves who, having escaped from bondage, gave eye-witness accounts of the slavery institution. Best known among them was Frederick Douglass. . . . One of the most famous of the conductors of the Underground Railroad was Harriet Tubman, a Negro woman.⁸⁸

Not only did the texts examined omit significant information about the Negro's role in American history, but they also presented material based on historical research considered outdated by modern historians. This was especially apparent in the treatment of post-Civil War Reconstruction. There was almost no mention made of the role of the Negro during this period. Negroes, it was assumed, did not work, did not become sharecroppers, and did not grow cotton. In most instances, after Reconstruction, the treatment of the Negro was so brief as to tell almost nothing. One excellent account of the Reconstruction had this to say:

The enfranchised Negroes, in general, exercised their new power quietly, considerately, and well--with, far more regard for their old masters, and far less prejudices of race than could have been anticipated. . . . Evidence of good sense, under responsibility, [showed] itself in the courts of justice, where Negroes were, for the first time permitted to act on juries.⁸⁹

In addition, errors were found not only in omissions but also through commission. For example, in all but one of the texts, the usual reference was given that the first Negroes arrived in Jamestown in 1619, implying this group arrived as slaves. One text had this to say in the light of recent historical scholarship:

⁸⁸ Samuel Steinberg, *The United States: Story of a Free People* (Boston: Allyn and Bacon, Inc., 1958), p. 271.

⁸⁹ *Ibid.*, p. 315.

In 1619, also, 20 Africans arrived in the colony. These Negroes were the first of countless thousands of men and women from Africa who in the years to come would work with people from many other lands in building the new nation.

The Negroes who landed in the British colonies during the early years of settlement were not slaves. Like thousands of men and women from Europe, the first African settlers worked as servants for a period of years to pay for their transportation.⁹⁰

Slavery was generally pictured as an unfortunate paternalistic institution:

Many planters provided for their slaves as carefully as they did for members of their own families. . . . Many planters treated their slaves well because they were valuable property. . . . To protect his investment, therefore, the planter was apt to keep his slaves adequately fed, clothed, and housed.⁹¹

Many relationships between members of the two races were as happy as the one pictured by Joel Chandler Harris in his stories about Uncle Remus. . . . On the whole, slaves of the South received fairly good treatment. In fact, it was against the owners best interest to abuse his slaves.⁹²

Textbook treatment of the current civil-rights movement and the problem of urban environment was lacking in any detail or depth, even in the most recent editions. In most instances, segregation in the South and the Northern migration were only briefly described. In one book the section on the problem of civil rights for Negroes ended with a discussion of the contemporary movement and explained the position of the leading Negro spokesman, Martin Luther King.⁹³ While fairly presented, the student is never given an explanation of what the Negroes

⁹⁰Todd and Curti, *op. cit.*, 1966, p. 22.

⁹¹*Ibid.*, p. 316.

⁹²Canfield and Wilder, *op. cit.*, p. 244.

⁹³Wilder, Ludlum, and Brown, *op. cit.*, 1968, p. 691.

were fighting against. Poverty, the detrimental effects of ghetto life, poor schools, job discrimination and the like were never mentioned.

In contrast to many texts, the edition in current use in the senior high school offers the longest and most detailed account of the freedom movement. A discussion is given of the roots of the problem--the way in which the 13th, 14th, and 15th Amendments were violated by the South since Reconstruction. In addition, post-war advances are discussed in paragraphs dealing with voting, education, public facilities, housing, and employment.⁹⁴

Illustrations, for the most part, depicted slaves picking plantation cotton or else slave dwellings. Usually the only pictures of Negroes in a text were those of Booker T. Washington and George Washington Carver. It was found in one of the texts only two illustrations in the entire book depicted black men: a picture of George Washington Carver and an illustration of a classroom at Atlanta University for freedom.⁹⁵

As might be expected, some of the texts were found to be more inadequate than others. This does not mean the reviewer has no favorable comments to make about the books surveyed. It was found there has been a gradual increase in the depictions of the Negro in textbooks used in the Salina public school system over a twenty-year period. Revisions to include the role of the Negro were clearly evident in later editions of the same text:

⁹⁴ Todd and Curti, *op. cit.*, 1966, pp. 803-808.

⁹⁵ Canfield and Wilder, *op. cit.*, pp. 329 and 590.

1963 edition. How did the slaves live? All the hard work on the plantations was done by the slaves. The field hands worked from early in the morning until nightfall. The more fortunate of the slaves were house servants. . . . The slave's food was simple. It consisted of pork, corn meal, and molasses. . . . Slaves were owned by their master, of course, and were completely under his control. Yet, life in the slave quarters . . . was not unhappy. . . . During the day the small children played merrily, often with the younger white children from the "great house." In the twilight the old and young gathered to sing and dance.⁹⁶

1968 edition of the same text. How did the slaves live? All the hard work on the plantation was done by the slaves. The field hands worked from early in the morning until nightfall. The more fortunate of the slaves were house servants. . . . The slave's food was simple. It consisted of pork, corn meal, and molasses. . . . The slaves lived a hard and cheerless life. . . . Despite instances of individual kindness on the part of some masters, life in bondage was very difficult.⁹⁷

1950 edition of another text. Many of the "carpetbag governments" were inefficient, wasteful, and corrupt. The worst of the governments were dominated by dishonest adventurers whose only thought was to feather their own nests at the expense of their fellows. The freedmen, most of whom were inexperienced, were easily victimized by the carpetbaggers and scalawags.⁹⁸

1966 edition of the above text. Many of the "carpetbag governments" were inefficient, wasteful, and corrupt. The worst of the governments were dominated by dishonest adventurers whose only thought was to feather their own nests at the expense of their fellows. Some of the Negroes who held office were generally well qualified. This group included Negroes who had been educated while they were still slaves or who had lived in the South as free men before the war. But most of the freedmen were inexperienced and were easily victimized by the carpetbaggers and scalawags.⁹⁹

The present editions were found to include some excellent

⁹⁶ Howard B. Wilder, Robert P. Ludlum, and Harriett McCune Brown, *This is America's Story* (New York: Houghton Mifflin Company, 1963), p. 296.

⁹⁷ Wilder, Ludlum, and Brown, *op. cit.*, 1968, p. 296.

⁹⁸ Todd and Curti, *op. cit.*, 1961, p. 419.

⁹⁹ *Ibid.*, 1966, p. 406.

examples of the role and achievements of the Negro and other minority groups. For example, the textbook used in the junior high-school mentioned Negro participation in the Revolutionary War and subsequent wars:

White and Negro Americans fought side by side in this country's struggle for independence from Great Britain. Some of these Negroes were free men but many were slaves who hoped to win not only independence for America but also liberty for themselves.¹⁰⁰

Although often denied their rights, Negroes have fought for the course of freedom in all of this country's wars. In the early conflicts they fought shoulder to shoulder with white soldiers and sailors. During the Civil War and the Spanish-American War, Negro troupes usually had white officers. But in World War I . . . and World War II a much larger number of Negro officers commanded both white and Negro troops.¹⁰¹

The text currently used in the senior high-school offers a full page "feature" on the 54th Regiment describing the heroism of this Negro regiment in the Civil War, thus making reference to the part Negroes played in the war which freed them from slavery.¹⁰² In the same text, an impressive treatment of the Negroes during the post-Civil War period is given. A good account of the pattern of segregation which was beginning to take shape is given. The authors noted that:

Northerners, who on the whole had lost interest in the Negro cause, did not raise any serious protests against these developments. In fact, as the years passed, Negroes in northern cities also faced increasing discrimination, particularly in employment and housing.¹⁰³

The philosophies of Booker T. Washington and W. E. B. Du Bois are discussed. There is also an account of the disfranchisement of

¹⁰⁰Wilder, Ludlum, and Brown, *op. cit.*, 1968, p. 176.

¹⁰¹*Ibid.*, p. 649.

¹⁰²Todd and Curti, *op. cit.*, 1966, p. 384.

¹⁰³*Ibid.*, p. 413.

Negroes which took place during the period. While no mention is made of the Negro in discussions of the West and American industrial society, the problems encountered by them as a result of the growth of industry during World War I and the 1920's are dealt with.¹⁰⁴

Textbooks and other curriculum material are important to the student and his learning. They should be examined, analyzed, and evaluated with care and thought. Books and other materials which do not meet the highest standards should be rejected.

¹⁰⁴*Ibid.*, p. 652.

CHAPTER IV

CONCLUSION AND RECOMMENDATIONS

Conclusion. This study was undertaken to develop a measuring device to evaluate American history textbooks used in the public secondary schools in Salina, Kansas, to determine whether or not they recognize the role and accomplishments of the Negro in American history. A descriptive survey, content analysis, frequency distributions, and the *product-moment correlation* were employed to tabulate and evaluate the data of this study. The *product-moment correlation* was used to establish the reliability of the self-constructed measuring device. The *t-ratio* was the test used to obtain the significance of the correlation coefficients as a departure from zero at a given level of confidence.

Evidence indicates that the self-constructed measuring device was a reliable tool for the evaluation of American history textbooks. The correlation coefficient between *superior* scores on the two measuring devices was +1.00, a perfect positive correlation. This rarely or never experienced correlation was the result of numerical data based on only one sample.

The number of degrees of freedom for this test was 6. From Table V, page 99, a *t* of 2.447 was required for significance at the .05 level. Since the obtained *t* of 2.44 was equal to this critical value, it was concluded that the sample *r* of +1.00 for superior scores on evaluative criteria was significantly different from zero at the .05

level of confidence and the hypothesis was rejected.

The correlation coefficient between *acceptable* scores on the two measuring devices was $+0.95$. This indicates a strong degree of relationship between the variables X and Y. According to J. P. Guilford, the generally accepted reliability coefficient should fall above $+0.94$.¹⁰⁵ On the basis of this, $+0.95$ was an acceptable score for the establishment of a reliability coefficient.

The obtained t of 7.35 exceeds the value of 2.447 at the .05 level with 6 degrees of freedom. Therefore, it was concluded that the sample r of $+0.95$ for acceptable scores on evaluative criteria was significantly different from zero at the .05 level of confidence and the hypothesis was rejected.

It was concluded from the survey that in the past there has been considerable neglect of Negro history in the texts chosen for classroom use. However, statistical evidence shows gradual improvement in the content dealing with the accomplishments and contributions of the Negro, as shown in these results of scores on evaluative criteria using the self-constructed measuring device:

Junior High School

Texts	S*	A	U	NP
1948	0	2	10	3
1954	0	2	11	2
1963	0	5	10	0
1968	2	9	4	0

¹⁰⁵ J. P. Guilford, *Fundamental Statistics in Psychology and Education* (New York: McGraw-Hill, Inc., 1956), p. 104.

Senior High School

Texts	S*	A	U	NP
1950	0	1	11	3
1958	0	5	10	0
1961	0	4	11	0
1966	0	12	3	0

*S = Superior
 A = Acceptable
 U = Unacceptable
 NP = Not Pertinent

Statistics of the study as presented seems to justify the continued use of the present American history textbooks in the public secondary schools in Salina, Kansas. In both instances of the superior and acceptable scores on evaluative criteria, the hypothesis was rejected: *The public secondary schools in Salina, Kansas, do not recognize the role of the Negro in American history in their selection of history textbooks.*

In all probability there is no particular text that encompasses just the right amount of material with just the proper point of view on the topic of the Negro. The very nature of a textbook imposes limitations for every topic to be covered. While the texts in use have their weaknesses in depicting the role of the Negro in American history, their strengths are far greater than their weaknesses. The textbooks in current use in the public secondary schools in Salina, Kansas, recognize the role and achievements of the Negro in American history.

Recommendations. Based on the findings and conclusions of this scientific report, the following recommendations are submitted:

Local boards of education should:

1. Review textbooks now in use in terms of the criteria presented in the self-constructed measuring device. Texts which fall short of this criteria should be discontinued.
2. Adopt and implement local policy statements of commitment to the purchase and use of textbooks and other instructional materials that include the achievements and accomplishments of Negroes and other minority groups.
3. Begin efforts to prepare staffs for the task of evaluating and choosing textbooks and other instructional materials that include the achievements and accomplishments of all minority groups.
4. Reduce in part the inadequacies of American history textbooks by using other instructional materials that more nearly meet the standards suggested by this study.
5. Exercise their authority and leadership in urging the publishers of textbooks to develop suitable materials which include the accomplishments and contributions of all minority groups.

The State Department of Education should:

1. Provide assistance in the formation of a *policy guide* to local districts in the selection and use of textbooks and supplemental instructional materials dealing with the accomplishments and contributions of Negroes and other minority groups.
2. Exercise their authority and leadership in urging the publishers of textbooks to develop suitable materials which include the accomplishments and contributions of Negroes and other minority groups.

Teacher-education institutions should:

Develop or expand existing programs that will prepare future teachers to become more familiar with instructional materials that present the contributions and accomplishments of minority groups.

The National Office of Education (HEW) should:

If they have not already done so, conduct a study to determine the attitudes of Negroes and whites concerning textbooks' content in order that a further dimension in this area may be made available to school personnel, educators, and other interested parties.

If such a study has already been made by HEW, it should be up-dated periodically.

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New York Times, May 4, 1963.

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APPENDIXES

APPENDIX A

Companies and Organizations Consulted for Criteria

Textbooks Consulted for Criteria

COMPANIES AND ORGANIZATIONS CONSULTED FOR CRITERIA

A copy of the letter on page 58 was sent to the following:

Book Companies:

American Book Company
Appleton-Century-Crofts
Doubleday and Company, Inc.
Ginn and Company
Harcourt, Brace and World
Harper and Row
Houghton Mifflin Company
J.B. Lippincott Company
Macmillan Company
McGraw-Hill Book Company
Scott-Foresman and Company
John Wiley and Sons

State Associations:

Kansas Commission on Civil Rights
Kansas State Department of Education
Kansas State Teachers Association
Kansas State Commissioner of Education

National Associations:

American Education of Teachers
American Educational Publishers
American Historical Association
American Library Association
Department of Health, Education and Welfare
National Education Association
National Council for Social Studies
Service Center for Teachers of History

Negro Associations:

Congress of Racial Equality
National Association for the Advancement of Colored People
Student Non-violent Coordinating Committee

School Systems:

Detroit Public Schools
Public School of District of Columbia
Michigan Department of Education
Pennsylvania Department of Public Instruction

Marymount College
Salina, Kansas
October 1, 1969

The Macmillan Company
866 Third Avenue
New York, N. Y. 10022

Dear Sirs:

I am a graduate student at Kansas State University, Manhattan, Kansas. Currently I am working on a thesis in preparation for a Master's Degree in Education. The object of my research is to conduct a survey of American history textbooks used by the public secondary schools in Salina, Kansas. From this survey I hope to determine whether or not the texts recognize the role and accomplishments of the Negro in American history.

I am in the process of drawing up suggested criteria to evaluate the textbooks. Has your company and/or organization established criteria or guidelines for the selection and evaluation of textbooks or for the integration of the Negro into textbooks? If so, I would appreciate receiving a copy of your criteria and/or any other help you might be able to give me in this matter.

Sincerely,

Mrs. Dorothy Williams

Mrs. Dorothy Williams

DW:ft

TEXTBOOKS CONSULTED FOR CRITERIA

J. Minor Gwynn. *Democratic Supervision in Secondary Schools*.
New York: Macmillan Company, 1960. Pp. 185-186.

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New York: Ronald Press Company, 1957. Pp. 259-263.

APPENDIX B

Self-constructed Checklist for the Selection of Textbooks

CHECKLIST FOR THE SELECTION OF TEXTBOOKS
IN THEIR TREATMENT OF THE NEGRO*

Title of Book This is America's Story
 Author Wilder, Ludlum, and Brown
 Publisher Houghton Mifflin Company Date 1948
 Grade Junior High School Name of Evaluator Dorothy Williams

	S*	A	U	NP	Page Ref.
1. Gives an adequate account of cultures in Africa prior to discovery of the New World			X		None
2. Adequately depicts the stark realities of the slave trade			X		None
3. Describes the life of the slave as current research shows it to have been, rather than in a romanticized way that reinforces the stereotype of the contented slave			X		286-87
4. Describes the unrest that existed among the slaves prior to their emancipation, and that the unrest was manifested in part by slave escapes and rebellions			X		None
5. Shows that in the decades following the Civil War, black Americans made significant progress in establishing themselves as an integral part of the American social fabric			X		397 398
6. Gives comprehensive, well-planned representation to minority groups—in art, science, history, and literature, and in all other areas of life		X			507
7. Gives adequate treatment of the current civil-rights movement and describes the conditions that caused the civil unrest				X	None
8. Includes the views of well-known civil-rights leaders, black and white, of the past and present			X		289 318
9. Portrays life in contemporary urban environment as well as in rural and suburban environment				X	None

*Self-constructed

10. Discusses the problems of the exodus from the core cities of middle-class white Americans, as well as the in-migration in those same cities of minorities				X	None
11. Avoids prejudices, stereotypes, or the use of material offensive to any minority group			X		287
12. Implements democratic values and goals in order to achieve the American dream for <u>all</u> Americans		X			500
13. Illustrations show fully integrated groupings and settings to indicate equal status and non-segregated relationships			X		27, 106 287, 507
14. Illustrations give recognition to Negroes by placing them in positions of leadership and centrality			X		507
15. Gives attention to other minority groups			X		None
16.					
17.					

*S-Superior
2 points

A-Acceptable
1 point

U-Unacceptable
no points

NP-Not Pertinent

Summary or General Estimate	Superior = 0	Acceptable = 2	Unacceptable = 10
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SPECIAL COMMENTS:

No account given of cultures in Africa or the realities of the slave trade. Nor was any mention of slave unrest on the plantations made. The only reference to the Negro during the Reconstruction period was their lack of education and who would take care of them. Only the usual abolition leaders were mentioned, namely, William L. Garrison and Theodore Weld. Of 220 illustrations, only four included Negroes, one of which was George Washington Carver.

CHECKLIST FOR THE SELECTION OF TEXTBOOKS
IN THEIR TREATMENT OF THE NEGRO*

Title of Book *This is America's Story*
 Author Wilder, Ludlum and Brown
 Publisher State of Kansas Date 1954
 Grade Junior High School Name of Evaluator Dorothy Williams

	S*	A	U	NP	Page Ref.
1. Gives an adequate account of cultures in Africa prior to discovery of the New World			X		None
2. Adequately depicts the stark realities of the slave trade			X		None
3. Describes the life of the slave as current research shows it to have been, rather than in a romanticized way that reinforces the stereotype of the contented slave			X		286-87
4. Describes the unrest that existed among the slaves prior to their emancipation, and that the unrest was manifested in part by slave escapes and rebellions			X		None
5. Shows that in the decades following the Civil War, black Americans made significant progress in establishing themselves as an integral part of the American social fabric			X		397 398
6. Gives comprehensive, well-planned representation to minority groups—in art, science, history, and literature, and in all other areas of life		X			507
7. Gives adequate treatment of the current civil-rights movement and describes the conditions that caused the civil unrest			X		None
8. Includes the views of well-known civil-rights leaders, black and white, of the past and present			X		289 318
9. Portrays life in contemporary urban environment as well as in rural and suburban environment				X	None

*Self-constructed

10. Discusses the problems of the exodus from the core cities of middle-class white Americans, as well as the in-migration in those same cities of minorities			X	None
11. Avoids prejudices, stereotypes, or the use of material offensive to any minority group		X		287
12. Implements democratic values and goals in order to achieve the American dream for <u>all</u> Americans	X			500
13. Illustrations show fully integrated groupings and settings to indicate equal status and non-segregated relationships		X		27, 106 287
14. Illustrations give recognition to Negroes by placing them in positions of leadership and centrality		X		507
15. Gives attention to other minority groups		X		None
16.				
17.				

*S-Superior
2 points

A-Acceptable
1 point

U-Unacceptable
no points

NP-Not Pertinent

Summary or General
Estimate

Superior = 0

Acceptable = 2

Unacceptable = 11

SPECIAL COMMENTS:

The same as the 1948 edition.

CHECKLIST FOR THE SELECTION OF TEXTBOOKS
IN THEIR TREATMENT OF THE NEGRO*

Title of Book This is America's Story
 Author Wilder, Ludlum, and Brown
 Publisher Houghton Mifflin Company Date 1963
 Grade Junior High School Name of Evaluator Dorothy Williams

	S*	A	U	NP	Page Ref.
1. Gives an adequate account of cultures in Africa prior to discovery of the New World			X		None
2. Adequately depicts the stark realities of the slave trade			X		None
3. Describes the life of the slave as current research shows it to have been, rather than in a romanticized way that reinforces the stereotype of the contented slave			X		296
4. Describes the unrest that existed among the slaves prior to their emancipation, and that the unrest was manifested in part by slave escapes and rebellions			X		None
5. Shows that in the decades following the Civil War, black Americans made significant progress in establishing themselves as an integral part of the American social fabric			X		413
6. Gives comprehensive, well-planned representation to minority groups—in art, science, history, and literature, and in all other areas of life		X			528
7. Gives adequate treatment of the current civil-rights movement and describes the conditions that caused the civil unrest		X			689
8. Includes the views of well-known civil-rights leaders, black and white, of the past and present			X		301 328
9. Portrays life in contemporary urban environment as well as in rural and suburban environment		X			527 529

*Self-constructed

10. Discusses the problems of the exodus from the core cities of middle-class white Americans, as well as the in-migration in those same cities of minorities			X		None
11. Avoids prejudices, stereotypes, or the use of material offensive to any minority group		X			None
12. Implements democratic values and goals in order to achieve the American dream for <u>all</u> Americans		X			527
13. Illustrations show fully integrated groupings and settings to indicate equal status and non-segregated relationships			X		294 295 641
14. Illustrations give recognition to Negroes by placing them in positions of leadership and centrality			X		528 548
15. Gives attention to other minority groups			X		None
16.					
17.					

*S-Superior
2 points

A-Acceptable
1 point

U-Unacceptable
no points

NP-Not Pertinent

Summary or General Estimate	Superior = 0	Acceptable = 5	Unacceptable = 10
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SPECIAL COMMENTS:

Same as 1954 edition with the exception of revision to include the current civil-rights movement.

CHECKLIST FOR THE SELECTION OF TEXTBOOKS
IN THEIR TREATMENT OF THE NEGRO*

Title of Book This is America's Story
 Author Wilder, Ludlum, and Brown
 Publisher Houghton Mifflin Company Date 1968
 Grade Junior High School Name of Evaluator Dorothy Williams

	S*	A	U	NP	Page Ref.
1. Gives an adequate account of cultures in Africa prior to discovery of the New World			X		None
2. Adequately depicts the stark realities of the slave trade			X		None
3. Describes the life of the slave as current research shows it to have been, rather than in a romanticized way that reinforces the stereotype of the contented slave		X			296
4. Describes the unrest that existed among the slaves prior to their emancipation, and that the unrest was manifested in part by slave escapes and rebellions		X			296
5. Shows that in the decades following the Civil War, black Americans made significant progress in establishing themselves as an integral part of the American social fabric			X		413
6. Gives comprehensive, well-planned representation to minority groups—in art, science, history, and literature, and in all other areas of life		X			525
7. Gives adequate treatment of the current civil-rights movement and describes the conditions that caused the civil unrest		X			690-91
8. Includes the views of well-known civil-rights leaders, black and white, of the past and present		X			691
9. Portrays life in contemporary urban environment as well as in rural and suburban environment		X			525 527

*Self-constructed

10. Discusses the problems of the exodus from the core cities of middle-class white Americans, as well as the in-migration in those same cities of minorities			X		None
11. Avoids prejudices, stereotypes, or the use of material offensive to any minority group		X			None
12. Implements democratic values and goals in order to achieve the American dream for <u>all</u> Americans		X			525
13. Illustrations show fully integrated groupings and settings to indicate equal status and non-segregated relationships	X				712, 706 691, 641 528
14. Illustrations give recognition to Negroes by placing them in positions of leadership and centrality	X				696, 691 628, 548 541, 528
15. Gives attention to other minority groups		X			428-433
16.					
17.					

*S-Superior
2 points

A-Acceptable
1 point

U-Unacceptable
no points

NP-Not Pertinent

Summary or General Estimate	Superior = 2	Acceptable = 9	Unacceptable = 4
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SPECIAL COMMENTS:

An obvious attempt at revision. Still no accounts of culture in Africa or the realities of the slave trade. A good account of the life of a slave on a plantation in which reference is made to the hard and cheerless life of a slave. Mentioned were Nat Turner, Gabriel Prosser, and Denmark Vesey. A sympathetic view of the slave, now free, in the Reconstruction period. Many, many additions of Negroes and their accomplishments. Also included is a good account of the civil-rights movement, including the "sit-in" and "freedom riders." A realistic view of life in the ghetto and the problems of minority groups. An abundance of fully integrated illustrations, showing Negroes in positions of leadership.

CHECKLIST FOR THE SELECTION OF TEXTBOOKS
IN THEIR TREATMENT OF THE NEGRO*

Title of Book The Making of Modern America
 Author Canfield and Wilder
 Publisher Houghton Mifflin Company Date 1950
 Grade Senior High School Name of Evaluator Dorothy Williams

	S*	A	U	NP	Page Ref.
1. Gives an adequate account of cultures in Africa prior to discovery of the New World			X		None
2. Adequately depicts the stark realities of the slave trade			X		None
3. Describes the life of the slave as current research shows it to have been, rather than in a romanticized way that reinforces the stereotype of the contented slave			X		243-244
4. Describes the unrest that existed among the slaves prior to their emancipation, and that the unrest was manifested in part by slave escapes and rebellions			X		246
5. Shows that in the decades following the Civil War, black Americans made significant progress in establishing themselves as an integral part of the American social fabric			X		321-322 325, 330 328
6. Gives comprehensive, well-planned representation to minority groups—in art, science, history, and literature, and in all other areas of life		X			590-591
7. Gives adequate treatment of the current civil-rights movement and describes the conditions that caused the civil unrest				X	None
8. Includes the views of well-known civil-rights leaders, black and white, of the past and present			X		245
9. Portrays life in contemporary urban environment as well as in rural and suburban environment				X	None

*Self-constructed

10. Discusses the problems of the exodus from the core cities of middle-class white Americans, as well as the in-migration in those same cities of minorities			X	None
11. Avoids prejudices, stereotypes, or the use of material offensive to any minority group		X		244
12. Implements democratic values and goals in order to achieve the American dream for <u>all</u> Americans		X		None
13. Illustrations show fully integrated groupings and settings to indicate equal status and non-segregated relationships		X		329
14. Illustrations give recognition to Negroes by placing them in positions of leadership and centrality		X		590
15. Gives attention to other minority groups		X		None
16.				
17.				

*S-Superior
2 points

A-Acceptable
1 point

U-Unacceptable
no points

NP-Not Pertinent

Summary or General Estimate	Superior = 0	Acceptable = 1	Unacceptable = 11
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SPECIAL COMMENTS:

Really quite inadequate and unacceptable in view of the copyright date. The usual references to slave trade. Referred to the life of a slave as pictured in *Uncle Remus* stories. Only reference to slave unrest was the usual Nat Turner rebellion. Also mention was made of the difficulties of Reconstruction since over three and one-half million Negroes had suddenly been set free. Gave a good account of Negro accomplishments with many additions to the list. Of 192 illustrations only two included the Negro; one of these was that of George Washington Carver.

CHECKLIST FOR THE SELECTION OF TEXTBOOKS
IN THEIR TREATMENT OF THE NEGRO*

Title of Book The United States: Story of a Free People
 Author Samuel Steinberg
 Publisher Allyn and Bacon, Inc. Date 1958
 Grade Senior High School Name of Evaluator Dorothy Williams

	S*	A	U	NP	Page Ref.
1. Gives an adequate account of cultures in Africa prior to discovery of the New World			X		None
2. Adequately depicts the stark realities of the slave trade			X		None
3. Describes the life of the slave as current research shows it to have been, rather than in a romanticized way that reinforces the stereotype of the contented slave			X		228
4. Describes the unrest that existed among the slaves prior to their emancipation, and that the unrest was manifested in part by slave escapes and rebellions			X		270-272 276-278
5. Shows that in the decades following the Civil War, black Americans made significant progress in establishing themselves as an integral part of the American social fabric		X			315 318
6. Gives comprehensive, well-planned representation to minority groups—in art, science, history, and literature, and in all other areas of life			X		322 312
7. Gives adequate treatment of the current civil-rights movement and describes the conditions that caused the civil unrest		X			632
8. Includes the views of well-known civil-rights leaders, black and white, of the past and present		X			270
9. Portrays life in contemporary urban environment as well as in rural and suburban environment			X		None

*Self-constructed

10. Discusses the problems of the exodus from the core cities of middle-class white Americans, as well as the in-migration in those same cities of minorities			X		None
11. Avoids prejudices, stereotypes, or the use of material offensive to any minority group		X			None
12. Implements democratic values and goals in order to achieve the American dream for <u>all</u> Americans		X			630 648
13. Illustrations show fully integrated groupings and settings to indicate equal status and non-segregated relationships			X		260 318
14. Illustrations give recognition to Negroes by placing them in positions of leadership and centrality			X		318
15. Gives attention to other minority groups			X		None
16.					
17.					

*S-Superior
2 points

A-Acceptable
1 point

U-Unacceptable
no points

NP-Not Pertinent

Summary or General Estimate	Superior = 0	Acceptable = 5	Unacceptable = 10
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SPECIAL COMMENTS:

No accounts given of cultures in Africa beyond the usual reference to the slave trade. No account given of what life was like on the plantation for a slave. Nor was any mention made of slave rebellions. However, a sympathetic account of the newly freed man in the Reconstruction period was given. Very little space given to Negro accomplishments. References to Negro abolition leaders, Frederick Douglass and Harriett Tubman, were made. No mention made of the current problems that minority groups face in America. Of 182 illustrations three include the Negro, two of which were of Booker T. Washington and George Washington Carver.

CHECKLIST FOR THE SELECTION OF TEXTBOOKS
IN THEIR TREATMENT OF THE NEGRO*

Title of Book Rise of the American Nation
 Author Todd and Curti
 Publisher Harcourt, Brace and World, Inc. Date 1961
 Grade Senior High School Name of Evaluator Dorothy Williams

	S*	A	U	NP	Page Ref.
1. Gives an adequate account of cultures in Africa prior to discovery of the New World			X		None
2. Adequately depicts the stark realities of the slave trade			X		None
3. Describes the life of the slave as current research shows it to have been, rather than in a romanticized way that reinforces the stereotype of the contented slave		X			311-312
4. Describes the unrest that existed among the slaves prior to their emancipation, and that the unrest was manifested in part by slave escapes and rebellions			X		353
5. Shows that in the decades following the Civil War, black Americans made significant progress in establishing themselves as an integral part of the American social fabric			X		422 412
6. Gives comprehensive, well-planned representation to minority groups—in art, science, history, and literature, and in all other areas of life			X		682
7. Gives adequate treatment of the current civil-rights movement and describes the conditions that caused the civil unrest		X			799-801
8. Includes the views of well-known civil-rights leaders, black and white, of the past and present		X			349-353
9. Portrays life in contemporary urban environment as well as in rural and suburban environment			X		None

*Self-constructed

10. Discusses the problems of the exodus from the core cities of middle-class white Americans, as well as the in-migration in those same cities of minorities			X		None
11. Avoids prejudices, stereotypes, or the use of material offensive to any minority group		X			None
12. Implements democratic values and goals in order to achieve the American dream for <u>all</u> Americans			X		None
13. Illustrations show fully integrated groupings and settings to indicate equal status and non-segregated relationships			X		290, 310 415, 713 723
14. Illustrations give recognition to Negroes by placing them in positions of leadership and centrality			X		803
15. Gives attention to other minority groups			X		None
16.					
17.					

*S-Superior
2 points

A-Acceptable
1 point

U-Unacceptable
no points

NP-Not Pertinent

Summary or General Estimate	Superior = 0	Acceptable = 4	Unacceptable = 11
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SPECIAL COMMENTS:

No mention made of a culture in Africa, nor was the slave trade dealt with except for the usual mention of its existence. Life on the plantation was dealt with in the usual fashion, showing the Negro as the contented slave, although mention was made of his occasional harsh treatment. The usual reference to Nat Turner. And in the Reconstruction period the Negro was presented as a free man, but free to do what? He was depicted as a burden to society. Six lines were devoted to the Negro and his accomplishments, with reference to Marian Anderson, Countee Cullen, and George Washington Carver. The moral aspects of slavery and abolition were treated adequately. Of 186 illustrations six included Negroes. Ralph Bunche was noted as a Nobel Peace Prize winner.

CHECKLIST FOR THE SELECTION OF TEXTBOOKS
IN THEIR TREATMENT OF THE NEGRO*

Title of Book Rise of the American Nation
 Author Todd and Curti
 Publisher Harcourt, Brace and World, Inc. Date 1966
 Grade Senior High School Name of Evaluator Dorothy Williams

	S*	A	U	NP	Page Ref.
1. Gives an adequate account of cultures in Africa prior to discovery of the New World		X			304
2. Adequately depicts the stark realities of the slave trade			X		None
3. Describes the life of the slave as current research shows it to have been, rather than in a romanticized way that reinforces the stereotype of the contented slave		X			303-306
4. Describes the unrest that existed among the slaves prior to their emancipation, and that the unrest was manifested in part by slave escapes and rebellions		X			342-343
5. Shows that in the decades following the Civil War, black Americans made significant progress in establishing themselves as an integral part of the American social fabric		X			400-401 407
6. Gives comprehensive, well-planned representation to minority groups—in art, science, history, and literature, and in all other areas of life		X			653
7. Gives adequate treatment of the current civil-rights movement and describes the conditions that caused the civil unrest		X			803
8. Includes the views of well-known civil-rights leaders, black and white, of the past and present		X			340-343
9. Portrays life in contemporary urban environment as well as in rural and suburban environment		X			800

*Self-constructed

10. Discusses the problems of the exodus from the core cities of middle-class white Americans, as well as the in-migration in those same cities of minorities		X		801
11. Avoids prejudices, stereotypes, or the use of material offensive to any minority group	X			None
12. Implements democratic values and goals in order to achieve the American dream for <u>all</u> Americans	X			808
13. Illustrations show fully integrated groupings and settings to indicate equal status and non-segregated relationships		X		None
14. Illustrations give recognition to Negroes by placing them in positions of leadership and centrality	X			807 787 653
15. Gives attention to other minority groups	X			435
16.				
17.				

*S-Superior
2 points

A-Acceptable
1 point

U-Unacceptable
no points

NP-Not Pertinent

Summary or General Estimate	Superior = 0	Acceptable = 12	Unacceptable = 3
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SPECIAL COMMENTS:

Only text to refer to Negro as arriving in 1619 as indentured servants; several paragraphs devoted to highly developed civilizations in Africa at the time Negroes were brought to the New World. No mention was made of Negroes in the Revolutionary War. A balanced treatment of the life of a slave was given, and mention was also made of free Negroes. A good discussion of early efforts to abolish slavery; also, of the Abolition Movement--although only a brief reference to Negro leaders in this cause for Negro freedom. The 54th Regiment is mentioned in regard to the Civil War. A good and sympathetic account given of the Negro in the Reconstruction period. Later, reference made to the developing pattern of segregation. A long and detailed account given of the current civil-rights movement, as well as the basis for the movement.

APPENDIX C

Pennsylvania Checklist for the Selection of Textbooks

CHECKLIST FOR THE SELECTION OF TEXTBOOKS*

Title of Book This is America's StoryDorothy WilliamsAuthor Wilder, Ludlum, and Brown

Name of Evaluator

Publisher Houghton Mifflin Company, 1948

	S*	A	U	NP	Page Ref.
1. Includes materials on minorities where relevant			X		283
2. Reflects respect for personal and cultural differences and the worth and importance of the individual			X		None
3. Offers factual, realistic, mature treatment			X		149
4. Gives balanced treatment of past and present			X		399-509
5. Presents accurate, pertinent information			X		289
6. Comes to grips with issues and problems			X		None
7. Presents varied points of view			X		289
8. Develops concepts of pluralistic society			X		None
9. Shows cultural diversity in illustrative materials			X		27, 287 106, 507
10. Includes cultural diversity in text materials		X			507
11. Emphasizes both positive and negative aspects			X		398
12. Avoids distortion and bias			X		287
13. Avoids use of name-calling or emotionally charged words		X			None

*Pennsylvania Department of Public Instruction. The Treatment of Minorities, Guidelines for Textbook Selection. Pennsylvania Department of Public Instruction, Harrisburg, Pennsylvania, 1967, pp. 4-5. (Reprinted by permission of the Department.)

**THIS BOOK WAS
BOUND WITHOUT
PAGE 79.**

**THIS IS AS
RECEIVED FROM
CUSTOMER.**

CHECKLIST FOR THE SELECTION OF TEXTBOOKS*

Title of Book This is America's StoryDorothy WilliamsAuthor Wilder, Ludlum, and Brown

Name of Evaluator

Publisher State of Kansas, 1954

	S*	A	U	NP	Page Ref.
1. Includes materials on minorities where relevant			X		283
2. Reflects respect for personal and cultural differences and the worth and importance of the individual			X		None
3. Offers factual, realistic, mature treatment			X		149
4. Gives balanced treatment of past and present			X		399-507
5. Presents accurate, pertinent information			X		289
6. Comes to grips with issues and problems			X		None
7. Presents varied points of view			X		289
8. Develops concepts of pluralistic society			X		None
9. Shows cultural diversity in illustrative materials			X		27, 287 106, 507
10. Includes cultural diversity in text materials		X			507
11. Emphasizes both positive and negative aspects			X		398
12. Avoids distortion and bias			X		287
13. Avoids use of name-calling or emotionally charged words		X			None

*Pennsylvania Department of Public Instruction. The Treatment of Minorities, Guidelines for Textbook Selection. Pennsylvania Department of Public Instruction, Harrisburg, Pennsylvania, 1967, pp. 4-5. (Reprinted by permission of the Department.)

14. Supports generalizations with the specific and the concrete			X		None
15. Avoids stereotyping			X		287
16. Aids in building positive attitudes and understandings			X		639
17. Distinguishes between fact and opinion			X		None
18. Gives attention to holidays, festivals, religious observances of various minority groups					
19.					
20.					

*S-Superior
2 points

A-Acceptable
1 point

U-Unacceptable
no points

NP-Not Pertinent

Summary or General Estimate	Superior = 0	Acceptable = 2	Unacceptable = 16
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SPECIAL COMMENTS:

The same as the 1948 edition.

CHECKLIST FOR THE SELECTION OF TEXTBOOKS*

Title of Book This is America's StoryDorothy WilliamsAuthor Wilder, Ludlum, and Brown

Name of Evaluator

Publisher Houghton Mifflin Company, 1963

	S*	A	U	NP	Page Ref.
1. Includes materials on minorities where relevant			X		283
2. Reflects respect for personal and cultural differences and the worth and importance of the individual			X		None
3. Offers factual, realistic, mature treatment			X		149
4. Gives balanced treatment of past and present			X		399-507
5. Presents accurate, pertinent information			X		289
6. Comes to grips with issues and problems			X		None
7. Presents varied points of view			X		289
8. Develops concepts of pluralistic society			X		None
9. Shows cultural diversity in illustrative materials			X		27, 287 106, 507
10. Includes cultural diversity in text materials		X			507
11. Emphasizes both positive and negative aspects			X		398
12. Avoids distortion and bias			X		287
13. Avoids use of name-calling or emotionally charged words		X			None

*Pennsylvania Department of Public Instruction. The Treatment of Minorities, Guidelines for Textbook Selection. Pennsylvania Department of Public Instruction, Harrisburg, Pennsylvania, 1967, pp. 4-5. (Reprinted by permission of the Department.)

14. Supports generalizations with the specific and the concrete			X		None
15. Avoids stereotyping			X		287
16. Aids in building positive attitudes and understandings			X		659
17. Distinguishes between fact and opinion			X		None
18. Gives attention to holidays, festivals, religious observances of various minority groups			X		None
19.					
20.					

*S-Superior
2 points

A-Acceptable
1 point

U-Unacceptable
no points

NP-Not Pertinent

Summary or General Estimate	Superior = 0	Acceptable = 2	Unacceptable = 16
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SPECIAL COMMENTS:

Same as 1954 edition with the exception of revision to include the current civil-rights movement. This text avoided taking a moral stand on any of the issues.

CHECKLIST FOR THE SELECTION OF TEXTBOOKS*

Title of Book This is America's Story

Dorothy Williams

Author Wilder, Ludlum, and Brown

Name of Evaluator

Publisher Houghton Mifflin Company, 1968

	S*	A	U	NP	Page Ref.
1. Includes materials on minorities where relevant		X			157 176
2. Reflects respect for personal and cultural differences and the worth and importance of the individual		X			525-529
3. Offers factual, realistic, mature treatment			X		109
4. Gives balanced treatment of past and present			X		412-525
5. Presents accurate, pertinent information		X			329-330
6. Comes to grips with issues and problems		X			690
7. Presents varied points of view			X		413
8. Develops concepts of pluralistic society			X		None
9. Shows cultural diversity in illustrative materials	X				706, 641 628, 584
10. Includes cultural diversity in text materials		X			548 526
11. Emphasizes both positive and negative aspects			X		414
12. Avoids distortion and bias		X			None
13. Avoids use of name-calling or emotionally charged words		X			None

*Pennsylvania Department of Public Instruction. The Treatment of Minorities, Guidelines for Textbook Selection. Pennsylvania Department of Public Instruction, Harrisburg, Pennsylvania, 1967, pp. 4-5. (Reprinted by permission of the Department.)

14. Supports generalizations with the specific and the concrete		X			691
15. Avoids stereotyping		X			None
16. Aids in building positive attitudes and understandings		X			691
17. Distinguishes between fact and opinion			X		None
18. Gives attention to holidays, festivals, religious observances of various minority groups			X		433
19.					
20.					
*S-Superior 2 points	A-Acceptable 1 point	U-Unacceptable no points	NP-Not Pertinent		
Summary or General Estimate	Superior = 1	Acceptable = 10	Unacceptable = 7		

SPECIAL COMMENTS:

The traditional references to the Negro's arrival in Jamestown, 1619, were made. The Negro was referred to as needed for plantation work. No reference was made to civilizations in Africa, nor was any mention made of slave trade or the journey to the New World. A good account of the life of a slave was given. Indications were made of the harsh treatment and life afforded the slave. Mention was made of slave rebellions as a result of the Negro's reaction to his life as a slave. Nat Turner, Gabriel Prosser, and Denmark Vesey were mentioned as leaders of rebellion. Unfortunately, little reference was made to the Negro in the Civil War; the treatment of Reconstruction was very brief but sympathetic. A good discussion of Negro migration to the North and the need for Negro labor in Northern industry was found. Included was a good account of the civil-rights movement, with two pages set aside for the discussion of the "sit-in" and "freedom riders." Presented was a realistic view of the ghettos and the problems of minority groups. Included was an abundance of illustrations, fully integrated, showing Negroes in positions of leadership.

CHECKLIST FOR THE SELECTION OF TEXTBOOKS*

Title of Book <u>The Making of Modern America</u>		Dorothy Williams				
Author <u>Canfield and Wilder</u>		Name of Evaluator				
Publisher <u>Houghton Mifflin Co., 1950</u>		S*	A	U	NP	Page Ref.
1. Includes materials on minorities where relevant				X		42
2. Reflects respect for personal and cultural differences and the worth and importance of the individual				X		66
3. Offers factual, realistic, mature treatment				X		92
4. Gives balanced treatment of past and present				X		242
5. Presents accurate, pertinent information				X		244
6. Comes to grips with issues and problems				X		None
7. Presents varied points of view				X		244
8. Develops concepts of pluralistic society				X		None
9. Shows cultural diversity in illustrative materials				X		329-590
10. Includes cultural diversity in text materials			X			590
11. Emphasizes both positive and negative aspects				X		328-329
12. Avoids distortion and bias				X		244
13. Avoids use of name-calling or emotionally charged words				X		529 244

*Pennsylvania Department of Public Instruction. The Treatment of Minorities, Guidelines for Textbook Selection. Pennsylvania Department of Public Instruction, Harrisburg, Pennsylvania, 1967, pp. 4-5. (Reprinted by permission of the Department.)

14. Supports generalizations with the specific and the concrete			X		328
15. Avoids stereotyping			X		244
16. Aids in building positive attitudes and understandings			X		None
17. Distinguishes between fact and opinion			X		244
18. Gives attention to holidays, festivals, religious observances of various minority groups			X		None
19.					
20.					
*S-Superior 2 points	A-Acceptable 1 point	U-Unacceptable no points	NP-Not Pertinent		
Summary or General Estimate	Superior = 0	Acceptable = 1	Unacceptable = 17		

SPECIAL COMMENTS:

Clearly, this was the most inadequate of all the texts surveyed. It treated the arrival of the Negroes as slaves. No mention was made of civilizations in Africa nor of the realities of the slave trade. Very little reference was made to the Negro until the time of the Civil War when the text dealt with the slave's life, unsympathetically. For example, mention was made of the plantation owner's responsibility to care for the slaves whether business was good or not; slaves were referred to as "perishable property." The abolition movement and the underground railroad were only briefly mentioned. No further mention was made of the Negro until references were made to George Washington Carver and Jackie Robinson as contributors to American culture and life. Of 192 illustrations only two included Negroes; one of the two was that of George Washington Carver.

CHECKLIST FOR THE SELECTION OF TEXTBOOKS*

Title of Book The U.S.: Story of a Free People
 Author Samuel Steinberg

Dorothy Williams
 Name of Evaluator

Publisher Allyn and Bacon, Inc., 1958

	S*	A	U	NP	Page Ref.
1. Includes materials on minorities where relevant			X		89
2. Reflects respect for personal and cultural differences and the worth and importance of the individual			X		None
3. Offers factual, realistic, mature treatment			X		228
4. Gives balanced treatment of past and present			X		318-632
5. Presents accurate, pertinent information			X		None
6. Comes to grips with issues and problems			X		632
7. Presents varied points of view		X			270-272
8. Develops concepts of pluralistic society			X		None
9. Shows cultural diversity in illustrative materials			X		260 318
10. Includes cultural diversity in text materials			X		619-645
11. Emphasizes both positive and negative aspects			X		None
12. Avoids distortion and bias		X			None
13. Avoids use of name-calling or emotionally charged words		X			None

*Pennsylvania Department of Public Instruction. The Treatment of Minorities, Guidelines for Textbook Selection. Pennsylvania Department of Public Instruction, Harrisburg, Pennsylvania, 1967, pp. 4-5. (Reprinted by permission of the Department.)

14. Supports generalizations with the specific and the concrete			X		632
15. Avoids stereotyping		X			None
16. Aids in building positive attitudes and understandings			X		619-645
17. Distinguishes between fact and opinion			X		None
18. Gives attention to holidays, festivals, religious observances of various minority groups			X		None
19.					
20.					

*S-Superior
2 points

A-Acceptable
1 point

U-Unacceptable
no points

NP-Not Pertinent

Summary or General
Estimate

Superior = 0

Acceptable = 4

Unacceptable = 14

SPECIAL COMMENTS:

No account given of cultures in Africa or of the slave trade. It did contain the traditional account of the arrival of Negroes in 1619. No account given in the entire text of what life was like for the slaves on the plantations. Nor was any mention made of slave rebellions. However, a good account was given of the slave in the Reconstruction period--including a quote from a foreign writer which was sympathetic toward the Negro and the contributions he made during this period. Very, very little space was given to the contributions of the Negro, about the smallest account of any of the texts surveyed. Nevertheless, it did include references to Negro abolition leaders. No mention was made of the current problems the Negro faces in American society. Of 182 illustrations three included the Negro, two of which were the usual--Booker T. Washington and George Washington Carver.

CHECKLIST FOR THE SELECTION OF TEXTBOOKS*

Title of Book Rise of the American NationDorothy WilliamsAuthor Todd and Curti

Name of Evaluator

Publisher Harcourt, Brace and World, 1961

	S*	A	U	NP	Page Ref.
1. Includes materials on minorities where relevant			X		104
2. Reflects respect for personal and cultural differences and the worth and importance of the individual			X		353
3. Offers factual, realistic, mature treatment			X		59
4. Gives balanced treatment of past and present			X		422 681
5. Presents accurate, pertinent information			X		351
6. Comes to grips with issues and problems			X		799
7. Presents varied points of view			X		351
8. Develops concepts of pluralistic society			X		None
9. Shows cultural diversity in illustrative materials			X		290, 310 415, 713 723
10. Includes cultural diversity in text materials			X		682
11. Emphasizes both positive and negative aspects			X		None
12. Avoids distortion and bias			X		420
13. Avoids use of name-calling or emotionally charged words		X			None

*Pennsylvania Department of Public Instruction. The Treatment of Minorities, Guidelines for Textbook Selection; Pennsylvania Department of Public Instruction, Harrisburg, Pennsylvania, 1967, pp. 4-5. (Reprinted by permission of the Department.)

14. Supports generalizations with the specific and the concrete			X		None
15. Avoids stereotyping		X			None
16. Aids in building positive attitudes and understandings			X		799-801
17. Distinguishes between fact and opinion			X		None
18. Gives attention to holidays, festivals, religious observances of various minority groups			X		None
19.					
20.					

*S-Superior
2 points

A-Acceptable
1 point

U-Unacceptable
no points

NP-Not Pertinent

Summary or General Estimate	Superior = 0	Acceptable = 2	Unacceptable = 16
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SPECIAL COMMENTS:

No mention was made of the cultures in Africa or of the harsh realities of the slave trade, except for its existence. Life on the plantation was dealt with in the usual fashion, depicting the Negro as the contented slave; however, mention was made of his occasional harsh treatment. The usual mention of Nat Turner is contained therein. In the Reconstruction period the Negro was pictured as a free man but as a burden to society. Six lines were devoted to the Negro and his accomplishments with the usual references to Marian Anderson and George Washington Carver. The moral aspects of slavery and abolition were adequately treated. Ralph Bunche was noted as a Nobel Peace Prize winner. Of 186 illustrations six included Negroes.

CHECKLIST FOR THE SELECTION OF TEXTBOOKS*

Title of Book Rise of the American Nation

Dorothy Williams

Author Todd and Curti

Name of Evaluator

Publisher Harcourt, Brace and World, 1966

	S*	A	U	NP	Page Ref.
1. Includes materials on minorities where relevant		X			304
2. Reflects respect for personal and cultural differences and the worth and importance of the individual		X			653
3. Offers factual, realistic, mature treatment		X			303-306
4. Gives balanced treatment of past and present		X			568
5. Presents accurate, pertinent information			X		400-401
6. Comes to grips with issues and problems		X			803
7. Presents varied points of view		X			340-343
8. Develops concepts of pluralistic society		X			653
9. Shows cultural diversity in illustrative materials		X			807, 787 653
10. Includes cultural diversity in text materials		X			653
11. Emphasizes both positive and negative aspects		X			400-401 407
12. Avoids distortion and bias		X			None
13. Avoids use of name-calling or emotionally charged words		X			None

*Pennsylvania Department of Public Instruction. The Treatment of Minorities, Guidelines for Textbook Selection. Pennsylvania Department of Public Instruction, Harrisburg, Pennsylvania, 1967, pp. 4-5. (Reprinted by permission of the Department.)

14. Supports generalizations with the specific and the concrete		X			804
15. Avoids stereotyping		X			None
16. Aids in building positive attitudes and understandings		X			652
17. Distinguishes between fact and opinion		X			341
18. Gives attention to holidays, festivals, religious observances of various minority groups			X		None
19.					
20.					

*S-Superior
2 points

A-Acceptable
1 point

U-Unacceptable
no points

NP-Not Pertinent

Summary or General
Estimate

Superior = 0

Acceptable = 16

Unacceptable = 2

SPECIAL COMMENTS:

This was the only text surveyed which referred to the Negro as arriving in 1619 as indentured servants. Several good paragraphs were devoted to highly developed civilizations in Africa from which Negroes were taken. Unfortunately, no mention was made of the harsh realities of the slave trade, nor was any mention made of the Negro in the Revolutionary War. A good and balanced treatment was given of the slave's life on the plantation; mention was also made of free Negroes during this early period. A good discussion was presented of early attempts at abolition of Negro slavery and, later, of the Abolition Movement. Only brief mention was made of the Negro leaders who attempted to free their people. References were made to the Negro in the Civil War (54th Regiment). A good description was given of the Reconstruction period. References were made of the developing pattern of segregation and Negro disfranchisement. Discussion of new problems encountered by Negroes after World War I and in the 1920's was presented. A long and detailed account of modern civil-rights movement, including the basis for the problems, was found in this text.

APPENDIX D

Statistical Computations

CORRELATION COEFFICIENT BETWEEN SUPERIOR SCORES ON EVALUATIVE CRITERIA

Pearson r

$$r_{xy} = \frac{(N)(\Sigma XY) - (\Sigma X)(\Sigma Y)}{\sqrt{[(N)(\Sigma X^2) - (\Sigma X)^2] [(N)(\Sigma Y^2) - (\Sigma Y)^2]}}$$

$$r_{xy} = \frac{(8)(8) - (4)(2)}{\sqrt{[(8)(16) - (4)^2] [(8)(4) - (2)^2]}}$$

$$r_{xy} = \frac{+ 56}{\sqrt{(112)(28)}}$$

$$r_{xy} = \frac{+ 56}{\sqrt{3136}}$$

$$r_{xy} = \frac{+ 56}{56}$$

$$r_{xy} = + 1.00$$

CORRELATION COEFFICIENT BETWEEN ACCEPTABLE SCORES ON EVALUATIVE CRITERIA

Pearson r

$$r_{xy} = \frac{(N)(\Sigma XY) - (\Sigma X)(\Sigma Y)}{\sqrt{[(N)(\Sigma X^2) - (\Sigma X)^2][(N)(\Sigma Y^2) - (\Sigma Y)^2]}}$$

$$r_{xy} = \frac{(8)(329) - (40)(39)}{\sqrt{[(8)(300) - (40)^2][(8)(389) - (39)^2]}}$$

$$r_{xy} = \frac{+ 1072}{\sqrt{(800)(1591)}}$$

$$r_{xy} = \frac{+ 1072}{\sqrt{1272800}}$$

$$r_{xy} = \frac{+ 1072}{1128}$$

$$r_{xy} = + .95$$

SMALL SAMPLE TEST FOR THE SIGNIFICANCE OF AN OBTAINED CORRELATION
COEFFICIENT FOR *SUPERIOR SCORES* ON EVALUATIVE CRITERIA

The *t*-test for the significance of an obtained correlation coefficient is as follows:

$$t = r \sqrt{\frac{N - 2}{1 - r^2}}$$

r = obtained correlation coefficient

N = number of paired observations

df = number of degrees of freedom (*N* - 2)

$$t = 1 \sqrt{\frac{8 - 2}{1 - (1)^2}}$$

$$t = 1 \sqrt{\frac{6}{0}}$$

$$t = 1 \sqrt{6}$$

$$t = (1) (2.44)$$

$$t = 2.44$$

$$df = 6$$

6° of freedom at .05 level is 2.447

$$t = 2.44$$

Sample *r* of +1.00 is significantly different from zero at .05 level of confidence; therefore, the hypothesis was rejected.

SMALL SAMPLE TEST FOR THE SIGNIFICANCE OF AN OBTAINED CORRELATION
COEFFICIENT FOR *ACCEPTABLE SCORES* ON EVALUATIVE CRITERIA

The *t*-test for the significance of an obtained correlation coefficient is as follows:

$$t = r \sqrt{\frac{N - 2}{1 - r^2}}$$

r = obtained correlation coefficient

N = number of paired observations

df = number of degrees of freedom (*N* - 2)

$$t = .95 \sqrt{\frac{8 - 2}{1 - (.95)^2}}$$

$$t = .95 \sqrt{\frac{6}{.10}}$$

$$t = .95 \sqrt{60}$$

$$t = (.95) (7.74)$$

$$t = 7.3530$$

$$df = 6$$

6° of freedom at .05 level is 2.447

$$t = 7.3530$$

Sample *r* of +.95 is significantly different from zero at the .05 level of confidence; therefore, the hypothesis was rejected.

TABLE V

VALUES OF t SIGNIFICANT AT THE .01 AND .05 LEVELS*

Degrees of Freedom	Two-Tailed Test		One-Tailed Test	
	.05 Level	.01 Level	.05 Level	.01 Level
1	12.706	63.657	6.314	31.821
2	4.303	9.925	2.920	6.965
3	3.182	5.841	2.353	4.541
4	2.776	4.604	2.132	3.747
5	2.571	4.032	2.015	3.365
6	2.447	3.707	1.943	3.143
7	2.365	3.499	1.895	2.998
8	2.306	3.355	1.860	2.896
9	2.262	3.250	1.833	2.821
10	2.228	3.169	1.812	2.764
11	2.201	3.106	1.796	2.718
12	2.179	3.055	1.782	2.681
13	2.160	3.012	1.771	2.650
14	2.145	2.977	1.761	2.624
15	2.131	2.947	1.753	2.602
16	2.120	2.921	1.746	2.583
17	2.110	2.898	1.740	2.567
18	2.101	2.878	1.734	2.552
19	2.093	2.861	1.729	2.539
20	2.086	2.845	1.725	2.528
21	2.080	2.831	1.721	2.518
22	2.074	2.819	1.717	2.508
23	2.069	2.807	1.714	2.500
24	2.064	2.797	1.711	2.492
25	2.060	2.787	1.708	2.485
26	2.056	2.779	1.706	2.479
27	2.052	2.771	1.703	2.473
28	2.048	2.763	1.701	2.467
29	2.045	2.756	1.699	2.462
30	2.042	2.750	1.697	2.457
∞	1.960	2.576	1.645	2.326

*This table is adapted from Table IV of Fisher: *Statistical Methods for Research Workers*, published by Oliver and Boyd Limited, Edinburgh.

GUIDELINES FOR THE SELECTION OF AMERICAN HISTORY TEXTBOOKS

by

DOROTHY H. WILLIAMS

B. A., Marymount College, 1943

AN ABSTRACT OF A MASTER'S THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1970

The purpose of the study was to: (1) develop a measuring device to evaluate American history textbooks; (2) establish the reliability of the self-constructed measuring device by comparing it to one adopted by the Kansas State Board of Education; and (3) conduct a survey and evaluation of American history textbooks used in the public secondary schools in Salina, Kansas, to determine whether or not they recognize the role and accomplishments of the Negro in American history.

The study concerned itself with the following hypothesis: *The public secondary schools in Salina, Kansas, do not recognize the role of the Negro in American history in their selection of history textbooks.*

The procedure and method of analysis of the study involved a descriptive survey and evaluation of American history textbooks used in the public secondary school system in Salina, Kansas, during a twenty-year period. A statistical study was made to determine the relationship between criteria developed by the writer and criteria adopted by the Kansas State Board of Education. The *product-moment correlation* was used to determine a coefficient of correlation between relevant variables on two sets of scores, namely, superior scores on evaluative criteria and acceptable scores on evaluative criteria. The *t-ratio* was employed to test the significance of the obtained correlation coefficients as a departure from zero at a given level of confidence. [If the correlation coefficient is significantly different from zero, this constitutes evidence for the rejection of the hypothesis.]

The facts amassed in the review of the literature indicate that a new version of American history is emerging in the nation's classrooms. Just as the Negro's place in American life is now changing, so is his

place in American history. Like other aspects of the nation's life, history is now being desegregated. Historians are sparing no effort to include the Negro, his origins, and his role in building America.

Readers of today's textbooks are immediately struck by a marked improvement in the treatment of the Negro. The Negro's origins are more definitely traced and his place in the landscape of American history is more discernible than ever. Conditions of slavery are generally treated more fully than previously. Slave revolts receive more recognition. More effort is made to indicate specific Negro contributions. Even the riotous present is not neglected.

A most significant finding of the study was the apparent little research evidence available to indicate the number of factors or criteria that should be considered in textbook evaluation or the relative importance of the factors and criteria chosen. A study of proposed criteria from national and state offices and associations, publishing companies and leaders in the profession was made. Criteria, common to all, were selected and organized into a self-constructed measuring device.

In view of the statistical evidence presented, it was concluded that the self-constructed measuring device was a reliable tool for the evaluation of American history textbooks. Statistics of the study as presented seemed to justify the continued use of the present American history textbooks in the secondary schools in Salina, Kansas. Specifically, the hypothesis was rejected.