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The Psycho-Physical Evaluation of Selected Textbooks In High School English

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THE PSYCHO-PHYSICAL EVALUATION OF SELECTED TEXTBOOKS
IN HIGH SCHOOL ENGLISH

being

A thesis presented to the Graduate Faculty
of the Fort Hays Kansas State College in
partial fulfillment of the requirements for
the Degree of Master of Science

by

William G. Hegarty

A. B. Western Union College

B. D. Evangelical Theological Seminary

Date

May 18, 1950.

Approved

Robert T. McGrath
Major Professor

F. S. Sautson
Chairman Graduate Council

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CHAPTER I

INTRODUCTION TO THE EVALUATION
OF TEXTBOOKS

The evaluation of textbooks is one of the great problems of the present day educational system. For every subject taught in our public schools one finds many textbooks compiled by authors who are, or claim to be, authorities in a particular subject field. Most of the larger publishing houses may have several textbooks in a given field or subject within a field. If these textbooks covered the same content and were similar in their organization and classification, textbook selection would be comparatively easy. However, this is not the case. Authors write with different aims and purposes in mind. A particular topic may seem extremely important to one author and it is given a prominent place in his textbook, while another author may regard the same topic as less important and gives it little emphasis or perhaps omits it entirely. Because of this difference in material and emphasis, textbook selection becomes a problem of careful scrutiny concerning the content and organization of the text. It is now realized that selection of textbooks based upon the color of the cover, the excellency of the binding, or the cost of the book alone are but hit and miss factors which may culminate in the failure of the child to receive any adequate consideration.

Statement of the Problem

That there is a need for scientific analysis and appraisal in

the selection of textbooks is well established. The use of a flexible rating scale or chart that may be modified from time to time to meet the needs of present day English fundamentals is of great value in the selection of high school textbooks. Out of such conditions as these arose the particular problem of this thesis, which, specifically stated, is The Psycho-physical Evaluation of Selected Textbooks in High School English. The problem is designated psycho-physical evaluation because the study has two areas of investigation. The physical investigation deals only with those factors which may be classified as natural or material and includes such items as: binding, table of content, author data, etc. The psycho evaluation, however, deals with those problems which concern the mental activities and techniques used in teaching and learning.

Method and Procedure

Five textbooks in English composition and grammar written for use by high school juniors yield the basic materials for this thesis. These textbooks were evaluated by the use of a dual standard or measuring device. The first section or part of the device uses such comparative factors as authorship, publisher, mechanical features, preface, table of content, appendix, index, and the amount and scope of subject matter. All of the check lists and score cards on textbook evaluation which have been uncovered limit evaluation to such factors. From the study of these check lists another list was created to be used in a partial comparison and evaluation of the five textbooks incor-

porated in this thesis.

The second part of this evaluation leaves the beaten path of textbook comparison in an attempt to determine the extent to which the chosen texts present and make use of principles involved in the psychology of learning. Such techniques and activities applicable to learning as observation, motor, association, problem solving, experimentation, creation, and appreciation are used as the basis for comparison. The texts are also compared as to their use of such teaching devices as question and answer recitation, informal discussion, individual reports, incidental questioning, lecture or teaching period, demonstration, dramatization, illustrated talk, review or summary, and oral test or examination.

Research Studies Reviewed

Although there have been a great many studies made in the field of textbook evaluation, the writer has been able to find but one true study in the field of high school English. In 1936, Winnie Riginia Page, while working for her Master's degree at the University of Pittsburg, wrote "An Analysis of Textbooks for the Teaching of English Composition."¹ Her purpose was to find how the authors of ninth grade composition books met the problems set forth by Stormz and O'Shea and to determine whether the textbooks were partly to blame for failures

1. Winnie Page, "An Analysis of Textbooks for the Teaching of English Composition." Unpublished Master's Thesis, University of Pittsburg, Pittsburg, Pennsylvania, 1936.

among students. There have been a number of studies in the elementary English field, but because of the difference in age level and content, these studies are not closely related.

CHAPTER II

COMPARATIVE FACTORS

To evaluate a textbook there must be consideration of the physical factors. These comparative factors have been classified into nine groups for consideration. These groups or classifications are not an exhaustive list, but they are extensive enough to present a fairly clear picture of the physical characteristics of the textbooks involved in this thesis. Each of these physical factors are of importance in the matter of textbook selection. Some of them are of greater importance than others, but for appraisal of a textbook consideration should be given to the following factors: the author, information concerning the publisher, mechanical features, preface, table of content, appendix, index, and the worth as well as the scope of the subject matter.

Texts Used

Five textbooks were used as the basis for comparison in this thesis. The evaluation was limited to this number since more textbooks would make the study too cumbersome, while too few would not give an adequate basis for comparison. There are many textbooks pertaining to high school English. The purpose of this thesis is to carry through a study which should be helpful and of interest to teachers who teach English in the Kansas high schools. The Kansas State Textbook Commission has approved three textbooks for use in

the high schools of the state. These three, along with a former approved textbook, are four of the five to be compared. The fifth textbook was chosen at random from a list of high school textbooks in English. The textbooks selected for analysis and evaluation are the following:

1. Enjoying English -- Wolfe and Geyer
Newson and Company, 1946
(Adopted by the State of Kansas)
2. English in Action -- J. C. Tressler
D. C. Heath and Company, 1945
(Adopted by the State of Kansas)
3. My English -- Tanner and Platt
Ginn and Company, [c1945]
(Adopted by the State of Kansas)
4. Senior English Activities -- Hatfield, Sheridan,
and Goodrich
American Book Company, [c1939]
(Formerly adopted by the State of Kansas)
5. High School English -- Canby, Opdycke, Gillum,
and Carter
The Macmillan Company, 1947

Throughout this thesis the textbooks are referred to by a key letter. The key letters are used (a) to avoid any influence which might otherwise flow from the name and influence of the author, (b) as a simple device when referring to a particular text, and (c) to overcome any tendency which might arise through extensive association with one text over another.

Textbook "A" refers to Enjoying English.
 Textbook "B" refers to English in Action.
 Textbook "C" refers to My English.
 Textbook "D" refers to Senior English Activities.
 Textbook "E" refers to High School English.

Authorship Data

An important element in selection of a textbook is authorship. It does not necessarily follow that the author with a reputation for good scholarship and publication will produce a good textbook for high school usage; however, a recognized author and an authority in his field is more likely to write a worthwhile text than the inexperienced, untried author. Therefore, the accomplishments of the various authors should be taken into consideration in the physical evaluation of textbooks.

Textbook "A" was written through the collaboration of Don Marion Wolfe and Ellen Mary Geyer. Don Wolfe received a Bachelor of Science degree from Davis and Elken's College in 1923, a Master of Arts degree from the University of Pittsburg in 1927, and a Doctor of Philosophy degree from the University of Pittsburg in 1930. He served as Associate Professor of English at Geneva College from 1930 to 1938. He has been an instructor at Polytech Institute, Brooklyn, since 1940. He has acted as instructor both in the evening and summer sessions for the College City of New York. Professor Wolfe is a member of the Modern Language Association and his name appears in the Directory of American Scholars.¹ Several books have been written by Don Wolfe: Leveller Manifestoes of the Puritan Revolution, 1944; Purple Testament, 1947; Milton in the Puritan Revolution, 1941; Fresh-

1. Jacques Cattell, Directory of American Scholars (Lancaster: The Science Press, 1942), p. 910.

man Reports His World, 1943; and Enjoying English, 1946.

Ellen Mary Geyer was granted a Bachelor of Philosophy degree from the University of Iowa in 1902, and a Master of Arts degree from the same school in 1910. She has also done graduate study at Columbia University. For thirteen years Ellen Geyer was an English instructor at the University of Iowa. She taught for five years at Montana University and is now professor of English and education at the University of Pittsburg. Ellen Geyer collaborated with such authors as L. T. Hamilton, A. P. James, and George Carver to write the following publications: Series of Five Radio Talks on Christmases of Long Ago, 1928; Communicating Experiences, 1941; Representative Catholic Essays, 1926; and the Enjoying English series, 1943. Geyer is well-known in the English field since her name is found in the Directory of American Scholars.²

Jacob Cloyd Tressler wrote textbook "B". Tressler has the background of a good scholar since he attended Cumberland Valley State Normal School, secured his Bachelor of Arts degree from Syracuse, and attended Harvard University in the summers of 1907 and 1908. His Master of Arts degree was obtained at Columbia in 1912; his Doctor of Philosophy was awarded by Syracuse in 1946. Tressler's classroom experience started in 1900 as teacher of English and speech in the schools of Newport, Pennsylvania. He next taught at Centenary Collegiate Institute, 1906-1907; New York State Normal School, Potsdam, New York,

2. Ibid., p. 301.

1907-1909; Alexander Hamilton High School, New York, 1909-1911; Boy's High School, 1911-1914; Newton High School, 1914-1926; and Richmond Hill High School, 1926-1947. Tressler has also served as teacher of university extension for Columbia, New York University, and College City of New York. For several summers he taught at Harvard and Syracuse. Honors have been earned by J. C. Tressler through his membership in organizations such as: New York Council Teachers of English, New York Association Teachers of English, and New York Association of English Chairmen. His name is listed in the Leaders in Education.³ Tressler has written such books as English in Action, 1945; Grammar in Action, 1938; Grammar Minimum Essentials, 1931; and he collaborated with others to publish Junior English in Action, 1946; High School Handbook of Composition, 1931; and Composition and Rhetoric by Practice, 1923.

The authors of textbook "C", William Maddux Tanner and Frank J. Platt, are not as widely known as some of the other authors in this textbook study; however, this does not eliminate them as suitable textbook authors. Frank Platt is head of the English Department in the Oak Park and River Forrest Township High School, Oak Park, Illinois. William Tanner adds to this combination the element of previous authorship as has written Essays and Essay Writing, 1941; Correct English, 1933; Exercises in Correct English, 1930; Modern Familiar Essays, 1929; and Composition and Rhetoric, 1922.

3. Jaques Cattell and E. E. Ross, Leaders in Education. (Lancaster: The Science Press, 1948), p. 1079.

Three authors combine their efforts to compose textbook "D". Laurence B. Goodrich attended New York State Teachers College, Oneonta, New York. At the time of the publication of textbook "D" he was Chairman of the Department of Speech and Dramatics at East Orange High School, East Orange, New Jersey. Goodrich has a literary background and is the author of Living With Others, 1939; and Effective Social Activities, 1940.

Walter Wilbur Hatfield acquired his Bachelor of Arts degree from Illinois College in 1902, attended both Chicago and Columbia Universities, and was awarded a Doctor of Literature degree from Chicago Teachers College in 1939. His classroom experience was gained as instructor of education and psychology, Fairmount, 1906; teacher of English, Thornton Township High School, Harvey, Illinois, 1906-1909; Farragut High School, Chicago, Illinois, 1909-1912; Parker High School, 1912-1915; instructor of English, Chicago Normal College, 1919-1921; Head of English Department, Chicago Normal College, 1921-1928; Chicago Teachers College, 1938-1947. Hatfield served as associate editor of the English Journal from 1917-1921 and as editor since 1922. In 1939 he became the editor of College English. Hatfield is a member of the Council of Teachers of English, the Society for the Study of English, the Modern Language Association, the Illinois Association of Teachers of English, the British English Association, and is listed in Leaders in Education.⁴ His publications include: Practice Activities in

4. Ibid., p. 465.

Senior English, 1943; English Activities, 1939; English Your Obedient Servant, 1939; Spirit of America in Literature, 1931; Business English Projects, 1921; and English in Service, 1922.

Marion Campbell Sheridan acquired a Bachelor of Science degree from Columbia in 1913, a Master of Arts from Yale in 1928, and a Doctor of Philosophy from Yale in 1934. Mr. Sheridan taught English at Ansonia High School, Ansonia, Connecticut, 1913-1914. He then taught English at the New Haven High School, New Haven, Connecticut, and became Head of the English Department in 1930. Sheridan is a member of the National Educational Association and served on the Council of Teachers of English in the following capacities: member Committee Teachers Education, 1936-42; director, 1937-1940; second vice-president, 1941; member Committee of Magazine Study, 1944; and the Curriculum Committee, 1946--. He is also a member of the Society for the Study of Education, the School and College Conference of English, the Association of Education by Radio, the Council Teachers of English, the New England Association Teachers of English, Heads of English Departments of Connecticut, Connecticut Scholastic Press Association, the New Haven Colony Historical Society, and the Harvard Teachers Association. He is listed in Leaders in Education.⁵

These three men are well qualified to collaborate on a textbook in English composition. By working together they should be able to develop and produce a well-balanced composition textbook.

5. Ibid., p. 968.

Textbook "E" comes from the efforts of four authors. This number of authors could create a difficult problem in textbook construction as there must be some division of effort and some source of authority. These four individuals seem to have solved this problem. One of the four, Margaret Gillum, has worked with others in the production of the following books: Applying Good English, 1942; Extending Good English, 1942; and High School English Practice, 1934.

John Baker Opdycke obtained a Bachelor of Arts degree from Franklin and Marshall College in 1898 and a Master of Arts degree from New York University. He has also done graduate work at Columbia, Oxford, and the Boston School of Expression. Opdycke has distinguished himself as a lecturer at New York University, John Hopkins, and Columbia. He served as press representative at the Olympic Meets in 1904, 1908, and 1912, at Athens, London, and Stockholm. In 1912 and 1913, he traveled through Siberia, China, Japan, and the Straits Settlements as a representative of the press. John Opdycke is a member of Chi Phi; Commission of Public Information Foreign Press Cable Service, 1917-1919; Professional Staff, Friedsam State (New York) Educational Commission, 1926; and Vocational Survey Commission, New York City, 1931-1933. He is honored by having his name listed by the Who's Who in America.⁶ For over forty years he has been active as a writer and has written the following publications: The Lure of Life, 1910; The Unfathomable Sorrow, 1910; Amor Vitaque, 1912; Composition Planning,

6. Who's Who in America, Vol. 25 (Chicago: The A. N. Marquia Company, 1948), p. 2073.

1913; Elements of Composition, 1913; News, Ads, and Sales, 1914; Working Composition, 1917; Commercial Letters, 1918; Advertising and Selling Practices, 1918; English of Commerce, 1920; Business Letter Practice, 1922; The Language of Advertising, 1925; The Literature of Letters, 1925; Good English, 1925; In the Service of Youth, 1928; The High School Shakespeare, 1930; Projects in Elementary English, 1931; Get It Right, 1935; Sentence, Paragraph, Theme, 1936; Take a Letter, Please! 1937; Don't Say It, 1939; Telling Types of Literature, 1939; Harper's English Grammar, 1941; Handbook of English Usage, 1942; and Say What You Mean, Residues, 1947.

Olive Ingalls Carter is the recipient of a Bachelor of Arts degree from Smith College and a Master of Arts degree from Columbia University. Her classroom experience was gained as an instructor of English in the Hillhouse High School, New Haven, Connecticut. At the time of the writing of textbook "E", Olive Carter was the editor in charge of secondary school publications for the Macmillan Company, New York City, New York. She has served as Executive Secretary of the Public Health Associations of Scranton, Pennsylvania and Niagara County, New York. She has collaborated with Stella Booth to produce the Mary Gay Stories, 1924, and is listed as an outstanding American woman.⁷

The fourth member of this literary quartet is Henry Seidel Canby. Canby secured a Bachelor of Philosophy degree from Yale University in 1899, a Doctor of Philosophy from the same university in 1905,

7. Durward Howels, American Women (Los Angeles: American Publications, Inc., 1939), p. 152.

and a Doctor of Literature degree from Knox College in 1927. He served as assistant instructor in English at Yale University, 1900-1903; instructor of English, Yale University, 1903-1908; assistant professor of English, Yale University, 1908-1916; and lectured in England in 1922. His summers have been spent as a summer lecturer at Dartmouth College, 1910 and 1911; Cambridge, 1918; and California University, 1923. Mr. Canby has served as editor for the Yale Review, 1911-1920; the Literary Review, 1920-1924; and the Saturday Review of Literature, 1936—. He has been a trustee of Finch Junior College since 1937. He is an Honorary Fellow of Union College, a member of the Modern Language Association, and secretary of the Instructors of Arts and Letters. He is listed by the Directory of American Scholars⁸ and has written the following books: American Memoir, 1947; Family History, 1945; New Land Speaking, 1946; Walt Whitman, an American, 1943; Brandywine, 1941; Thoreau, 1939; Age of Confidence, 1934; Alma Mater, 1936; Seven Years' Harvest, 1936; American Estimates, 1929; Classic Americans, 1931; Better Writing, 1926; Definitions, 1924; Everyday Americans, 1920; Our House, 1919; Short Story, 1913; Short Story in English, 1909; Study of the Short Story, 1913; Short Stories, 1902; Better Writing, 1926; College Sons and College Fathers, 1915; Education by Violence, 1919; and Saturday Papers, 1924. Textbook "E" is not the only book which Canby has written with the help of other authors as over twelve books have been written in collaboration with other authors.

8. Cattell, op. cit., p. 127.

Twelve authors are involved in this textbook study. Four of the texts have co-authorship. The authors of the five textbooks under consideration, for the most part, have made places for themselves as leaders in the field of English. The co-authors of textbook "C" are not as widely known as the authors of the other texts. Textbook "A" has authors who are both recognized by the Directory of American Scholars. The author of textbook "B" is recognized by the Leaders in Education as well as two of the authors of textbook "D". Three of the four authors of textbook "E" are listed by either the Directory of American Scholars, American Women, or Who's Who in America. Wolfe, Geyer, Tressler, Hatfield, Sheridan, Opdycke, Carter, and Canby are more widely known than Tanner, Platt, Goodrich, and Gillum but each of the five textbooks has an author or authors who, because of experience, scholasticism, or previous literary endeavor, are qualified to produce a textbook in English composition. Their scholastic degrees are of the highest order and they have had the practical teaching experience necessary for good textbook organization, and they have had previous experience in the writing of textbooks and articles. In the evaluation of authorship, then, there is little differentiation.

Publisher Data

The reputation of a publisher or publishing house is a factor to be considered in the evaluation of textbooks. Publishers have reputations in textbook production and they protect an established reputation by continuing to make a good textbook or books. A publisher

may make a poor choice of manuscript now and then but the general level of textbooks by a reputable publisher will be fairly good. Five different publishers are considered in this evaluation: (a) Newson and Company, publisher of textbook "A", (b) D. C. Heath and Company, publisher of textbook "B", (c) Ginn and Company, publisher of textbook "C", (d) American Book Company, publisher of textbook "D", and (e) Macmillan Company, publisher of textbook "E". The five publishers are listed as reliable publishers of educational materials and textbooks by both the American Booktrade Directory and the Small Directory of Addresses.

In the evaluation thus far two conclusions may be drawn. First, the five textbooks are written by qualified authors; and second, they are published by houses that have a reputation for publishing textbooks of merit.

Mechanical Features

The mechanical features are a determining factor in textbook selection. Standards of evaluation have been set up by Furr and Burton⁹ and Mary E. Marye.¹⁰ These standards are used as a measuring device in the evaluation of the five textbooks.

Appearance is a factor in textbook selection. The color of

9. A. S. Barr and William H. Burton, The Supervision of Instruction (New York: D. Appleton and Company, c1925, p. 258.

10. Mary E. Marye, "A Form for Rating Textbooks in English Composition Prepared for the Ninth and Tenth Grades," School Review, 38: 124-137, February, 1930.

the binding may be more pleasing to the eye, and therefore, may receive more consideration in textbook selection than does content. However, color and harmony in design play a part and should be taken into consideration with the other mechanical features.

The cover design and color of binding create the first impression of the textbook. Textbooks "A", "C", and "D" are pleasing shades of blue; while textbook "B" is a combination of blue and orange. Textbook "E" is the least pleasing in color of the five and is light orange with a dark brown design. The cover designs are rather simple with plain lettering and straight lines. Only textbook "B" has any special design and it is both simple and attractive. The covers are attractive with colors which harmonize. The bindings are cloth on a stiff backing and stand hard service.

The textbooks are approximately the same size. Textbooks "A", "C", and "E" measure five and one-half by eight inches. Textbooks "B" and "D" are slightly larger, measuring five and three-quarters by five and five-eighths inches respectively. There is not a great deal of difference in their thickness as textbook "C" measures seven-eighths of an inch, textbooks "A", "B", and "E" measure one inch, and textbook "D" is one and one-fourth inches in thickness. This variation comes through the difference in the number of pages which are included in the various textbooks as well as in the variation in the weight of paper used by the printers.

Textbook "C" is printed on eighteen pound paper; textbooks "A", "B", and "E" are printed on twenty pound paper; textbook "D" is printed on twenty-two pound stock. This paper is good grade semi-

slick finish with textbook "A" slightly rougher than the others. Textbook "A" has a good blue-white colored paper and is closely followed by textbook "D". Textbooks "B", "C", and "E" have a white paper with a cream tint.

The cost of the textbook to the student is an important item in the selection of textbooks. The textbooks involved in this thesis fall into two price groups as shown in the following table:

TABLE I. COST OF TEXTBOOKS

Textbook	Cost
Textbook "A"	\$ 1.21
Textbook "B"	\$ 1.31
Textbook "C"	\$ 1.24
Textbook "D"	\$ 1.56
Textbook "E"	\$ 1.92

There is not enough difference in the cost of textbooks "A", "B", and "C" to create any problem in textbook selection; but the increased cost of textbooks "D" and "E" could create a financial problem in some localities.

Because of the approximate size of the textbooks, the size of the type used is very important. It must be sufficiently large enough to eliminate eye strain. Authorities agree that ten point type is the smallest type size that should be used in the printing of textbooks. Textbooks "A", "B", "C", and "E" measure to this standard by using ten point type. Textbook "D" uses the larger twelve point

type to produce a page that is more easily read.

The length of the printed line in each of the five textbooks is not too long for comfortable reading. There is but one pica's difference in the five. Textbooks "A", "B", and "E" have a twenty-four pica line, while textbooks "C" and "D" have twenty-three and one-half and twenty-four and one-half pica lines respectively. These lines are of a proper length and may be read without a great deal of eye strain. The textbooks do not carry over six lines to the inch of straight printed matter.

The margins of the five textbooks vary from page to page in the individual textbooks because of the trimming done at the bindery; however, on the whole, the margins remain fairly constant and none of the textbooks deviate far from the average. The top margin is the smallest with an average of eleven millimeters; the bottom margin is the largest with an average of twenty-three millimeters. There is not much variation in the inside margin of seventeen and the outside margin of nineteen millimeters respectively. The margins add to the attractiveness of the textbooks. Other white space is provided on the average page to overcome the monotonous feeling produced by a page of solidly set printed matter.

These breaks in printed matter often come through the insertion of topical and sub-topical headings. The textbooks present page arrangements which are pleasing to the eye. The lines, when they are broken, are broken in such a way as to enhance the arrangement. This makes an attractive page.

Attractiveness is also created by other means. One of the

sources for attractiveness, interest, and appeal is the use of pictures and cartoons. Textbooks "A", "B", "C", and "D" use pictures as a means of creating interest in the subject matter under consideration. These pictures are, for the most part, pictures of action. Many of the subjects used for the pictures are objects that are found out-of-doors. These pictures break the monotony which so often comes to a student engaged in textbook reading and study. Textbook "E" is the one text which includes no pictures as a feature of textbook arrangement. This textbook is the weakest of the five in mechanical features.

Along with pictures as a mechanical means of student appreciation, comes the development of the cartoon. Three of the textbooks under study make some use of the cartoon and each of these texts is strengthened because of its use. Textbooks "A" and "B" make the best use of the cartoon and each has given recognition to the cartoonist who drew for the publication. Chichi drew forty-eight cartoons for textbook "A" and Wyncie King drew forty for textbook "B". Textbook "D" makes some use of the cartoon and has twenty-nine cartoons, but falls far behind textbooks "A" and "B" in appeal and appropriateness. These cartoons add to the attractiveness of the textbooks. Cartooning has become popular in the eyes of the general public in the past twenty years and these textbooks are greatly enhanced by the use of cartoons with an appeal to the student. These cartoons are drawn squibs which immediately win a favorable response from the student. These drawings are concerned about activities which portray the experiences of the average high school student and are applicable to the lesson which the textbook is trying to present. Since they focus

attention upon the subject of the lesson, they are worthwhile. The textbook which contains no cartoons is lacking in one important mechanical feature involved in textbook evaluation.

Through the study of the mechanical features of textbook evaluation the texts of this study are beginning to vary and take on individuality. These variants are the basis upon which the evaluator must base his findings. He must begin to answer the question, "Which of these features combine to produce the type of textbook needed for my situation?"

TABLE II. MECHANICAL FEATURES

	A	B	C	D	E
BINDING					
Appearance					
Color	Blue	Orange	Blue	Blue	Orange
Cover design (simple)	Yes	Yes	Yes	Yes	Yes
Attractive	Yes	Yes	Yes	Yes	Yes
Size	$5\frac{1}{2} \times 8$	$5\frac{3}{4} \times 8\frac{3}{8}$	$5\frac{1}{2} \times 8$	$5\frac{3}{4} \times 8\frac{5}{8}$	$5\frac{1}{2} \times 8$
Thickness of book	1"	1"	$\frac{7}{8}$ "	$1\frac{1}{4}$ "	1"
Durability					
Cloth	Yes	Yes	Yes	Yes	Yes
Stiff back	Yes	Yes	Yes	Yes	Yes
COST OF BOOK	\$1.21	\$1.31	\$1.24	\$1.56	\$1.92
PAPER USED					
Quality (good grade)	Yes	Yes	Yes	Yes	Yes
Finish (semi-slick)	Yes	Yes	Yes	Yes	Yes
Color					
Blue white	Yes				
Near white				Yes	
Cream white		Yes	Yes		Yes

	A	B	C	D	E
TYPE					
Point size of body type	10	10	10	12	10
Length of printed lines (in picas)	24	24	23 $\frac{1}{2}$	24 $\frac{1}{2}$	24
Ease in reading	good	good	good	good	good
Sufficient space between lines	Yes	Yes	Yes	Yes	Yes
PAGE					
Size of margins (Millimeters)					
Outside margin	17	22	18	18	20
Inside margin	15	18	16	18	10
Top margin	10	12	12	11	11
Bottom margin	19	21	22	25	27
Number of lines to page	38	39	35	38	33 $\frac{2}{3}$
Number of lines to inch	6	6	6	6	5 $\frac{2}{3}$
Are lines arranged so that natural word groups are not broken?	Yes	Yes	Yes	Yes	Yes
Are there topical and sub-topical heads?	Yes	Yes	Yes	Yes	Yes
Color of page (black on white)	Yes	Yes	Yes	Yes	Yes
Are the pages attractive?	Yes	Yes	Yes	Yes	Yes
Number of pages	370	467	408	528	423
ILLUSTRATIONS AND DIAGRAMS					
Number of pictures	16	15	23	23	0
Number of cartoons	48	40	1	29	0
Are there illustrations and examples?	Yes	Yes	Yes	Yes	Yes
Do the illustrations indicate the theory of content?	Yes	Yes	Yes	Yes	Yes
Do the pictures focus attention on the lesson?	Yes	Yes	Yes	Yes	None

The Preface

The preface does not distinguish a good from a poor textbook; however, it does indicate some of the features which may result in either a good or a poor textbook. Table III shows some of the indications found in the prefaces of the texts under study.

TABLE III. THE PREFACE

	A	B	C	D	E
Does the preface indicate the purpose for writing the textbook?	Yes	Yes	Yes	Yes	Yes
Is the preface addressed to					
The student?	Yes	No	No	No	No
The teacher?	Yes	Yes	Yes	Yes	Yes
Does the preface summarize the textbook?	Yes	Yes	Yes	Yes	Yes
Does the preface indicate that the textbook is interested in training for social adjustment?	Yes	Yes	Yes	Yes	Yes
Does the author allow for individual differences?	Yes	Yes	Yes	Yes	Yes
Does the author strive for training in fundamentals of expression?	Yes	Yes	Yes	Yes	Yes
Does the author make the proper acknowledgements?	Yes	Yes	Yes	Yes	Yes

The five textbooks state their purpose for the production of a textbook in the preface. Textbook "A" differs somewhat from the others as it has a preface for the teacher and a foreword to the student. The others address the preface to the teacher. Each of the five textbooks summarize the text in the preface and tells the age level for which it was written. All distinctly state that the author has made allowance for individual differences on the part of the students who will use the textbook. Along with this allowance for individual differences, the authors strive for training in the fundamentals of expression. Another point commonly emphasized by the five textbooks is that they are striving to train the student to make social adjustments.

Table of Content

The table of content is an important part of every book, and yet, it is a feature that has been given little consideration in the matter of textbook selection. None of the textbooks under study follow the same order in tables of content. Textbooks "A" and "B" are divided into three main parts. These three main parts do not cover the same content material nor do they appear in anything like the same order. Textbook "A" has twenty-three chapters with one hundred and fifty-two topics. Textbook "B" has twenty-one chapters with one hundred and ninety-seven sub-topics. Textbook "C" is divided into five parts with twenty-six chapters and two hundred and fifty-nine sub-topics. The unit system is used by textbook "D"; ten units are divided into one hundred and forty-two subtopics.

Textbooks "A", "B", "D", and "E" have the table of content in simple order. A glance is sufficient to discover the page number on which the topic or the subtopic will be found. Textbook "C" has the page number of the subtopics, but the subtopics are placed in paragraph form and the individual subtopics are harder to locate. This makes the table of content of textbook "C" more difficult to read than the others.

These tables are a good indication of the scope of the material covered by these textbooks. The topics and subtopics as listed in the table of content make a reliable outline of the textbook. They are worded in such a manner that one can tell at a glance the material covered by that unit or chapter. The tables for textbooks "A", "B", "D", and "E" are of a nature to add to the value of the textbook.

Appendix

Four of the five textbooks evaluated have appendixes. The appendixes of textbooks "B" and "C" involve a close study of model conjugations and include the principal parts and moods of the verbs involved. Textbook "A" carries a reading list of great books. This list has brief comments to guide the student in the selection of a book to fit his tastes. Textbook "D" does not list an appendix but has a section devoted to "Grammar and Usage for Reference" which is not counted as one of the regular units in the table of content. This, therefore, takes the characteristics of an appendix and, as far as this study is concerned, will be considered as such.

The earlier textbooks in grammar placed a great deal of emphasis upon the conjugation of the verb. Of the textbooks under study only two emphasize this by setting up model conjugations in the appendix. Textbook "A" has introduced a very important item in the annotated booklist found in the appendix. This feature is very helpful and enables students to make a choice of reading materials for leisure time activity. The grammar usage reference of textbook "D" is not of much value and might better have been contained in the text as it deals with the individual topics involved.

Index

The usability of any textbook depends upon its index. A good index increases the value of any book in terms of the ability of the reader to find the desired material in the least possible time. The textbooks under study are indexed and made into a system involving main headings, sub-headings, and cross references. Table IV breaks the indexes into a listing of the number of pages involved in the index, the number of cross references used, and the average number of index headings per book page. This indicates that of the five textbooks, textbook "C" has the most complete index with an average 2.019 headings per book page. Textbook "E" follows with 2.014 and textbooks "D", "B", and "A" follow in order with 1.854, 1.431, and 1.1162 headings per page respectively.

TABLE IV. INDEX

	A	B	C	D	E
Number of pages in index	6	8 $\frac{1}{2}$	8	12	8 $\frac{1}{2}$
Number of main headings	208	439	396	451	533
Number of sub-headings	27	210	427	413	303
Number of cross references	15	21	11	15	16
Total number of headings	430	670	834	979	852
Number of pages in textbook	370	468	408	528	423
Average references per page	1.162	1.431	2.019	1.854	2.014

Amount and Scope of Subject Matter

The amount and scope of the subject matter of any textbook are two of the most important criteria by which the textbook may be evaluated. If it is to be a textbook, it must contain material based upon the subject under consideration. The amount and scope of the topics included may form a basis upon which an individual may evaluate the textbook to his own satisfaction. As has been stated before, no two textbooks will place the same emphasis upon the material covered. The evaluator must determine which of the texts most nearly fits his needs.

TABLE V. SCOPE OF SUBJECT MATTER

	A	B	C	D	E
1. Chapters on mind training			5		
2. Chapters on expressing opinions		2	3	2	
3. Chapters about library		2	1	1	1
4. Chapters based on newspaper		1	1		1
5. Chapters on entertainment field	1	2	3	2	1
6. Chapters on correct word usage and spelling	1	2	2		1
7. Chapters based on speech	1	3	1	2	1
8. Chapters on stories and story-telling	1	1	1		1
9. Chapters on correspondence	1	2	1	2	1
10. Chapters on writing and composition	12		3		4
11. Chapters on grammar and mechanics	5	6	5	1	3
12. Chapters attacking persistent errors	1				1
13. Miscellaneous				1	2

After a detailed study of the subject matter contained in the five textbooks, the writer discovered that most of the material may be classified under thirteen different subject or unit headings. This classification was done on a chapter or unit basis and it was discovered that certain chapters may fit into two or more topic classifications. However, to avoid undue repetition, the writer has listed each unit only once in the classification which seems most apropos of the situation. The thirteen categories are as follows:

1. The activities based about mind training
2. Chapters based upon expressing opinions
3. Chapters based about the library
4. Chapters based about newspaper study
5. Chapters based about the entertainment field
6. Chapters on correct word usage and spelling
7. Chapters on speech activities
8. Chapters dealing with stories and story-telling
9. Chapters on correspondence
10. Chapters based upon good writing and composition
11. Chapters based on grammar and mechanics
12. Chapters attacking persistent errors
13. Chapters of miscellaneous items

A study of Table V shows that the textbooks "C" and "E" have chapters in eleven of the thirteen classifications, while the others follow with nine, eight, and seven.

Textbook "C" presents a monopoly upon chapters based about the central theme of mind training with the following five chapters: (1) training our minds to give us better service, (2) the précis, (3) taking accurate notes, (4) making accurate definitions, and (5) outlining. The other textbooks have some subject matter on this same theme but do not devote a separate chapter to its development.

Six chapters are given to the expression of opinion. Textbooks "B", "C", and "D" have seen fit to include chapters of this nature.

Textbook "C" leads with three chapters called: (1) listening and talking, (2) clear explanations, and (3) group discussions. Textbook "B" develops two chapters: Listening and discussing in class and club and explaining. Textbook "D" has a chapter on having opinions and expressing them.

The library calls for a chapter from all of the textbooks but textbook "A", which has carried out this topic in an earlier book of the series. Textbook "B" has felt the need of two chapters along this line. The first deals with using the library and the second uses the theme of reading magazines and books for enjoyment and profit.

Only textbooks "B", "C", and "D" have chapters on newswriting for this level student. Two of these are developed entirely around the school paper, while the other includes the city, school, and the class newspapers.

The entertainment field is covered by chapters from each of the five textbooks. These chapters deal with radio, motion pictures, and school assemblies. These chapters cover materials that lie within the experience of the student. Experiences that the student contacts in everyday living are included in chapters that are headed by such titles as: entertaining; open ears and radio magic; radio listening, writing, and broadcasting; motion pictures; enjoying motion pictures; reporting motion pictures and plays; taking part in assembly programs; conducting meetings and assemblies; and organizing and conducting a school club.

Vocabulary and word usage is considered by textbooks "A", "B", "C", and "E". Such topics as building a vocabulary, choosing and

using right words, using words correctly, words exact and distinctive, word building and spelling, and spelling are used by the textbooks as chapter headings. Textbook "D" has a number of pages on words in connection with a chapter on communicating for business reasons which are listed under the heading of correspondence. Textbooks "B" and "C" have the most emphasis on word usage with two chapters each.

Speech and speech communication is stressed by each of the five textbooks. Textbook "B" has three chapters dealing with the topics of: improving your speech, public speaking, and making a report. Textbook "D" has two chapters reporting speeches and interviews and speaking on special occasions. Chapters by other textbooks are: speech skills that matter, improving our enunciation and pronunciation, and looking to your speech.

The story is given consideration by textbooks "A", "B", "C", and "E". The story, short story musings, telling stories effectively, and storytelling are the chapter headings used by these four textbooks. These chapters give indication that the individual books are striving for an appreciation of the short story by students.

Letter writing is considered as an important part of training in English composition by the five textbooks under analysis. Textbooks "B" and "D" see the necessity of devoting two chapters to this factor in English composition. Textbook "B" has one chapter on the social letter and another on the business letter. Textbook "D" includes a wider scope with chapters on communicating for business reasons and using the telephone and telegraph. This inclusion on the

part of textbook "D" has made it the best of the five in the subject of correspondence.

Three textbooks have three or more chapters on writing and composition. Textbook "C" has three chapters called: using figures of speech, creating pictures with words, and following good form in writing. Textbook "E" has four chapters: poetry--"a mirror up to life", What Ho!, your leisure time, preparing long themes, and building better compositions. Textbook "A" leads with a series of fourteen chapters upon theme writing. These fourteen chapters compose Part I of the textbook and are called experience themes. These chapters contain material which is student centered and carries suggested theme topics upon which the student may write. This is the outstanding feature of textbook "A". It is intended to be used for either written or oral themes on the topics which come from the individual's own personal experiences.

Textbook "B" leads with six chapters on grammar and mechanics, closely followed by textbooks "A" and "C" with five each; textbook "E" has three and textbook "D" has but one. This comparison is unfair to textbook "D" as a portion of each chapter in this text is given over to the subject of grammar and mechanics.

Persistent and common errors are attacked by textbooks "A" and "E" in the chapters entitled: fighting the common errors, and attack on persistent errors. However, the other textbooks include much of this same material although it is hidden away in other sections of the textbooks.

Textbook "E" has two chapters which do not conform to the

categories established by the writer and so must be classified under the heading of miscellaneous. English in other subjects is a chapter which relates the study of English to social science, art, music, science, Latin, commerce, and home economics. This chapter does make a valuable contribution to the textbook and it is a better textbook because of its inclusion. The other chapter is one of testing. Its purpose is to serve as a guide and check to the efforts of the students. Textbook "D" includes one of these orphaned chapters entitled "studying the world in which you live." This chapter contains so many different activities that it is impossible to place it in any one category. However, it is a chapter that is of value to the student.

From the above analysis comes the realization that textbooks vary in the amount and in the scope of their subject matter. A fair evaluation can come only after a careful and detailed study of the factors which pertain to textbook evaluation and analysis. At the first glance one is amazed by the vast difference which is found in the scope of the subject matter of these five textbooks. Yet as the study continues, that initial impression is replaced by another--that with so much different material at hand, the textbooks agree at so many points of effort. Thus, one comes to the conclusion that these points of agreement may be the basic values of English grammar and composition.

TABLE VI. AMOUNT OF SUBJECT MATTER

	A	B	C	D	E
CHAPTERS ON MIND TRAINING					
Training our minds to give us better service			X		
The précis			X		
Taking accurate notes			X		
Making accurate definitions			X		
Outlining			X		
CHAPTERS ON EXPRESSION					
OF OPINIONS					
Listening and talking			X		
Listening and discussing in class and club		X			
Having opinions and expressing them				X	
Clear explanations			X		
Explaining		X			
Group discussions			X		
CHAPTERS BASED UPON					
THE LIBRARY					
Using the library		X			
Using the reference tools					X
Reading magazines and books for enjoyment and profit		X			
Reading books, magazines, and newspapers			X		
Discussing and reviewing books				X	
CHAPTERS BASED ON THE NEWS					
City, school, and class newspaper		X			
Writing for the school paper			X		
Your school paper					X
CHAPTERS BASED AROUND THE ENTERTAINMENT FIELD					
Entertaining				X	
Open ears and radio magic	X				
Radio listening, writing and broadcasting		X			

	A	B	C	D	E
Motion pictures			X		
Reporting motion pictures and plays				X	
Enjoying motion pictures		X			
Taking part in assembly programs			X		
Conducting meetings and assemblies					X
Organizing and conducting a school club			X		
VOCABULARY AND WORD USAGE					
Building a vocabulary					X
Choosing and using the right word			X		
Using words correctly		X			
Words exact and distinctive			X		
Word building and spelling		X			
Spelling		X			
SPEECH COMMUNICATION					
Speech skills that matter	X				
Improving your speech		X			
Looking to your speech					X
Public speaking		X			
Making a report		X			
Improving our enunciation and pronunciation			X		
Reporting speeches and interviews				X	
Speaking on special occasions				X	
THE STORY					
The story		X			
Short story musings	X				
Telling stories effectively			X		
Storytelling					X
CORRESPONDENCE					
Your correspondence					X
The postman's whistle	X				
Writing social letters		X			
Business letter and personal application		X			
Writing letters			X		

	A	B	C	D	E
Communicating for business reasons				X	
Using the telephone and telegraph				X	
WRITING AND COMPOSITION					
Your disposition	X				
The animal kingdom	X				
Shackles and burdens	X				
Friendship's steel	X				
Are your parents different, too?	X				
"Far away and long ago"	X				
Links in my life's chain: autobiography	X				
Thought streams and reveries	X				
Impressions crisp and honest	X				
Tense moments and fighting finishes	X				
Brush strokes of the master	X				
Your hero as your tutor	X				
Using figures of speech			X		
Creating pictures with words			X		
Poetry--"a mirror up to life"					X
What Ho! Your leisure time					X
Preparing long themes					X
Building better compositions					X
Following good form in writing			X		
GRAMMAR AND MECHANICS					
Eyes on the sentence: does it make sense?	X				
The simple sentence and its uses	X				
The compound sentence	X				
The complex sentence in service	X				
Building efficient sentences		X			

	A	F	C	J	E
Parts of the sentence		X			
Building correct sentences			X		
Building more effective sentences			X		
The sentence and the parts of speech					X
Improving sentences: developing style					X
The paragraph			X		
Building better paragraphs					X
Building paragraphs		X			
Grammar and usage for reference				X	
Essentials of functional grammar			X		
Grammatical usage		X			
Mechanics		X			
Mastering capitalization and punctuation			X		
Punctuating correctly		X			
Punctuating for the reader's convenience	X				
THE PERSISTENT ERRORS					
Fighting the common errors					X
Attack on persistent errors	X				
MISCELLANEOUS					
Studying the world in which you live				X	
English in other subjects					X
Applying your ability: results					X

CHAPTER III

THE EVALUATIVE FACTORS

The comparative factors present one means of textbook appraisal; but to give a fair evaluation of the worth of the several texts, other criteria should be given consideration. Factors which indicate the value of the textbook as a guide to learning are essential evaluative criteria. The evaluative factors under consideration in this thesis were suggested by the reading of An Introduction to Teaching and Learning¹ by Gerald Yoakam, professor of education, University of Pittsburg, and Robert Simpson, professor of education and psychology, Carnegie Institute of Technology. These evaluative factors have been divided into two categories: principles in the psychology of learning and devices which are employed as learning aids. The first of these has been divided into seven rubrics: observation, motor, association, problem solving, experimentation, creation, and appreciation. The second is divided into sections dealing with devices employed as learning aids such as: question and answer recitation, informal discussion, individual reports, incidental questioning, lecture or teaching period, demonstration, dramatization, illustrated talk (audio-visual aids), review or summary, and oral test or examination.

The writer has been unable to find any indication that these evaluative factors have ever been used in any textbook evaluation.

1. Gerald A. Yoakam and Robert G. Simpson, An Introduction to Teaching and Learning (New York: The Macmillan Company, 1935). 495 pp.

However, it is assumed that this is a valid approach as these principles are developed by Martin J. Stormzand² and Powers and Uhl.³

Other educators and psychologists who use two or more of these principles or general types of learning include men such as George Betts,⁴ William James,⁵ Edward Thorndike,⁶ John Watson,⁷ Robert Woodworth,⁸ Robert A. Davis,⁹ William Kelly,¹⁰ George W. Regan,¹¹ James C. DeVoss,¹¹ and Walter S. Monroe.¹¹

2. Martin J. Stormzand, Progressive Methods of Teaching (Boston: Houghton Mifflin Company, [c1927]), pp. 99, 105, 107, 140, 175, 230.

3. Francis F. Powers and Willis L. Uhl, Psychological Principles of Education (New York: The Century Company, [c1933]), pp. 78, 83, 89, 272, 287, 403.

4. George H. Betts, The Mind and Its Education (New York: D. Appleton and Company, 1910), pp. 43, 85, 117, 143.

5. William James, The Principles of Psychology (New York: Henry Holt and Company, [c1918]), p. 550, vol. 1; p. 323, vol. 2.

6. Edward Thorndike, The Elements of Psychology (New York: A. G. Seiler, 1922), pp. 199, 264, 298.

7. John B. Watson, Psychology from the Standpoint of a Behaviorist (Philadelphia: J. B. Lippencott Company, [1929]), pp. 25, 174, 175, 356.

8. Robert S. Woodworth, Psychology (London: Methuer and Company, Ltd., [1932]), pp. 143, 166, 220, 433.

9. Robert A. Davis, Psychology of Learning (New York: McGraw-Hill Book Company, Inc., 1935), pp. 6-7, 55-60, 118, 127-150, 182-202, 332-338.

10. William A. Kelley, Educational Psychology (Milwaukee: Bruce Publishing Company, [1949]), pp. 8, 67-74, 107-114, 136-140, 263, 270, 346.

11. Walter S. Monroe, James C. DeVoss, and George W. Regan, Educational Psychology (New York: Doubleday, Doran, and Company, Inc., [c1930]), pp. 152, 183, 194, 203.

If any textbook is to serve its purpose as a textbook, it must make use of educative principles which have been tried by educators and found to be effective. With these principles of learning should be found devices and techniques to be used by the teacher and the students as an aid in teaching and learning. Thus, it is believed that this approach should prove to be a reliable guide for the textbook evaluator.

Principles in the Psychology of Learning

This study is not an attempt to create an exhaustive check list of principles which may be used and included in the scope of learning, but rather it is a venture in a new direction. The desire is that this research may present some progress toward a more desirable system of textbook evaluation and selection.

Observation

Learning is a many sided activity. One of the most essential principles of learning is that of observation. This is the most elementary way in which the individual may receive information of the world about him. To observe is to use the senses. It is through using the receptors of hearing, taste, smell, touch, and sight that the individual learns. Through observation the individual collects information and obtains accurate ideas about things.

Observational learning may be divided into two types: direct and indirect. Direct observation is information which comes to the individual through a personal contact with the object being observed.

Indirect observation is a vicarious process. The individual gains knowledge but it comes through the direct observations of others. By reading or listening to some other person tell about his direct observations, the individual learns without having a direct contact with the experience.

The use of observational learning in a textbook is of a necessity rather limited in scope. The student must read or observe the printed page. The sight receptor is the one sense that is used. Little knowledge can be gained by touching, smelling, tasting, or hearing the printed pages of the textbook. The printed page uses but one receptor--that of sight. Observation in the textbook must be largely limited to indirection. The author has had the experience and he puts his impressions onto the printed page for the observation of the pupil.

The author of a textbook must remember that the direct observation of the pupil is limited in the textbook, and as a result, activities must be provided that will increase pupil observation. The use of pictures by the textbook, although already listed as a comparative factor, is one means of presenting observation to the pupil. Through the use of cartoons, the textbook is developing this aspect of learning. Graphs and charts can often be used with worthwhile results. The composition textbook provides an opportunity to set up models which may give the student an excellent means of comparison and study. Activities may be suggested by the textbook which involve out-of-class happenings. These activities are not an actual part of the textbook, but they are suggested by the text. The textbook

can guide students into a wider sphere of observational learning through these suggested activities. Such techniques as trips and excursions to places of interest, tied into the work involved in the textbook, can be a valuable asset in learning. Demonstrations of proper forms and techniques by qualified individuals and members of the class can be used as a means of observation. Any project or process involving the use of principles can be a means of observation for the student.

Observational learning then, as it is used in the textbook, contains many activities and techniques of administration. The principle of observation as used in the psychology of learning contains such factors as: pictures, graphs, charts, demonstrations, trips, excursions, events, processes, lantern slides, motion pictures, models, examples, illustrations, and dramatizations. Many of these activities are also devices employed as teaching aids. The textbooks under consideration make different uses of observation in their approach.

Textbooks "A" and "B" use pictures, cartoons, charts, examples, illustrations, and diagrams as direct procedures of observation. Textbooks "C", "D", and "E" follow closely in the order named. The use of projects suggested by the textbooks as an aid to observational learning will be evaluated in the latter part of this chapter.

Motor

There are few activities of mankind that are not associated with some kind of motor agility. Motor activity is usually involved in the

other principles of learning. Learning which involves any type of muscular activity is called motor learning. This may be elementary and simple, as turning the pages of a book, or it may be complex, as the movements involved in writing with a pen or the typewriter. It is true that the manual arts classes of the schools use this principle of learning to a greater degree than do classes in English composition, but it must be used to a certain degree. The textbook in itself offers little in the realm of motor activity for the pupil besides holding the textbook, turning the pages, use of the eye muscles in reading the printed page, and use of the vocal cords as the student reads. However, as with observational learning, those activities suggested by the text and followed by the student offer an opportunity for the use of this principle. The use of written drill, the presentation of drama, a student demonstration, the manipulation of a chart or a workbook, a verbal description, a written theme, the use of games in the presentation of subject matter, blackboard work, diagramming sentences, class discussions, using library and dictionary skills, are motor activities that may give the student a greater grasp of the subject being studied.

The five textbooks in themselves present very little opportunity for motor activity. However, each has adequate programs of drills, drama, demonstrations, and other projects which allow the association of motor skills to the learning of English.

Association

Association is an important principle in the process of learning

as one must learn to associate words with their meanings. The meaning of the things which are new to the experience of the individual must be fixed in the mind of the pupil. The student must take this new object and through association place it in relationship to the physical nature of the universe round about him. Through association he is trying to record the meaning so that the object will be recognized when observed again. Association in English composition is often thought only to embrace the use of the figures of speech--metaphor, simile, and personification; but it must include an understanding of words, symbols, and processes. There should be an association of the material of the textbook to objects outside of the classroom. The material of the textbook must be related to the experience and everyday life of the student. The models and illustrations used must present a clear picture to the student of the relationship of the lesson to life outside of the classroom. Thus, the textbook to be effective as a means of association, must relate the material under consideration to the understanding and previous experiences of the pupils.

The use of association varies with the individual; however, the books of this study place their material on a level with the understanding of high school juniors. The projects and assignments used fit into the daily activities and experiences of the average student. The books rate high in the use of association as a factor in the learning process.

Problem Solving

Problem solving or reflective thinking is the most involved process of mental ability. Other types of learning seem to lead toward this activity which has as its pre-requisite the ability to reason. This reasoning process of problem solving is often called the scientific method. When man is able to solve the problems which surround him and begins to exercise control over his environment, he is making intelligent progress. Thus, the guiding of children to think and to solve problems is one of the most important tasks of the textbook. This is a difficult procedure, but one which the textbook must seek to develop. The student must see the problem as a challenge which needs a solution. This must be interesting to the student and should suggest immediate action or at least the resolve to investigate. A good problem for teaching purposes should be clear, definite, and valuable to the individual to whom it is presented. It must be interesting and thought-provoking and must strike the student as being worthwhile and practical. A problem for the sake of a problem is not understandable; therefore, a problem must be suitable to the occasion and extend the purpose for the introduction of the investigation.

Problems are introduced into a textbook in a variety of ways. They may come in the form of a question, a proposition, a purpose, or a topical outline. In problem solving, as in the other principles of learning under consideration, there are a number of different activities which may be employed by the textbook and have opportu-

ities for problem solving. A few of these activities are: (1) making excursions and trips, (2) tabulating data, (3) presenting pagents, (4) dramatizing stories and events, (5) telling stories and anecdotes, (6) making booklets, (7) organizing a school council, (8) writing speeches, (9) making statistical tables, (10) charting data, (11) graphing data, (12) making maps, (13) doing some theme research, and (14) constructing practice exercises. From this list, which is far from complete, one can see the vast scope that may be carried on by problem solving in the textbook.

Activities which feature the use of reflective thinking are featured by each of the textbooks in this study. Textbooks "B", "C", "D", and "E" have a good system of assignments and problems in trips, drama, story telling, making notebooks and booklets, writing speeches, and theme research. Textbook "A" bases most of its problem solving activities about a series of theme research s. Along with this experience theme project a program such as the other texts present is given, but it is not worked out in such detail.

Experimentation

Experimental learning is closely associated with problem solving. Any endeavor to discover new knowledge is a form of experimental learning. In a sense, all learning is experimental. It is necessary that the individual be permitted to discover some truths for himself and formulate his own summary and conclusions of the information gained. Through research the pupil discovers things for himself, rather than having the textbook or teacher point them out.

Experimentation is the fundamental conception in the scientific method of research. The chief function of experimentation is the discovery of new truths and to formulate sound conclusions based upon these truths. Through experimentation the pupil retains the knowledge gained more permanently than in any other method of learning. The individual understands a principle or a process better when he discovers it for himself than when it is pointed out for him. Experimental learning is essentially an active process.

The experimental process is an inductive principle and is just the opposite to the deductive principle which has so often been used in textbooks of English composition. The deductive principle involved the formal use of grammar such as parsing nouns, pronouns, verbs, and the other parts of speech. Other features included diagramming sentences, learning the rules of syntax, and learning axioms. Here the temptation is to merely memorize words and principles and arrive by way of reproduction and imitation. This process has its value, but it is not experimentation.

Experimental learning is that type of activity which leads to true discovery. It must include both the inductive and the deductive processes to achieve its ends. This is a principle which may be developed in textbooks by placing an emphasis upon class discussion and an effort to help the student develop his own attitudes and ideas. The English composition textbook may foster this process by encouraging the student to explore new avenues of development and record the results in either speeches or themes. Of course, students may be helped a great deal in this research by the inclusion of correct

forms and patterns in the textbook.

Textbook "A" leads in the application of experimental learning. The experience themes already mentioned offer tremendous possibilities in experimentation for the individual student. The text presents the idea that the best way for the student to develop himself in speech and writing is to merely talk and write. Learn by experimentation. Learn to write by writing. The other textbooks offer opportunities for original writing and expression but to a lesser degree.

Creation

The principle of creative learning is a part of every worthwhile classroom activity. Any learning which includes the creation of a new idea, or process, is of a necessity classed as creative. Creative activity may take place in almost any situation. It may be included in any of the other principles of learning which have already been mentioned. Creative learning depends upon the use of imagination and inventiveness of the individual. English composition is a subject which lends itself very readily to the creative process. Here is a chance to emphasize originality as well as purposeful thinking and doing. The pupil is led to assemble things in a new way to create a new idea, process, or product. This may result in either a new creation or a recreation of something which has already been established. Any new experience for the individual may be considered creative for that individual, regardless of how common it is with the rest of the world.

The textbook in composition has opportunity to do a great deal in presenting creative opportunities for the student. The effectiveness of the text depends largely upon its stress of the use of creative imagination. Creative imagination may be developed by writing a poem, sketching a cartoon, drawing a picture, outlining an article, writing an essay, writing an autobiography, preparing a report, preparing a radio script, preparing a dramatization, writing a song, preparing a speech, preparing for class discussion, or learning to use the language.

Textbooks "A" and "C" present the greatest variety of opportunities for work in creative activities. Textbook "A" offers projects in writing articles, autobiographies, reports, radio scripts, drama, speeches, class discussions, and language usage. Textbook "C" offers the same with the exception of the autobiography which is replaced by poetry. Textbook "E" offers creative activity in writing poetry, articles, essays, autobiography, reports, drama, speeches, class discussions, and language usage. Textbooks "F" and "H" allow for creative activities in language usage, class discussions, speech, drama, and radio script. Textbook "J" uses the essay and poetry.

Appreciation

The principle of appreciation in the process of learning is one that is difficult to teach. It is agreed that appreciation may be learned but that conventional classroom practices are too formal and analytical to foster appreciation. It cannot be taught the same as skills and facts. A large vocabulary and a wide knowledge of the

techniques of writing do not endow the student with an appreciation of good literature. However, an understanding and master of the techniques and skills of rhetoric may be helpful in creating an appreciation of good writing.

The textbook which is concerned with creating an appreciation for the subject finds that anticipatory interest is one of the motivating factors in awakening in the student a sense of appreciation. There need to be measures taken before certain activities are begun to arouse the expectation and interest of the pupil. This may be done by class activities working toward the end in mind as well as through the use of anecdotes, illustrations, cartoons, and pictures. Sometimes appreciation is best gained through the actual participation in the experience. While listening to a speech, a student may suddenly become appreciative of good speaking. An appreciation of good writing may come while the student is in the process of a term paper or theme. Appreciation may come years later when the student is able to apply some principle learned in school to solve some problem of everyday living. When appreciation comes, the student sees the significance and the value of the subject studied.

It is difficult to evaluate a textbook on the basis of student appreciation, as appreciation is an individual process. Yet, it may be determined whether or not the text is making an effort toward the appreciation of good form in writing and grammar. An appraisal of the text will determine if there is an attempt to develop an appreciation of good poetry. The principle of news writing, letter writing, speech, grammar, discussion, outlining, and the many other

aspects involved in the study of English may be reviewed in the same manner. The study of the process of appreciation should stress the inclusion of those principles and attitudes which will be needed by the student to meet life situations.

An attempt is made by each of the five textbooks to impress the reader with an attitude of appreciation toward the subject being studied. Examples of good writing procedures are included as a part of each textbook. These help the student to realize the importance of good form and style in writing. Principles of correct letter writing, poetry, and speech are illustrated that appreciation may be hastened.

Devices Employed as Learning Aids

The scope of this investigation includes ten devices which are used as aids to learning. These devices are: (1) question and answer recitation, (2) informal discussion, (3) individual reports, (4) incidental questioning, (5) lecture or teaching period, (6) demonstration, (7) illustrated talk, (8) review or summary, (9) dramatization, and (10) oral test or examination. It is not claimed that this list includes all of the devices which may be employed as teaching aids; however, it is assumed that these ten will be inclusive enough to present a reliable indication of the extent of the use of learning aids by the several textbooks.

Question and Answer Recitation

One of the most used teaching devices is that of question and

answer recitation. This method was employed by Socrates and is referred to as the Socratic method. The teacher of the textbook asks a question and as the student attempts to answer the question, the teaching process takes place. The question which involves thought is more effective than the question which deals with facts. The textbook presents an opportunity for the use of this type of recitation; however, there seems to be a tendency on the part of teachers and textbooks to use this method to too great an extent.

Question and answer recitation as used in this study applies to the textbook practice of asking a series of questions about the topic under consideration. This may take several forms. It may be classified under the heading of review tests, practices, exercises, oral discussion, or it may be found in the introduction to a new section or chapter. Each textbook seems to use a different approach but all may be classified in this general heading. Textbook "A" has a series of "style charts" which is nothing more than a number of questions designed as a review of the work which has just been completed. These questions are placed in a box and made into the form of a chart to guide the student. Textbook "B" makes use of the question recitation through a progression of activities. These activities are projects and ideas which will guide the student in the assimilation of the topic under study. These activities often contain a list of questions for discussion or to be answered by the student. Textbook "C" makes a number of assignments in each chapter which is essentially the same plan as that of the activities in textbook "B". Textbook "D" occasionally inserts a list of questions which reflect

the student's thinking. This book does not make as much use of this procedure as do the others but it is sufficient in its usage. Textbook "E" makes use of suggestions, self-rating charts, and diagnostic tests in the form of questions. A number of the practice exercises are also supplemented with questioning. Textbook "E" uses this device to the best advantage and is followed in order by "A", "B", and "C".

Informal Discussion

By the use of informal discussion the classroom situation becomes a better medium of instruction. The teacher steps aside and the discussion of the class becomes a spontaneous participation by the students. Since the teacher is in the background the pupils feel free to express their own thoughts and original ideas. Of course, a textbook cannot participate fully in an informal discussion, but it may introduce the ideas and opportunities for such a procedure.

The five textbooks under study use informal discussion as an accepted procedure in the process of learning. This device may be known as class discussion, class conversation, talking it over, exchanging ideas, discussion with the teacher, discussion in club, group discussion, forum discussion, round table discussion, problems for discussion, or oral discussion; but whatever the name, the purpose is to create an opportunity to learn through an informal expression of ideas by the individual members of the class in a discussion period. Textbooks "B" and "C" make the most use of this device. Textbooks "A", "D", and "E" use the device but not to as great an extent.

Individual Reports

The textbook is an ideal medium for the suggestion of individual reports. This teaching device may be employed by a teacher regardless of the type of subject matter involved. Although study and learning at times may become a group activity, it is largely a matter of individual endeavor. The student must think out and develop his own educational progress. The individual report allows each student to pursue his own line of attack and develop those avenues of research which are most natural to his individuality.

The individual report is almost limitless in its scope of opportunity. It may cover some phase of a class or individual project, a book report, a prepared speech, a trip or an excursion, a story or a joke, a movie, an interview, a lecture or almost any activity in which the individual student may be involved. Textbooks "B" and "D" suggest the use of the individual report to a greater extent than do the other textbooks; however, the teacher can use other material in the texts for individual reports if she feels that it is necessary. Each of the five textbooks is developed in such a way as to suggest topics and projects which, if the teacher so desires, may be assigned as individual reports.

Incidental Questioning

Incidental questioning in the textbook is not as involved as the question and answer recitation. The question and answer recitation is presented with the purpose of developing a lengthy period

of questions and answers. Incidental questioning is usually confined to one question at a time. The textbook presents a paragraph or perhaps a page of information or explanation and in this body of material is found a pointed question or two. These questions are for the purpose of getting the student to think about what is involved in the text. The five textbooks under study use these occasional questions to sharpen the thinking of the students. There is about the same amount among the five--not enough to become boresome, but a well-developed line of occasional questions.

Lecture or Teaching Period

The lecture or teaching period is usually thought to be a period of time in which the teacher stands before the class and presents a body of facts through an oral delivery. This method of teaching, although widely used, is frowned upon as an effective means of educative procedure. It is considered better pedagogy to use some procedure in which the student may participate. It is easy for a textbook to follow a lecture type of program in which vast amounts of information are assembled for the student's reading. To overcome this tendency the textbook should present activities through which the student may escape from steady textbook reading.

The composition of a textbook is such that some of the lecture or teaching period type of material must be presented; however, the five textbooks of this study have organized this method in a satisfactory manner. They limit the lecture to as short a span as possible and break it with the insertion of assignments, practices,

exercises, and activities to be developed by the student over the material covered.

Demonstration

Demonstration is an effective device when employed as a learning aid. Through demonstrations the student may be shown in a clear and concise way the effectiveness and value of certain procedures. When the student participates in a demonstration, he is more likely to be impressed with the importance of the principles under consideration. A demonstration is a performance whose object is to make evident a way of proof or procedure.

The textbook may suggest a demonstration as a project for an individual student or a group of students. The individual report which has already been studied could be given as a demonstration. None of the textbooks under study have used this device to its fullest extent. Each of the five textbooks suggests the use of a demonstration, but only once or twice in the entire text. These suggested demonstrations are involved in the practice of introductions or the use of the telephone or microphone. Of course, the instructor who is alive to the various possibilities can easily find worthwhile material in the textbooks to be used in demonstrations.

Dramatization

Mankind likes to imitate. Closely akin to imitation lies dramatization. Dramatization requires both reading and study on the part of the pupil. Along with this must come a placing of one's

self in the role of another. Dramatization is a form of activity which creates an interest on the part of the pupil and is an effective device to use as a motivating factor in study. There are few school subjects in which dramatization cannot be used, but dramatic possibilities in the English field are almost without limit.

Dramatization is suggested by the authors of the five textbooks. These suggested dramatizations may be merely a pantomime of some character or they may call for the writing of a script and the production of a class or a group play. The dramatization may be based about a situation, an idea, a story, an interview, conversation, or an introduction. What is demanded depends upon the topic under consideration. Textbooks "D" and "E" make the best use of dramatization and develop five situations which call for acting. The other textbooks have their situations but call for but two or three dramatizations by the pupils.

Illustrated Talk

The illustrated talk or audio-visual teaching is a method which combines the use of both the eyes and the ears of the students. The use of illustrations has become a matter of importance and one of the criteria for textbook selection. Thus, visual aids have come to the attention of the educators of our country. More and more emphasis is being placed upon visual education as one of the devices to be employed in the educative process. This study has already explored the use of the picture and the cartoon in the textbooks under consideration. The field of audio-visual education is a vast one and

because of the limited available space of the textbook, few actual illustrations and pictures can be used. However, the textbook can offer a great deal of supplementary suggestions as aids in further research and study on the part of the student. The student has many opportunities for audio-visual instruction through the medium of pictures, photographs, art pictures, lantern slides, film strips, motion pictures (both silent and sound), stereopticons, opaque projectors, maps, charts, diagrams, graphs, blackboards, bulletin boards, globes, models, specimens, excursions, trips, demonstrations, dramatizations, bibliographies, books, radios, and phonograph recordings. The better textbooks place suggestions for using these teaching aids to supplement the material of the text.

The textbooks of this study make use of illustrations and suggested projects of audio-visual import. Textbook "Y" makes the best use of projects which involve the application of the eye or ear for information. These projects use the newspapers, the radio, blackboards, notebooks, display or bulletin boards, scrapbooks, booklets, bibliographies, exhibitions of newspapers, cartoons, books of poetry, school handbooks, diaries, and programs of poetry and music. They contain illustrations which include: newspaper headlines, invitations, catalogue index cards, sample diagrams of sentences and examples of writings. There are a number of charts in use which include: self analysis, verbs and subjects, problems in case, check lists, check cards, rules, suggestions for speakers, and a topic outline chart. Along with these projects are found suggested visits to court, state capital, museum, council meetings, courthouse, city

hall, art exhibitions, historical spots, and a meeting of the school board. These suggested projects by textbook "E" outline a program of illustrated talks which could be of great value to the individual student. This program of projects and activities helps to compensate for the failure of the text to use pictures or cartoons as a physical factor.

Textbook "A" follows in order with a good system of charts to be used as self-helps by the students. This is a series of twelve style charts, patterns to remember, helps to students, hints about outlines, self-judgment chart, spelling chart, introductions, listening, interviews, telephoning, and a chart on speaking. Student projects and activities in the nature of this learning device include the use of the blackboards, radio talks, observations, projects using books and magazines, making a notebook, and the use of bibliographies. The use of excursions as a teaching aid is not used to its fullest possibilities as only two are observed: a project calling for the students to observe the pictures hung on the walls of the school building, and a visit to an art museum.

Charts are not used by textbook "D" as an aid in pupil learning but several projects do call for the making of charts by the students. The textbook suggests visits to a theater, an engraver, the city library, a garden, an observatory, a planetarium, and the weather bureau. It is in the use of projects by the individuals and the group that this text makes its strongest contribution. These projects call for the students to bring reviews to class, make a study of motion pictures, have special guests speak before the class, make a

scrapbook, have a series of interviews, bring sample invitations to class, collect humorous poetry, bring a certain type of book, make an exhibition of invitations, use the bulletin board, use bibliographies, display book jackets, design book jackets, make a notebook, keep a diary or journal, make some telephone calls, and bring some clippings to class. Textbook "D" has a number of illustrations which include illustrations and examples of writing methods, invitations, and letters.

Textbook "C" does not have the number of projects of this nature suggested as do the previously named three; however, the projects which are included are meaningful. These projects as listed in textbook "C" are: post announcements, listen to recordings, study pictures as a basis for observation, make a scrapbook, listen to radio programs, examine school papers, make a bulletin board, bring literary descriptions, use a bibliography, and make a notebook. Visits are suggested to the movies, newspaper office, art museum, historical spots, an eating place, a store, and a flower show. Only one chart is used and the use of illustrations is limited to those activities surrounding letter writing.

Textbook "B" follows the same pattern as does textbook "C" in the use of charts although its suggested use of the trip as a means of learning is limited to two. Better use is made of the illustration with illustrated examples of cards from the card index, newspaper pages, headlines, head forms, and letter headings.

The textbooks of this study make good use of the material which is included, but the scope of this material could be increased to

good advantage through more use of the materials available to schools in the audio-visual educational program.

Review or Summary

To the average student the review is a tiresome process of retracing the work previously covered in the textbook. The patterns of review and recitation are usually distinguished only by the amount of time involved. The correct use of the review should be more than a mere repetition of facts to fix them more firmly in the mind of the student. It should present a new view of these facts in order that new attitudes, understandings, and behavior patterns may be formed by the student which are based upon these previously studied facts. The review, then, should be a backward view which discovers new relationships, associations, and meanings. The review may take the nature of an oral or a written report, a topical outline, a problem, a cooperative interchange of social thinking, a summary, or it may be cumulative.

The review or summary is not handled the same by the five textbooks. The summary method is not used by the texts to a very great extent. Textbook "E" presents the greatest variety in the matter of the review. The chapters are ended with review problems, books for help, general tests, review tests, self tests, summary, or programs and activities for extended study. Textbook "D" makes use of practice problems, bibliographies, diagnostic and mastery tests as the means of review. Textbooks "C" and "F" use the presentation of problems as the method of review, but "D" adds one review in the

use of spelling. Textbook "A" makes use of the style charts as a departure for review. These charts are placed at the conclusion of the experience theme topics and are composed of a series of questions which are designed as an individual check by the student of the work which has just been finished. This is a good feature and is followed by none of the other textbooks. This textbook also carries a punctuation test and a chart of speech opportunities as a means of review.

Oral Test or Examination

The text or examination comes from a demand for satisfactory evidence of the success or progress of the pupils in the classroom. With the advent of the measurement of intelligence and achievement through a series of graded testing devices, the use of evaluation procedures to diagnose pupil weakness has come to be accepted as one of the most valuable functions of the examination. These procedures may embrace (1) the oral quiz--directed by the teacher, (2) the essay type examination, (3) the use of notebooks, reports, or themes, (4) standardized tests, and (5) the teacher-created objective examination. The textbook is in a favorable position to present questions and materials which may be used by the teacher to produce an oral testing program for the class. The written or essay type can also be used from the method of presentation as developed in the textbook. The use of themes, reports, and notebooks is an integral part of our teaching procedure, but the emphasis placed upon them by the textbooks under consideration is more toward their educative function than as a measuring device. The standardized test covers a

wide field and because of the limited space of the textbook its use is naturally confined. The non-standard objective examination is usually created by the individual teacher and the textbook can give much help and direction.

Textbook "E" makes the best usage of a testing program. The final chapter of the book is a series of seven tests of mastery and ability. Other tests included in the book are five self-rating tests, fourteen diagnostic tests, fourteen review tests, and thirteen general tests. This develops a good measuring device for the teacher who uses this book in her classroom.

Textbooks "D" and "E" develop a program of diagnostic and mastery tests. Textbook "D" enlarges upon this testing program with sixteen tests in each while "E" limits its tests to nine of each. Textbook "A" has the style charts which are a form of self tests. Nine other tests are given, five of which are over the use of the dictionary. Textbook "C" trails the rest in examination devices with but three given. The testing program of this textbook is one which must come from the assignments and exercises given by the text.

CHAPTER IV

TEXTBOOK APPRAISAL USING
THE EVALUATIVE FACTORS

The purpose of this study has been to compare the five textbooks and their use of the evaluative factors of textbook appraisal. This is not an attempt to determine which is the best textbook, but rather an effort to show the better features of textbook evaluation as used by the texts under consideration. It is now purposed to appraise the individual textbook in its use of the factors which have been examined. By grouping the elements of the individual textbook into a compact body of data, it is believed that a better picture of each of the five textbooks will be presented.

Textbook "A"

Textbook "A" was produced through the collaboration of a man and a woman who are qualified through their scholarship and teaching experience to be authors of English textbooks. These authors obtained the services of a publisher who is recognized for his educational publications. This book was copyrighted in 1946 so it is a recent publication.

The publisher has contrived a book of good appearance with a stiff blue binding and a simple cover design. The size of this textbook is five and one-half by eight inches, compressing three hundred and seventy pages into a thickness of one inch. A good grade of blue-white, semi-slick paper is used. It is printed in ten point

type and averages thirty-eight lines to the page. There is sufficient margin and blank space in the page to present ease in reading.

This text is illustrated by a large number of cartoons and pictures of action which tend to focus attention on the lesson. Charts and diagrams are used to present a nicely illustrated textbook. This textbook ranks at the head of the five in its emphasis on illustrations.

The preface is another strong point of this textbook. A foreword to the student and a preface to the teacher is the unique feature of textbook "A". The table of content is also set up in a manner that makes it very usable as a means of reference by the student or the teacher. The index of this book rates the lowest of the five in average number of references for the number of pages found in the textbook.

The scope of subject matter in this textbook is not so extensive as that of the others. The reason for this rests in the use which is made of the experience theme by this text. In the long run the experience theme projects will probably touch on a wider range of materials than the activities suggested by the other textbooks. The use of the experience theme is the strongest feature of textbook "A". A great deal of the text is devoted to sentence and grammar construction. In this material are located many exercises to be worked by the student on the blackboard or as an assignment.

This textbook is a strong one in the realm of observational learning. The cartoons, pictures, charts, examples, and models combine to make the textbook an interesting adventure in learning.

Textbook "A" also presents good opportunity for motor learning because of the experience themes as projects. The large number of drills and diagrams which are found in the grammar section of this textbook may have some results in the field of motor activity. A number of speech projects are outlines as well as excursions to give both observation and motor activity.

The experience theme also presents the students with opportunities for association and allows them to do the things which are most familiar and associate them with the writing of an experience theme. Many models of correct writing procedures are offered to the student that he may observe them and associate them with his own methods as he begins to write.

The use of problem solving in this textbook is largely confined to the section of experience themes. Some practice exercises are constructed but opportunity is limited and of questionable value as real reflective thinking.

The use of experience themes helps the students to do some creative activity and experimentation. Other projects are offered in reports, speeches, scripts, dramas, and discussions to present a variety of ways in which to experiment and create. It is believed that through this process the student comes into an appreciation of the subject being studied.

It is through style charts that this textbook uses the question and answer device, but little attention is focused by any other means. In informal discussion this textbook ranks low but the teacher can easily adapt the material of the text to this procedure. The use of

individual reports by textbook "A" is limited and must be augmented by the ingenuity of the classroom teacher.

Textbook "A" makes sufficient use of incidental questioning and does not overdo the teaching period. The suggested use of demonstration and dramatization could be extended for the strengthening of the textbook. The use of audio-visual devices places this textbook high among the five being studied but its development of these devices is limited. The use of style charts by this textbook as an individual check for the student presents an excellent means for review, but falls below the others in the use of the text as a means of testing or examination.

If the idea of the experience themes in the textbook "A" is carried out, this textbook outlines a program of teaching English composition that is of value to any student. However, if little use is made of this program of experience themes the textbook is of little value.

Textbook "B"

The author of textbook "B" is a man who has distinguished himself as a scholar and a teacher. He has taught in both high schools and colleges and has had a number of books published. Textbook "B" was copyrighted in 1945 and published by a reputable publisher of educational books.

Textbook "B" is incased in a stiff cloth cover which is orange in color with an attractive blue design. This textbook is five and three-fourths by eight and three-eighths inches in size and one inch

in thickness. Its cost is reasonable, and a good grade of cream-white colored paper is used. The book is printed with standard ten point type and employs a twenty-four pica line. This page presents a sufficient space between lines and blank enough to create an ease in reading. The average page presents thirty-nine lines to the page and natural word groups are not broken.

The use of illustrations and cartoons is one of the best features of this textbook. These illustrations tie into the lesson presented and focus attention upon the subject matter. These pictures are full of action and create a feeling of harmony for the average student. Sample diagrams of sentences present another means of illustration. This text ranks high in this criterion among the textbooks being studied.

The table of content and the preface of this textbook compare favorably with those of the other textbooks. The appendix is helpful to those students who are weak in their conjugations. The index of this text covers eight and one-half pages to rank second in size, but it ranks fourth in usefulness.

In the consideration of the scope of subject matter considered by the textbooks this textbook takes the middle position among the five and presents no chapters on mind training, writing and composition, persistent errors, or miscellaneous materials. Six chapters are devoted to grammar and mechanics, which places this textbook first in this phase of the subject studied.

Textbook "B" makes good use of observational learning by its use of pictures, diagrams, cartoons, examples, and illustrations.

Suggested projects, demonstrations, dramatizations, and other activities increase the use of observation.

No special use of motor activity is provided by the textbook under consideration. The principle of associative learning is not one of the strong points of this textbook. Problem solving is featured in a series of assignments and problems created in trips, drama, storytelling, making notebooks, and other activities.

Some use of experimental learning takes place and also some opportunities for creative activities but the treatment of these fall into the lower percentile of the five textbooks. There is an attempt to create a sense of appreciation for the subject by the pupil but it is difficult to say how effective it is.

In the use of question and answer recitation as a device employed as a learning aid, this textbook takes the middle position. It takes the lead in the development of informal discussion along with textbook "C". The spotlight is shared with textbook "D" in the use of the individual report. In the use of incidental questioning textbook "B" ranks the same as the other four. The same result is observed to come from the lecture or the teaching period and the use of demonstration. In the use of dramatization and audio-visual devices textbook "B" falls into the lower percentile.

The review is a presentation of problems and in this device this textbook takes the center position. The testing program as carried out in textbook "B" puts it third among the five.

Textbook "C"

The authors of this textbook are not so widely known as some of the other authors, but they are both qualified to produce a textbook in this field as they have a combination of previous writing and teaching experiences. The publisher of the text is a reliable publisher of educational textbooks.

Textbook "C" has a five and one-half by eight inch stiff blue cloth binding, It is made up of four hundred and eight pages and compressed into a thickness of seven-eighths of an inch. The cover design is quite simple with shaded dark blue letters of an attractive nature. The cost of the textbook to the student has been kept at a low figure.

The paper is cream-white in color and of a semi-slick texture. Standard ten point type is used for the body of the printed page of the text. A twenty-three and one-half pica line is used and sufficient space is allowed between the lines. There is sufficient blank space on the page of printed matter. This creates a good impression and the margins are ample. There is an average of thirty-five lines to the page of printed matter. These lines are arranged in good order and natural word groupings are not broken. Topical and sub-topical headings are used by the text and are printed in black and white.

This textbook makes a nice use of pictures but neglects to use the cartoon. It does present illustrations and examples when they are needed. The pictures which are shown are full of action and

focus attention upon the lesson.

Textbook "C" offers the least attractive arrangement for the table of content. It is fairly complete but presented in an arrangement that does not facilitate its use. The appendix offers a model conjugation for those who need help in this department.

The index of this textbook is the most complete one of this study. It covers only eight pages but offers more references per number of pages in the book than the other four.

Textbook "C" ranks high in the scope of subject matter covered by the textbook. It places chapters in eleven of the thirteen classifications which were set up in this study. It also devotes five chapters to the training of the mind. None of the others make such a coverage. This is one of the outstanding features of this textbook.

In observational learning this textbook presents projects which place it in the middle position. It is average in the use of motor activities as well as in its use of association as a factor in learning. Textbook "C" ranks in the upper percentile in the presentation of projects which call for problem solving. In experimental learning the results are average. However, in the opportunities for creative learning this textbook offers a great variety to rank it high. It is difficult to say how the textbook presents the matter of appreciation, but there is indication that an attempt is made to develop appreciation among the students of this text. The middle percentile is reached by informal discussion. The use of individual reports, incidental questioning, and the lecture period have no outstanding contributions made by this textbook. Textbook "C" represents

the middle percentile in dramatization, illustrated talk, and review; it falls behind the other four textbooks in its testing program.

Textbook "D"

Textbook "D" has three individuals as its authors. These men are well qualified by reason of their teaching experiences, scholastic achievements, writing experiences, and honors received for the authorship of a text in English composition. The publisher is one who has made a name for himself in the field of educational publications.

This is the largest of the five textbooks in size. The cover measures five and three-fourths by eight and five-eighths inches and it is one and one-fourth inches in thickness. It also contains the most number of pages. The cover is of stiff cloth and is blue with black and green letters. The book is a little more costly than the three just appraised but this can be understood in view of the increased size of the textbook.

A good grade semi-slick near-white paper is used in printing this book. It presents the best reading as it uses twelve point type. The lines are twenty-four and one-half picas in length and have sufficient blank space between them to make for ease in reading. There is enough blank space on the pages to make them attractive and readable. The lines are arranged so that words are grouped in natural order. This textbook makes use of topical and sub-topical headings.

Pictures and cartoons are featured in this textbook and present a favorable feature of study. It presents a sufficient number of

illustrations to draw attention to the lesson. The pictures used are pictures of action and are of good taste.

The table of content is well-ordered and easy to follow at a glance. This text has no appendix but carries a feature of grammar and usage for reference which may be considered as one. The index is well-compiled but is not as complete as two others. It has the largest number of references but because of the increased size of the book, it falls down in the average number of references per book page.

This textbook is last in the scope of subject matter in spite of the larger size of the book. It is true that it is organized on a slightly different basis from the other textbooks and this may be a significant factor in this classification.

This textbook will rank fourth in the suggestion of projects and procedures for the use of observation as a learning principle. In motor activity this textbook will rank on a par with the other four. It rates with the others in the use of association as a factor in learning. In the use of reflective thinking this textbook uses a variety of activities to help the students. There is nothing outstanding in the application made by this textbook in the principle of experimental learning. Creative learning is encouraged by this textbook but it falls in the lower percentile when compared to the others. Its teaching of appreciation seems to be on a par with the other four textbooks.

This textbook does not use question and answer recitation to its fullest extent. It is used only occasionally. This text is also

low in its use of the informal discussion. The individual report is used by this textbook and textbook "B" to a greater degree than the others. In incidental questioning, the lecture period, and in demonstration this textbook keeps step with the others of this study. In the presentation of the drama as a learning device textbook "D" makes good use of its opportunities. In the illustrated talk textbook "D" takes the middle position. Textbook "D" makes good use of the review and ranks second among the five. The testing program outlined by this textbook is one of the best of those presented by the textbooks of this study. It ranks second only to textbook "E".

Textbook "E"

Textbook "E" is written through the combined efforts of four individuals. These four authors present a combination that is capable of producing a desirable textbook in this subject field. They have teaching experience, publications, honors and recognition by others in their fields of efforts. Along with these well-known authors is found a publisher who has a reputation in the field of educational textbook publication. This book was published in 1947 so is hardly out of date.

The binding of this book is the least attractive of the five. It is orange with a dark brown design. In size it compares to the others with a five and one-half by eight inch cover. There are four hundred and twenty-three pages and it is only one inch thick. The cover is of stiff cloth. This is the most expensive book of the five but nothing in it indicates any reason for this increased cost.

A good grade semi-slick cream-white paper is used in the textbook. Ten point type and a twenty-four pica line make up the body of the text. There are thirty-three lines to the page and this does not allow as much space between the lines as do the others. Topical and sub-topical headings are used. No use is made of pictures and cartoons. This is the only text of the study which doesn't depend upon pictures to tell the story.

The table of content is in simple order and is an asset to the construction of the textbook. This is the only textbook which makes no use of an appendix. Textbook "E" has a very useful index. It covers eight and one-half pages and ranks second among the five textbooks in the number of references per book page. This textbook also ranks high in the scope of material covered by the text and places chapters in eleven of the thirteen classifications given to the subject matter field.

Textbook "E" ranks last in the suggested use of procedures for the use of observation by the student. It rates as average in the use of motor activities and association. In reflective thinking or problem solving it features a system of activities and assignments. It is average in the application of experimental activities and assignments. In creative activities textbook "E" is ranked in the lower percentile. The attempt to awaken appreciation will rate as average.

Textbook "E" uses a number of practice exercises which are supplemented with questioning as a device of question and answer recitation. Informal discussion in this textbook is left up to the desire of the teacher. Little use is made of the individual report as an

assignment in the textbook. Incidental questioning is not an outstanding feature of this textbook. The teaching period is not overworked and but little use is made of the demonstration. Textbook "E" suggests the use of the drama as a teaching device. It makes the best use of projects which involve the illustrated talk. The review or summary is also handled the best by this textbook. The testing program set up by this textbook is the best one offered by the five textbooks of this study.

Comparative Appraisal

This study has used several different measures which may be used as criteria in the evaluation and appraisal of the five textbooks considered. These measures were likewise used in comparing the texts with each other. In Chapters II, III, and IV is presented the appraisal itself. As a result a numerical value of this appraisal on a comparative basis obtains. If a textbook ranks high in the use of the factor or factors under consideration, it is given a numerical rating of five. If it is average, the value is placed at three. If it is low, the numerical rating is one. If no use of the factor is made by the textbook, it is rated at zero. In this scheme the comparative factors used are placed in a chart with equal importance given to each.

Table VII shows the factors used in the study and the numerical evaluation of each textbook in the light of its use of these factors.

TABLE VII. SUMMARY OF FACTORS OBSERVED

	A	B	C	D	E
COMPARATIVE FACTORS					
Authorship data	5	5	3	5	5
Publisher data	5	5	5	5	5
Mechanical features	5	5	5	5	3
The preface	5	3	3	3	3
Table of content	5	5	3	5	5
Appendix	5	3	3	3	0
Index	1	3	5	3	5
Amount and scope of subject matter	3	3	5	1	5
	<u>34</u>	<u>32</u>	<u>32</u>	<u>30</u>	<u>31</u>
EVALUATIVE FACTORS					
Principles in the psychology of learning--					
Observational	5	5	3	3	1
Motor	5	3	3	3	3
Associative	5	3	5	5	3
Problem solving	5	5	5	5	5
Experimental	5	1	3	3	3
Creative	5	3	5	3	1
Appreciation	3	3	3	3	3
	<u>33</u>	<u>23</u>	<u>27</u>	<u>25</u>	<u>19</u>
Devices employed as learning aids--					
Question and answer recitation	5	3	3	3	5
Informal discussion	1	5	5	3	3
Individual reports	1	5	3	5	3
Incidental questioning	3	5	3	3	3
Lecture or teaching period	3	5	3	3	3
Demonstration	3	5	3	3	3
Dramatization	1	1	3	3	3
Illustrated talk	5	1	1	3	5
Review or summary	3	3	3	5	5
Oral test or examination	3	3	1	5	5
	<u>28</u>	<u>36</u>	<u>28</u>	<u>36</u>	<u>38</u>
total	<u>95</u>	<u>91</u>	<u>87</u>	<u>91</u>	<u>88</u>

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary

Table VII indicated that no text is a perfect one. Indeed, there is none such. There are a possible one hundred and twenty-five points in the summary evaluation. Textbook "A" received ninety-five points, which is but seventy-six percent of the total possible points. Textbooks "B" and "D" place second with ninety-one points respectively. Textbook "E" comes next with eighty-eight points and textbook "C" rates last with eighty-seven points. Between the highest and the lowest ranking textbooks there is a variation of only eight points or six and four-tenths percent.

In the appraisal of the comparative factors in Table VII there is but a three point variation between the five textbooks. This is not sufficient to determine which is the better or the best of the five. It is in the numerical evaluation of the evaluative factors in Table VII that the greatest divergence is observed. It should be observed that textbook "A" leads in its use of the principles in the psychology of learning with thirty-three points but is lowest in the devices employed as learning aids with twenty-eight points. Textbook "E" is the reverse. It leads in the devices used with thirty-eight points and is lowest in its use of the principles in learning with nineteen points.

There is a possible thirty-five points under the principles in

the psychology of learning. Textbook "A" received thirty-three points, textbook "C" twenty-seven, textbook "D" twenty-five, textbook "B" twenty-three, and textbook "E" nineteen points. This is a variation of fourteen points and indicates a weakness in using the principles of learning by several of the textbooks under consideration.

Fifty points are possible under the use of devices employed as learning aids. Table VII shows that the textbooks make little use of devices employed as learning aids with thirty-eight points and is closely followed by textbooks "B" and "D" with thirty-six points respectively. Textbooks "A" and "C" are last with twenty-eight points. There is a variation of ten points and the low textbooks received only fifty-six percent of the total possible points. Better use of learning devices may be made by each of the five textbooks under appraisal.

Conclusions

Observing the comparative factors of this study, it is apparent that the textbooks of this study have certain standardizing characteristics. One text may excel in one factor or factors and another text will excel in another factor or factors. The widest variant in the comparative factors is in the scope of the subject matter covered in the textbooks.

Great diversity is discovered in the use of the evaluative factors of this study. Table VII indicates that textbook "A" leads in the use of the principles in the psychology of learning. The experience theme projects as advocated by this textbook present the

source from which this text obtains its value. The other textbooks make use of problems and assignments but they do not have the motivating possibilities of the experience themes. Table VII shows that textbook "E" makes the best use of learning devices. The failure of textbook "E" to use pictures and cartoons leads to a lower score in the total evaluation where all factors are used.

In conclusion, it may be said that no one text is outstanding. If textbook "A" had made better use of the devices which aid the learning process, it would have been a better textbook. If textbook "E" had made better use of the principles involved in the psychology of learning, it would have been a better text. Textbooks "B", "C", and "D" should have made better use of the principles of learning; and textbook "C" could improve in its use of learning aids.

As time passes, authors will continue to write textbooks in the field of English composition. It is desired that this study may result in a step toward a better system of textbook evaluation and that through an inductive method the better elements of textbook construction will be added until eventually the super-textbook will result.

It is the recommendation of the writer that the classroom teacher examine her textbook in the light of the psycho-physical factors of textbook evaluation. Such an appraisal should result in a better understanding of the strong points and the limitations of the textbook which is used. If weaknesses are found, the teacher will be better prepared to supplement the text with materials to counteract these deficiencies. An understanding of the principles of learning and devices which may be used to aid the learning process should

result in better teaching methods and procedures on the part of the teacher.

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