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## Secondary School Textbooks, II

THE EDUCATIONAL REVIEWER completes in this issue a study by leading scholars of textbooks now in general use in American secondary schools. The purpose of the study is to discern and analyze the trends—ideological, qualitative, and, to a lesser extent, stylistic—to be found in such books. Each reviewer has examined the six to ten most widely used or typical textbooks in his field from the point of view of general characteristics, appropriate and inappropriate emphasis and omissions; factual accuracy and interpretative cogency; style, interest, and clarity. The reviews are published here, somewhat abridged.

The general editor of the Textbook Review was Prof. Ernest van den Haag, professor of Social Philosophy at New York University and lecturer at the New School for Social Research. Prof. George W. Carey, who contributed the analysis of textbooks in Civics, is with the Department of Government, Georgetown University. Textbooks in Economics are reviewed herewith by Prof. Gordon Tullock and Dr. Robert Johnson of the Thomas Jefferson Center for Studies in Political Economy, University of Virginia. Prof. Helmut Schoeck of the Department of Sociology, Emory University, reviews textbooks in the Social Sciences.

Part I of this study was published in the Summer, 1966, *University Bookman*. It consisted of an Introduction by Prof. van den Haag, reviews of textbooks in American History by Prof. Robert Lindsay Schuettinger of The Catholic University of America, and of textbooks in Contemporary Problems by Prof. Philip M. Crane of Bradley University.

## Civics

GEORGE W. CAREY

IF THERE IS any task more boring than writing high school civics texts, it most surely must be reading them. They are, to an astonishing degree, all pretty much alike. The only significant difference between them is to be found in their "approach." Even in this, however, these texts fall into either one of just two categories, "life science" or "descriptive," and within each of these categories, there is only the slightest variation between texts: They cover the same subjects, ask the same questions, assign the same or similar projects for the students, exhibit the same biases, and what is even more shameful, pose the same "thought-provoking" questions. So great are these similarities there is every reason to believe that the authors felt compelled to follow some sort of master plan. To be sure, there is nothing altogether wrong with this procedure provided the master plan is a good one—though one may wonder whether there is only one good approach to civics. But let us find out whether the presently universal approach is good; let us examine in some detail the organization, content, and approach of both the life science and descriptive texts.

One of the chief characteristics of the life science texts is their emphasis upon the social adjustment of the individual. As a consequence, they cover a wide variety of subjects, ranging from the church and family to more formal institutional aspects of society such as the structure and processes of government. The authors of one such book describe their purpose in the following way:

What's the book about? It's about the rules of the game in American life. It's about liberty and freedom. It's about justice and the laws that support it. The book is about you, too—how you get along with yourselves and other people; how you make your choices; how you plan to earn a living and make a life. This book is about good all-round citizenship. (Civics, xi)

This particular book consists of five major sections which all emphasize the individual in relation to different groups and institutions such as the family, church, community, and government. Sec-

tion One is subdivided into five chapters: "Living in groups limits your freedom, but it's worth it," "You begin citizenship as a member of your family group," "Your school gives direction and meaning to your citizenship," "Communities differ widely in form and in character," and "Citizens working together make a community's spirit."

*Building Our Life Together* (apparently quite successful since it is now in its seventh edition) utilizes the same general approach. It also has chapters devoted to such matters as promoting good health, preventing crime, guarding against fire and accident, having fun, and cultivating hobbies. It is similar in still other respects: There are numerous sketches and photographs that occupy fully one quarter of the text and, at the end of each chapter, there are suggested projects for the students, a vocabulary section that emphasizes key words and phrases, "thought questions," and a bibliography for further reading.

At first glance it might appear that there is nothing really wrong with this plan. After all, great philosophers (even some, dare I say it, more eminent than John Dewey) have focused upon the same or similar aspects of society in their searches for the "good life" and the best possible community. But outward appearances, in this case, are highly deceptive. In the first place, these books are almost devoid of any substance. This surely must have a conscious policy

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### Textbooks Reviewed

- Civics*, by Jack Allen and Clarence Stegmeir. American Book Company, Fifty State Edition, 1956.
- Building Our Life Together*, by Joseph I. Arnold, Dorothy J. Banks, and William Maurice Smith. Harper and Row, 1960.
- Magruder's American Government*, revised by William A. McClenaghan. Allyn and Bacon, Inc., 1965.
- American Government*, by George G. Bruntz and John Bremer. Ginn and Company, 1965.
- Our American Government Today*, by Edith E. Starratt and Morris Lewenstein. Prentice-Hall, Inc., 1958.
- Our American Government*, by Stanley E. Dimond and Elmer F. Pflieger. J. B. Lippincott Co., 1963.
- The Problems and Promises of American Democracy*, by The Eagleton Institute. McGraw-Hill Book Company, 1964.

predicated on the assumption that Johnny and Susie simply can't digest any factual information worth knowing or any thought worth thinking. Examples to illustrate this abound. Here are two:

Some neighborhoods are residential. They are made up only of homes, surrounded by trees and lawns and a few stores. Some neighborhoods are industrial, having small factories or offices on the same streets as the homes . . .  
(*Building*, 63)

You are a member of a family. You attend school. You live in a community. You are part of each. You are living in and with all three at the same time.  
(*Civics*, 65)

Here are a few of the major chapter subdivisions taken more or less at random from these texts: "Crime is a danger to community life," "Radio and television give us information and entertainment" (Something, I hasten to add, even the dullest student knows all too well), "Railroads carry people and goods," or "We have many responsibilities as citizens." And in each of these sections there is little more than the reiteration of the major point in a series of simple sentences.

WE CAN SEE a still more important deficiency in this approach by examining the way in which the student is shown the relevance of the topics discussed in the text. At the beginning of each chapter of *Building Our Life Together* there is a "real life" situation specifically designed to introduce the student to the materials covered in the chapter. Such introductions involve two boys who are despondent about the fact the new gymnasium is not completed because of a labor-management dispute, a girl who has to wear a frayed coat to school because she wasn't prudent enough to investigate its quality when she bought it at a "bargain sale," and a farmer Brown who must accept the fact that a highway will be built between his house and barn. Sweet reasonableness wins the day in all such episodes. Good-natured Bobby can see farmer Brown's plight: "Every time he wants to go to the barn for his team or tractor, or to milk the cows or feed the stock, he'll have to cross the highway." But smart Mary blurts: "Why, without highways, railroads, telegraphs, radio, or TV, California and New York might as well be separated by an ocean. It would take weeks to get oranges from Florida to Minnesota, or flour from Minnesota to

Florida, or news of the President's inauguration in Washington to people in Hawaii." Bobby, no doubt shaken by the mere thought of all this, finally sees the light. Says he: "I guess when it comes to transporting things or to communicating with one another, we must consider the good of the community as a whole instead of merely the good of the individual." And as the text authoritatively continues, "other members of [the] class began to realize that the government is representing the interest of all the people when it regulates and in some cases controls means of transportation, communication, and power transmission." Note the attempt not so much to argue, but to gain assent because "other members . . . realize."

I do not mean to dwell excessively on the simple-minded nonsense that fills the pages of these texts. These examples of "life situations" point perhaps more clearly than any other I could offer to an unarticulated premise that must be brought into the open if we are to understand fully the nature of these texts. And that premise, as I see it, comes to this: "Straight thinking" and "understanding" ("cooperation," tolerance," or what have you) will solve all the problems of the world. That is, more precisely, we have in these books a formula which if followed closely more or less automatically produces the "right" answer to almost any problem. In countless and subtle ways this theme permeates these texts. "Good citizens," we are informed at one point, "learn to think straight." What is thinking? Well, it is learning how to solve problems. And what has to be done to solve problems? Easy enough. There are just six steps.

- 1) Recognize the fact that there is a problem; 2) Understand the problem clearly, in all its parts; 3) Collect as much information about it as you can; 4) With the facts in hand, consider the possible solutions; 5) Decide on what seems to be the best solution; and 6) Try it out and see how it works.  
(*Civics*, 62)

It's as simple as this, or so we are led to believe. By what processes do we identify a problem? Whose word do we take that a problem exists? Might there be differences between individuals over whether a problem does in fact exist? If so, what then? What is this "best solution" business? All these and countless other questions are, for the most part, left unanswered save that we should not allow our emotions [values?] to color our judgment. And all of this, I submit, is thoroughly consistent with the objectives and theory

of the authors. They surely show no inclination to overtax the students' intellectual abilities. But more, even to introduce such considerations would be tantamount to questioning the usefulness and validity of the formula itself.

IF THESE "rational processes" promise to do wonders for the world, "understanding," "cooperation," and "tolerance" can do even more. Worried about world cooperation? Harken!

Builders in our life together must work to solve the problems of the world community as well as of the local, state, and national communities. Misunderstanding among the world communities that could lead to disastrous conflict must be avoided. When nations are good neighbors respecting and co-operating with one another, misunderstandings do not easily arise. (*Building*, 349)

What do we do to become "good neighbors"? Simple.

International cooperation is only an extension of the qualities of thinking and action that you see at work every day in your school and neighborhood. How wide is your neighborliness? How tolerant are you of the way other people believe and live? (*Building*, 345)

Let us not contemplate what will happen to poor Bobby who, having heard about certain eating habits in the Congo, responds "not very." Even labor-business antagonisms are melting away because "The federal government . . . has set up 'rules of the game' to help them reach a better understanding of their mutual problems and aims." (*Civics*, 461)

These texts that were presumably designed to help the student adjust to the world around him cannot help but have precisely the opposite effect if, that is, they have any effect at all. They present a totally unreal picture of the relationships between people and between nations. After reading these texts, for example, the student is more than apt to feel that our struggles with Communism are really no different than a squabble between brother and sister over what television show to watch, or some sort of misunderstanding. Both "disputes" are resolvable by the very same processes: straight thinking and understanding. All conflicts are misunderstandings. And this brings us to what, in my judgment, is surely the critical weakness of the master plan: All acknowledged values of Western civilization are grandly swept aside and replaced by a

barren formula. This is a real shame for two reasons. First, because of this, all those youngsters who must go through the tedious process of reading these texts will be deprived at an early age of the intellectually rewarding and stimulating experiences that would be theirs had not the authors found patterned answers to all our problems. Second (and let us for a moment imagine the very worst) suppose these books are highly influential in molding the thought and behavior of the high school students who read them. What kind of world would we eventually have?

The descriptive texts, as I have labeled them, concentrate more or less on the formal institutional and procedural aspects of American government at the state, local, and national levels. All have sections dealing with some aspect of international relations with special emphasis on the United Nations. Most have sections dealing with the public policies of the national government in such fields as labor, business, health, welfare, etc. One of the texts under review here even has a chapter devoted to a brief description of modern foreign governments. The titles alone would indicate the great similarity between these texts. All cover basically the same ground, except the Eagleton text, which includes units devoted to social anthropology and economics.

Whereas the life science texts barely touch in any detailed manner on the formal institutions and processes, these descriptive texts concentrate on this area. For the most part they are chock full of information and facts. Two of them, the Magruder and Eagleton, are comparable to the leading college texts. The others are not this detailed but certainly are more than adequate for high school purposes.

In a very important sense the term "descriptive" as applied to these books can be highly misleading. To be sure, they are filled with factual information. But all of them are plainly biased. More precisely, they all exhibit, to a greater or lesser degree, what James Burnham has called the "liberal syndrome." And because of their subtlety and factual nature, these texts stand a much greater chance than the life science works to influence and indoctrinate the unwary student. Let me illustrate this point by concentrating on four areas covered by most of these texts: a) the American foundations; b) political parties; c) the Congress; and d) the Presidency. In some cases we find outright bias and in others

we find it in terms of emphasis, omission, or interpretation.

Discontent with the political system as given to us by the Founding Fathers is evident in the two most sophisticated texts, Magruder's and Eagleton's. A section of the Magruder chapter on the Constitution reads as follows:

The Founding Fathers intended the check and balance system to prevent "an unjust combination of the majority." On the whole, the system has worked well. The people have learned, however, that while mistakes or evil designs of one department may be checked by another, so also can well-planned, honest policies be checked for political reasons.

When both houses of Congress are controlled by the President's supporters the system works well. But when the opposing party controls one or both houses, it is often times quite difficult for the National Government to operate smoothly. In such instances the National Government does not fail completely, of course, but it is often stalled over vital policy decisions. (Magruder, 53-4)

If we take the most authoritative statements available to us concerning the intentions of the Framers, the first paragraph cited above is obviously not true. The intention of the Framers was, by all available evidence, to prevent a concentration of all governmental power in the hands of one, the few, or the many, so that government itself, independent of any popular impulse, would not tyrannize the people or any portion of them. But be that as it may, there is little doubt that these passages put the "democratist" or "plebiscitary" ideology in more than a favorable light. Samuel K. Bailey, in his contribution to the Eagleton book, probably illustrates this bias more clearly. The student learns from Bailey that the American political system is quite complex. The question soon becomes: Is it too complex for our modern complex world? We find that some say "yes," most notably Woodrow Wilson, and Thomas K. Finletter in his book *Can Representative Government Do the Job?* Bailey does back off from outright condemnation of the Founders and advocacy of total reform of the American political system. But in a subsection, "Overcoming constitutional handicaps," there are passages reflecting a certain arrogance and presumptiveness. For example:

But Great Britain is not the United States. And even though the issues raised by men like Mr. Wilson and Mr. Finletter will and

should continue to trouble us, the fact is that constitutional handicaps up to this time have rarely been critical—although on occasion, they have been awkward and even serious. . . .

The elaborate maze constructed by the Founding Fathers has been conquered at various times by two great energizing and unifying forces in our society: (1) political parties and (2) aggressive presidential leadership. . . . It is sufficient to note here that loyalty to party has often drawn President, senators, and representatives together in a common cause; and that strong Presidents have used both general and specific constitutional powers to accomplish goals felt by the Presidents to be in the public interest. *In spite of our cumbersome constitutional machinery*, the United States has grown from a tiny colonial power . . . to the greatest power on earth.

(Eagleton, 38-9, emphasis mine)

One way to transform the American political system into a plebiscitary democracy is through "reform" of the political parties with the end of making them "responsible." (This has been one of the chief preoccupations of political scientists for years, though not as much now as ten or fifteen years ago.) Bailey emphasizes the need for disciplined and responsible parties.

Consider Bruntz and Bremer:

The problem of getting the legislative and executive branches to work together when they are controlled by members of the same party is a related problem [speaking here of party cohesiveness]. . . . here we can mention the interesting proposal advanced in a study made for the American Political Science Association a few years ago. This report recommended that the President, the leaders of his party in Congress, and other party leaders draw up clear and precise policy positions. Only loyal supporters of these policies would be elected as chairmen of congressional committees. The report further recommended that members of the majority party in each house should have more frequent party meetings (caucuses) to decide the party stand on particular issues. Members would be expected to support caucus positions. (88)

At this juncture the text is neutral. This is just an "interesting proposal." But this sort of impartiality vanishes by page 171. "A united party would undoubtedly put pressure on candidates and officeholders to support the party's program. And it would take steps to eliminate obstructive tactics by minorities in Congress." The bibliography offered at the end of this chapter, while not com-

pletely "loaded," is surely not designed to give equal treatment to the opponents of such reform. This is particularly inexcusable since there is a wealth of material written by political scientists of all political persuasions on the inherent dangers of a disciplined two-party system in the American context.

WHILE the majority of texts do not dwell on the need for a disciplined and responsible party system, every text in one way or another is most critical of Congress largely because of the manner in which our parties presently operate. And Congress, let me emphasize, surely comes in for more criticism than any other branch of government. The Supreme Court is hailed as the defender of our "rights." The Presidency, as we shall see, emerges from the pages of every text largely unscathed. The United Nations is accorded sympathetic and favorable treatment. But not Congress. Even a cursory reading of these texts would reveal this animosity. Here is an example from one of the more innocuous texts:

The seniority rule, filibustering, and the piling up of too many bills near the end of the sessions have frequently been criticized. The correction of these conditions depends upon getting the majority of congressmen to change congressional rules. This in turn depends upon a strong public opinion throughout the nation. Citizens who know a great deal about the procedures in Congress can be helpful in getting needed reforms. (Dimond and Pflieger, 206)

In the next paragraph of this text we find the following: "Since not all the recommended reforms [of the Legislative Reform Act of 1946] were approved, additional reforms undoubtedly will be made in the future." This perverted logic, I would suspect, does tend, after a fashion, to reassure the student that Congressmen will soon see just how archaic their legislative procedures are. Certainly after reading this text, the student stands in need of such assurances. But there are more blatant assaults on Congress. Take, for example, one of Magruder's "Questions for Review": "Name three matters in which congressional reform is needed. What are the major obstacles to reform?" (Question 17, 215)

And here's a real "toughie" from Starratt and Lewenstein:

Does the custom of electing chairmen of standing committees on the basis of seniority insure that the best abilities of *all* Senators are *always* used most effectively? (209, emphasis mine)

If the answer is "no" is the student's attention drawn to the fact that other "customs" may not be better, or, perhaps, worse?

Scarcely any practice or institution of Congress that is not compatible with the democratist ideology escapes critical comment. The filibuster, rules committee, seniority, and investigating committees are favorites. Not one text cites in its bibliographical section James Burnham's *Congress and the American Tradition*. Ernest Griffith's *Congress: Its Contemporary Role*, a fine work which displays some compassion for the problems of Congress, is cited in three texts. William S. White's *The Citadel*, a highly readable book that would cause the student to think about these matters, is cited only once as recommended reading. The works of Telford Taylor, Samuel Bailey, James McGregor Burns, George W. Norris, Estes Kefauver, Clinton Rossiter, and Claudius Johnson, to mention but a few, receive frequent mention. Thus the bibliographies of all these texts, beyond any reasonable question, are "loaded."

It would seem from these texts that the Presidency is never to be discussed save in the most reverent terms. For example:

In many countries the chief of state reigns but does not rule. This is certainly true of the Queen of England, the Kings of Norway, Sweden, Denmark, and Greece, the President of Italy, and the Emperor of Japan, to cite but a few. It is just as certainly *not* true of the President of the United States. He both reigns *and* rules. (Magruder, 262)

Such a statement might come as a surprise to most people, particularly those who have read the Constitution. However, we have it on the authority of still another text that the President "is the one national figure to whom all Americans turn." And do we find any really thought-provoking questions about the Presidency and its powers? No. The President, it is true, is overworked, as well he might be after we discover from these texts the wonders he performs.

WHAT MAKES these high school civics texts what they are? I can't pretend to offer a complete answer. But certainly the following must be factors. First, the publishing houses are probably responsible for the high degree of uniformity. At some point in the past one book emerged as a best-seller, and other publishers began to imitate it in the hope of regaining some of the market. Second, as a general rule, scholars with imaginative minds do not turn to text-

book writing. There are, of course, notable exceptions. But the intellectually unrewarding drudgery of such an undertaking, profitable though it may be, is enough to deter those who do possess some imagination. Hence we would hardly expect to find challenging and provocative books. Third, and perhaps most important, these books represent but a muted echo of the ideology that pervades higher academic levels. Deweyism and an education-school mentality are certainly evident in the life science texts. The descriptive texts reflect the dominant ideology of the college-level political scientist, and exhibit the same prejudices found in the best-selling college texts on American government.

What can prudent parents do to ensure that their children will learn something, but not, in the process, be brainwashed? It is important to realize that there is no hope of any significant transformation in the nature of these texts in the foreseeable future. Indeed, if experiences at the college level are any indication of things to come, high school texts will, by any conceivable standard, degenerate. Increasingly they will be filled with more and more Herblock cartoons, photos, sketches, and other miscellaneous junk, while the substantive content will simply vanish. The answer, it seems to me, is not to assign any text at all. This may, on first thought, seem bizarre. But consider this: The average price of these texts is somewhere around six dollars and this amount of money well spent on paperback books dealing with various aspects of the American political system from any number of ideological viewpoints would, beyond any doubt, contribute more substantially to the students' knowledge than any of these texts taken singly or together. This practice, I might add, is becoming increasingly popular at the college level. Considering the nature and calibre of these high school civics texts, it's surely worth a try in high schools.

## Economics

GORDON TULLOCK and ROBERT JOHNSON

IN 1961, when Paul Samuelson was president of the American Economic Association, a Text Book Study Committee was established by the Association. This committee, under the direction of Paul R. Olson, was part of a larger project to study ways to improve the teaching of economics at the high school level. The chairman of the Committee on Economic Education which directed the whole project was Professor Ben W. Lewis. As this indicates, the committee did not represent an extreme wing of the economics profession. Its criticisms of the existing texts, therefore, clearly cannot be put down to "economic fundamentalism."

Some quotations from Director Olson's "Summary of General Conclusions" serve to illustrate the general level of high school economics texts.<sup>1</sup> "It is the committee's considered opinion that the high school student whose knowledge of economics has been acquired through courses circumscribed by the textbooks principally used in the three social studies courses would be quite unprepared to cope understandingly with most problems of economic public policy . . .

"Much of his time, particularly in economics courses, would have been devoted to 'how-to-do-it' consumer education replete with advice and admonition frequently cast in a high moral tone. . . . How an economic system operates is seldom a topic for analysis: the sensitivity of markets and the role of prices, profits, and wages in the allocation of resources are only occasionally paid even lip service. . . .

"Our budding voter would have read a good deal which must be classified as economics, but an unfortunately large part of this would probably be regarded by most economists as trivia. . . .

"Perhaps the most alarming characteristic of textbooks in all

1. "Economics in the Schools," a Special Supplement to the March 1963 *American Economic Review*. The quotations are found on pages ix-xii. Note that the committee considered not only pure economics books, but also the economically relevant portions of books in Social Problems and History which are excluded from this review.

three courses is the dominance of description over analysis in the treatment accorded those economic topics selected for discussion. . . . The real offense against understanding committed by these books, however, is that the endless cataloguing of facts is often regarded as an end in itself. . . .

"The nature of value judgments, their role in determining the objectives of an economy, and the economic system developed to attain them . . . are simply not discussed. This statement should not be taken to mean that value judgments are not employed in these texts. On the contrary, they are, though usually in a nebulous manner (something is 'fair,' 'just,' or 'equitable' without definition) . . . Seldom is an effort made in discussing policy matters to distinguish between facts, analytic conclusions, and value judgments. On obviously controversial issues, all points of view emerge with equal standing regardless of basis or merit."

The only mitigations of this wholesale condemnation by the committee occur in two sentences: "Errors of fact appear in all of the texts considered, but the committee feels that they are not of a magnitude to introduce serious distortion." And: "While these

### Textbooks Reviewed

*Applied Economics*, by James H. Dodd, John W. Kennedy, and Arthur R. Olsen. Southwestern Publishing Company, sixth edition, 1962.

*Understanding Our Free Economy*, by Fred R. Fairchild and Thomas J. Shelly. D. Van Nostrand Company, third edition, 1962.

*Economics*, by Kennard E. Goodman and C. Lowell Harriss. Ginn and Company, 1963.

*The Economics of American Living*, by Harry W. Heckman. Rand McNally and Company, second edition, 1963.

*Our American Economy*, by Richard W. Lindholm and Paul Driscoll. Harcourt, Brace and World, Inc., second edition, 1964.

*Basic Economics*, by L. S. Michelon. The World Publishing Company, 1960.

*Economics For Our Times*, by Augustus H. Smith. Webster Division, McGraw-Hill Book Company, third edition revised, 1963.

*Basic Economics*, by Rudolph W. Trenton. Appleton-Century-Crofts, 1964.

*Growth and the Economy*, by David McCord Wright. Charles Scribner's Sons, 1964.

texts do not provide the kind of economic understanding needed for the exercise of responsible citizenship, the committee is agreed that the student who reads them is on the whole better off for having done so." In spite of these points of (strictly) relative strength, the committee's principal conclusion was: "The economic analysis contained in social studies textbooks is distressing in its absence and unfortunate when attempted."

THESE COMMENTS summarize our findings for the books we reviewed that were published prior to 1962. But it is notable that those which have been brought out in new editions since the committee report was published do not appear generally to have been much improved, although marginal changes have been incorporated. Smith's *Economics For Our Times* and Lindholm and Driscoll's *Our American Economy* both have had new or revised editions recently released. Lindholm and Driscoll have added a chapter on economic growth and development, a section on the common market, and numerous "special features" which discuss economic ideas and institutions. *Our American Economy* includes a new part, "Recent Trends in Economics" (written by William Wolman) discussing domestic and international problems. In both cases, the major shortcomings still remain. Smith's text lacks a complete discussion of macro-economics, uses such adjectives as "worthy" or "better" to evaluate policies and arguments, makes a minimal use of analytical reasoning, and fails to examine the effectiveness of legislation which is discussed historically. The Lindholm and Driscoll text, although it better prepares the student to see how the economy operates and to understand economic problems than does the Smith text, does not develop intensively micro- or macro-analysis.

We are happy to report that the situation regarding text quality is improving, however, and we intend to devote the rest of this review mainly to "positive thinking," discussing those texts which we feel come closest to the committee's recommendations and which are best suited to meet the special problems of any high school text.

The teaching of economics in the high school is, in many ways, a good deal more difficult than teaching it in college. In the first place, college students are not only more mature, but they are a more select group than high school students. Furthermore, eco-

nomics is normally an elective in college, while it is frequently required in high schools which have such a course. We might expect to find a higher level of student interest, therefore, in the college course. Finally, the elementary economics course in colleges is more often than not a two-semester course while the high school course is usually presented in one semester or as part of a year course in social studies or government. The high school course necessarily must include coverage of more institutional material. The college teacher is accustomed to explaining to students (though depressed by the necessity) the difference between stocks and bonds, checking and savings accounts, etc., but even more of such material must be included in the high school course. Unfortunately, most high school teachers of economics presently have only a bare minimum of background in the subject (sometimes none) and, hence, tend to emphasize the descriptive part of the textbooks simply because they feel they understand it better.<sup>2</sup> This problem is being alleviated slowly, mainly through the efforts of the Joint Committee on Economic Education (JCEE) in setting up and guiding pilot projects in economic education for teachers in many states and communities.

The amount of time available for teaching economic theory and analysis is further reduced by the custom of including "consumer economics" in these textbooks. With the exception of *Understanding Our Free Economy*, all of the books which we have reviewed contain substantial sections advising the student to purchase carefully.

As a final hazard, the selection of high school textbooks is much more political than the selection of college books. The local school boards are usually able to keep any book they object to from being used, and tend to be responsive to political pressure. This means that a textbook manuscript which offends any well-organized pressure group is not likely to be attractive to the publishers in this field. Since a complete elementary economics course includes

2. "... particularly because of limited training in economics, large numbers of teachers are forced to rely greatly, if not excessively, on the textbooks they have chosen or that have been chosen for them. There are exceptions, of course ... but it is not denied by those most familiar with the facts that in high school economics, by and large, the textbook is the course." *op. cit.*, p. v

a discussion of the adverse consequences of various real or potential government policies advocated by well-organized pressure groups, this poses a serious handicap.

FOR ALL of the above reasons, the expected results from a high school economics course are considerably less than those from college courses. Repetition, however, is basic to education. A good high school economics course will undoubtedly increase the economic knowledge of the student, even if only marginally, and will better prepare him for further economic training should he attend college. Repetition can be obtained in another way by including some economics study in elementary as well as high school grades. Again, much of the work of the JCEE is oriented toward accomplishing this and developing appropriate instructional material. If students are made aware of basic economic concepts in lower grades and then given a more advanced course in their last year of high school training, we would expect considerably better results than from a high school course alone.

The AEA Textbook Committee was broken down into three subcommittees, each concerned with one branch of the social studies. The subcommittee on economics was chaired by C. Lowell Harriss of Columbia University, and he apparently decided that he could prepare a better text than those observed. The result was a text written in conjunction with Kennard E. Goodman simply entitled *Economics*. It is by all odds the best text of the group and the only one we can unqualifiedly recommend for general use. It is reasonably well-written, given the combination of difficult material and an audience of young persons with rather limited vocabularies. The questions at the end of each chapter call for independent and imaginative thought on the part of the student. These questions and projects also would be of considerable help to teachers in planning class discussions. There is some bowing to pressure groups in the text, but it is held to what is probably the absolute political minimum. Further, most of it consists of a very careful and tactful handling of difficult issues in which economic analysis is applied without directly antagonizing anyone. The treatment of labor unions and of conservation are good examples of the ability of the authors to weaken positions which have great political support without really saying anything which can be objected to.

We also recommend Heckman's *The Economics of American Living*, a text we believe appropriate for an earlier grade high school course or for a course that includes economics only as a part. Though the briefest book reviewed (162 pp.), it contains an excellent discussion of economic problems and surveys generally the usual material contained in a modern elementary text.

*Understanding Our Free Economy* by Fairchild and Shelly is a sort of junior version of the famous Fairchild, Furniss, and Buck college text. The first edition came out in the 1930's, and in spite of the introduction of new material and considerable rewriting, the high school text still has an old-fashioned flavor. The subjects covered are those contained in texts of the 1920's, as could be many of the book's dated photographs.

This is not necessarily a disadvantage for some parts of economic study. The progress which has been made in economic science since 1930 has had little effect on part of what is taught at the elementary level. *Understanding Our Free Economy* is a vigorously conservative, free market text with unconcealed attacks on TVA and economic planning, and its approach is generally similar to *Basic Economics* by Michelon. The latter, a "businessman's" text, contains a full discussion of micro-analysis with emphasis upon the allocation of resources in a market economy, but it has no institutional material except to say that unions are harmful and almost ignores the governmental sector except for a brief discussion of fiscal policy.

There is one very important field where great progress has been made since 1931—cycle theory—and *Understanding Our Free Economy* ignores these developments. The subject is discussed in one short chapter and in a few scattered references, but the authors show no signs of having heard of the work of Von Hayek, let alone Keynes or the more recent research. This means that, in spite of satisfactory micro-analysis, neither Fairchild and Shelly's nor Michelon's books can be recommended for general use as basic texts. A teacher prepared to supplement either book with an extensive discussion of cycle theory and macro-policy might be able to use them.

Although college economics classes represent a select student body and are able to utilize more difficult materials than those used in secondary schools, they vary greatly among themselves.

The level of ability to be found in a class at Harvard is apt to be much higher than that at Keokuk Normal. Since there are textbooks designed for all levels, it is possible that some of the easier college texts might be usable in high school classes. A considerable number of high schools use multi-track systems and it seems reasonable that students in the upper levels might benefit from a fairly simple college-level text.

We found two college-level texts, Trenton's *Basic Economics* and Wright's *Growth and the Economy*, both in paperback, which we think would be suitable for this purpose. Although we think either could be used in selected high school courses, the book by Wright is preferred. Dr. Wright is a spellbinding orator and teacher and he has made full use of his gifts of lucid expression in this text. The result is that *Growth and the Economy* is simultaneously easier to follow and more advanced economically.

Dr. Wright is probably the only economist in the United States who is both a prominent conservative and a prominent Keynesian. Needless to say, this means that his conservatism has some unusual features while his interpretation of Keynes does not always meet with the approval of the true scribes. For an elementary course this probably makes little difference since the points at issue are, at this level, both minor and highly technical. Both Trenton and Wright cover about the same ground as the usual college elementary course, although Wright does omit a discussion of "public finance." Their books' suitability for selected high school classes is the result of their relatively simple approach. In difficulty and rigor they fall between Goodman and Harriss and such a mid-level college text as Samuelson<sup>3</sup>, with Trenton lying closer to the former and Wright to the latter.

To sum up, we recommend *Economics* by Goodman and Harriss as a standard text, and Heckman's *The Economics of American Living* for special uses. *Growth and the Economy* by Wright should be seriously considered for classes of superior students. Although noting relative weaknesses in its development of economic analysis, we feel that *Our American Economy* by Lindholm and Driscoll would help students to understand economic problems, and we would recommend it as a second choice for the standard text. We

3. Paul A. Samuelson, *Economics: An Introductory Analysis*. McGraw-Hill Book Company, sixth edition, 1964

are rather unhappy that we cannot fully recommend any of the other texts reviewed, since they contain shortcomings, or bear out the findings of the AEA's textbook committee. For example, *Applied Economics* by Dodd, Kennedy, and Olsen contains a minimum of economic analysis, discusses many subjects incompletely, and has a writing style which presents discussion in outline form (e.g., "are four factors of . . .," "three characteristics of . . ."), and unimaginative questions and projects for students to consider.

The American Economic Association's interest in the matter plus the efforts of the JCEE, however, are symptomatic of the changes which are taking place. Not only are more and more high schools offering courses in economics, and even grammar schools preparing economics study programs, but also a number of competent economists have become interested in economic education at these levels. Recent reports indicate that a number of new textbooks in this field will become available in the next two years, in addition to the instructional materials being developed in pilot projects under the guidance of the JCEE. In the near future the high school economics teacher will be able to select from a variety of texts and materials.

Since a good many of the teachers of economics at the secondary school level have little or no background in the subject, we would like to recommend to them a practical list of books which they might study to prepare themselves for effective teaching. Lengthy bibliographies, of course, can be found in most of the elementary economics books, but few teachers will want to read such a mass of literature. Further, many of the books on these lists are fairly advanced and/or specialized and have limited use to persons without economic training.

Our suggestions consist of only five books, all of which are designed as elementary texts, but at a steadily advancing degree of difficulty and rigor. The first is Goodman and Harriss's *Economics*, and the second is Wright's *Growth and the Economy*. The third is a book written in England in 1912 by a man who was better known as a translator of Dante than as an economist and who called himself a socialist. It is Wicksteed's *The Common Sense of Political Economy* (Routledge Kegan and Paul, two volumes) and is as elegant in its prose style as in its economics. Our fourth book is C. Lowell Harriss's *The American Economy* (Richard D. Irwin,

Inc., fourth edition, 1962), a widely used college text which can serve as an encyclopedia reference, although Samuelson's *Economics: An Introductory Analysis* or Campbell R. McConnell's *Elementary Economics: Principles, Problems, and Policies* (McGraw-Hill, second edition, 1963) would similarly serve this purpose. Fifth, and finally, is *University Economics* by A. A. Alchian and W. R. Allen (Wadsworth Publishing Company, Inc., 1964) which is the most rigorous basic text now on the market, emphasizing the application of economic analysis to well-known problems. The prospective teacher should start with the book which fits best his present knowledge, and work up the list as far as he can. Since some professional economists find parts of Alchian and Allen difficult, he should not be too disturbed if he finds he cannot get through the entire list.

## The Social Sciences

HELMUT SCHOECK

### I. Civics

*Teenage Living*, by Nell Giles Ahern. Houghton Mifflin Company, 1960.

The most elementary of all the books considered, this has nothing to do with social science and does not pretend to have. It is a manual on how to be popular with all sorts of people, while upholding the traditional values of American society. On its chosen level—and it is very simple—the book is well done. But why is such a level chosen?

There is plenty of "down-to-earth" advice—on such things as table manners, and how a teenager can earn money, go on dates that cost little, give the proper gifts, etc. Almost nothing is wrong with the book from the viewpoint of traditional parents, but I suspect that today's teenagers in need of hard advice will often resent the admonitions. The style, the numerous direct dialogues, the blunt examples give the impression that the author had a ten-year-old audience in mind.

*Living in Our Communities. Civics for Young Americans*, by Edward A. Krug, I. James Quillen, and John M. Bernd. Scott, Foresman and Company, fourth edition, 1963.

This text helps the student see almost every phase of his immediate daily life, from his home and neighborhood to the larger community, in their interdependence with other units and members of our society. Yet none of these interdependencies is contrived. The authors leave the reader room to reach his own final answers and definitions. There is no special pleading of causes, except, naturally, that of democracy, whose functioning, even when it falls short of the ideal, is shown.

The writing is fluent and always interesting. Sentences are kept short; the text is broken down into brief paragraphs, each with a title. Perhaps this brevity and clarity are carried a bit far. Yet even the adult reader does not get the impression of being talked down to. Throughout the text there are many large, instructive, and useful charts, graphs, and organizational tables. The appendix prints the entire U.S. Constitution in one column, interpreting or paraphrasing in modern language in a second column. Of special value seems a list of "Things to Do": drawing maps, preparing reports, securing statistics, interviewing officials.

The public sector is not overstressed, even though it is usually very favorably reported. The growth of private schools is mentioned briefly and the reasons for it are stated. A private fire-fighting company is described, which charges its subscribers a fee and assures prompt service.

The text seems to believe that a people can consume itself perpetually into ever higher prosperity. "Our consumption of goods and services is what makes our standard of living. The more we consume, the higher that standard becomes" (p. 307). In vain we look for mention of saving, capital, investors, entrepreneurs, innovators. It all seems to happen almost by magic, as long as we keep on desiring. Only in a section on the process of distribution, especially on the retail level, do we find scant reference to profit and loss, investment, inventory, etc.

In its over-all shape and ramifications, the U.S. economic system is quite well described, though not analyzed and too briefly compared with other aspects of society. However, the hard facts of

economic life and the possible dangers from certain courses of action are ignored. The UN is discussed, but not pictured as a panacea. The book even considers the possibility of the UN becoming a tool of aggressive nations threatening our national independence and individual freedom. The authors declare as essential an independent U.S. defense system and an independent foreign policy.

Most of the interpretations are convincing and realistic, but none is profound, or goes very far, or offers an intellectual challenge.

*Living in Social Groups. A Sociology Text*, by James A. Quinn. J. B. Lippincott Company, 1962.

An introduction to general sociology, this book resembles, in organization and extensive use of technical language, standard introductory college texts. In many sections and chapters it is almost on the college (freshman) level. But its primary audience is clearly the high school student. The style is often rather personal. The chapters are followed by exceptionally long lists of questions for discussion and suggestions for exercises. They are of uneven value, depth, and objectivity.

The present edition seems to be the result of several earlier ones, going back almost a quarter of a century. Thus, certain predilections of that era and a few anachronisms show up here and there. Generally, the author has attempted to face the society of the sixties. For instance, the chapter on social classes is realistic, nonsentimental, unapologetic, and comprehensive. The chapter on population problems is reasonably up to date. Elsewhere data from the history of civilization, prehistory, and animal psychology are drawn upon adequately.

However, in the chapters on economic life, the author's sympathies show—no matter how much he tries to be objective. The growth and role of labor unions is extensively described and some of the problems are fairly stated. But I get the impression (p. 277) that Mr. Quinn really would like to see development toward the kind of co-determination whereby labor unions would formally share decision-making with management. The book also evades certain problems: the U.S. farm subsidy program is described in two brief sentences (279 f) which avoid any reference to inefficiency and injustices of the present solution. The possibility and facts of

inflation are never directly faced. The function of capital, however, is adequately discussed.

The book must be given credit for going into a full-scale comparison of capitalism, socialism, and Communism as economic systems. Quinn calls the U.S. economy capitalistic and describes rather well the process of competition. But, perhaps without realizing it, he tends to contrast the real functioning of the U.S. economy with a pure or ideal system of socialism or Communism. He never mentions any of the abundantly available facts of the malfunctioning of real socialism and Communism in action.

On p. 279 we read: "The preceding discussion suggests that each generation of young persons in our democratic society consider whether some persons are receiving incomes which they have not earned. If so, they may inquire further as to what should be done about such situations." The author gives examples: what services does the mere owner of land, stocks, mines, etc. render to society? Or what about the profit made by "shrewd foresight" of an individual? It does not add to the total of goods and services. It is not earned. Quinn fails to see the social usefulness of such "shrewd foresight," noted in favorable terms as early as the biblical story of Joseph in Egypt. The book never faces the question who should decide for others what and how much is justifiably "earned." In short, the author seems to hold a latter-day populist notion of private property that is not so much biased as it is uninformed.

The sequence on economics opens with the sentence: "That citizens of the United States enjoy a high level of living does not prove that no changes should be made" (p. 271). And toward the end of the last chapter we learn that "social planners" (they remain largely unidentified) should go about making these changes. Mr. Quinn offers a long list of tasks for them and shows little awareness of the failures of central planning and city planning that have been reviewed in recent social science literature.

## II. Social Science: Sociology, Anthropology

*Sociology*, by Paul H. Landis. Ginn and Company, 1964.

This is a sociology text proper. Its level seems to be aimed at the later high school grades as well as the freshman college year. The major social institutions and several basic sociocultural processes

provide the over-all organizing principle. However, there are also a few "how to" chapters—choosing a vocation, making marriage work, etc. The didactic and mechanical features of the book are very good. The photographs, especially of various geographic and ecological phenomena, are instructive. There are numerous well done graphs, tables, and curves in color. Less successful are the many colored cartoon-like illustrations, which often take up an entire page. A fine feature of the bibliography is the inclusion of college-level books, indicated in red print, for the superior high school or the college student. This is one of the best lists for collateral or further advanced reading in any of the books examined.

Factual accuracy seems high, and so is the explanatory level. The author says: "This book is no slumming expedition. It stresses problems, but only after presenting basic principles and analyzing man's normal life in society. Thus the approach of this text is optimistic." This promise is kept.

The U.S. economic system is comprehensively covered. Many of its aspects are described in close comparison with primitive as well as other non-American systems. Indeed, more than in any other book reviewed here, Landis gives considerable space to the question of underdeveloped countries and areas. He lists a fair number of the real (and often ignored) reasons for lack of development (poor geographic conditions, climate, hostility, and threats to private enterprise, cultural barriers to economic growth and change, etc.).

The private enterprise system and the price system are specifically given credit for their accomplishments throughout the book. The nature and role of capital are explained. This text uses the adjective "capitalistic" frequently without any of the apologies and reservations found in other (usually older) texts. A chapter dealing with the farm problem is well documented. The U.S. government farm support program is described and criticized. The growth of the U.S. government is explained in a way that seems to justify its growing size, costs, and functions. Other texts in this survey show considerably more reservations regarding the expansion of government. Labor unions are covered adequately, with perhaps a slight leaning in their direction.

There is a full discussion of the conflicts between the U.S. and the Soviet Union, as well as of Communism. The UN is reviewed

candidly and with some reservations. A long and emphatic chapter deals with minority group problems and prejudice. Very well covered are population problems, demographic facts, rural and urban sociology. More than 10 per cent of the text is devoted to marriage, the family, and child behavior (all of this with a pragmatic slant).

In short, this is a solid sociology text which combines an introduction to social science, mostly sociology proper, with a fact-saturated coverage of contemporary problems and processes. It tries hard not to offend anyone.

*Our Changing Social Order*, by Ruth Wood Gavian and Robert Rienow. D.C. Heath and Company, 1964.

"Social problems" are stressed in most sections of this text. It contains a considerable amount of practical advice for the student. The authors lean somewhat toward social action rather than social science. Many photographs, as well as graphs and tables, provide substantial information. The social science vocabulary used is on a high technical level. No attempt has been made to use some sort of "basic English" instead of the precise language of the economist or sociologist. Each chapter is followed by a good glossary. The suggested investigations for students to carry out are, as a rule, imaginative and valuable. Their aims are constructive and usually without any built-in bias.

The strength of this text lies in its comprehensive coverage of the processes and institutions of the U.S. economy. Inflation, a topic that some contemporary texts tend to avoid or skirt, receives adequate attention, even though the authors stay clear of controversy regarding its primary causes. The following (often missing in comparable texts) are well discussed: consumer behavior, cost of living, labor unions, the modern business corporation, the business cycle. Throughout the book it is made clear that the central government does not have all the powers or all the tools to cure economic troubles. One chapter gives a good history of the attempts to limit the powers of governments, including a description of state power in Communist countries. The last chapter, on international affairs and conflicts, is a bit alarmist but quite candid in showing the weakness of the UN. The authors say: "We are engaged in a life-or-death struggle with the forces of Communism."

While some texts still used by American students try to arouse resentment at an impersonal profit and loss system and at "un-earned incomes," this book not only treats these aspects of the economy objectively, but includes elementary advice on how to make profits by intelligent investments in stocks, real estate, etc.

All in all, this is the best book among those reviewed for giving a comprehensive, realistic, responsible understanding of the U.S. economy of today.

*High School Sociology. A Study in Social and Human Relations*, by William E. Cole and Charles S. Montgomery. Allyn and Bacon, Inc., 1964.

Rather short and set in large type, this text has been written in an extremely simple style (often chatty and "folksy"), probably aimed at below-average high school students. Much of the content could be understood by a fifth or sixth grader. Chapters are titled "Living effectively . . ."—e.g., "as a consumer," "in our cities," "in our dynamic democracy." But as a "how to" book it is not very useful because it fails to show how one should go about specific tasks. Usually there is a list of problems and dangers and then another list of programs aimed at coping with them.

The functioning of the U.S. economic system is poorly described, let alone analyzed. Here, as elsewhere, the authors have crowded too many facts and figures in too simplified a framework. The reader will not get from this text the slightest inkling of the U.S. farm problem as a consequence of farm support programs. On the contrary, the impression is given that we shall need, in a few years anyway, much more farm production and millions of additional acres. In the chapter on religion some of the statistics are outdated. There is a brief superficial section on Medicare which is factually inaccurate with regard to foreign programs.

Strangely, the subject of social classes appears in the concluding chapter, "Looking to the Future," which stresses the "open class system": "We need both big people and little people" (p. 366). The concept of the power structure is introduced briefly and without criticism. Otherwise, this final chapter is geared to the 200th anniversary in 1976, with optimistic emphasis on technological solutions to various problems.

*Understanding Culture*, by John J. Honigmann. Harper and Row, 1963.

This is really a college-level text, but so well and interestingly written that it can be used by more advanced high school students. Honigmann is a cultural anthropologist with extensive experience in different cultures. His first-hand observations help to make the book fascinating and convincing. Unlike the older anthropology texts, this one always takes the reader into his own society and culture for comparisons.

Though cultural anthropology is emphasized, there are general discussions of such universal social or cultural processes as social pressure, control, communication, law in action, social mobility, etc., which are usually found in sociology texts. Thus it seems to be a very good text to introduce the student to the social sciences while teaching him a great deal about different cultures, including his own and that of the American Indians. The bibliographies for each chapter are excellent, citing numerous articles in professional journals.

Since most introductory sociology texts today rely heavily on data from cultural anthropology, and also stress the concept of culture, it seems natural enough, for a change, to let an excellent text on cultural anthropology serve as the general introduction to social science.

### III. Psychology

*Psychology, Its Principles and Applications*, by T. L. Engle. Harcourt, Brace and World, Inc., fourth edition, 1964.

Except for several chapters at the end on social affairs, this is a good introduction to psychology from an experimental point of view. The book is fluently and interestingly written on a rather high level. Good graphs and pictures add to its instructional value. Psychoanalysis is mentioned briefly, and with reservations, at the beginning; it does not pervade the text. Modern learning theory is comprehensively covered, including a good chapter on processes of thinking. Personality, and the biological basis for varied patterns of behavior, are well discussed. In the chapter on mental health, problems likely to trouble high school students are presented. For

instance, there is a discussion of inferiority feelings and resultant envy.

Dating and courtship, marriage, and parent-child relationships are extensively examined. The sequence on "You and Society" deals with prejudice, social attitudes, propaganda, conformity, etc. All are treated in standard fashion and with much less attention to scientific method than the problems in the chapters on psychology proper.

There is a fairly comprehensive and instructional section on crime. However, the added section on "War as the Great Crime" is surprisingly naive. Some of the statements about lack of aggression and conflict among primitive peoples and among animals are incorrect in the light of more recent findings (see, for instance, the work by Konrad Lorenz and other students of animal behavior on the roots of aggression). The author reproduces approvingly a manifesto on "Human Nature and the Peace," written by an unidentified group of psychologists during World War II, and endorsed by "over 99 per cent of the members of the American Psychological Association" who replied. According to this statement, if psychologists were given free rein to work on all children (who are "plastic"), a new generation of non-aggressive adults could be bred. Another sentence in the manifesto makes strange reading in 1966: "The great dark-skinned populations of Asia and Africa, which are already moving toward a greater independence in their own affairs, hold the ultimate key to a stable peace."

*Psychology. The Science of Behavior*, by Albert A. Branca. Allyn and Bacon, Inc., 1964.

This is almost exclusively a psychology text with minimal references to social science and social institutions. A quite sensible section deals with the problem of juvenile delinquency. Our ignorance of the causes of the increase is stressed, and no utopian suggestions are offered. A sober final chapter offers help in choosing a vocation. The chapter "The Individual in Society" contains standard discussions of behavior in small groups, crowd and mob actions, prejudice, leadership, opinion polls, etc. No particular slant could be found.