

1961

An analysis of ten English workbooks for grade seven.

<https://hdl.handle.net/2144/17918>

"Downloaded from OpenBU. Boston University's institutional repository."

Thesis
Coe, C.J.
1961
C.2

BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Thesis

AN ANALYSIS OF TEN ENGLISH WORKBOOKS FOR GRADE SEVEN

Submitted by

Carolyn J. Coe
(B. E. in Ed., Keene Teachers College, 1955)

In Partial Fulfillment of Requirements for
the Degree of Masters of Education
1961

FIRST READER: Helen A. Murphy
Professor of Education

SECOND READER: B. Alice Crossley
Professor of Education

TABLE OF CONTENTS

CHAPTER	PAGE
I SUMMARY OF PREVIOUS RESEARCH	1-12
A. The Need for Language Workbooks	
B. Justification of Workbooks	
C. Psychology of Practice and Drill	
II PLAN OF STUDY	13-32
III ANALYSIS OF DATA	33-45
IV SUMMARY AND CONCLUSIONS	46-48
BIBLIOGRAPHY	

LIST OF TABLES

Table		Page
I	NUMBER OF CHANCES TO PERFORM IN EACH WORKBOOK	33
II	NUMBER OF CHANCES TO PERFORM IN CONTINENTAL PRACTICE EXERCISES IN ENGLISH	34
III	NUMBER OF CHANCES TO PERFORM IN ENGLISH IN ACTION PRACTICE	35
IV	NUMBER OF CHANCES TO PERFORM IN ENGLISH WORKSHOP	36
V	NUMBER OF CHANCES TO PERFORM IN ENJOYING ENGLISH 7	37
VI	NUMBER OF CHANCES TO PERFORM IN LANGUAGE WORKBOOK	38
VII	NUMBER OF CHANCES TO PERFORM IN THE NEW ESSENTIALS OF EVERYDAY ENGLISH	39
VIII	NUMBER OF CHANCES TO PERFORM IN OUR LANGUAGE WORKBOOK	40
IX	NUMBER OF CHANCES TO PERFORM IN PRACTICE BOOK FOR WORDS AND IDEAS	41
X	NUMBER OF CHANCES TO PERFORM IN PRACTICE FOR MASTERING LANGUAGE	42
XI	NUMBER OF CHANCES TO PERFORM IN WORKBOOK FOR SEE WHAT YOU SAY	43
XII	NUMBER OF CHANCES TO PERFORM IN TEN WORKBOOKS IN ALL SKILLS	45

INTRODUCTION

Workbooks have been used to advantage in English programs since 1923 when the first workbook was published. They have been used constantly by teachers in the elementary schools and rural schools. Now, more and more, English teachers in the junior high schools are seriously considering their value. Students must have many opportunities to perform language practice to master these skills.

Therefore, this study is an analysis of nine English workbooks on the seventh grade level published during the years from 1954-59 in relation to the practice presented in English Workbook.^{1/}

^{1/}Fay C. Giffenbery and Joseph E. Plumenthal and John E. Warriner, English Workshop, Harcourt, Brace and Company, New York, 1955.

CHAPTER I
SUMMARY OF PREVIOUS RESEARCH

CHAPTER I

RESEARCH RELATED TO LANGUAGE WORKBOOKS

A. The Need for Language in the Curriculum

Speaking is man's primary means of communication. It has to be learned. The learning of oral language skills evolves through listening to others speak, then imitating the sounds they make. The relationship of sound and meaning is gradually gained by the child, and he learns to communicate with others. During a child's pre-school years his language development progresses rapidly with little formal instruction. When he enters school, he is aware that teaching is directed toward the improvement of language skills.

The teaching of language has constantly undergone changes. Textbooks reveal some of these significant changes in language instruction. Tidyman and Butterfield ^{1/} point out that: "Language teaching now is designed to improve the child's ability to carry on the kinds of language activities in which he normally engages, and it includes the whole range of such activities." Tidyman and Butterfield ^{2/} also agree that:

1/Willard F. Tidyman and Marguerite Butterfield, Teaching the Language Arts, McGraw-Hill Book Co., Inc., New York, 1951, p. 4.

2/Ibid., p. 9.

"Language is a vital part of all the child's activities and largely concerns his relationship with others. Language development is not only a tool for making social adjustment, but also the process of making these adjustments."

Educators now better understand the language needs of the child and are meeting the demands of society for language competence in adults. The Commission On The English Curriculum ^{1/} states that: "Language is the means by which children acquire knowledge and understanding in all areas of education and in firsthand experience in life." Hatchett and Hughes ^{2/} also recognize that an adequate command of language is essential to engaging in the important activities of life by stating:

"Because language seems to be essential to thinking, as well as to interpersonal communication, it is the crux of almost all learning. Particularly is it essential for all learning of higher order and for abstract reasoning. Hence, it becomes necessary to help the individual to achieve a considerable degree of competence in the use of words if he is to think, to learn, and to communicate effectively. Because language learning involves both thinking and communicating, it is at once individual and social."

The Commission ^{3/} also says that growth in ability to communicate is an essential part of the development of one's self. They further state that:

^{1/}The Commission On The English Curriculum of the National Council of Teachers of English, Language Arts for Today's Children, Appleton-Century-Crofts, Inc., New York, 1954, p.18

^{2/}Ethel L. Hatchett and Donald H. Hughes, Teaching Language Arts in Elementary Schools, The Ronald Press Co., New York, 1956, p. 3.

^{3/}The Commission On The English Curriculum of the National Council of Teachers of English, op. cit., p. 20.

"The child who learns to communicate with ease and satisfaction tends to build up an outgoing personality and a friendly relationship to others, whereas the one who is retarded in his language development or finds his efforts to communicate frustrated, may become timid or inhibited or may turn aggressive and strike out at the world."

Herrick and Jacob ^{1/} also believe that language is primarily a social instrument and suggest that:

"Skill in the use of language assumes a new importance in such a setting. Wealth of vocabulary begets power. Clarity in sentences becomes imperative. Control over longer and more complex sentences must parallel increased complexity of thinking. Ability to use concrete and highly imaginative or emotionally charged language means the winning of a campaign--whether for the presidency, for the development of a local playground, for a particular plan in the classroom or for getting one's own way in family deliberations. There is a level of language appropriate to different social situations."

The importance of language in the curriculum can be argued by few educators today, and according to Strickland: ^{2/}

"It is of the utmost consequence in the life of an individual that he learn to use the forms of communication. The skill he develops in the use of these tools influences his choice of vocation, the friends he draws about him, and the pattern of personal living he builds for himself."

Dawson ^{3/} concludes that:

"Reading and language are tools upon which learning in all areas depend. The curriculum in general provides

1/Virgil E. Herrick and Leland B. Jacobs, Children and the Language Arts, Prentice-Hall, Inc., New Jersey, 1955, p. 4.

2/Ruth G. Strickland, The Language Arts in the Elementary School, D. C. Heath and Co., Boston, 1951, p. 3.

3/Mildred A. Dawson, "The Language Learning of the Child," in Reading and the Language Arts in the School Program, Part II, A report of the Sixth Annual Conference on Reading, University of Pittsburgh Press, Pittsburgh, Pennsylvania, 1950, p. 29.

4

the content for the use of language arts skills which should be organized, in part, on the basis of the demands for their use that arise in on-going lessons, and, in part, on the basis of learning sequences in the language arts themselves. Since there is a wide range in ability, needs, and interests of children in any one group, instruction must be adjusted in terms of these individual differences. However, children tend to develop language arts abilities and tendencies in the same relative order. Knowing this order, the teacher can plan orderly development of learning experiences to promote each child's learning at this current level."

B. Justification of Workbooks

Since William C. French published the first workbook in Drumwright, Oklahoma, in 1920, there has been much controversy dealing with them. Because of their popularity, administrators and educators have spent much time investigating workbooks.

Mills ^{1/} states that controlled experiments in the use of workbooks have not been definitely established in relation to their value. Some experiments, however, have shown that pupils' performance on written tests was more satisfactory in classes that had used workbooks than those classes that had not used them. Vreeland ^{2/} gives the following comments on workbooks:

"It's function is to facilitate the teaching and learning processes as they must be carried on in the modern school. It follows that the workbook may be

1/Mekl Douglass Mills, Teaching in the Elementary Schools,
Ronald Press Co., New York, 1950, p. 295.

2/Wendell Vreeland, "A Good Workbook from the Teacher's Point of View," Nations Schools. (July, 1936), 18:35-37.

either an utterly valueless instrument or an indispensable tool, depending upon the nicety with which it is used. Final appraisal of the workbook, therefore, ought to be based upon its effectiveness in actual use in the classroom."

In regard to the characteristics of a good workbook
Vreeland ^{1/} feels that:

1. "The good workbook, other things being equal, tends to foster helpfully an intimate personal contact between pupil and teacher. A good workbook is written directly to the pupil by the teacher; it preserves the finest type of serious personal interest, as would a personal letter from one friend to another. Further, a good workbook foresees its own shortcomings and directs the pupil to seek the teacher's help when it is needed.
2. The good workbook utilizes as many as possible of the available materials and opportunities for experience.
3. The good workbook utilizes completely the findings of scientific study of the learning process.
4. A good workbook provides adequately for maximum growth on the part of all learners, no matter what their type or general levels of maturity.
5. The good workbook stimulates in wholesome ways the assumption of responsibility by the pupil for all aspects of his work.
6. The good workbook provides effective training in the technique of self-diagnosis."

Betts ^{2/} feels that workbooks have a very definite place in the classroom if properly used. He lists the following values:

1/Vreeland, op. cit., pp. 35-37.

2/E. A. Betts, "The Workbook Situation," Educational Administration and Supervision, (November, 1941), 27:561-78.

1. "Workbooks provide a systematic organization of instructional materials for largely self-directed learning activities. Most modern workbooks embrace activities which are far superior to the improvised busy work and seatwork of the past.

2. Some workbooks provide for the systematic appraisal of certain types of pupil needs.

3. To a degree a differentiated program of instruction can be furthered by the careful use of workbook activities.

4. One of the claims frequently made for the use of workbooks is that the child is taught to follow directions."

^{1/} Betts also feels that teachers should be mindful of the following cautions in evaluating workbooks:

1. "Judgment must be exercised in the use of the workbook if genuine educational values are to be realized

2. The pupil should understand the specific values he will derive from the experiences.

3. Rates of learning must be weighed in when using workbooks effectively.

4. The values of group endeavors and interchange of ideas are likely to be defaulted unless provision is made for group activity.

5. Workbooks should be selected in terms of the reading ability and the needs of the individuals in question."

^{2/} Madden states that teachers should have a better working knowledge of workbooks. He offers the following guide for those teachers using workbooks:

1/Betts, op. cit., pp. 561-78

2/Ruth Madden, "Workbooks! Tool or Crutch?" Education Digest, (May, 1956), 21:35-37.

1. "What kind of workbook will meet your pupils' needs? Do you want a workbook that continues the learning of the text? Do you want a practice or drill book that ignores understanding? Do you want a self-contained consumable text?

2. Do the pupils of your class need workbooks of different levels of difficulty or development?

3. Are pupils aimlessly filling in blanks, or have you taught or retaught the learnings involved, so that practice always follows understanding?

4. Do you analyze pupils' work and reteach where necessary?

5. Do you use the diagnostic provisions of a workbook or determine by your own analysis which portions are profitable to a pupil and which he should omit?

6. Are you continuing to search for alternative procedures of greater value? pupils need to develop 'initiative in their own learning activities.' Do you provide a library corner, interest tables, and opportunities for reference work and the writing of reports?

7. Do you avoid having pupils spend too much of their time with workbooks? Use of several workbooks is likely to interfere with pupils' growth in organizing their own expression."

Miller ^{1/} asks the question concerning workbooks that concerns educators and administrators alike, "Do they have a place?" He presents both sides of the question from the teachers' point of view in the following:

"Many teachers say they do not, believing that necessary skills and drills can best be provided by material planned by the teacher to fill a specific need for her group and that the children's free time can be better used for library reading or creative reading.

^{1/}Edith F. Miller, "What About Workbooks?" American Childhood, (December, 1946), 32:15-16.

Others feel that some workbooks are well planned and that they do provide a wealth of drill material which would be too time consuming for the busy classroom teacher to prepare. They reason that the brighter pupils can go ahead in certain subjects and that the workbooks are an excellent self-teaching device for them. They argue that by wise selection the teacher may find the type of exercises her class needs, and that the workbooks themselves furnish good practice in silent reading."

^{1/} Gray observes that some states compel teachers to discard any book without a cloth binding. He feels that there is a purpose for every well-designed workbook and declares that most modern workbooks are textbooks. According to Gray:^{2/}

"The workbook of today is prepared by highly skilled, specialized workbook authors. It is attractive in appearance with excellent typography and functional illustrations. It is based on research into student and teacher needs and into findings of educational psychologists. Millions of copies of workbooks and text-workbooks are bought for the classroom each year."

^{3/} Gray further reports that:

"In April, 1951, the American Textbook Publishers Institute published a report including, 'Recommended Kits of Printed Materials of Instruction--Grades I-VI.' This report was based on 'prevailing curriculum practices' as determined by a survey of established course of study representative communities of the entire country. This report recommended workbooks in reading, spelling, language, penmanship and arithmetic--five to six workbooks for every student in each grade."

^{1/}Albert Gray, "Lift the Workbook Cover," Phi Delta Kappan, (January, 1952), 33:286-7.

^{2/}Ibid., pp. 286-7.

^{3/}Ibid., pp. 286-7.

1/
Carrothers raises the questions: "Are we making blank-fillers out of pupils?" and secondly, "Are we using workbooks because everyone else is?" To these questions he makes the following statements:

"The efficient teachers use workbooks with a very useful purpose. Superior teachers obtain good results with workbooks even as they obtain good results when using other methods and devices. The average and below average teachers obtain less satisfactory results with workbooks and other prepared reliefs than with the usual or traditional methods. If teachers are concerned primarily with getting young people to be clock punchers, to be routine factory workers running drill presses and other automatic machinery, then the filling of blanks is not to be greatly deplored. On the other hand if a democracy is dependent for its success on the ability of citizens in general to do some thinking for themselves, then schools should be specially concerned with what workbooks are doing to children in their formative years. The situation is in need of thorough investigation."

2/
Kerr has the following statements concerning workbooks:

"Good English workbooks with short, well-planned exercises can meet the needs of a variety of situations. They are presented in a form which saves time and energy of both teacher and pupil. Very few textbooks contain enough practice material to satisfy the needs of the average pupil.

Workbooks must have their use carefully planned in order to get the most effective results. No workbook is published with the assumption that its use will not require intelligent preparation and presentation by the teacher. While some workbooks are self-sufficient, many of them require additional books and materials if the suggested exercises are to be completed."

1/G. E. Carrothers, "Workbooks, " The Education Digest, (April, 1945), 10:32-4.

2/Margaret Kerr, "Teaching with Workbooks," Elementary School Journal, (December, 1947), 48:218-21.

Betts ^{1/} contributes the following as a result of his study:

"It appears that the use of workbooks in spelling, reading and composition is tending toward unification or intergration of instruction in the language arts. The overlapping in types of activities as well as in the context in workbooks in each of the language arts is rapidly making mandatory a reappraisal of the curriculum in this respect."

C. Psychology of Practice and Drill

Psychologists have found that practice has definite carry-over to other phases of school work. In English, for example, drill and practice in correct usage must be life-like if lessons are to carry over into real life. Pupils make their errors while talking and writing. Correction should be made in similar situations. However, he should not be interrupted because he had made an error, and to be given drill in the midst of a lesson in which the pupils had planned to enjoy one another's expression of ideas. Dawson ^{2/} has found that: "Experimental evidence very conclusively shows that drill given in an expression lesson is inhibitory."

Drill should be based on the needs of the pupils in their use of English, always provided that the pupils need the drill either for eliminating errors or for mastering the use of a new skill. When drill should be given, has been highly debated. Some say it is better to have drill early in the day to set the correct forms clearly in the pupils' minds.

1/Betts, op. cit., pp. 561-78.

2/Dawson, op. cit., p. 29.

Others say at the end of the day. Whenever given, drill should be given when there is need for it. Dawson ^{1/} reports that:

"The teacher will have to develop some system whereby individual pupils can practice on their own peculiar difficulties during the drill period, group drills being given only for needs that are common to the group. We may say that at least 75 per cent of a group should have real need for a language item before group drill on it is advisable. Otherwise, drill should be given to individuals or to sub-groups through the use of selected exercises in the textbook or workbook and of teacher-devised drills."

Tressler ^{2/} states that: "Endless drill for the sake of mental discipline is useless, that drill which does not hold the attention of the pupils is useless, and ideas or skills acquired through drill are valueless if they are not applied in normal speaking and writing." Tressler ^{3/} further concludes that:

"Effective practice is not rote learning or standing in by mere repetition. To learn a pupil must think. The chief function of drill is to improve the understanding or insight of the learner, to help him learn matters difficult to comprehension."

Tidyman and Butterfield ^{4/} agree that written exercises are a desirable aspect of language teaching and state that:

1/Mildred A. Dawson, Teaching Language in the Grades, World Book Co., Yonkers-on-Hudson, New York, 1951, p. 288.

2/J. C. Tressler, "Why and How of Practice?" English Journal, (May, 1945), 34:247-52.

3/Ibid., pp. 247-52.

4/Tidyman and Butterfield, op. cit., p. 302.

"Materials in the form of exercises on key difficulties may be selected from several sources, reproduced on mounted on still paper, provided with answer keys, and housed so that they can be secured by the children without the help of the teacher. This equipment is useful in group work, and practically mandatory in individual types of instruction."

Tidyman and Butterfield ^{1/} also agree that pupils who are required to take drill should be made aware of it. If they have mastered a skill, they should be excused from practice and given work from which they will profit. The sentences and practices should hold the pupils' interest. They further state that: "Good drill is concentrated on one small point at a time and provokes thought." Tidyman and Butterfield ^{2/} conclude that:

"Although learning is accomplished through all five senses, tests show that an individual ordinarily learns about eighty-five per cent of what he knows through his sense of sight. Hence, particularly in teaching spelling and punctuation, writing practice is more valuable than oral."

1/Tidyman and Butterfield, op. cit., p. 299.

2/Ibid., p. 299.

CHAPTER II

PLAN OF STUDY

PLAN OF STUDY

In order to complete the study it was necessary to: 1. Select books for the analysis, 2. Establish criteria, and 3. Summarize the information.

A survey was made to compile a list of publishers of English workbooks published during the years 1954-1959.

The following workbooks were procured:-

1. Continental Practice Exercises in English
G. A. Eishler and Carroll G. Parks
The Continental Press, 1957 128 pages
2. English in Action Practice
J. C. Tressler and Kathryn T. Goehner
D. C. Heath and Company, 1956 176 pages
3. English Workshop
Fay Greiffenberg and Joseph E. Plumenthal and
John E. Warriner
Harcourt, Brace and Company, 1955 216 pages
4. Enjoying English 7
Don M. Wolfe
The L. W. Singer Company, 1958 140 pages
5. Language Workbook
Kenneth Stratton and Marion Zollinger
World Book Company, 1956 156 pages
6. New Essentials of Everyday English, The
Florence K. Ferris and Edward E. Keener
Laidlaw Brothers, 1957 148 pages
7. Our Language Workbook
Matilda Bailey
American Book Company, 1956 125 pages
8. Practice Book for Words and Ideas
Thomas Clark Pollack and Robert W. Rounds
The Macmillan Company, 1955 128 pages

- 24
9. Practice for Mastering Language
Paul McKee and John E. Blossom
Houghton Mifflin Company, 1957 188 pages
 10. Workbook for See What You Say
Bruce Allyn Findlay, Esther Blair Findlay and
Nora Lee McMeese
Prentice-Hall, Inc., 1954 192 pages

After checking the unit headings of the ten workbooks, a vast number of subjects was noted. Many attempts at categorization resulted in a basic outline. The following illustration explains the process. The outline lists the many ways nouns may be used. It would be highly impractical to list the exercises under the heading of nouns, then subject or indirect object. Synonyms, antonyms and homonyms were listed under dictionary study as they were in many of the workbooks. These skills were compiled in the following cumulative list.

- I. Adjectives
- II. Adverbs
- III. Capitals and Punctuation
- IV. Conjunctions and Interjections
- V. Correct Usage
- VI. Diagraming
- VII. Dictionary Skills
- VIII. Nouns
- IX. Oral Composition
- X. Paragraphing
- XI. Prepositions
- XII. Kinds of Sentences
- XIII. Letters
- XIV. Miscellaneous
- XV. Mixed Drill
- XVI. Pronouns
- XVII. Reading and Studying
- XVIII. Sentence Recognition
- XIX. Spelling
- XX. Subject and Verb

XXI. Verbs
XXII. Written Composition

The following examples for each skill in the cumulative list are taken from English Workshop^{1/} unless another reference is given.

1. Adjectives

- 2/
A. "In the following sentences fill each blank with a suitable adjective. (Pg. 27)
1. I wrapped my _____ coat around my shoulders.
2. Mother usually has a _____ smile for us."
- 3/
B. "Underline each adjective in the following sentences. Do not underline a, the, my or her. My and her are pronouns to be discussed later." (Pg. 28)
Penny is the name of my small puppy. Like all puppies at the age of three months, she is playful."
- 4/
C. "Underline every adjective in the following sentences. Draw an arrow to the noun it modifies. Do not bother with the markers a, an, and the. (Pg. 34)
1. I certainly like a good book.
2. Tony frequently visits his sick aunt."
- 5/
D. "Fill in the blank in each of the following sentences with an adjective that refers to the subject. You may choose adjectives from the following list if you wish. Do not use the same adjective more than twice. Check each adjective as you use it. (Pg. 30)

^{1/} Fay Greiffenbery and Joseph E. Plumenthal and John E. Harriner, English Workshop, Harcourt, Brace and Company New York, 1955.

2/Ibid.

3/Ibid.

4/Ibid.

5/Ibid.

- E. 1/ "Complete the comparisons of the adjectives below.
(Pg. 80)

Positive	Comparative	Superlative
----------	-------------	-------------

1. heavy
2. large"

- F. 2/ "Rewrite each sentence, changing the adjective modifier in bold type into an adjective phrase. (Pg 110)

1. Man is a two-footed animal.
2. Mr. Jones is an honorable man."

- G. 3/ "Change the adjective modifiers in bold type into adjective clauses. Begin the clause with who or that if the modified noun is a person and with which or that if the modified noun is a thing. (Pg. 111)

1. He spoke cheerful words.
2. On this street there is only one vacant house. "

II. Adverb

- A. 4/ "The adverb is circled in each sentence. Underline twice the verb it goes with, and tell which question is answered--when, where, how, or how much. (Pg 31)

1. I now consider myself a carpenter.
2. Yesterday I decided on a special project."

- B. 5/ "Circle each adverb in the following sentences.
(Pg. 32)

A. I often go to baseball games. 1. Occasionally my father goes with me. 2. Yesterday we went to see my brother play."

- C. 6/ "For each sentence choose the adverb that you think fits best. Try not to use the same adverb twice. (Pg. 32)

1. She _____ keeps another pupil overtime.
2. I _____ sit for a long time waiting."

1/Don M. Wolfe, Enjoying English 7, The L. W. Singer Company, Syracuse, New York, 1958.

2/Florence K. Ferris and Edward E. Keener, The New Essentials of Everyday English, Laidlaw Brothers, New York, 1957.

3/Ibid.

4/Greiffenbery, Plementhal and Warriner, op. cit.

5/Ibid.

6/Ibid.

- D. 1/ "Underline once the complete adverbial phrase in each sentence below and twice the word the phrase modifies. (Pg. 122)
1. We drive through a lovely valley.
 2. He will be here in a minute."
- E. 2/ "Underline once the adverbial clause in each sentence below and twice the word it modifies. (Pg. 123)
1. They sang while they marched.
 2. I awoke when the milk wagon passed."

III. Capitals and Punctuation

- A. 3/ "Write capital letters where they are needed in the following sentences. Circle the number of each correct sentence. (Pg. 140)
1. My sister's name is jane.
 2. The door opened and in walked grandfather hender-son."
- B. 4/ "One of the two items in parentheses is correct. Draw a line through the incorrect item. (Pg. 145)
1. Have you written to (aunt Carolyn, Aunt Carolyn) yet?
 2. Is your (father, Father) home now, Jerry?"
- C. 5/ "Put punctuation marks and capital letters in the proper places in the following paragraph. (Pg. 155)
- one day last march i was fishing in a small rowboat near anderson island suddenly the waves swept me out of the boat"
- D. 6/ "Use commas where they are necessary in the following sentences. Circle the number of each correct sentences. (Pg. 167)
1. Al is a good student a fine athlete and a wonderful friend.
 2. The lost puppy was dirty wet and hungry."

1/ Ferris and Keener, *op. cit.*

2/ *Ibid.*

3/ Greiffenbery, Plementhal and Warriner, *op. cit.*

4/ *Ibid.*

5/ *Ibid.*

6/ *Ibid.*

- E. ^{1/} "Use punctuation marks and capitals only where they are necessary in the following sentences. Circle the number of each correct sentence. (Pg. 181)

1. Please shut the car door shouted Dad.
2. Look out called the carpenter."

IV. Conjunctions and Interjections

- A. ^{2/} "In the following sentences find each conjunctions and decide what it connects. In the first column below the sentences write each conjunctions, giving it the number of the sentence in which it stands. On the same line in the second column write the words or groups of words which the conjunction connects. (Pg. 145)

1. As I opened the door and glanced in, the room seemed small but cheerful.
2. Geraniums with red blooms and green leaves were on each window sill."

- B. ^{3/} "Fill each blank in the following sentences with the conjunction and, but, or or, whichever is correct. Then underline the words which the conjunction connect." (Pg. 146)

1. Bass _____ pickerel were plentiful in the lake
_____ would not bite.
2. Experts _____ novices trolled in vain."

- C. ^{4/} "On your paper, link these pairs of choppy sentences by means of subordinate conjunctions. If a dependent clause introduces a sentence, the clause is followed by a comma. (Pg. 97)

1. Dick chose mountains for his subject. Judy gasped.
2. She gasped. The subject was such a big one."

- D. ^{5/} "Using interjections. Put capital letters and punctuation marks where they belong in the following: (Pg. 99)

1. my those old books were beautiful
2. oh they really were "

1/Greifffenbery, Plumenthal and Warriner, op. cit.

2/Paul McKee and John E. Blossom, Practice for Mastering Language, Houghton Mifflin Company, Boston, 1957.

3/Ibid.

4/Matilda Bailey, Our Language Workbook, American Book Company, New York, 1956.

5/Ibid.

V. Correct Usage

- 1/ "Draw a line through the incorrect one of the two words in parentheses. (Pg. 118)
1. Ted said that (there's, theirs) no game tonight.
 2. Hugh, (you're, your) taller than your brother, aren't you?"

VI. Diagraming

- 2/ "Diagram and analyze each of the following sentences. (Pg. 70)
1. The boys of our class fixed the stage beautifully.
 2. Do you enjoy a game of checkers?"

VII. Dictionary Skills

- 3/ "In the blank space before each word below write a prefix that changes its meaning. Use one of these prefixes: un, dis, in, re. The first word is completed for you. (Pg. 38)

1. _____ lock
2. _____ write"

- 4/ "In the blank space following each word below add a suffix that changes its meaning. Use one of these suffixes: Less, ness, ful, able. The first word is completed for you. (Pg. 38)

1. eat _____
2. read _____

- 5/ "Divide the following words into syllables and give meanings: (Pg. 20)

1. knife _____
2. judgment _____

1/ Greffenbery, Plumenthal and Warriner, op. cit.

2/ G. A. Eishler and Carroll G. Parks, Continental Practice Exercises in English, The Continental Press, Elizabethtown, Pennsylvania, 1957.

3/ Wolfe, op. cit.

4/ Ibid.

5/ Eishler and Parks, op. cit.

- D. ^{1/} "In the back of the dictionary you will find a section called "Abbreviations." On your paper, write what these abbreviations stand for: (Pg. 95)
1. B. C.
 2. A. D."
- E. ^{2/} "In the blank in each sentence, write the synonym which best completes the meaning. (Pg. 3)
- Synonyms: Awkward, uncouth, clumsy
1. Because of his _____ manners, the boy was not chosen to represent the school.
 2. The body of the elephant is very _____ compared to that of the deer."
- F. ^{3/} "Write an antonym for each of the following: (Pg. 5)
1. harmony
 2. full"
- G. ^{4/} "Below is a list of words that are often mispronounced. Find each of them in the dictionary. Copy the word as it is respelled in the parentheses after it. Put in the diacritical marks, accent marks, and syllable divisions. (Pg. 111)
1. perform
 2. surprise"
- H. ^{5/} "Write a sentence using each of the words below. (Pg. 115)
1. to
 2. too

1/Matilda Bailey, Our Language Workbook, American Book Company, New York, 1952.

2/Bruce Allyn Findlay, Esther Blair Findlay and Nora Lee McMeese, Workbook for See What You Say, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1954.

3/Ibid

4/Thomas Clark Pollack and Robert W. Rounds, Practice Book for Words and Ideas, The Macmillian Company, New York, 1955.

5/Ibid.

- I. 1/ "Alphabetize each list of words. Number the words to show the order in which they should appear. The first list is done for you. (Pg. 109)
- corner
column
electric
lioness
fountain"
- J. 2/ "On the line write the number of the dictionary page (531, 532, or 533) on which you would find each of the following words. (Pg. 16)
1. motorboat
 2. Mother's Day"

VIII. Nouns

- A. 3/ "Underline the nouns that you find in the following sentences. (Pg. 25)
1. My family drove to the mountains.
 2. Our collie ran along the beach."
- B. 4/ "In the first column write the plural form for each of the words listed below. In the second column write the possessive plural form and add another noun to show what is owned. (Pg. 179)
1. baby _____
 2. mother _____
- C. 5/ "Draw a line through the incorrect form or forms in parentheses. (Pg. 180)
1. The (children's, childrens') playground is open today.
 2. Dick found a (woman's, women's) purse yesterday."

1/ Pollack and Rounds, op. cit.

2/ J. C. Tressler and Kathryn T. Goehner, English in Action Practice, D. C. Heath and Company, Boston, 1956.

3/ Greiffenbery, Plumenthal, and Warriner, op. cit.

4/ Ibid.

5/ Ibid.

- D. ^{1/} "For each of the common nouns write a proper nouns. Capitalize all proper nouns. (Pg. 70)
1. bridge
 2. building"
- E. ^{2/} "On the line write the plural of each word. (Pg. 74)
1. activity
 2. alley"

IX Oral Composition

- A. ^{3/} "Discuss rules and standards for telephone courtesy with your teacher and classmates. Talk about such points as answering the telephone, calling a friend, talking to an adult, ordering items from a store, making an appointment. Draw up a set of rules for courteous telephone conversation. Then compare notes with your classmates." (Pg. 112)
- B. ^{4/} "Prepare to give an announcement of some coming event in your school or of an imaginary event. As the announcements are given before the class, the members will judge the merits of each. Write your announcement below." (Pg. 98)
- C. ^{5/} "Write announcements based on the information given. (Pg. 55)
1. Who: Library Club, What: joint meeting with English Club; members and guests; speaker, David Drummond, writer. When: Friday, 7 p.m. Where: assembly room."

1/Tressler and Goehner, op. cit.

2/Ibid.

3/Kenneth Stratton and Marion Zollinger, Language Workbook, World Book Company, Yonkers-on-Hudson, New York, 1956.

4/Ferris and Keener, op. cit.

5/Pollack and Rounds, op. cit.

X. Paragraphing

- 1/ A. "A good way to test whether you are getting an author's ideas as you study is to see if you can state the main idea of each paragraph in one sentence. Read the paragraph below. Write the topic sentence on the line marked MAIN IDEA. Then tell by which method the author developed the main idea of the paragraph: (1) naming details, (2) explaining the reasons for his ideas, (3) pointing out comparisons or contrasts, or (4) using some other method (name it)." (Pg. 88)
- 2/ B. "Choose one of these topics and write a paragraph about it. Include a good topic sentence somewhere in your paragraph. Use the blank lines on this page and at the top of page 130. (Pg. 129)
1. The family dog
 2. Last Saturday's football game"
- 3/ C. "Underline the topic sentence in each of the first three paragraphs. Then use the blank lines to take notes. Remember: Be brief and to the point." (Pg. 89)

XI. Prepositions

- 4/ A. "In each blank write the preposition that you think makes the best sense. The first preposition has already been added. (Pg. 37)
1. One summer our family went to Cox Island to fish.
 2. We took our fox terrier _____ us."
- 5/ B. "The following sentences contain one or more prepositional phrases. Put parentheses around each phrase. (Pg. 40)
1. I have come to the exciting part of the story.
 2. This is the story of an elephant hunt in Africa."

1/Stratton and Zollinger, op. cit.

2/Ibid.

3/Ibid.

4/Greiffenbery, Plumenthal, and Warriner, op. cit.

5/Ibid.

- C. 1/ "In the following sentences the prepositional phrases tell what kind or which one or ones. Put parentheses around each prepositional phrase and draw an arrow to the word each phrase modifies. (Pg. 41)
1. The ending of the story disappointed me.
 2. We passed a row of new houses."

- D. 2/ "Put parentheses around each prepositional phrase. Draw an arrow to the noun or verb the phrase modifies. (Pg. 42)

1. From an upstairs window Aunt Jane watched the circus parade.
2. Ken wants a book about ships."

XII. Kinds of Sentences

- A. 3/ "On the dotted line at the right tell whether each of the following sentences is declarative, interrogative, imperative, or exclamatory. Punctuate each sentence correctly. (Pg. 3)
1. Tomorrow we're going swimming at Glenn's farm.
 2. Who will be there"

XIII. Letters

- A. 4/ "The following letter does not do a good job of thanking the sender for a gift. In how many ways does the writer of the letter show a lack of appreciation? Can you write a better letter thanking the aunt for a Christmas gift? (Pg. 210)
- B. 5/ "Write a real or an imaginary letter to thank someone for a favor. Here are some suggestions. Use one of them if you wish. (Pg. 210)
1. You have received a gift from a relative or friend.
 2. Someone has given a party for you.

1/Greiffenbery, Plumenthal and Warriner, op. cit.

2/Ibid.

3/McKee and Blossom, op. cit.

4/Greiffenbery, Plumenthal and Warriner, op. cit.

5/Ibid.

- C. ^{1/} "How do the following business letters differ from the friendly letters that you have been writing? Study them carefully." (Pg. 210)
- D. ^{2/} "Write a business letter. You may use one of the following suggestions if you wish. (Pg. 211)
1. Write for information or material on a place or hobby that interest you.
 2. Order one or more articles advertised in a magazine or newspaper."

XIV. Miscellaneous

A. Cross Word Puzzles

- B. ^{3/} "How would you arrange cards in the card catalogue for the following books and authors? Number from 1 to 24. (Pg. 14)
1. Means, Florence
 2. Penny for Luck"

- C. ^{1/} "In the spaces provided write the answers to the following questions. Use complete sentences. (Pg. 91)
1. How many pages of this book does the table of contents take?
 2. What are the main divisions of the table of contents called?

XV. Mixed Drill

- A. ^{5/} "In each sentence underline the subject once and the verb twice. Circle the complement. (Pg. 10)
1. Your sister is kind to all of us.
 2. My little brother seems angry today."

1/Greiffenbery, Plumenthal and Warriner, op. cit.

2/Ibid.

3/Stratton and Zollinger, op. cit.

4/McKee and Blossom, op. cit.

5/Greiffenbery, Plumenthal and Warriner, op. cit.

- B. 1/ "Underline the subject once and the verb twice. If the complement refers to the subject, draw an arrow from the complement to the subject. (Pg. 11)
1. The nights are cool on the lake.
 2. Deer are plentiful in the park area."
- C. 2/ "In each sentence, underline the subject once and the verb twice. Then put parentheses around the prepositional phrases. Draw an arrow to the word each phrase modifies. (Pg. 43)
1. On Saturday our family went to Lake Wilderness.
 2. During the night the rain beat against the windows."
- D. 3/ "Circle each adjective and adverb. Do not bother with the markers a, an, our, his, her, and the. Put parentheses around the prepositional phrases. (Pg. 45)
1. During the next day people searched everywhere for the lost child.
 2. From our harbor, we could see a large ship in the distance."
- E. 4/ "Draw a line under the correct word in each sentence. (Pg. 122)
1. Her voice sounds sweet sweetly.
 2. His little sister reads good well."

XVI. Pronouns

- A. 5/ "Draw a line under each pronoun in the following sentences. Can you find 40 pronouns? (Pg. 24)
1. She never likes to say it to us.
 2. He told me about you and them."

1/Greifffenbery, Plumenthal and Warriner, op. cit.

2/Ibid.

3/Ibid.

4/Sichler and Parks, op. cit.

5/Ibid.

- B. 1/ "Draw a line through the incorrect one of the words in parentheses. (Pg. 119)
1. During the winter Margaret skis with Dad and (I, me)
 2. Mother made (them, those) dresses for me."
- C. 2/ "In the space at the right of each sentence, write the subject pronoun that you could substitute for the italicized word or words in the sentence. (Pg. 106)
1. Jim broke your pencil and is sorry about it.
 2. Frank and Pete are going to school with us.
- D. 3/ "Fill each blank with the correct form of its or it's. Remember that it's means it is. (Pg. 116)
1. He asked her what _____ capacity was.
 2. _____ much larger than ours."
- E. 4/ "In each sentence below, a pronoun is used in place of a noun. Draw a circle around the pronoun and write the noun or nouns it stands for in the space at the right. (Pg. 62)
1. George saw that he was going to be late.
 2. Fred asked Madge, but she can't come."

XVII. Reading and Studying

- A. 5/ "Using about one third or one fourth as many words as there are in the original, summarize on separate paper each of the following selections. Don't copy sentences or parts of sentences from the selection. Don't add ideas of your own. Before calling your summary finished, ask yourself these questions:
1. Have I understood the author's main point and made it clear?
 2. Have I included the important details?
- B. 6/ "After your teacher has read these poems to you, write a few sentences giving the meaning of each one:" (Pg. 118)

1/ Greiffenberg, Plumenthal and Warriner, op. cit.

2/ Ibid.

3/ Ibid.

4/ Wolfe, op. cit.

5/ Tressler and Goehner, op. cit.

6/ Bailey, op. cit.

- C. 1/ "Here is an inventory check that will help you see what kind of reader you are. Check each question that seems to describe your way of reading. (Pg. 34)

Do You?

1. Read a page and not know what you have read?
2. Fail to use topic sentences to help your comprehension?"

- D. 2/ "Skim the chapter of a book in which you have a reading assignment. Without looking back, write notes on the main idea and any other points you remember. (Pg. 128)

XVIII. Sentence Recognition

- A. 3/ "Write plus before each group of words that is a completed sentence, and end the sentence with a period. If the group of words is not a completed sentence, write zero. (Pg. 81)

1. The suitcase behind the door in the closet.
2. The suitcase is behind the door in the closet."

- B. 4/ "Read the following numbered groups. Most of them contain run-on sentences. Use capitals and periods to show where each sentence begins and ends. Then write the number of sentences in each group in the blank spaces at the left. (Pg. 89)

1. Florence was not at home I gave her tennis racket to her mother.
2. Today I received a letter and a check from Uncle Harold he always remembers my birthday."

- C. 5/ "Indicate whether the following sentences are simple or compound. Write S or C in the blank before each sentence. In the compound sentences put parenthesis around the clauses and underline the conjunctions. (Pg. 102)

1. He is nearly ready and will leave the house in about fifteen minutes.
2. The butter is still good, but it may spoil within a short time."

1/Bailey, op. cit.

2/Pollock and Rounds, op. cit.

3/Greifffenbery, Plumental and Barriner, op. cit.

4/Ibid.

5/Stratton and Zollinger, op. cit.

XIX. Spelling

- 1/ "After you have studied List A carefully, see how well you can do this Fun with Words test. Fill in the missing letters in the uncompleted words. (Pg. 23)
1. The word rhymes with lent but is spelled with a silent a. m _____ t
 2. A letter has been doubled to form the word. It means starting. b _____ s
- 2/ "Fill in the missing letters in the uncompleted words below: (Pg. 49)
1. b _____ tiful
 2. ch _____ p"

XX. Subject and Verb

- 3/ "Write the key words (the verb and subject) of each sentence in the space to the right. If a group of words contains no verb, leave the spaces blank. (Pg. 3)
1. Our family went to the Grand Canyon last summer.
 2. A ride along the West Rim Road."
- 4/ "In each of the following sentences underline the subject once and the verb twice. Be sure to include all words that make up the subject and verb. (Pg. 21)
1. For several study periods I watched pupils at work.
 2. I have discovered these facts about their study habits."
- 5/ "Most of the sentences in this exercise have compound subjects. In one sentence the compound subject has three parts. Underline the subject once and the verb twice. If the subject is compound, check each part. (Pg. 52)
1. Helen and Henry are twins.
 2. Children and even adults avoid that dark street."

1/Greiffenbery, Plumenthal and Warriner, op. cit.

2/Ibid.

3/Ibid.

4/Ibid.

5/Ibid.

XXI. Verbs

- 1/ "Underline the verbs and then ask the questions "when?" to decide whether the verb shows past time. Write present or past in the space to the right of each sentence to tell the time the verb shows. (Pg. 5)
1. Bill works at a shoe factory.
 2. Marvin worked with Jim on the stage scenery."
- 2/ "Write was or were in each blank, depending on which one will make the subject and verb agree. (Pg. 54)
1. Everyone _____ willing to help with the party decorations.
 2. Ruth and I _____ good friends in grade school."
- 3/ "Fill the blank in each sentence with the correct present form of the verb printed before it. Some verbs will not need to be changed. (Pg. 62)
- help 1. Two of my friends _____ me with my paper route.
- come 2. My three cousins _____ to see me every summer."
- 4/ "Underline each verbal in these sentences. Then over it, write what kind it is. (Pg. 60)
1. Planning book programs was fun.
 2. The class tried to have a different kind each time."
- 5/ "In the first column write the mood of the underlined verb; in the second, the reason for the mood. (Pg. 69)
- | | Mood | Reason |
|--|------------|---------|
| | Imperative | Command |
| 1. If you <u>were</u> president, what would you do to improve foreign relations? | | |
| 2. A large flock of crows <u>ate</u> the seed." | | |

1/Greiffenbery, Plumenthal and Warriner, op. cit.

2/Ibid.

3/Ibid.

4/Bailey, op. cit.

5/Findlay, Findlay and McNeese, op. cit.

- F. ^{1/} "Form the present active and the present passive infinitives of the verbs listed. (Pg. 143)

Verb	<u>Present Active</u>	<u>Present Passive</u>
1. blow	_____	_____
2. break	_____	_____

XXII. Written Composition

- A. ^{2/} "Write an account of some experience that you have had." (Pg. 50)
- B. ^{3/} "Write several good descriptive sentences about persons, places, sounds, or actions that you are familiar with. Use forceful verbs and vivid expressions." (Pg. 45)

4. Each page of each workbook was analyzed to determine the skills and amount of practice provided.

5. The skills presented in each workbook were determined from the author's list of skills in the index of each workbook.

6. The English Workshop^{4/} was examined to obtain an example of each skill presented. When possible the example was chosen from a page which presented that skill only. When the skill was not presented in the English Workshop,^{5/} other workbooks were chosen to give examples of the skills.

^{1/}Findlay, Findlay and McNeese, op. cit.

^{2/}Ferris and Keener, op. cit.

^{3/}Stratton and Zollinger, op. cit.

^{4/}Greiffenberg, Flumenthal and Harriner, op. cit.

^{5/}Ibid.

7. A record sheet including the name of the workbook and each skill was then devised. Each page of each workbook was noted under the skill presented.

8. A notation was made on the record sheet of the page and the number of times there was an opportunity to perform in that skill. One point was given for each chance to perform. For example, in English Workshop^{1/} on page twenty-two, there were twenty-five sentences or twenty-five opportunities to study the verb. In all areas one point was given for each sentence. If the exercises were in paragraph form, the sentences were counted and each given one point.

Points in letter writing were gained by the whole composition or envelop being written correctly.

In reading one point was given for each sentence correctly answered following each exercise or one point for each activity.

9. It was decided to note separately under miscellaneous skills those which were common in less than five workbooks.

^{1/}Greiffenbery, Plumenthal and Warriner, op. cit.

CHAPTER III
ANALYSIS OF DATA

WORKBOOK ANALYSIS TABLES

THE NUMBER OF CHANCES TO PERFORM
IN EACH CATEGORY AND IN EACH WORKBOOK

Table I lists the total number of opportunities to perform on all exercises for each workbook analyzed arranged in alphabetical order.

TABLE I
NUMBER OF CHANCES TO PERFORM IN
EACH WORKBOOK

Name of Workbook	Number of Chances to Perform
Continental Practice Exercises in English	1811
English in Action Practice	2561
English Workshop	3343
Enjoying English 7	2519
Language Workbook	1932
New Essentials of Everyday English, The	2077
Our Language Workbook	1839
Practice Book for Words and Ideas	1365
Practice for Mastering Language	2316
Workbook for See What You Say	<u>3009</u>
Total	22810

The total number of practices provided ranged from 1365 for Practice Book for Words and Ideas^{1/} to 3343 for English Workshop.^{2/}

^{1/}Thomas Clark Pollack and Robert W. Rounds, Practice Book for Words and Ideas, The Macmillian Company, New York, 1955.

^{2/}Pay Greiffenberg and Joseph E. Plumenthal and John E. Warriner, English Workshop, Harcourt, Brace and Company, New York, 1955.

Table II lists the total number of opportunities to perform on all skills listed in alphabetical order found in Continental Practice Exercises in English.^{1/}

TABLE II

NUMBER OF CHANCES TO PERFORM IN
CONTINENTAL PRACTICE EXERCISES IN ENGLISH

Categories	Number of Chances to Perform
Adjectives	64
Adverbs	66
Capitals and Punctuation	199
Conjunctions and Interjections	16
Correct Usage	154
Diagraming	80
Dictionary Skills	37
Kind of Sentences	90
Letters	1
Miscellaneous	0
Mixed Drill	154
Nouns	24
Oral Composition	0
Paragraphing	0
Prepositions	33
Pronouns	69
Reading and Studying	0
Sentence Recognition	92
Spelling	34
Subject and Verb	72
Verbs	638
Written Composition	0
Total	1823

The number of practices ranged from 0 to 638. Five areas including miscellaneous, oral composition, paragraphing, Reading and Studying and Written Composition received no practice. Verbs has the greatest practice.

^{1/}G. A. Eishler and Carroll G. Parks, Continental Practice Exercises in English, The Continental Press, Elizabethtown, Pennsylvania, 1957.

Table III lists the total number of opportunities to perform on all skills listed in alphabetical order found in English in Action Practice.^{1/}

TABLE III

NUMBER OF CHANCES TO PERFORM IN
ENGLISH IN ACTION PRACTICE

Categories	Number of Chances to Perform
Adjectives	99
Adverbs	65
Capitals and Punctuation	282
Conjunctions and Interjections	0
Correct Usage	263
Diagraming	0
Dictionary Skills	113
Kinds of Sentences	76
Letters	3
Miscellaneous	22
Mixed Drill	304
Nouns	263
Oral Composition	16
Paragraphing	0
Prepositions	65
Pronouns	131
Reading and Studying	8
Sentence Recognition	173
Spelling	60
Subject and Verb	140
Verbs	470
Written Composition	8
Total	2561

The number of practices ranged from 0 to 470. Three areas including Conjunctions and Interjections, diagraming and Paragraphing received no practice. Verbs has the greatest practice.

^{1/}J. C. Tressler and Kathryn T. Goehner, English in Action Practice, D. C. Heath and Company, Boston, 1956.

Table IV lists the total number of opportunities to perform on all skills listed in alphabetical order found in English Workshop.^{1/}

TABLE IV

NUMBER OF CHANCES TO PERFORM IN
ENGLISH WORKSHOP

Categories	Number of Chances to Perform
Adjectives	95
Adverbs	105
Capitals and Punctuation	673
Conjunctions and Interjections	0
Correct Usage	127
Diagraming	0
Dictionary Skills	0
Kinds of Sentences	16
Letters	9
Miscellaneous	64
Mixed Drill	464
Nouns	150
Oral Composition	44
Paragraphing	0
Prepositions	225
Pronouns	159
Reading and Studying	4
Sentence Recognition	262
Spelling	246
Subject and Verb	220
Verbs	480
Written Composition	0
Total	3343

The number of practices ranged from 0 to 673. Five areas including Conjunctions and Interjections, Diagraming, Dictionary Skills, Paragraphing, Written Composition received no practice. Capitals and Punctuation has the greatest practice.

^{1/}Greiffenbery, Plumenthal and Warriner, op. cit.

Table V lists the total number of opportunities to perform on all skills listed in alphabetical order found in Enjoying English 7.^{1/}

TABLE V
NUMBER OF CHANCES TO PERFORM IN
ENJOYING ENGLISH 7

Categories	Number of Chances to Perform
Adjectives	202
Adverbs	166
Capitals and Punctuation	113
Conjunctions and Interjections	0
Correct Usage	217
Diagraming	150
Dictionary Skills	134
Kinds of Sentences	16
Letters	2
Miscellaneous	7
Mixed Drill	123
Nouns	261
Oral Composition	3
Paragraphing	6
Prepositions	63
Pronouns	243
Reading and Studying	0
Sentence Recognition	117
Spelling	130
Subject and Verb	80
Verbs	480
Written Composition	22
Total	2535

The number of practices ranged from 0 to 480. Two areas including Conjunctions and Interjections and Reading and Studying received no practice. Verbs has the greatest practice.

^{1/}Don M. Wolfe, Enjoying English 7, The L. W. Singer Company, Syracuse, New York, 1958.

Table VI lists the total number of opportunities to perform on all skills listed in alphabetical order found in Language Workbook.^{1/}

TABLE VI

NUMBER OF CHANCES TO PERFORM IN
LANGUAGE WORKBOOK

Categories	Number of Chances to Perform
Adjectives	57
Adverbs	64
Capitals and Punctuation	122
Conjunctions and Interjections	0 ✓
Correct Usage	33
Diagraming	32
Dictionary Skills	461
Kinds of Sentences	40
Letters	21
Miscellaneous	63
Mixed Drill	178
Nouns	107
Oral Composition	64
Paragraphing	13
Prepositions	22
Pronouns	89
Reading and Studying	78
Sentence Recognition	116
Spelling	0 ✓
Subject and Verb	101
Verbs	225
Written Composition	<u>46</u>
Total	1932

The number of practices ranged from 0 to 461. Two areas including Conjunctions and Interjections and Spelling received no practice. Dictionary Skill has the greatest practice.

^{1/}Kenneth Stratton and Marion Zollinger, Language Workbook, World Book Company, Yonkers-on-Hudson, New York, 1956.

Table VII lists the total number of opportunities to perform on all skills listed in alphabetical order found in The New Essentials of Everyday English.^{1/}

TABLE VII

NUMBER OF CHANCES TO PERFORM IN
THE NEW ESSENTIALS OF EVERYDAY ENGLISH

Categories	Number of Chances to Perform
Adjectives	180
Adverbs	140
Capitals and Punctuation	132
Conjunctions and Interjections	47
Correct Usage	5
Diagraming	11
Dictionary Skills	107
Kinds of Sentences	55
Letters	18
Miscellaneous	0
Mixed Drill	78
Nouns	338
Oral Composition	43
Paragraphing	11
Prepositions	81
Pronouns	196
Reading and Studying	0
Sentence Recognition	107
Spelling	0
Subject and Verb	60
Verbs	434
Written Composition	34
Total	2077

The number of practices ranged from 0 to 434. Three areas including Miscellaneous, Reading and Studying and Spelling received no practice. Verbs has the greatest practice.

^{1/}Florence K. Ferris and Edward E. Keener, The New Essentials of Everyday English, Laidlaw Brothers, New York, 1957.

Table VIII lists the total number of opportunities to perform on all skills listed in alphabetical order found in Our Language Workbook. ^{1/}

TABLE VIII

NUMBER OF CHANCES TO PERFORM IN
OUR LANGUAGE WORKBOOK

Categories	Number of Chances to Perform
Adjectives	111
Adverbs	75
Capitals and Punctuation	251
Conjunctions and Interjections	75
Correct Usage	10
Diagraming	73
Dictionary Skills	259
Kinds of Sentences	48
Letters	1
Miscellaneous	14
Mixed Drill	0
Nouns	120
Oral Composition	30
Paragraphing	9
Prepositions	46
Pronouns	75
Reading and Studying	39
Sentence Recognition	109
Spelling	160
Subject and Verb	55
Verbs	279
Written Composition	0
Total	1839

The number of practices ranged from 0 to 279. Two areas including Mixed Drill and Written Composition received no practice. Verbs has the greatest practice.

1/Matilda Bailey, Our Language Workbook, American Book Company, New York, 1956.

Table IX lists the total number of opportunities to perform on all skills listed in alphabetical order found in Practice Book for Words and Ideas.^{1/}

TABLE IX

NUMBER OF CHANCES TO PERFORM IN
PRACTICE BOOK FOR WORDS AND IDEAS

Categories	Number of Chances to Perform
Adjectives	39
Adverbs	27
Capitals and Punctuation	150
Conjunctions and Interjections	17
Correct Usage	0
Diagraming	0
Dictionary Skills	157
Kinds of Sentences	34
Letters	50
Miscellaneous	0
Mixed Drill	69
Nouns	96
Oral Composition	71
Paragraphing	33
Prepositions	56
Pronouns	73
Reading and Studying	9
Sentence Recognition	93
Spelling	0
Subject and Verb	114
Verbs	239
Written Composition	38
Total	1365

The number of practices ranged from 0 to 239. Four areas including Correct Usage, Diagraming, Miscellaneous and Spelling received no practice. Verbs has the greatest practice.

^{1/}Pollack and Rounds, op. cit.

Table X lists the total number of opportunities to perform on all skills listed in alphabetical order found in Practice for Mastering Language. ^{1/}

TABLE X

NUMBER OF CHANCES TO PERFORM IN
PRACTICE FOR MASTERING LANGUAGE

Categories	Number of Chances to Perform
Adjectives	130
Adverbs	90
Capitals and Punctuation	189
Conjunctions and Interjections	37
Correct Usage	30
Diagraming	0
Dictionary Skills	141
Kinds of Sentences	45
Letters	14
Miscellaneous	34
Mixed Drill	319
Nouns	241
Oral Composition	42
Paragraphing	3
Prepositions	104
Pronouns	200
Reading and Studying	0
Sentence Recognition	60
Spelling	0
Subject and Verb	99
Verbs	495
Written Composition	53
Total	2326

The number of practices ranged from 0 to 495. Three areas including Diagraming, Reading and studying, and Spelling received no practice. Verbs has the greatest practice.

Paul Makee and John E. Blossom, Practice for Mastering Language, Houghton Mifflin Company, Boston, 1957.

Table XI lists the total number of opportunities to perform on all skills listed in alphabetical order found in Workbook for See What You Say. ^{1/}

TABLE XI

NUMBER OF CHANCES TO PERFORM IN
WORKBOOK FOR SEE WHAT YOU SAY

Categories	Number of Chances to Perform
Adjectives	91
Adverbs	60
Capitals and Punctuation	319
Conjunctions and Interjections	20
Correct Usage	337
Diagraming	0
Dictionary Skills	154
Kinds of Sentences	85
Letters	0
Miscellaneous	0
Mixed Drill	197
Nouns	188
Oral Composition	0
Paragraphing	0
Prepositions	0
Pronouns	501
Reading and Studying	0
Sentence Recognition	191
Spelling	0
Subject and Verb	105
Verbs	761
Written Composition	0
Total	3009

The number of practices ranged from 0 to 761. Eight areas including Diagraming, Letters, Miscellaneous, Oral Composition, Prepositions, Reading and Studying, Spelling, and Written Composition received no practice. Verbs has the greatest practice.

1/Bruce Allyn Findlay, Esther Blair Findlay and Nora Lee McMease, Workbook for See What You Say, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1954.

TABLE XII

NUMBER OF CHANCES TO PERFORM IN
TEN WORKBOOKS IN ALL SKILLS

Table XII presents the number of opportunities to perform the twenty-two skills presented in the ten workbooks.

The letters A through J refer to the ten workbooks used in this study.

- A. Continental Practice Exercises in English
- B. English in Action Practice
- C. English Workshop
- D. Enjoying English 7
- E. Language Workbook
- F. The New Essentials of Everyday English
- G. Our Language Workbook
- H. Practice Book for Words and Ideas
- I. Practice for Mastering Language
- J. Workbook for See What You Say

TABLE XII

	A	B	C	D	E	F	G	H	I	J
Adjectives	64	99	95	202	57	180	111	39	130	91
Adverbs	66	65	105	166	64	140	75	27	90	60
Capitals & Punctuation	199	282	673	113	122	132	251	150	189	310
Conjunctions										
Interjections	16	0	0	0	0	47	75	17	37	20
Correct Usage	142	263	127	217	33	5	10	0	30	337
Diagraming	80	0	0	150	32	11	73	0	0	0
Dictionary Skills	37	113	0	134	461	107	259	157	141	154
Kinds of Sentences	90	76	40	16	40	55	48	34	45	85
Letters	1	3	9	2	21	18	1	50	14	0
Miscella- neous	0	22	64	7	63	0	14	0	34	0
Mixed Drill	154	304	464	123	178	78	0	69	319	197
Nouns	24	263	150	251	107	338	120	96	241	188
Oral Composition	0	16	44	3	64	43	30	71	42	0
Paragraphing	0	0	0	6	13	11	9	33	3	0
Prepositions	33	65	225	63	22	81	46	56	104	0
Pronouns	72	131	159	243	89	196	75	73	200	501
Reading & Studying	0	8	4	0	78	0	39	9	0	0
Sentence Recognition	92	173	262	117	116	107	109	93	60	191
Spelling	34	63	246	130	0	0	160	0	0	0
Subject & Verb	72	140	220	80	101	60	55	114	99	105
Verbs	638	470	480	480	225	434	279	239	495	761
Written Composition	0	8	0	22	46	34	0	38	53	0

CHAPTER IV
CONCLUSION OF STUDY

SUMMARY AND CONCLUSIONS

SUMMARY

The purpose of the study was to analyse English workbooks in relation to the content of the English Workshop, ^{1/} which the author uses. The English Workshop ^{2/} was analysed to discover the types of exercises included. Nine workbooks were then checked for similar materials and the amount of practice included. If a skill was found in five or more workbooks, it was included under a heading. If not it was listed under Miscellaneous. If the skill was not found in English Workshop ^{3/} or the other nine workbooks, it was so noted in the tables.

CONCLUSIONS

The following conclusions may be drawn:

1. There are twenty-two skills presented in the workbooks.
 - A. English Workshop ^{4/} has the greatest number of opportunities to perform.

^{1/} Fay Greiffenbery and Joseph E. Plumenthal and John E. Warriner, English Workshop, Harcourt, Brace and Company, New York, 1955.

^{2/} Ibid.

^{3/} Ibid.

^{4/} Ibid.

B. Practice Book for Words and Ideas^{1/} has the least number of opportunities to perform.

2. A. English Workshop^{2/} has the greatest number of opportunities to serve in the following categories:

Capitals and Punctuation
Mixed Drill
Sentence Recognition
Spelling
Prepositions
Subject and Verb
Miscellaneous

B. English Workshop^{3/} places:

Adjectives	6th
Adverbs	3rd
Correct Usage	5th
Kinds of Sentences	
tied for last place	
Letters	5th
Nouns	6th
Oral Composition	3rd
Pronouns	5th
Reading and Studying	5th
the last of those recording	
this skill	
Verbs	4th

C. These areas not included in English Workshop.^{4/}

Conjunctions and Interjections
Diagraming
Dictionary Skills
Paragraphing
Written Composition

1/ Thomas Clark Pollack and Robert W. Rounds, Practice Book for Words and Ideas, The Macmillian Company, New York, 1955.

2/ Greiffenbery, Plumenthal and Warriner, op. cit.

3/ Ibid.

4/ Ibid.

3. A. Verbs has the highest number of opportunities to perform.

B. Paragraphing has the least number of opportunities to perform.

BIBLIOGRAPHY

BIBLIOGRAPHY

Books

Commission on the English Curriculum of the National Council of Teachers of English, Language Arts for Today's Children. Appleton-Century-Crafts, Inc., New York, 1954.

Dawson, Mildred A., Teaching Language in the Grades. World Book Company, Yonkers-on-Hudson, New York, 1951.

Dawson, Mildred A. et al., Teacher's Manual Language For Daily Use. World Book Company, Yonkers-on-Hudson, New York, 1955.

Hatchett, Ethel L. and Donald H. Hughes, Teaching Language Arts in Elementary Schools. The Ronald Press Company, New York, 1956.

Herrick, Virgil E. and Leland B. Jacobs, Children and the Language Arts. Prentice-Hall, Inc., New Jersey, 1955.

Mills, Mel Douglass, Teaching in the Elementary Schools. The Ronald Press Company, New York, 1950.

Strickland, Ruth G., The Language Arts in the Elementary Schools. D. C. Heath and Company, Boston, 1951.

Tidyman, Willard F. and Marguerite Butterfield, Teaching the Language Arts. McGraw-Hill Book Company, Inc., New York, 1951.

Periodicals

Betts, E. A., "The Workbook Situation," Educational Administration and Supervision, (November, 1941), 27:561-78.

Brown, F. S., "Workbook Wanted," School Executive, (February, 1942), 61:30-1.

Carrothers, G. E., "Workbooks," The Education Digest, (April, 1945), 10:32-4.

Dawson, Mildred A., "The Language Learning of the Child," in Reading and the Language Arts in the School Program, Part II, A report of the Sixth Annual Conference on Reading, University of Pittsburgh Press, Pittsburgh, Pennsylvania, 1950.

- Dawson, M. D., "Individualization in the Language Arts," Elementary English, (April, 1949), 26:198.
- Goodrich, T. C., "Is the Workbook a Necessity or a Luxury?" School Executive, (April, 1931), 50:359.
- Gray, Albert, "Lift the Workbook Cover," Phi Delta Kappan, (January, 1952), 33:286-7.
- Hurd, A. W., "The Workbook As an Instructional Aid," School Review, (October, 1931), 39:600-16.
- Kerr, Margaret, "Teaching with Workbooks," Elementary School Journal, (December, 1947), 48:216-21.
- Madden, Ruth, "Workbook! Tool or Crutch?" Education Digest, (May, 1956), 21:35-7.
- Miller, Edith F., "What About Workbooks?" American Childhood, (December, 1946), 32:15-16.
- Tressler, J. C., "Why and How of Practice?" English Journal, (May, 1945), 34:247-52.
- Vreeland, Wendell, "A Good Workbook from the Teacher's Point of View," Nations Schools, (July, 1936), 18:35-7.