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A Case Grammar Analysis of the Representation of African-Americans in Current Fifth Grade Social Studies Textbooks

Patrick P. McCabe

The portrayal of ethnic minorities in American history textbooks has been examined over recent years by numerous researchers (Banks, 1969; Agostino and Barone, 1985; Garcia and Tanner, 1985; Garcia, 1986; Lamott, 1988; Thomas and Alawiye, 1993). Most of these studies have focused upon factual veracity and the selection of life roles through which certain groups have been portrayed. Life roles include employment, daily routines, and positions of prominence achieved.

As a result of the predominant role given to the textbook in American education (Siler, 1987; Wade, 1993), the manner in which an author chooses to represent ethnic group members has great influence on the reader, especially in the elementary school years. It is therefore important to examine representations of ethnicities in textbooks to determine if there are any explicit or implicit negative messages created by the writer. As an example, if a certain ethnic group has always been represented as manual laborers and another group has always been represented as entrepreneurs, then a rationale for a biased image of each of those groups is presented to

the reader. While it is a fact that in American history African-Americans were held in slavery, to represent that ethnic group as capable of no more than slave roles would do an injustice not only to members of that particular ethnic group but also to the reader of that text.

It is the school's responsibility (along with other institutions within this society) to teach mutual respect for and understanding of all individuals, regardless of color, creed, or background. One way that schools can play a critical role in reducing prejudice is through the use of textbooks which present an equitable (devoid of racism, sexism, and other prejudices) representation of all individuals.

The purpose of this investigation, therefore, is to analyze the manner in which one particular ethnic group, African-American, is represented in current elementary school social studies textbooks.

Central to the analysis used in this investigation is the thesis of Chafe (1975) regarding the centrality of the verb to the semantic structure of the sentence. "The nature of the verb determines what the rest of the sentence will be like" (Chafe, p. 97). According to Chafe, it is essential to understand the critical role of the verb in order to understand the meaning of the sentence. As he has stated,

I take the position that the verb is the control center of a sentence, determining by its own internal specifications what the rest of the sentence will contain — not completely, of course, but to a significant degree (1975, p. 165).

Many educational and linguistic researchers (Crothers, 1979; Dressler, 1978; Irwin, 1986; Merrell, 1985) have

investigated textbooks' linguistic structure by focusing upon units larger than the sentence such as the paragraph or chapter. These researchers have focused upon "text cohesiveness," the manner in which the text is unified around a topic. They have claimed that constraints which cross sentence boundaries (anaphoric relationships, propositional structure, and recursiveness) are essential to understanding the linguistic nature of the text. Such researchers have suggested that a sentence level analysis is inadequate. However, text cohesiveness research should not be conceived of as inconsistent with or contradictory to a case analysis. While text cohesiveness is a macro examination of the linguistic structure, case analysis is a micro examination of one of the elements of text cohesiveness: the sentence. In 1975, Chafe recognizing this controversy stated the following:

Syntactic description has usually taken the sentence to be its basic unit of organization, although probably no one would deny that systematic constraints exist across sentence boundaries as well. From time to time some attention has been given to "discourse" structure, but the structure of the sentence has seemed to exhibit a kind of closure which allows it to be investigated in relative, if not complete independence (p. 95).

Method

Material. Five fifth grade social studies textbooks with a publication date of 1991 were used in this investigation. These were the most current editions at the time of this study and represented five major publishers (listed in alphabetical order): 1) D.C. Heath and Co.; 2) Harcourt, Brace and Jovanovich; 3) Houghton-Mifflin Co.; 4) Macmillan-McGraw/Hill School Publishing Co.; and 5) Silver-Burdett and Ginn.

Procedure. Sections of text were located, case relationships were identified, and noun ethnicity was determined.

Locating sections of text. Utilizing the index of each textbook, the descriptors "African-American" and "black" were used to locate possible sentences for analysis. Sections of text were then identified. A section was defined by first locating the sentence in which the targeted words, African-American or black, appeared. For example a page cited in the index as having the word African-American might have a sentence such as the following: Jesse Jackson started a campaign to ensure that all African-Americans were registered to vote. For the purposes of this investigation and given the above example, a section would consist of the paragraph in which this particular sentence was located. However, if another contiguous paragraph on that page had the terms cited in the index, African-American or black, it was also included as part of the same section of the text. A section of text, therefore, consisted of at least one paragraph and might consist of additional contiguous paragraphs which included the descriptors from the index. Other non-contiguous, eligible paragraphs on the page comprised additional sections according to the same criteria. This was done for all pages cited in the index of all five books.

The decision to identify sections of text was significant for the analysis because it was an objective way to allow for an examination of other sentences close to that in which the target word appeared. If solely the sentence with the target word was examined, an African-American noun would by definition always be included. This would not have allowed for the possible inclusion and analysis of nouns other than African-American in sections focusing upon African-Americans and the sample would have been biased.

Unfortunately, by using this method it was possible for a portion of text which contained information about African-Americans to be omitted from the pool of sentences for possible analysis if that particular portion did not contain the descriptors African-Americans or blacks and was not listed in the index of the text. By using the same criteria (descriptors) in the index of each book, the pool of possible sentences to be analyzed was objectively selected from throughout the five textbooks. It was felt that the random identification of sentences controlled for any selection bias. An alternate, more cumbersome, and probably no more effective method of final sentence selection would have been to read the textbooks, to list all the sentences related to the topic, and to then identify sections of text from which sentences could be randomly selected.

The sentences in each section or sections of the five textbooks were then numbered, starting with number one for each text. There was a total of 123 sentences in all five textbooks.

Next, a table of random numbers was used to identify ten sentences from each text, resulting in fifty randomly selected sentences which formed the basis of the text to be analyzed.

Analysis of case relationships. A case grammar analysis was then used to examine the verbs (or verbal phrases) associated with the nouns in the randomly selected sentences. Case grammar is a semantic examination of the relationships which nouns have with verbs. Five selected verb-noun relationships based on Chafe's (1975) theory were examined. They were: 1) state-patient; 2) process-patient; 3) action-agent; 4) experiential (as a state)-experiencer; and 5) experiential (as a process)-experiencer.

1. State-patient. In a state-patient relationship, the verb represents a state. The noun (N) associated with the state verb is considered to be a patient. Consider the following sentence: "African-Americans were slaves."

The verb is "were slaves." It is a state (or stative) verb because it describes a state or condition of the noun, African-Americans. According to Chafe (p. 98-99), state verbs do not allow an answer to the question, what happened? or what's happening?

2. Process-patient. In a process-patient relationship, the verb describes a change in the patient. According to Chafe, the criteria for a process verb is that such verbs do not allow a simple action sentence as an answer to the question: "What happened to N?" (1975, p. 100). Process verbs describe what happened to the noun associated with the verb; process verbs do not describe what N did. Consider the following sentence: "African-Americans became slaves."

The verb is "became slaves." It is a process verb because it describes a change that has occurred regarding the noun African-Americans. The verb does not describe that which the noun did, instead it describes what happened. The noun associated with a process verb is by definition the patient of the sentence.

3. Action agent. In an action-agent relationship, the verb does not describe a state nor does it describe a process; rather, it tells what a noun did. According to Chafe, the criteria for an action verb is that it can answer the question: "What did N do?" where N is some noun. In such sentences, the noun associated with the verb is the agent, the one who

performs that action. Consider the following sentence: "African-Americans fought for freedom."

The verb is "fought." It is an action verb. The agent in this sentence is the noun African-Americans.

4. Experiential/state-experiencer. In an experiential state-experiencer relationship, the verb describes a mental disposition. Such verbs qualify as state verbs because they describe a mental experience such as knowing, wanting, feeling, or liking. According to Chafe, such verbs describe a noun which is "Mentally disposed in some way, one with respect to whose mental experience (something) was wanted, an answer known, or the asparagus liked" (1975, p. 145). Also according to Chafe, these verbs do not provide an acceptable answer to the question "What happened?" so they cannot be considered process verbs, rather they describe a state of mind.

The noun associated with such verbs is an experiencer. Consider the following sentence: "African-Americans wanted to be free."

The verb is "wanted to be free." It describes the mental experience of the experiencer noun, African-Americans.

5. Experiential/process-experiencer. In an experiential/process-experiencer relationship, the verb describes something that has happened. Such verbs do provide an acceptable answer to the question "What happened?"

Experiential/process verbs are attached to "Sensory perception which is not conceived of as something that takes a certain amount of time for its accomplishment" (Chafe, 1975, p. 145). The noun associated with such verbs is an

experiencer." Consider the following sentence: "African-Americans learned the answer."

The experiencer/process verb in this sentence is "learned." It describes what happened to the experiencer now, African-Americans.

Determination of noun ethnicity.

Critical to the purpose of this investigation, a judgment was also made regarding the ethnicity of the noun or nouns associated with each of the verbs in the fifty sentences. In some situations it was necessary to examine the context surrounding the target sentence to make a determination regarding the antecedent of a pronoun or anaphoric referent (they, some of them).

All nouns were classified into one of three categories as follows.

African-American nouns. Obvious examples are George Washington Carver, and Jesse Jackson where the noun is clearly African-American. When it was difficult to clearly determine the ethnicity of the noun, but when the noun could, at least in part, be reasonably interpreted as African-American, it was considered to be African-American. This was especially true for collective nouns. Thus, Lawyers for the NAACP in sentence a, and Civil Rights supporters in sentence b below both qualify as belonging to this category.

- a. Lawyers for the NAACP fought the ruling.
- b. In 1963, Civil Rights supporters held a rally in Washington, D.C.

Non African-American nouns. Obvious examples are white landowners and Cornwallis. The noun, union soldiers, was also considered to be non African-American. While the Union army certainly had black soldiers in its ranks, it did not consist of mostly African-Americans.

Other. This category consisted mostly of nouns which could not be classified into either of the two categories enumerated above. Most of the nouns in this category were non-animate things or objects given animacy by the nature of the sentence. Examples are: State laws, The church, and The Emancipation Proclamation in the sentences below.

- a. State laws prohibited anyone to teach slaves to read and write.
- b. The church helped Blacks when they were sick.
- c. The Emancipation Proclamation allowed slaves to be free.

The five case relationship categories and the three noun categories enumerated above were used as the basis of a qualitative linguistic analysis of the fifty sentences randomly selected from the social studies textbooks used in this investigation. To illustrate this further, consider the three action-agent sentences below. After first determining that the noun was an agent, it was then also classified as belonging to one of the following three categories: 1) African-American; 2) Non African-American; and 3) Other. Respective sample sentences follow:

- a. Slaves sold shoes with cardboard soles.
- b. White landowners sold shoes with cardboard soles.
- c. Union factories sold shoes with cardboard soles.

It was hoped that by analyzing the case relations and by determining the ethnicity of the nouns within sections of textbooks focusing on African-Americans, the semantic intent of the writer(s) would be illustrated and elucidated.

A second investigator, a college professor with an interest in and a knowledge of the case grammar framework according to Chafe, also analyzed the sentences. The interrater reliability among the sentences analyzed was .89.

Examples of analyzed sentences from the social studies textbooks are presented in Appendix A.

Results

The results of this investigation are illustrated in Appendix B.

Ninety-three noun-verb relationships were classified in this investigation. Overall, over twice as many verbs (67) were associated with African-American nouns compared to the two other noun categories combined. Thirteen verbs were associated with non African-American nouns such as planters, the French nobleman, whites, and colonial leaders. Thirteen verbs were associated with other nouns, such as union factories, states, or it (used as a pronoun for clock, for example, or for an ambiguous situation such as "It was against the law").

With the exception of the experiential (process)-experiencer relationship, the verbs in all categories were associated with African-American nouns, compared to the two other noun categories combined, in at least a two to one ratio. There were significantly more action-agent relationships compared to the other case relationships associated with African-American nouns. (This was also true for the other

two noun categories, non African-American and other.) The experiential categories combined were used least frequently with all three noun types.

Findings regarding specific case structures follow:

State-patient. There was a total of eighteen state-patient relationships. Twelve noun-verb relationships were related to African-Americans, one was related to non African-American nouns, and five were related to other nouns.

Process-patient. There was a total of thirteen process-patient relationships. Twelve noun-verb relationships were related to African-Americans, none were related to non African-American nouns, and one was related to other nouns.

Action-agent. There was a total of fifty-one action-agent relationships. Thirty-five noun-verb relationships were related to African-Americans, nine were related to non African-American nouns, and seven were related to other nouns.

Experiential (state)-experiencer. There was a total of six experiential (state)-experiencer relationships. Five noun-verb relationships were related to African-Americans, one was related to non African-American nouns, and none were related to other nouns.

Experiential (process)-experiencer. There was a total of five experiential (process)-experiencer relationships. Three noun-verb relationships were related to African-Americans, two were related to non African-American nouns, and none were related to other nouns.

Discussion

There results have significance for publishers of elementary social studies textbooks, educators who teach social studies at the elementary level, those involved in teacher education programs, and researchers who are interested in a qualitative linguistic analysis of social studies textbooks.

Publishers of elementary social studies textbooks. That there were many more noun-verb relationships related to African-Americans compared to non African-American nouns and other nouns combined is not surprising given that the sentences analyzed were taken from sections in textbooks focusing upon African-Americans or blacks.

It is comforting to know that, at least in the five books analyzed, the emphasis as described as a result of utilizing the case grammar analysis was on African-American nouns. Imagine elementary school social studies textbooks in which sections of text identified in the index as focusing upon African-Americans in reality concentrated upon another group such as white landowners, Union soldiers, or no group in particular. Such misadvertising would result in creating an invisible ethnic group, one advertised as included in the text narrative, but in reality not represented in an equitable fashion. In such an unfortunate situation one message to the reader might be that the ethnic group had not played a vital role in the fabric of the society described in the text and is therefore not worthy of study. Fortunately, this was not the case in this investigation of these elementary social studies textbooks' treatment of African-Americans.

The preponderance of action-agent constructions compared to other noun-verb relationships to represent African-Americans facilitates the inference on the part of the reader that even though African-Americans were held as slaves and

their lives were constrained, they were not completely passive. For example, sentences like 1) "Some returned to Africa"; and 2) "He built the first clock made in America" indicate initiative taken by the noun. These sentences were classified as action-agent constructions. (The nouns in these examples are related to African-Americans: in the first sentence, black slaves, and in the second, Benjamin Banneker.)

There were relatively few experiencer (state) verbs associated with African-American nouns in the textbooks analyzed. As a result, infrequently was the reader made aware of the feelings of the African-American. Sentences like "He wanted to become a doctor" and "Blacks could not live where they wanted" reveal the inner feelings and desires of African-Americans. Experiential (state)-experiencer sentences like "Some wanted to return to Africa" would have signaled and revealed, to the degree that they existed, an important mental experience of the African-American (whether it ever became a reality or not). In this example, the mental experience is the state of wanting to return to Africa; therefore, an experiencer (state) verb, "wanted," would be used. "Some returned to Africa," (example number one in the previous paragraph) solely describes an action taken.

In the textbooks analyzed for this investigation, there were few of these constructions compared to other verb noun relations examined. The presence of experiencer (state) verb-noun constructions in such a relatively low frequency as was found in this investigation does not provide the reader with enough evidence to know the heart and soul of the African-American as he or she has journeyed through history in this country as represented in these textbooks. While made aware of what the African-American did or what actions he or she took (individually or collectively), equally important inner feelings were not necessarily reflected in these textbooks.

The results of this investigation revealed that the verbs used by these five textbook publishers when describing African-Americans nurture a feeling that African-Americans were active and not passive. Even though enslaved and subsequently subject to prejudicial conditions, the African-American, as portrayed in these textbooks, was an active individual, mostly an agent, in the generic as well as linguistic sense of the word.

Unfortunately, in the material analyzed in this investigation, the textbook publishers provide us with a picture of mostly the outward manifestations of behavior, hence a frequency of action verbs (in all noun ethnicity categories). Too infrequently, however, is the reader given insight into the mental experience of the African-American.

One explanation for this might be the source of the history of the African-American experience in this country. Chronologies of what people do or have done are too often gathered from a second hand accounting of the facts. A first hand reporting of events would reveal more personal reactions to times and events by the historical character or characters, and would result in a greater use of experienter (state) verbs in the textbook narrative. For example, knowing that Benjamin Banneker made the first clock in America from a newspaper from that time and then rewriting this historical fact for a school textbook will probably be recorded as a third person narrative: "He built the first clock in America." However, if the source of the information is not an old newspaper, but Benjamin Banneker's diary (if such a diary existed), it is more likely that Banneker's aspirations, feelings, and wants would be revealed. As a result, sentences such as the following (created by the author of this article) might be included in a section on Benjamin Banneker:

He learned all that he could about clocks and how the gears worked. He knew that he would be able to build a clock himself. He felt very confident in his ability. Knowing that he built the first clock in America made him feel very proud.

Another explanation of the relative lack of experiential (state) verbs might be related to space allocations in textbooks. While information about the feelings and other mental experiences of an individual may be available to publishers, pressure to publish facts and figures may take precedent. Those who produce textbooks write them to make a profit in a national market, satisfying numerous state educational committees which may have different social or political goals for the educational process in their respective state. It is fair to say that to the degree that this situation exists, that is the degree to which the publisher is placed between a rock and a hard place. The best way to sell the book and to make the maximum profit may be to take the politically safest and most neutral position by simply reporting facts and figures. Perhaps if publishers' market analyses indicated a national unity of purpose regarding elementary social studies textbooks, this might encourage a change in textbook development.

Another issue which is important is the goal of social studies and history textbooks. The goal of social studies in the elementary school should be not only to acquire facts and figures, but also and more importantly to understand the nature of the person or persons described in textbooks. While it is noteworthy that African-Americans', or any individual's or group's, achievements be chronicled, individually or as a group, and that African-Americans be accurately represented as active in seeking to change their collective or individual environment in a variety of ways, what is equally important

to communicate to the reader are the feelings, wants, and desires of African-Americans. This is important because feelings of empathy for those described in the text will then be more likely to be nurtured in the mind of the readers. This is an important first step in reducing prejudice and xenophobic reactions to those with whom there may be little familiarity.

In the long run, that understanding will help the reader to empathize with the individual depicted in the text because he or she may have similar feelings, knowledge, and desires. Such empathy will result in a greater emphasis on similarities among people and a de-emphasis on differences. This will result in a greater opportunity for mutual respect to be created across racial backgrounds.

Educators who teach social studies at the elementary level. One way that the classroom educator can supplement these textbooks so that the elementary school student can acquire some insight into the mental experience of the African-American is through the use of literature appropriate to the elementary grade level. As an example, reading about the life of Sojourner Truth either after or before reading about slavery in the social studies text will provide the reader with the necessary insight as to her character. (This assumes, of course, that the biography or autobiography of Sojourner Truth meets standards of equity and is one which is well written.) Once such insights are acquired, the reader is more likely to relate to Sojourner Truth, in this example, as similar to himself or herself in terms of universal human aspirations and feelings.

It is when commonalities are discovered between people who differ in some regard that the fear of the unknown, an essential ingredient in the development of hate and prejudice, will decrease and similarities will become important. When the inner thoughts and feelings of individuals

portrayed in social studies textbooks are perceived as common with those of the reader, a bond is created between the reader and the historical character. This is in spite of the fact that the character portrayed in the textbook may have lived a hundred or more years ago and may differ from the reader in some or many ways. The elementary student should understand that the individuals described in his or her social studies text were real, in every sense of that word, not fictitious characters.

Those involved in teacher education programs. It behooves the teacher to supplement the text with that information that he or she thinks is lacking. This calls for a well educated elementary social studies educator, one who realizes that the textbook alone does not constitute the curriculum. Part of the responsibility for the development of high quality educators in the social studies belongs to teacher education institutions. Such individuals would be more likely to draw upon the literature from or about the time period, person, or topic being studied in order to supplement the social studies text. As an example a teacher who includes an assignment from an autobiography about Rosa Parks as a complement to reading a section in a social studies text about her will increase the chances that his or her students will have a better understanding of that person as a human being with feelings and aspirations, not just an historical figure. This is also reflective of good literacy education methodology.

Individuals with an interdisciplinary education, those who can recognize and appreciate the complementary relationship among the liberal arts, will be more likely to include other sources of information or other ways of representing knowledge to the students in their classes. This skill can be taught in the teacher education programs in universities and colleges. Courses of study in which literature, for example, is integrated into methods of teaching social studies is one way

to develop an interdisciplinary approach to the teaching of the social studies, as well as in other content areas.

Researchers who are interested in a qualitative linguistic analysis of social studies textbooks. The case grammar analysis used in this investigation proved useful in that it provided insights regarding the representation of African-Americans based on a qualitative linguistic analysis of social studies textbooks. The conclusion that there was a lack of emphasis upon the feelings of African-Americans as manifested by a lack of experiential verbs echoes what others (Beck, McKeown, and Gromoll, 1989; Tyson and Woodward, 1989) have said about the bland nature of social studies textbooks written for the elementary school level. According to those researchers, social studies textbooks are problematic, in part at least, because of a depersonalized writing style (McCabe, 1994).

In part this investigation is a response to Wade's (1993) call for more analyses of the literary nature of social studies textbooks to complement numerous content analyses. The redundancy of the conclusions of this study with those of previous investigators who have examined social studies textbooks from different perspectives and for different purposes supports the value of the case analysis methodology used.

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Appendix A*

Representative Examples (with rationale) of Analyzed Sentences from Elementary Social Studies Textbooks

1. Most planters bought only one or two slaves which meant that families were often broken up.

Analysis of case relationships: a) action-agent
b) state-patient

Rationale: a) The action verb "bought" is associated with the agent noun, "planters." "Planters" was considered a non African-American noun.

b) The verb phrase "were broken up" is a process. "Families" is the noun associated with the verbal phrase. "Families" was considered an African-American noun.

2. Colonial leaders were afraid that, if slaves were given guns, they might use them to win their own freedom.

Analysis of case relationships: a) experiential (state) - experiencer
b) process-patient
c) action-agent
d) action-agent

Rationale: a) The verbal phrase "were afraid" is a state experiential verb because it depicts a "mental disposition" which according to Chafe, "Which is not conceived of as something that takes a certain amount of time for its accomplishment" (p. 145). The noun associated with such verbs is an experiencer, "colonial leaders" in this example. "Colonial leaders" was considered to be a non African-American noun.

b) The verbal phrase "were given" is a process. "Slaves" is the patient noun associated with such verbs. "Slaves" was considered to be an African-American noun.

c) "Use" is an action verb. "They" is the agent noun associated with such verbs. In this case it is a pronoun. The antecedent of "they" is "slaves" so it was considered an "African-American" noun.

d) "To win" is an action verb. "Slaves," its agent is African-American.

3. Another person saw African-Americans starve themselves and go without clothes in order to send their children to school.

Analysis of case relationships: a) experiential process - experiencer
b) action-agent
c) action-agent

Rationale: a) The verb "saw" is a process experiential verb because it depicts "sensory perception" which according to Chafe, "Is not conceived of as something that takes a certain amount of time for its accomplishment" (p. 145). As "saw" is used in this sentence it answers the question: "What happened?" Therefore it qualifies as a "process" verb. The noun, "another person," associated with this verb, is an "experiencer." It was considered to be a non African American noun.

b) The verbal phrase "starve themselves and go without clothes," while a compound phrase, qualifies as an action. The noun associated with it is African-Americans. It is an agent and obviously an African-American noun.

c) The verb "to send" qualifies as an action. The noun associated with it is African-Americans because the phrase translates roughly as "... in order that they would be able to send..." where "they" is a pronoun taking the place of the noun, African-Americans. It is an agent.

4. Freedom felt so good to Harriet Tubman that she became a conductor on the Underground Railroad.

Analysis of case relationships: a) experiential process-experiencer
b) action-agent

Rationale: a) The verbal phrase "felt so good" qualifies as experiential (process) because it describes something which happened to Harriet Tubman which was not the result of a long period of time to build up. The noun associated with the verb is "Harriet Tubman," in this case, an experiencer which was obviously African-American.

b) "Became a conductor" is a verbal phrase which describes an action, something which "she," Harriet Tubman, did. The noun associated with action verbs is an agent. Since the "she" refers to Harriet Tubman, it qualifies as an "African-American" noun.

5. The church helped blacks when they were sick and in need.

Analysis of case relationships: a) action-agent
b) state-patient

Rationale: a) "Helped" is an action verb. "The church," while not an animate noun, is by definition an agent. It is classified as an "other" agent.

b) "Were sick and in need" is a state verbal phrase. "They" is a pronoun which is a patient taking the place of "blacks," an African-American noun associated with the state verb.

* The underlined words in the sentences did not appear in the fifth grade social studies textbooks. They were added for the purpose of this table.

Appendix B

Results of Case Grammar Analysis of Social Studies Textbooks

<u>Verb-Noun Relationship</u>	<u>Ethnicity of Noun</u>			Totals
	Af.-Amer.	Non Af.	Other	
State-Patient	12	1	5	18
Process-Patient	12	0	1	13
Action-Agent	35	9	7	51
Experiential(State)- Experiencer	5	1	0	6
Experiential (Process) Experiencer	3	2	0	5
TOTALS	67	13	13	93

Storytelling Guide Brings Children and Books Together

"People who work with children need to understand the importance of stories in the lives of children and the unique contribution that library storytelling can make in bringing children and books together, in helping children acquire language and literacy skills, and in giving children an appreciation of their literacy and cultural heritage," writes Augusta Baker in her foreword to *Storytelling: Art and Technique*, Third Edition (R.R. Bowker, 1996).

This classic guide to storytelling has been fully revised and updated by Ellin Greene, who served under Baker as the Storytelling and Group Work Specialist/Assistant Coordinator of Children's Services at the New York Public Library, and co-authored the first two editions of *Storytelling: Art and Technique*. "Storytelling has exploded since the second edition of the book was published nearly a decade ago," says Greene.

For more information or to order a copy of *Storytelling: Art and Technique*, Third Edition, call R.R. Bowker toll-free at 1(800) 521-8110.