

1949

An analysis of language textbooks in oral reporting for the fourth grade

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ANALYSIS OF LANGUAGE TEXTBOOKS IN
ORAL REPORTING FOR THE FOURTH GRADE.

SERIGNANO, N.M.

1949

ANALYSIS OF LANGUAGE TEXTBOOKS
IN ORAL REPORTING FOR THE
FOURTH GRADE.

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A Thesis

AN ANALYSIS OF LANGUAGE TEXTBOOKS
IN ORAL REPORTING FOR
THE FOURTH GRADE

Submitted by
Nancy M. Serignano
(A. B., Emmanuel College, 1944)

In Partial Fulfillment of Requirements for
the Degree of Master of Education

June 1949

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TABLE OF CONTENTS

CHAPTER	PAGE
INTRODUCTION.....	vi
Statement of the Problem in Oral Reporting.....	vi
Importance of Oral Reporting.....	vi
I. SUMMARY OF PREVIOUS RESEARCH.....	1
II. PLAN OF STUDY.....	11
Textbooks Analysed for Oral Reporting.....	11
Definition of Terms Used in Oral Reporting.....	13
Example of Terms Used in Oral Reporting.....	15
III. ANALYSIS OF DATA.....	23
The Method of Tabulation of Data in Oral Reporting.....	23
IV. GENERAL SUMMARY AND CONCLUSIONS.....	47
Conclusions of the Data Found in Oral Reporting.....	47
BIBLIOGRAPHY.....	49

LIST OF TABLES

TABLES	PAGE
I. Analysis of <u>Sharing Interests</u>	24
II. Total Number of Opportunities to Perform in <u>Sharing Interests</u>	25
III. Analysis of <u>Gaining Skill with Words</u>	26
IV. Total Number of Opportunities to Perform in <u>Gaining Skill with Words</u>	27
V. Analysis of <u>English For You and Me</u>	28
VI. Total Number of Opportunities to Perform in <u>English For You and Me</u>	29
VII. Analysis of <u>We Talk and Write</u>	30
VIII. Total Number of Opportunities to Perform in <u>We Talk and Write</u>	31
IX. Analysis of <u>Language Arts</u>	32
X. Total Number of Opportunities to Perform in <u>Language Arts</u>	33
XI. Analysis of <u>Language for Daily Use</u>	34
XII. Total Number of Opportunities to Perform in <u>Language for Daily Use</u>	35
XIII. Analysis of <u>English Two</u>	36
XIV. Total Number of Opportunities to Perform in <u>English Two</u>	37
XV. Analysis of <u>Adventures in English</u>	38
XVI. Total Number of Opportunities to Perform in <u>Adventures of English</u>	39

CHAPTER 10

- 1. The first part of the chapter discusses the importance of the...
- 2. The second part of the chapter discusses the importance of the...
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- 19. The nineteenth part of the chapter discusses the importance of the...
- 20. The twentieth part of the chapter discusses the importance of the...

LIST OF TABLES, CONTINUED

TABLES	PAGE
XVII. Analysis of <u>With Tongue and Pen</u>	40
XVIII. Total Number of Opportunities to Perform in <u>With Tongue and Pen</u>	41
XIX. Analysis of <u>Learning Essential English</u>	42
XX. Total Number of Opportunities to Perform in <u>Learning Essential English</u>	43
XXI. Total Number of Opportunities to Perform in All the Textbooks in All the Activities Developed in This Study.....	44
XXII. Total Number of Opportunities to Perform in All the Activities Developed in This Study.....	45
XXIII. Comparison of All the Activities in Oral Reporting.....	46

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INTRODUCTION

The ability to speak well contributes to a person's life adjustment. Yet of all the activities carried on in the classroom little training is provided to develop proficiency in oral expression. Indistinct utterances, grammatical inaccuracies, a poverty of words, inadequate expression hinder some elementary school graduates of today.

Many of the present day textbooks do not provide sufficient practice for the teacher to help pupils with individual difficulties. In order to be efficient in the oral language skills there must be enough opportunities for practice so that they may become automatic.

The purpose of this study is to analyse ten current and frequently used fourth grade language textbooks, to determine the number and type of possibilities the pupil has to report orally.

It has been shown that America needs ¹ "an oncoming generation of critical thinkers and communicators of thought." It is essential now not only to have knowledge but the skill and ability to spread this knowledge. The need for oral expression in the elementary schools is obvious and necessary.

1. Parret, Margaret, "The Program in Spoken English," Elementary English, 23:225, April, 1947.

MEMORANDUM

TO : [Illegible]

FROM : [Illegible]

SUBJECT : [Illegible]

[Illegible]

[Illegible]

[Illegible]

[Illegible]

[Illegible]

[Illegible]

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The ability to speak clearly, fluently and pleasantly cannot be acquired in a short time. It is the obligation of the school to teach a form of speaking adapted to the needs of society. This form should be true to the facts of the past and present, and should show the theory of language and its usage. This study is an attempt to show how often opportunities are provided in textbooks to practice this skill.

The first part of the document is a letter from the Secretary of the
 Board of Education to the Board of Trustees of the University of
 California, Berkeley, dated June 1, 1962. The letter discusses the
 proposed changes in the structure of the Board of Education and
 the Board of Trustees, and the need for a new Board of Education
 to oversee the public schools in the state. The letter also discusses
 the need for a new Board of Trustees to oversee the state university
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 the need for a new Board of Trustees to oversee the state university
 system. The letter concludes with a request for the Board of Trustees
 to approve the proposed changes.

CHAPTER I

SUMMARY OF PREVIOUS RESEARCH

In the literature concerning oral language in the elementary schools much emphasis has been placed on motivation, the development of attitudes and the teaching of specific and general skills. Oral language is important to the daily needs of all persons, no matter what their way of life. The schools should fit each generation to take its place in the social group, and equip the students to meet all the usual needs of life.

1

Hinsdale states:

Vocal expression is instinctive, but speech is an art. Perhaps oral speech is not commonly counted among the arts; but we virtually acknowledge that it is so when we speak of 'the art of conversation' and of 'the art of public speaking' for these forms of speech do not differ from common speech in kind. Moreover, speech is an art that is cultivated in the schools.

2

Baker suggests that:

The need for a training in English that will not only lead the student to an appreciation of the artistic aspects of language, but also fit him to meet the social and business situations of life.

-
1. Hinsdale, B. A., Teaching the Language-Arts, New York: D. Appleton & Company, 1896, page 8.
 2. Baker, Elizabeth W., Oral English, Boston: Allyn & Bacon, 1938, preface iii.

THE HISTORY OF THE UNITED STATES

The first part of the book is devoted to a general survey of the history of the United States from the discovery of the continent to the present time. It is divided into three periods: the colonial period, the revolutionary period, and the national period. The colonial period is characterized by the struggle for independence from Great Britain. The revolutionary period is marked by the adoption of the Declaration of Independence and the Constitution. The national period is characterized by the expansion of the United States across the continent and the development of a strong national government.

1874

THE HISTORY OF THE UNITED STATES

The second part of the book is devoted to a detailed account of the events of the American Revolution. It begins with the outbreak of hostilities in 1775 and continues to the signing of the Treaty of Paris in 1783. It covers the military campaigns, the political struggles, and the social changes that took place during this period. The author also discusses the impact of the Revolution on the development of the United States as a nation.

THE HISTORY OF THE UNITED STATES

The third part of the book is devoted to a detailed account of the events of the American Civil War. It begins with the outbreak of hostilities in 1861 and continues to the signing of the Emancipation Proclamation in 1863 and the end of the war in 1865. It covers the military campaigns, the political struggles, and the social changes that took place during this period. The author also discusses the impact of the Civil War on the development of the United States as a nation.

The fourth part of the book is devoted to a detailed account of the events of the American Reconstruction period. It begins with the end of the Civil War in 1865 and continues to the end of Reconstruction in 1877. It covers the political struggles, the social changes, and the impact of Reconstruction on the development of the United States as a nation.

1
Driggs feels:

The prime purpose of speech is service, Language is a social instrument. It was created as a medium through which man could communicate his thoughts, his feelings and his experiences with his fellows.

In the throbbing work of the world, men use language mainly to inform, to convince, to stimulate in others responsive feeling and action. Speech may be best taught not for its own sake, but for the sake of service. The language lesson, to give a real-life training, must be actuated by a real-life purpose. It must offer to the pupil well-directed practice in the use of speech for the good of some common cause. Thus taught, language becomes a vitalized study.

He lays down these rules for the language study plan in the elementary school:

1. Language work in the middle grades should be mainly oral.
2. Fluency and spontaneity is still the central aim.
3. Corrective and preventive exercises should connect closely with the learner's real-life language.
4. Composition lessons should lead the learner to express himself not for the sake of expression, but for the sake of serving a real-life purpose.
5. Vocabulary work, enunciation exercises, and lessons in grammar should be more systematically given than in preceding grades.

1. Driggs, Howard R., Our Living Language, Chicago: The University Publishing Company, 1921, pp. 10-59.

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1

Continuing on the same subject Whitney states:

Language may be briefly and comprehensively defined as the means of expression of human thought. In a wider and freer sense, everything that bodies forth thought and makes it apprehensible, in whatever way, is called language. But for scientific purposes the term needs restriction, since it should apply else to nearly all human actions and product which discloses the thought that gave it birth. Language, then, signifies rather certain instrumentalities whereby men consciously and with intention represent their thought, to the end, chiefly of making it known to other men; it is expression for the sake of communication.

2

Bowden feels that effective use of language depends on two things — "first, using language frequently; second, learning what language is and how to use it." She suggests that the school program should provide at least one period each day for direct study and use of language, including informal conversation, purposeful discussion, relating of stories, reporting of events and dramatization of situations and experiences.

The Committee of the National Council of Teachers of

3

English consider that language is an important instrument

-
1. de Laguna, Grace A., Speech, Its Functions and Development. New Haven: Yale University Press, 1927, pp. 15-16.
 2. Bowden, Florence B., "Conversation and Discussion in the Elementary School." Elementary English, 23:293; May, 1947.
 3. Basic Aims Committee for the National Council of Teachers of English, "Basic Aims for English Instruction in American Schools." English Journal, 31:40; June, 1942.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for the integrity of the financial system and for the ability to detect and prevent fraud. The text also mentions the need for regular audits and the role of independent auditors in ensuring the reliability of the data.

2. The second part of the document focuses on the implementation of internal controls. It outlines various measures that can be taken to reduce the risk of errors and misstatements, such as the separation of duties, the use of standardized procedures, and the establishment of a strong internal control environment. The text also discusses the importance of training and education for all employees involved in the financial process.

3. The final part of the document provides a summary of the key points discussed and offers recommendations for further action. It stresses the need for ongoing monitoring and evaluation of the internal control system to ensure its effectiveness over time. The document concludes by stating that a commitment to high standards of financial reporting and transparency is essential for the success of any organization.

of life and fundamental for maintaining the democratic way. They also state that language is a living, growing instrument of thought with no rigid pattern of expression to interfere with responses to the psychological and social needs of individuals.

1
Smith says:

Language is the instrument of thought and communication. The child's power to grasp, to enter into, and to reflect upon the experiences he has is dependent to a large degree upon his facility in the use of verbal symbols. Conversely, as his experience is broadened and deepened, language symbols acquire meaning for him, and further growth and learning becomes possible to him. Also, it is through language power that he is able to express his own thoughts and emotions, to share vicariously in those of others, and to participate in the life of his social group.

2
McKee follows the same trend of thought as he explains:

In achieving his chosen purposes and carrying out his various enterprises, the child has two major uses for language. First, it is his chief means of communicating with others.... second, the thinking that the child does is carried on for the most part in language.

All school children need motivation to create and establish a purpose for performing certain activities in the class-

-
1. Smith, Dora V., "Growth in Language Power as Relative to Child Development." National Society for the Study of Education, Forty-third Yearbook, Part II, p. 52.
 2. McKee, Paul, "An Adequate Program in the Language Arts." op. cit., p. 6.

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room. Blaisdell¹ explains that self-expression about the things the child knows best will form a good basis for motivation. He says that normal children have unlimited powers of self-expression, and possess an endless supply of thoughts which they will spontaneously express if given the opportunity to do so. He lays down the following principles of expression:

1. Ask the pupil to talk about the things in which his interest is alive.
2. Base self-expression work on the pupil's experience.
3. Use rather than repress the child's normal desire to tell of his experiences.
4. When it seems necessary to delay self-expression, make the delay as brief as possible, assuring the child of your interest and of your wish that he tell his story to his classmates as well as to you.

2

According to Watson:

The great motivation behind this program (self-expression) must be the joy found in the power of creation. Such joy is, or should be, a big factor in all education. Young children do not immediately recognize this fact, but as they develop under skilled leaders they unconsciously learn to adjust their efforts in the face of childish disappointments. This trait of personality is of special significance in adult life, when the individual may frequently need to turn from the frustrations and monotony of the everyday grind to the comforting joy of his own hobby corner.

1. Blaisdell, Thomas C., Ways to Teach English. New York: Doubleday, Doran & Company, Inc., 1930, pp. 8-9-10/

2. Watson, Leone B., "Self-Expression Thru Language." National Elementary Principal, 20:375; July, 1941.

1
Camenisch writes:

The modern or social method of teaching language bases its instruction on the needs of the pupils. Unless they see that what they are learning is to help them express themselves more acceptably, progress will not be great.

2
Stevenson states that language training in the primary grades should concern itself with providing situations in which the child will speak naturally from first-hand experiences. The intermediate grades should refine the child's language tools so that they are usable for both pleasure and power.

3
Simplicity and clarity, says Bair are the keys to better language in our elementary schools. These are the rules by which all teaching should be done, and all material presented to children should possess these two important qualities.

4
McKee states that:

The school should teach those aspects of oral and written expression which the pupil needs most in order to achieve his purposes and to

-
1. Camenisch, Sophia C., "How Much Language Form Shall We Teach?" Elementary English Review, 20:104; March, 1943.
 2. Stevenson, M. C., "Oral Language in the Intermediate Grades." National Elementary Principal, 20:269; July, 1941.
 3. Bair, Frederick H., "Better Language for Better Living." National Elementary Principal, 21:22; October, 1941.
 4. McKee, Paul, "An Adequate Program in the Language Arts." National Society for the Study of Education, Forty-third Yearbook, Part II, pp. 7-9-28.

MEMORANDUM

TO : [Illegible]

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carry out his enterprises.
There are at least three good reasons why the pupil needs to learn and meet successfully the speaking and writing situations, with which he is confronted:

1. Lack of competence in speaking and writing greatly reduce the pupil's chances of success in communicating his ideas to others.
2. Language is a tool for learning.
3. The Pupil needs to learn to meet successfully situations of life.

Oral expression is basic to instruction in written expressions at all grade levels, sound teaching of oral expression will lighten the instructional load in written expression, and most of the practice provided in expression should be oral rather than written.

The Committee of the National Council of Teachers of English
1
reports that:

The vital program in language uses every kind of experience significant in the life of the individual. At the same time it aims to provide new and enriching experiences within the English classroom. Only through such natural associations with the primary sources and motives of expression can the program in English hope to develop exact and broad vocabularies, To promote growth in logical thinking, and to stimulate careful habits of observation and reflection.

-
1. "Basic Aims for English Instruction of American Schools."
Prepared by the Basic Aims Committee of the National Council of Teachers of English, English Journal, 31:43; June, 1942.

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Vocabulary is one of the important factors in teaching good language. Oliver¹ writes that memory work does not produce the best results in gaining a usable vocabulary. The value of word study cannot be produced merely by repetition, it must arise from the use and understanding of words. In order to build an active vocabulary several methods may be employed. He suggests these:

1. Raise words of passive understanding to active knowledge by analysis and drill.
2. Group words about ideas and present them in families of this sort, sports, hobbies, industries, etc.
3. Center interests in the words themselves, seeing what ideas may be developed around them, finding synonyms and antonyms.

2

According to Seegers:

We think of language first as a subject to be taught, not as a means of thinking, of teaching, of responding, of imparting, or a manifestation and means of growth. Language is more than an 'activity'. It is the major basis upon which understanding, or misunderstanding, is predicated. Language is closely associated with growth and development. It is an important medium for self-expression. If the opportunity for

-
1. Oliver, Kenneth A., "Let's Teach English!" The English Leaflet, 41-42:73-78; May, 1942.
 2. Seegers, J. Conrad, "Language in Relation to Experience, Thinking, and Learning." National Society for the Study of Education, Forty-third Yearbook, Part II, pp. 36-37-46.

The first part of the document discusses the general principles of the project. It outlines the objectives and the scope of the work. The second part describes the methodology used in the study. This includes the data collection methods and the analysis techniques. The third part presents the results of the study. These are discussed in the context of the research objectives. The final part of the document provides conclusions and recommendations for future research.

The methodology section details the experimental design and the data collection process. It describes the use of questionnaires and interviews to gather data. The analysis section explains the statistical methods used to interpret the data. The results section shows the findings of the study, including the distribution of responses and the key trends. The conclusions section summarizes the main findings and offers suggestions for further research.

The document also includes a list of references and an appendix. The references list the sources used in the study. The appendix contains additional data and information related to the study. The overall structure of the document is clear and logical, making it easy to follow. The language is professional and concise.

The document concludes with a final summary of the key findings. It emphasizes the importance of the research and the need for further study in this area. The authors express their gratitude to the participants and the funding agencies. The document is well-written and provides a comprehensive overview of the study.

proper self-expression through language is afforded, and if proper conditions are provided to stimulate use of language, the result is more than mean growth in the use of language. One of the results is opportunity for the wholesome development of personality. If children are constantly kept under restraint, and allowed to speak only when addressed....it is not only language development which is hindered, but the development of poise, of self-confidence, and of general interest, as well.

1

Mahoney gives the following as the aims of oral language in the fourth grade:

1. To strengthen the 'sentence sense'. Eliminate 'and' and 'so'.
2. To secure good bearing before the class. There is no excuse for self-consciousness if the right atmosphere is established.
3. To continue to promote orderly talking.
4. To secure good articulation and good tone.
5. To correct, with moderation, common spoken errors.

The teacher's aim is not to have the pupil 'say something', but to make certain that the pupil 'has something to say'. This increases the desire to talk and improves the interest in talking effectively.

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Johnson¹ believes that oral language is the only study which is used in the pursuit of every study, and the only study useful in every vocation and avocation of life. An individual's needs and purposes come through his speech to the listener, whether he desires it or not.

James² summed up the whole purpose of oral language by saying: "all life comes back to our speech, the medium through which we communicate".

The research indicates the importance of oral expression for all children so that they will be prepared to meet the daily requirements of life. If the school is to furnish effective language exercise, it must make more generous provision for social intercourse and for worthwhile childish activities which will call for discussion, consultation, inquiry, explanation, directions, reports and many other practical responses. Therefore, this study is an attempt to analyse the number and type of opportunities presented in ten commonly used language textbooks for the fourth grade.

1. Johnson, M. W., "Language and Children's Behavior." Elementary School Journal, 46:142; November, 1945.

2. op. cit.

The first of these is the fact that the
the atmosphere is not homogeneous in density
and that the density decreases with height
in such a manner that the atmosphere is
not in a state of hydrostatic equilibrium
if the temperature is constant. This is
because the weight of the air above a
certain level is not balanced by the
pressure of the air below it. The
atmosphere is therefore in a state of
unstable equilibrium. This is why
the atmosphere is not in a state of
hydrostatic equilibrium. The atmosphere
is in a state of unstable equilibrium
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certain level is not balanced by the
pressure of the air below it. The
atmosphere is therefore in a state of
unstable equilibrium. This is why
the atmosphere is not in a state of
hydrostatic equilibrium.

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atmosphere is not in a state of
hydrostatic equilibrium. The atmosphere
is in a state of unstable equilibrium
because the weight of the air above a
certain level is not balanced by the
pressure of the air below it. The
atmosphere is therefore in a state of
unstable equilibrium. This is why
the atmosphere is not in a state of
hydrostatic equilibrium.

CHAPTER II
PLAN OF STUDY

At the beginning of this study copies of fourth grade language textbooks were obtained from Houghton Mifflin Company, The Macmillan Company, Leidlaw Brothers, Scott, Foresman and Company, Ginn and Company, D. C. Heath and Company, Charles E. Merrill Company, Allyn and Bacon, World Book Company, and the American Book Company.

The following books were selected because they were published after 1940 or within the last ten years. They are here listed in chronological order of publication, with authors, titles, date of publication, publishers and instructional level.

1. Bair, Frederick H., Neal, Elma A., Poster, Inez, Storm, Ollie P., With Tongue and Pen. Boston: The Macmillan Co., 1940. Fourth Grade.
2. Trabue M. R., Goodrich, Bessie B., Language Arts. New York: Charles E. Merrill Co., 1941. Grade Four.
3. O'Rourke, L. J., We Talk and Write. Boston: Scott, Foresman & Co., 1942. Fourth Grade.
4. Johnson, Roy I., Hooper, L., Goodkoontz, B., Dearborn, Frances R., English For You and Me. Boston: Ginn & Co., 1942. Grade Four.
5. Bardwell, R. W., Falk, Ethel M., Tressler, J. C., Sharing Interests. Boston: D. C. Heath & Co., 1944. Fourth Grade.
6. Ferris, F. K., Keener, E. E., Giddings, A. F., Learning Essential English. New York: Laidlaw Brothers, 1944. Grade Four.

MEMORANDUM

DATE: [Illegible]

TO: [Illegible]

FROM: [Illegible]

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7. Stoddard, A. J., Bailey, Matilda, Lewis, W. D., English Two. Boston: American Book Co., 1944. Grade Four.
8. McKee, Paul, McCowen, Annie, Gaining Skill with Words. Boston: Houghton Mifflin Co., 1945. Fourth Grade.
9. Burleson, David S., Cash, Laurie, Adventures in English. Boston: Allyn & Bacon, 1947. Grade Four.
10. Dawson, Mildred A., Miller, Jonnie M., Language for Daily Use. New York: World Book Co., 1948. Grade Four.

Each text was carefully examined in order to discover the kinds of activities that are offered to fourth grade pupils in oral language. After reading and comparing the books it seemed that the following activities are most frequently presented. It was then decided that these items would form the basis to analyse the textbooks, for the type and number of opportunities given to children in the fourth grade.

Individual Activities (activities which would be given by one pupil after reading, discussion, or explanation)

1. Announcements
2. Descriptions
3. Explanations
4. Giving Directions
5. Messages
6. Personal Experiences
7. Telling Stories

Individual-Group Activities (activities which a committee or group of children work upon with one child giving the oral talk)

1. Reports
2. Summaries

Group Activities (activities in which more than one child will speak orally)

1. Dramatizations
2. Discussions
3. Introductions
4. Telephone Conversations

The terms used in this study are defined as follows:

Announcements¹ "to proclaim or make known, formally or in a public manner."

Descriptions² "the act of describing; delineations by marks or signs; an account of anything in words or writing; the tracing out, narrating, setting forth explaining, illustrating, defining."

Explanations³ "the act of explaining; elucidation; interpretations; a mutual clearing up of a misunderstanding; to make intelligible or clear; expounding."

Giving Directions⁴ "giving relative positions; a command; order; guidance; instruction."

1. Webster, Noah, Webster's Daily Use Dictionary, New York: Grossett & Dunlap, 1932,

2. to 4. op. cit.

1911

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Messages¹ "communication sent from one person to another; an official communication."

Personal Experiences some real experiences that are exciting and make good stories.

Summaries² "brief, laconic, compendious; done in a short way or method; an abridgement, compendium."

Telling Stories repeating stories heard or read; telling something exciting not necessarily true.

Reports³ "giving an account of; relate; tell from one to another; circulate publicity; take down."

Dramatizations or plays are stories told in dialogue by a cast of actors who play the parts of characters by speaking in answer to cues.

Discussions⁴ "argument; debate; consideration of a question; reason upon; agitate."

Introductions⁵ "the act of introduction, presentation; a preface; conducting or bringing in; bringing into notice; bringing into acquaintance."

Telephone Conversations the act of conversing or talking over the telephone.

1. Webster, Noah, Webster's Daily Use Dictionary, New York: Grosset & Dunlap, 1932.

2. to 5. op. cit.

In order to clarify terms further, examples of each type of activity analysed in this study are presented:

Announcements

In presenting a radio broadcast at school there is some discussion with the children and teacher. One of the important parts in such a program is the announcer or the announcement. Such questions as the following would arise: Who would be a good announcer? Why? What would be included in his or her announcement? Should the announcement be brief and to the point or long?

This would be a typical announcement:

This is station RWF, Room 20, Lyman School. It is exactly three o'clock. We will now begin our special Monday broadcast. The boys and girls are all here with me. They are ready to give you news of the school, talks, poems, stories and a short play. Robert Moore, our reporter will start by giving you the latest news of the Lyman School.

Descriptions

Discuss with class: What is a description? What should be included in the description? Should it be long or short? What kind of words should be used in the description? After the discussion, pupils are asked to give their descriptions.

This is one that John gave:

I lost my knife on the playground. It has two blades. The point of the smaller blade is broken off. The handle is made of dark brown material. There is a ring in the large end of the handle.

1912

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Explanations

After the reading and discussion of some materials the students are asked to give talks explaining how to make something.

This is what Richard said:

A Weather Bird

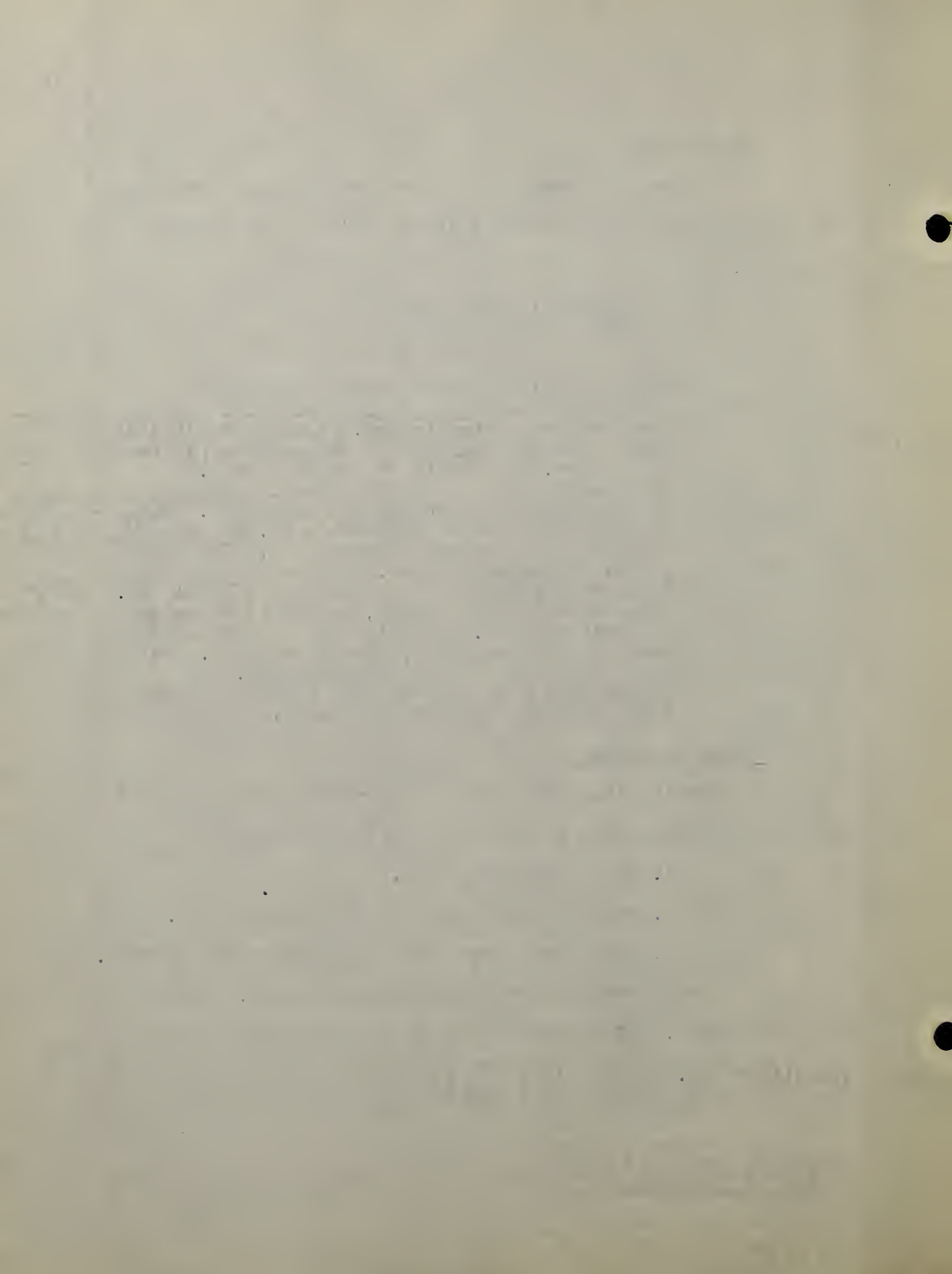
Would you like to know about the weather every day? It is fun to tell your friends that you are a weather man. Here is something that will help you to know what kind of a day it will be. I call it the Weather Bird. Place a fir cone in a sunny place, and leave it there until the scales are open wide. Then make the fir cone look like a bird. Cut a head for the bird out of cardboard. Use pieces of wire to make the legs. Fasten the head and tail feathers to the cone where they should be. When the bird is finished, put it outdoors or on a window sill. It will tell you whether each day will be sunny, cloudy or rainy. On rainy days they will be closed tight. On cloudy days they will be half closed, and on sunny days they will be wide open.

Giving Directions

During class discussions the children decided that these three things were important for giving directions:

1. Tell which way to go.
2. Tell how far to go before making a turn.
3. Tell how to know the place when it is reached.

James wanted to find the Webster School. He was new to the town. If he stopped you on the street how would you direct him.



Here is what June said:

Walk east on Bates Street for three blocks, turn right at Webster Park, and go down the hill. Pass five houses. The Webster School is the large brick building on your right.

Messages

In talking about telephones the class decided that many times it is necessary to leave messages because people are not present.

Suppose that Mrs. White, a friend of your mother called up to say that your mother is to be present at a church meeting at three o'clock on Monday afternoon. Suggest the message that you might give to your mother.

Personal Experiences

Discussion of personal experiences was motivated by the following questions which the children themselves decided were necessary: Have you ever been stung by a bee? Do you know someone who has had that painful experience? Do you think the bumble bee was to blame for stinging you on the nose? These are some of the questions you should ask yourselves in deciding upon a personal experience with a bee.

Perhaps there is someone in this room who has had this experience. Perhaps he or she would like to tell about it.

This what Sue reported:

On Saturday we went for a picnic. We were having a lot of fun, when suddenly Billy

screamed. A bee was buzzing around his head. Everyone jumped and ran away. I was not quick enough. The bee turned and headed for me. It stung me right on the nose. My nose puffed away up. Then everyone laughed at me. I didn't ! I didn't like being laughed at, and my picnic was ruined.

Telling Stories

The boys and girls found story telling great fun. However, they realized that there were some important rules to remember when telling a story. Here are the rules they decided upon:

1. Tell just one story.
2. Tell enough facts to make the story interesting.
3. Tell things in the order in which they happened.

Here is one story Fred told:

The Accident

Last week we went auto riding. We were driving up the mountains. As we turned a sharp narrow corner another car coming the other way was turning at the same time. The man who was driving the car swung to the left. He was very close to the edge of the cliff and we all screamed. The man jammed his brakes very hard. He stopped right on the edge, just in time. We jumped out of our car to see if he was all right. Then we went on with our ride.

Reports

The children had just started their classroom library. They wanted to be sure everyone knew about it. Some suggested having reports. This is what happened:

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Third block of faint, illegible text, possibly a sub-section or a specific point.

Fourth block of faint, illegible text, continuing the main body of the document.

Fifth block of faint, illegible text, possibly a concluding sentence or a signature area.

Sixth block of faint, illegible text, the largest block on the page, containing multiple lines of text.

Small block of faint, illegible text, possibly a date or a reference number.

Final block of faint, illegible text at the bottom of the page, possibly a footer or a closing statement.

The class divided into four committees. The subject they were to discuss was Our Library.

Each committee was given one of the following topics to report on:

1. Where Our Library is.
2. The kinds of books in Our Library.
3. How to get books from Our Library.
4. How to improve Our Library.

After a committee found information and organized a report, one member of the group was elected to deliver the report to the class.

Summaries:

The fourth grade wanted to prepare a scrap book telling about the books in their library. They decided the best way was to write a summary of each book immediately after they read it. They wanted short interesting summaries which included the name of the book and the author, and a short paragraph about the main point of the story. Each time the summary of a different book was added to the scrap book, all the children wanted to read it. Then, if the story appealed to them, they selected the book to read for themselves.

This is the report that Francis gave in class before placing it in the scrap book:

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF CHEMISTRY
5780 SOUTH CAMPUS DRIVE
CHICAGO, ILLINOIS 60637

RECEIVED
JAN 15 1964
FROM
DR. J. H. GOLDSTEIN
100-108000-1000

RE: [Illegible]

[Illegible text]

[Illegible text]

The Wonder World of Ants

by Wilfred Bronson

Did you ever wonder about ants? Have you ever asked yourself questions like these? What are ants? What do they eat? What do they do? Have they any brains? I have thought about these things for a long time. Then, one day I found this book in the library. Each chapter tells about different kinds of ants. It also tells what they do. I liked the book very much because it answered all my questions. The pictures tell alot about the ants, too.

Dramatizations

The fourth grade was asked to present an assembly program to the school in the month of March. After discussing what they would like to do they decided that a short play would add to their program. They had read a story called "The Princess Who Would Not Laugh." They thought that it would be fun to change it into a play. The children elected a committee to arrange the story and select the actors.

Discussions

Discuss with the class the kinds of news that they would like to have on their bulletin board. The boys and girls said that they would not be proud to show others their bulletin if it were full of stories that were neither interesting nor important.

They decided upon these standards:

1. Choose news that will be interesting for more than a few days.

THE [illegible] [illegible]

[illegible]

[illegible text block]

[illegible]

[illegible text block]

[illegible]

[illegible text block]

[illegible]

[illegible]

[illegible text block]

2. Choose news that we can understand.
3. Choose news that is worth remembering.

Introductions

After a discussion about introductions, the class decided that practice would help them remember how to make an introduction.

The children played that they wanted to make a new pupil feel at home. Here are some of the introductions they used:

1. You are introducing the new pupil to other children on the playground during his first recess.
2. You have taken her or him to your teacher, and you are introducing your teacher to the pupil.
3. You go to the library, and you introduce the new pupil to the librarian.
4. You go with the pupil to ask the janitor to put another seat in the room for him.

Telephone Conversations

Discussions about telephoning with the class resulted to the following standards in using the telephone.

1. Courtesy in making calls.
2. Speaking clearly over the telephone.
3. Making the conversations as short as possible.

Groups of two children were asked to make telephone calls over a make-believe telephone.

Under the above headings, ten recently published lan-

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guage textbooks for the fourth grade have been analysed. The type of activity and number of opportunities for oral expression in the classroom have been tabulated in the following chapter.

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CHAPTER III
ANALYSIS OF DATA

The purpose of this study is to analyse ten language textbooks in order to determine the type and number of opportunities given for oral language in the fourth grade.

The data is presented according to the following outline:

1. For each textbook considered the activities and page placement of opportunities to use those activities.
2. The total number of opportunities to use each activity in each of the textbooks.
3. The total number of opportunities to use each activity in all ten of the textbooks considered.
4. The total number of opportunities for use of all the activities presented in this study.
5. The comparison of the number of opportunities presented in each textbook.

It is pointed out that, for some activities, only one opportunity for training in oral expression is recorded. In these particular activities the opportunity can be organized for participation of an entire class.

THE UNIVERSITY OF CHICAGO
LIBRARY

The University of Chicago Library
has acquired the following books
from the collection of the late
Mr. [Name] of Chicago, Ill.
The books are as follows:
[List of books follows]

Table I
 Analysis of Sharing Interests, D.C. Heath Co.
 pages 3-247

TYPE	ACTIVITIES	PAGE NUMBER-NUMBER OF OPPORTUNITIES				
I N D I V I D U A L	Descriptions	*91- 1	139- 1	141- 4	143- 1	
	Explanations	52- 1	60- 2	77- 1		
	Giving Directions	60- 2				
	Personal Experiences	142- 1				
	Telling Stories	85- 3 96- 5	87- 2	93- 1	94- 5	95- 1
I N D I V I G D R U O A U L P	Reports	12- 6 69- 1 139- 1	13- 3 70 -2 141- 7	52-28 82-10 143- 1	61- 2 103- 6 145- 7	62- 2 124- 3
	Summaries	128- 5	158- 4			
	Dramatizations	7- 4 97-10	59- 6 108- 2	75- 2 125- 2	77- 2 231- 9	92-10
	Discussions	5- 2 20- 1 63- 2 129- 1	7- 1 38- 7 86- 8 138- 3	8- 1 59- 2 109- 4 140- 6	10- 3 61- 2 110- 2 155- 4	15- 3 62- 1 117- 5
	Introductions	4- 2	6- 3	7-12	75- 2	125- 4
	Telephone Conversations	108- 2	109- 6			

*indicates that on page 91, 1 opportunity
is given to perform

Table II
 Total Number of Opportunities to Perform in
Sharing Interests, D.C. Heath and Co.

Categories	Number of Opportunities
Announcements.....	0
Descriptions.....	7
Discussions.....	58
Dramatizations.....	47
Explanations.....	4
Giving Directions.....	2
Introductions.....	23
Messages.....	0
Personal Experiences.....	1
Reports.....	79
Summaries.....	9
Telephone Conversations.....	8
Telling Stories.....	17
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Total.....	255
Range.....	0-79
Average.....	20

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Table III

Analysis of Gaining Skill with Words, Houghton Mifflin Co.

pages 2-237

TYPE	ACTIVITIES	PAGE NUMBER-NUMBER OF OPPORTUNITIES					
I N D I V I D U A L	Descriptions	*181- 5	189- 4	190- 5	192- 3	200- 3	
		201- 5	202- 1	204- 1	206-10		
	Messages	127- 1					
	Personal Experiences	174- 1	75- 1	79- 1			
	Telling Stories	74- 9	75- 2	76- 1	79- 1	81-14	
		82-12	83- 2	84- 6	88- 1	89-18	
		92-12	93- 1	94- 5	138-11	211- 4	
		212- 1	214- 4	215- 5	216- 5	218- 5	
		219- 3	220- 1	221- 4	223- 1	224-11	
	J N D I V I G D R U O A U L P	Reports	28- 4	30- 3	31- 3	32- 1	33- 7
39- 4			40- 2	45- 3	48- 8	78- 1	
79- 2			93- 1	143- 6	145- 1	146- 4	
147- 3			154- 2	156- 5	159- 1	223- 1	
Dramatizations			8- 2	9- 3	11- 4	121- 2	125-11
131- 3							
G R O U P	Introductions	12- 4	13- 6	14-15			
	Telephone Conversations	120- 4	121- 3	125- 8	126- 3	127- 6	
		131-10					

* indicates that on page 181, 5 opportunities are given to perform

Page 10

Continuation of Form 1041, 1998

Trusts

Trust name	Trust ID	Trust type	Trust status	Trust date	Trust description
Trust 1	1-1000	Trust	Trust	1-1-98	Trust 1
Trust 2	2-1000	Trust	Trust	2-1-98	Trust 2
Trust 3	3-1000	Trust	Trust	3-1-98	Trust 3
Trust 4	4-1000	Trust	Trust	4-1-98	Trust 4
Trust 5	5-1000	Trust	Trust	5-1-98	Trust 5
Trust 6	6-1000	Trust	Trust	6-1-98	Trust 6
Trust 7	7-1000	Trust	Trust	7-1-98	Trust 7
Trust 8	8-1000	Trust	Trust	8-1-98	Trust 8
Trust 9	9-1000	Trust	Trust	9-1-98	Trust 9
Trust 10	10-1000	Trust	Trust	10-1-98	Trust 10
Trust 11	11-1000	Trust	Trust	11-1-98	Trust 11
Trust 12	12-1000	Trust	Trust	12-1-98	Trust 12
Trust 13	13-1000	Trust	Trust	13-1-98	Trust 13
Trust 14	14-1000	Trust	Trust	14-1-98	Trust 14
Trust 15	15-1000	Trust	Trust	15-1-98	Trust 15
Trust 16	16-1000	Trust	Trust	16-1-98	Trust 16
Trust 17	17-1000	Trust	Trust	17-1-98	Trust 17
Trust 18	18-1000	Trust	Trust	18-1-98	Trust 18
Trust 19	19-1000	Trust	Trust	19-1-98	Trust 19
Trust 20	20-1000	Trust	Trust	20-1-98	Trust 20
Trust 21	21-1000	Trust	Trust	21-1-98	Trust 21
Trust 22	22-1000	Trust	Trust	22-1-98	Trust 22
Trust 23	23-1000	Trust	Trust	23-1-98	Trust 23
Trust 24	24-1000	Trust	Trust	24-1-98	Trust 24
Trust 25	25-1000	Trust	Trust	25-1-98	Trust 25
Trust 26	26-1000	Trust	Trust	26-1-98	Trust 26
Trust 27	27-1000	Trust	Trust	27-1-98	Trust 27
Trust 28	28-1000	Trust	Trust	28-1-98	Trust 28
Trust 29	29-1000	Trust	Trust	29-1-98	Trust 29
Trust 30	30-1000	Trust	Trust	30-1-98	Trust 30
Trust 31	31-1000	Trust	Trust	31-1-98	Trust 31
Trust 32	32-1000	Trust	Trust	32-1-98	Trust 32
Trust 33	33-1000	Trust	Trust	33-1-98	Trust 33
Trust 34	34-1000	Trust	Trust	34-1-98	Trust 34
Trust 35	35-1000	Trust	Trust	35-1-98	Trust 35
Trust 36	36-1000	Trust	Trust	36-1-98	Trust 36
Trust 37	37-1000	Trust	Trust	37-1-98	Trust 37
Trust 38	38-1000	Trust	Trust	38-1-98	Trust 38
Trust 39	39-1000	Trust	Trust	39-1-98	Trust 39
Trust 40	40-1000	Trust	Trust	40-1-98	Trust 40
Trust 41	41-1000	Trust	Trust	41-1-98	Trust 41
Trust 42	42-1000	Trust	Trust	42-1-98	Trust 42
Trust 43	43-1000	Trust	Trust	43-1-98	Trust 43
Trust 44	44-1000	Trust	Trust	44-1-98	Trust 44
Trust 45	45-1000	Trust	Trust	45-1-98	Trust 45
Trust 46	46-1000	Trust	Trust	46-1-98	Trust 46
Trust 47	47-1000	Trust	Trust	47-1-98	Trust 47
Trust 48	48-1000	Trust	Trust	48-1-98	Trust 48
Trust 49	49-1000	Trust	Trust	49-1-98	Trust 49
Trust 50	50-1000	Trust	Trust	50-1-98	Trust 50
Trust 51	51-1000	Trust	Trust	51-1-98	Trust 51
Trust 52	52-1000	Trust	Trust	52-1-98	Trust 52
Trust 53	53-1000	Trust	Trust	53-1-98	Trust 53
Trust 54	54-1000	Trust	Trust	54-1-98	Trust 54
Trust 55	55-1000	Trust	Trust	55-1-98	Trust 55
Trust 56	56-1000	Trust	Trust	56-1-98	Trust 56
Trust 57	57-1000	Trust	Trust	57-1-98	Trust 57
Trust 58	58-1000	Trust	Trust	58-1-98	Trust 58
Trust 59	59-1000	Trust	Trust	59-1-98	Trust 59
Trust 60	60-1000	Trust	Trust	60-1-98	Trust 60
Trust 61	61-1000	Trust	Trust	61-1-98	Trust 61
Trust 62	62-1000	Trust	Trust	62-1-98	Trust 62
Trust 63	63-1000	Trust	Trust	63-1-98	Trust 63
Trust 64	64-1000	Trust	Trust	64-1-98	Trust 64
Trust 65	65-1000	Trust	Trust	65-1-98	Trust 65
Trust 66	66-1000	Trust	Trust	66-1-98	Trust 66
Trust 67	67-1000	Trust	Trust	67-1-98	Trust 67
Trust 68	68-1000	Trust	Trust	68-1-98	Trust 68
Trust 69	69-1000	Trust	Trust	69-1-98	Trust 69
Trust 70	70-1000	Trust	Trust	70-1-98	Trust 70
Trust 71	71-1000	Trust	Trust	71-1-98	Trust 71
Trust 72	72-1000	Trust	Trust	72-1-98	Trust 72
Trust 73	73-1000	Trust	Trust	73-1-98	Trust 73
Trust 74	74-1000	Trust	Trust	74-1-98	Trust 74
Trust 75	75-1000	Trust	Trust	75-1-98	Trust 75
Trust 76	76-1000	Trust	Trust	76-1-98	Trust 76
Trust 77	77-1000	Trust	Trust	77-1-98	Trust 77
Trust 78	78-1000	Trust	Trust	78-1-98	Trust 78
Trust 79	79-1000	Trust	Trust	79-1-98	Trust 79
Trust 80	80-1000	Trust	Trust	80-1-98	Trust 80
Trust 81	81-1000	Trust	Trust	81-1-98	Trust 81
Trust 82	82-1000	Trust	Trust	82-1-98	Trust 82
Trust 83	83-1000	Trust	Trust	83-1-98	Trust 83
Trust 84	84-1000	Trust	Trust	84-1-98	Trust 84
Trust 85	85-1000	Trust	Trust	85-1-98	Trust 85
Trust 86	86-1000	Trust	Trust	86-1-98	Trust 86
Trust 87	87-1000	Trust	Trust	87-1-98	Trust 87
Trust 88	88-1000	Trust	Trust	88-1-98	Trust 88
Trust 89	89-1000	Trust	Trust	89-1-98	Trust 89
Trust 90	90-1000	Trust	Trust	90-1-98	Trust 90
Trust 91	91-1000	Trust	Trust	91-1-98	Trust 91
Trust 92	92-1000	Trust	Trust	92-1-98	Trust 92
Trust 93	93-1000	Trust	Trust	93-1-98	Trust 93
Trust 94	94-1000	Trust	Trust	94-1-98	Trust 94
Trust 95	95-1000	Trust	Trust	95-1-98	Trust 95
Trust 96	96-1000	Trust	Trust	96-1-98	Trust 96
Trust 97	97-1000	Trust	Trust	97-1-98	Trust 97
Trust 98	98-1000	Trust	Trust	98-1-98	Trust 98
Trust 99	99-1000	Trust	Trust	99-1-98	Trust 99
Trust 100	100-1000	Trust	Trust	100-1-98	Trust 100

Table IV

Total Number of Opportunities to Perform in
Gaining Skill with Words, Houghton Mifflin Co.

Catagories	Number of Opportunities
Announcements.....	0
Descriptions.....	37
Discussions.....	0
Dramatizations.....	25
Explanations.....	0
Giving Directions.....	0
Introductions.....	25
Messages.....	1
Personal Experiences.....	3
Reports.....	62
Summaries.....	0
Telephone Conversations.....	34
Telling Stories.....	139
Total.....	326
Range.....	0-139
Average.....	25

STATE OF NEW YORK
IN SENATE
January 12, 1910.

REPORT OF THE
COMMISSIONERS OF THE LAND OFFICE
IN RESPONSE TO A RESOLUTION PASSED BY THE SENATE
MAY 15, 1899.

ALBANY: PUBLISHED BY THE STATE PRINTING OFFICE, 1910.

STATE OF NEW YORK
COMMISSIONERS OF THE LAND OFFICE
ALBANY, N. Y.

Table V
 Analysis of English For You and Me, Ginn and Co.
 pages 11-264

TYPE	ACTIVITIES	PAGE NUMBER-NUMBER OF OPPORTUNITIES				
I N D I V I D U A L	Giving Directions	* 34- 1	35- 4	36- 5	40- 4	187- 2
		186- 1				
	Messages	45- 2	46- 4	47- 1	48- 4	49- 2
		50- 2	56- 4			
	Personal Experiences	171- 1				
	Telling Stories	11- 1	12- 1	13- 5	15- 1	16- 1
		17- 3	18- 1	19- 1	20- 6	165- 2
		166- 1	168- 3	167- 1	169-16	170- 2
		201- 5	207- 1			
I N D I V I D U A L	Reports	98- 5	99- 3	100- 2	101- 2	104- 1
		115-25	141- 1	195- 3	196- 2	
	Summaries	216- 2	217- 6	219- 3	220- 1	
G R O U P	Dramatizations	52- 2	116- 2	117- 4	118- 3	119- 2
		131- 2	195- 6	200- 6		
	Discussions	201- 8				
	Introductions	104- 1	185- 3	240- 3		
	Telephone Conversations	50- 1	51- 6	52- 2		

* indicates that on page 34, 1 opportunity is given to perform

Table VI
 Total Number of Opportunities to Perform in
English For You and Me, Ginn and Co.

Catagories	Number of Opportunities
Announcements.....	0
Descriptions.....	0
Discussions.....	8
Dramatizations.....	27
Explanations.....	0
Giving Directions.....	17
Introductions.....	7
Messages.....	19
Personal Experiences.....	1
Reports.....	44
Summaries.....	12
Telephone Conversations.....	9
Telling Stories.....	51
<hr/>	
Total.....	195
Range.....	0-51
Average.....	15

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Table VII

Analysis of We Talk and Write, Scott, Foresman and Co.

pages 8-224

TYPE	ACTIVITIES	PAGE NUMBER-NUMBER OF OPPORTUNITIES					
I N D I V I D U A L	Announcements *	83- 1 194- 4	84- 1 220- 2	85- 5 221- 6	192- 1	193- 3	
	Descriptions	34- 1	35- 2	101- 1	102- 4	113- 1	
	Explanations	113- 1 157- 1	114- 1	115- 4	116- 1	156- 1	
	Messages	48- 1	49- 4	50- 2			
	Personal Experiences	8- 1	9- 1	13- 1	14- 1	15- 1	
	Telling Stories	38- 1 214- 1	64- 1	120- 1	148- 1	176- 1	
	Reports	13- 1 27- 3 64-11	14- 1 38- 1 91- 1	15- 1 40- 2 93- 6	20- 1 41- 7	21- 1 42- 7	
I N D I V I D U A L P	Dramatizations	98- 8 206- 4 218- 6	175-12 209- 4	201- 4 210- 2	203- 5 213- 5	204- 2 214- 8	
	Discussions	8- 1 21- 3 48- 1 131- 6 167- 4 216- 8	9- 3 38- 1 49- 2 136- 2 180- 1 223- 4	10- 2 40- 1 83- 1 137- 1 186- 2 224- 5	11- 1 41- 1 105- 1 160- 3 187- 1	12- 5 42- 4 125- 5 166- 1 194- 2	
G R O U P	Introductions	18- 3	19- 4	20- 6			
	Telephone Conversations	67- 2	68- 6				

* indicates that on page 83, 1 opportunity is given to perform

Table VIII

Total Number of Opportunities to Perform in
We Talk and Write, Scott, Foresman and Co.

Categories	Number of Opportunities
Announcements.....	23
Descriptions.....	9
Discussions.....	72
Dramatizations.....	60
Explanations.....	9
Giving Directions.....	0
Introductions.....	13
Messages.....	7
Personal Experiences.....	5
Reports.....	43
Summaries.....	0
Telephone Conversations.....	8
Telling Stories.....	6
Total.....	255
Range.....	0-72
Average.....	20

SECRET

MEMORANDUM FOR THE DIRECTOR, FBI

RE: [Illegible]

[Illegible text block]

[Illegible text block]

Table IX

Analysis of Language Arts, Charles E. Merrill Co.

pages 1-266

TYPE	ACTIVITIES	PAGE NUMBER-NUMBER OF OPPORTUNITIES				
I N D I V I D U A L	Announcements	* 16- 3	17- 5	19-10		
	Descriptions	80- 1	81- 2	82-25	84- 5	
	Giving Directions	246- 1				
	Personal Experiences	35- 1	220- 1	219- 1		
	Telling Stories	37- 1 169- 1	85- 1 191- 1	87- 1 244- 1	102- 1 251- 1	156- 1
I N D I V I G D R U O A U L P	Reports	54- 1	57- 1	58- 1	126- 1	128- 1
		130- 1	143- 1	181- 1	197- 1	198- 1
		245- 1	249- 1			
G R O U P	Dramatizations	82- 1	88- 2	120- 1	89- 1	237- 1
	Discussions	1- 1	2- 7	3- 3	4- 2	5- 9
		6- 8	20- 3	21- 4	40- 6	41- 5
		56- 3	58- 5	84- 1	92- 1	93- 1
		94- 1	96- 6	118- 1	131- 6	135-10
		136- 3	139- 1	158-10	162- 4	170- 9
		188- 1	206- 3	218- 1		
	Introductions	165- 1				
	Telephone Conversations	163- 2				
	* indicates that on page 16, 3 opportunities are given to perform					

TABLE 1

Summary of the results of the analysis of variance for the different factors of the experiment.

Source of variation	Degrees of freedom			Mean square	F-value	Significance
	Between groups	Within groups	Total			
Factor A	1	10	11	15.2	1.8	0.18
Factor B	2	20	22	8.5	1.0	0.35
Factor C	3	30	33	4.2	0.5	0.68
Factor D	4	40	44	2.1	0.2	0.92
Factor E	5	50	55	1.5	0.1	0.98
Factor F	6	60	66	1.2	0.05	0.99
Factor G	7	70	77	1.0	0.02	1.00
Factor H	8	80	88	0.8	0.01	1.00
Factor I	9	90	99	0.7	0.005	1.00
Factor J	10	100	110	0.6	0.001	1.00
Factor K	11	110	121	0.5	0.0005	1.00
Factor L	12	120	132	0.4	0.0001	1.00
Factor M	13	130	143	0.3	0.00005	1.00
Factor N	14	140	154	0.2	0.00001	1.00
Factor O	15	150	165	0.1	0.000005	1.00
Factor P	16	160	176	0.05	0.000001	1.00
Factor Q	17	170	187	0.02	0.0000005	1.00
Factor R	18	180	198	0.01	0.0000001	1.00
Factor S	19	190	209	0.005	0.00000005	1.00
Factor T	20	200	220	0.001	0.00000001	1.00
Factor U	21	210	231	0.0005	0.000000005	1.00
Factor V	22	220	242	0.0001	0.000000001	1.00
Factor W	23	230	253	0.00005	0.0000000005	1.00
Factor X	24	240	264	0.00001	0.0000000001	1.00
Factor Y	25	250	275	0.000005	0.00000000005	1.00
Factor Z	26	260	286	0.000001	0.00000000001	1.00
Factor AA	27	270	297	0.0000005	0.000000000005	1.00
Factor AB	28	280	308	0.0000001	0.000000000001	1.00
Factor AC	29	290	319	0.00000005	0.0000000000005	1.00
Factor AD	30	300	330	0.00000001	0.0000000000001	1.00
Factor AE	31	310	341	0.000000005	0.00000000000005	1.00
Factor AF	32	320	352	0.000000001	0.00000000000001	1.00
Factor AG	33	330	363	0.0000000005	0.000000000000005	1.00
Factor AH	34	340	374	0.0000000001	0.000000000000001	1.00
Factor AI	35	350	385	0.00000000005	0.0000000000000005	1.00
Factor AJ	36	360	396	0.00000000001	0.0000000000000001	1.00
Factor AK	37	370	407	0.000000000005	0.00000000000000005	1.00
Factor AL	38	380	418	0.000000000001	0.00000000000000001	1.00
Factor AM	39	390	429	0.0000000000005	0.000000000000000005	1.00
Factor AN	40	400	440	0.0000000000001	0.000000000000000001	1.00
Factor AO	41	410	451	0.00000000000005	0.0000000000000000005	1.00
Factor AP	42	420	462	0.00000000000001	0.0000000000000000001	1.00
Factor AQ	43	430	473	0.000000000000005	0.00000000000000000005	1.00
Factor AR	44	440	484	0.000000000000001	0.00000000000000000001	1.00
Factor AS	45	450	495	0.0000000000000005	0.000000000000000000005	1.00
Factor AT	46	460	506	0.0000000000000001	0.000000000000000000001	1.00
Factor AU	47	470	517	0.00000000000000005	0.0000000000000000000005	1.00
Factor AV	48	480	528	0.00000000000000001	0.0000000000000000000001	1.00
Factor AW	49	490	539	0.000000000000000005	0.00000000000000000000005	1.00
Factor AX	50	500	550	0.000000000000000001	0.00000000000000000000001	1.00
Factor AY	51	510	561	0.0000000000000000005	0.000000000000000000000005	1.00
Factor AZ	52	520	572	0.0000000000000000001	0.000000000000000000000001	1.00
Factor BA	53	530	583	0.00000000000000000005	0.0000000000000000000000005	1.00
Factor BB	54	540	594	0.00000000000000000001	0.0000000000000000000000001	1.00
Factor BC	55	550	605	0.000000000000000000005	0.00000000000000000000000005	1.00
Factor BD	56	560	616	0.000000000000000000001	0.00000000000000000000000001	1.00
Factor BE	57	570	627	0.0000000000000000000005	0.000000000000000000000000005	1.00
Factor BF	58	580	638	0.0000000000000000000001	0.000000000000000000000000001	1.00
Factor BG	59	590	649	0.00000000000000000000005	0.0000000000000000000000000005	1.00
Factor BH	60	600	660	0.00000000000000000000001	0.0000000000000000000000000001	1.00
Factor BI	61	610	671	0.000000000000000000000005	0.00000000000000000000000000005	1.00
Factor BJ	62	620	682	0.000000000000000000000001	0.00000000000000000000000000001	1.00
Factor BK	63	630	693	0.0000000000000000000000005	0.000000000000000000000000000005	1.00
Factor BL	64	640	704	0.0000000000000000000000001	0.000000000000000000000000000001	1.00
Factor BM	65	650	715	0.00000000000000000000000005	0.0000000000000000000000000000005	1.00
Factor BN	66	660	726	0.00000000000000000000000001	0.0000000000000000000000000000001	1.00
Factor BO	67	670	737	0.000000000000000000000000005	0.00000000000000000000000000000005	1.00
Factor BP	68	680	748	0.000000000000000000000000001	0.00000000000000000000000000000001	1.00
Factor BQ	69	690	759	0.0000000000000000000000000005	0.000000000000000000000000000000005	1.00
Factor BR	70	700	770	0.0000000000000000000000000001	0.000000000000000000000000000000001	1.00
Factor BS	71	710	781	0.00000000000000000000000000005	0.0000000000000000000000000000000005	1.00
Factor BT	72	720	792	0.00000000000000000000000000001	0.0000000000000000000000000000000001	1.00
Factor BU	73	730	803	0.000000000000000000000000000005	0.00000000000000000000000000000000005	1.00
Factor BV	74	740	814	0.000000000000000000000000000001	0.00000000000000000000000000000000001	1.00
Factor BW	75	750	825	0.0000000000000000000000000000005	0.000000000000000000000000000000000005	1.00
Factor BX	76	760	836	0.0000000000000000000000000000001	0.000000000000000000000000000000000001	1.00
Factor BY	77	770	847	0.00000000000000000000000000000005	0.0000000000000000000000000000000000005	1.00
Factor BZ	78	780	858	0.00000000000000000000000000000001	0.0000000000000000000000000000000000001	1.00
Factor CA	79	790	869	0.000000000000000000000000000000005	0.00000000000000000000000000000000000005	1.00
Factor CB	80	800	880	0.000000000000000000000000000000001	0.00000000000000000000000000000000000001	1.00
Factor CC	81	810	891	0.0000000000000000000000000000000005	0.000000000000000000000000000000000000005	1.00
Factor CD	82	820	902	0.0000000000000000000000000000000001	0.000000000000000000000000000000000000001	1.00
Factor CE	83	830	913	0.00000000000000000000000000000000005	0.0000000000000000000000000000000000000005	1.00
Factor CF	84	840	924	0.00000000000000000000000000000000001	0.0000000000000000000000000000000000000001	1.00
Factor CG	85	850	935	0.000000000000000000000000000000000005	0.005	1.00
Factor CH	86	860	946	0.000000000000000000000000000000000001	0.001	1.00
Factor CI	87	870	957	0.0000000000000000000000000000000000005	0.0005	1.00
Factor CJ	88	880	968	0.0000000000000000000000000000000000001	0.0001	1.00
Factor CK	89	890	979	0.00000000000000000000000000000000000005	0.005	1.00
Factor CL	90	900	990	0.00000000000000000000000000000000000001	0.001	1.00
Factor CM	91	910	1001	0.000000000000000000000000000000000000005	0.0005	1.00
Factor CN	92	920	1012	0.000000000000000000000000000000000000001	0.0001	1.00
Factor CO	93	930	1023	0.0000000000000000000000000000000000000005	0.005	1.00
Factor CP	94	940	1034	0.0000000000000000000000000000000000000001	0.001	1.00
Factor CQ	95	950	1045	0.005	0.0005	1.00
Factor CR	96	960	1056	0.001	0.0001	1.00
Factor CS	97	970	1067	0.0005	0.005	1.00
Factor CT	98	980	1078	0.0001	0.001	1.00
Factor CU	99	990	1089	0.005	0.0005	1.00
Factor CV	100	1000	1100	0.001	0.0001	1.00

Statistical significance is indicated by the F-value and the corresponding significance level (p-value).

Table X
 Total Number of Opportunities to Perform in
Language Arts, Charles E. Merrill Co.

Categories	Number of Opportunities
Announcements.....	18
Descriptions.....	33
Discussions.....	115
Explanations.....	0
Giving Directions.....	1
Introductions.....	1
Messages.....	0
Personal Experiences.....	3
Reports.....	12
Summaries.....	0
Telephone Conversations.....	2
Telling Stories.....	9
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Total.....	200
Range.....	0-115
Average.....	15

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Table XI

Analysis of Language for Daily Use, World Book Co.

pages 1-270

TYPE	ACTIVITIES	PAGE NUMBER-NUMBER OF OPPORTUNITIES									
I N D I V I D U A L	Announcements	*167-	1								
	Descriptions	39-	4	44-	1						
	Giving										
	Directions	191-	1	192-	1	249-	1				
	Personal										
	Experiences	158-	1	159-	2	160-	10				
	Telling										
	Stories	12-	1	15-	1	37-	4	40-	6	119-	1
		122-	1	146-	10	147-	1	148-	1	163-	1
		207-	1								
I N D I V I G D R U O A U L P	Reports	8-	1	58-	1	59-	1	74-	1	75-	1
		89-	1	157-	1	180-	1	181-	1	183-	5
		227-	3	228-	1	229-	1				
G R O U P	Dramatizations	26-	1	37-	1	63-	1	72-	5	89-	1
		94-	1	96-	1	101-	1	132-	1	194-	1
		228-	1	246-	1						
	Discussions	24-	1	26-	1	71-	1	81-	1	85-	1
		101-	1	122-	1	131-	1	161-	1	190-	1
		205-	1	211-	1	225-	1	246-	1	248-	2
	Introductions	101-	3	128-	1	224-	5				
	Telephone										
	Conversations	220-	2	222-	6						

* indicates that on page 167, 1 opportunity is given to perform

PROBLEMS
 Chapter 10: The Laplace Transform

1. Find the Laplace transform of $f(t) = t^2 e^{-t}$.
 2. Find the Laplace transform of $f(t) = \sin(2t)$.
 3. Find the Laplace transform of $f(t) = e^{3t} \cos(4t)$.

4. Find the Laplace transform of $f(t) = t \sin(3t)$.
 5. Find the Laplace transform of $f(t) = e^{-2t} \cos(5t)$.
 6. Find the Laplace transform of $f(t) = t^3 e^{-4t}$.

7. Find the Laplace transform of $f(t) = \cos(2t) \sin(3t)$.
 8. Find the Laplace transform of $f(t) = t^2 \cos(2t)$.
 9. Find the Laplace transform of $f(t) = e^{-t} \sin(2t)$.

10. Find the Laplace transform of $f(t) = t \cos(3t)$.
 11. Find the Laplace transform of $f(t) = e^{2t} \sin(4t)$.
 12. Find the Laplace transform of $f(t) = t^4 e^{-t}$.

13. Find the Laplace transform of $f(t) = \sin^2(2t)$.
 14. Find the Laplace transform of $f(t) = t^2 \sin(2t)$.
 15. Find the Laplace transform of $f(t) = e^{-3t} \cos(5t)$.

16. Find the Laplace transform of $f(t) = t \sin^2(2t)$.
 17. Find the Laplace transform of $f(t) = e^{-t} \cos^2(2t)$.
 18. Find the Laplace transform of $f(t) = t^3 e^{-2t}$.

19. Find the Laplace transform of $f(t) = \cos(2t) \cos(3t)$.
 20. Find the Laplace transform of $f(t) = t^2 \cos(3t)$.
 21. Find the Laplace transform of $f(t) = e^{-2t} \sin(4t)$.

22. Find the Laplace transform of $f(t) = t \cos(3t)$.
 23. Find the Laplace transform of $f(t) = e^{2t} \sin(4t)$.
 24. Find the Laplace transform of $f(t) = t^4 e^{-t}$.

Table XII

Total Number of Opportunities to Perform in
Language for Daily Use, World Book Co.

Catagories	Number of Opportunities
Announcements.....	1
Descriptions.....	5
Discussions.....	16
Dramatizations.....	16
Explanations.....	0
Giving Directions.....	3
Introductions.....	9
Messages.....	0
Personal Experiences.....	13
Reports.....	19
Summaries.....	0
Telephone Conversations.....	8
Telling Stories.....	28
Total.....	118
Range.....	0-28
Average.....	9

Page 100

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Table XIII

Analysis of English Two, American Book Co.

pages 3-296

TYPE	ACTIVITIES	PAGE NUMBER-NUMBER OF OPPORTUNITIES				
I N D I V I D U A L	Announcements	*136- 1	251- 7	254- 1	281- 4	
	Descriptions	133- 2	134- 1	184- 1	187- 1	188- 4
	Explanations	30- 1 296- 1	141- 1	242- 1	258- 1	284-13
	Telling Stories	4- 1 100- 5	5- 1 124- 1	14- 1 146- 1	31- 1 249- 2	72- 2
I N D I V I G D R U O A U L P	Reports	9- 1 257-12	28- 1	72- 2	157- 9	201- 6
	Dramatizations	31- 5	32- 8	35-28	72- 6	273- 5
G R O U P	Discussions	27- 1 193- 1	28- 2 194- 1	76- 1 195- 1	77- 1 274- 1	86- 1
	Introductions	138- 3	139- 5	140-17		
	Telephone Conversations	79- 2	80- 6	215- 3	261- 8	

* indicates that on page 136, 1 opportunity is given to perform

TABLE I

Properties of the various samples used in the experiments

(continued)

Sample	Composition (wt.-%)				Molecular weight
	Styrene	Acrylonitrile	Acrylamide	Maleic anhydride	
1	70	20	10	0	100,000
2	70	20	10	0	100,000
3	70	20	10	0	100,000
4	70	20	10	0	100,000
5	70	20	10	0	100,000
6	70	20	10	0	100,000
7	70	20	10	0	100,000
8	70	20	10	0	100,000
9	70	20	10	0	100,000
10	70	20	10	0	100,000
11	70	20	10	0	100,000
12	70	20	10	0	100,000
13	70	20	10	0	100,000
14	70	20	10	0	100,000
15	70	20	10	0	100,000
16	70	20	10	0	100,000
17	70	20	10	0	100,000
18	70	20	10	0	100,000
19	70	20	10	0	100,000
20	70	20	10	0	100,000
21	70	20	10	0	100,000
22	70	20	10	0	100,000
23	70	20	10	0	100,000
24	70	20	10	0	100,000
25	70	20	10	0	100,000
26	70	20	10	0	100,000
27	70	20	10	0	100,000
28	70	20	10	0	100,000
29	70	20	10	0	100,000
30	70	20	10	0	100,000
31	70	20	10	0	100,000
32	70	20	10	0	100,000
33	70	20	10	0	100,000
34	70	20	10	0	100,000
35	70	20	10	0	100,000
36	70	20	10	0	100,000
37	70	20	10	0	100,000
38	70	20	10	0	100,000
39	70	20	10	0	100,000
40	70	20	10	0	100,000
41	70	20	10	0	100,000
42	70	20	10	0	100,000
43	70	20	10	0	100,000
44	70	20	10	0	100,000
45	70	20	10	0	100,000
46	70	20	10	0	100,000
47	70	20	10	0	100,000
48	70	20	10	0	100,000
49	70	20	10	0	100,000
50	70	20	10	0	100,000

Table XIV

Total Number of Opportunities to Perform in
English Two, American Book Co.

Categories	Number of Opportunities
Announcements.....	13
Descriptions.....	9
Discussions.....	10
Dramatizations.....	52
Explanations.....	18
Giving Directions.....	0
Introductions.....	25
Messages.....	0
Personal Experiences.....	0
Reports.....	31
Summaries.....	0
Telephone Conversations.....	19
Telling Stories.....	15
Total.....	192
Range.....	0-52
Average.....	15

THE HISTORY OF THE UNITED STATES OF AMERICA

CHAPTER I
THE DISCOVERY OF AMERICA

In the year 1492, Christopher Columbus, an Italian navigator, sailed from Spain in search of a westward route to the Indies. He discovered the continent of America on October 12, 1492. This event marked the beginning of European exploration and settlement in North America.

THE EARLY SETTLEMENTS

The first permanent European settlement in North America was founded by the Pilgrims in 1620 at Plymouth, Massachusetts.

Table XV
 Analysis of Adventures in English, Allyn and Bacon
 pages 1-214

TYPE	ACTIVITIES	PAGE NUMBER-NUMBER OF OPPORTUNITIES				
I N D I V I D U A L	Announcements	*149-11				
	Descriptions	187- 1				
	Explanations	188- 8	190- 1			
	Telling Stories	10- 1	11- 1	12- 1	52-10	72- 1
		93- 1	99- 6	104- 4	122- 1	124- 7
		135- 1	160- 7	190- 4		
I N D I V I G D R U O A U L P	Reports	154- 8	180- 9	182- 1		
	Dramatizations	4-24	126- 2	160- 6	172- 2	201- 9
	Discussions	111- 1				
	Introductions	4-24	155- 9			
	Telephone Conversations	111-30	190- 2			

* indicates that on page 149, 11 opportunities
 are given to perform

TABLE I

Summary of the results of the experiments on the effect of the concentration of the solution on the rate of reaction

Concentration of solution (M)	Initial rate (M ⁻¹ sec ⁻¹)	Final rate (M ⁻¹ sec ⁻¹)	Average rate (M ⁻¹ sec ⁻¹)	Time (sec)
0.01	0.001	0.001	0.001	100
0.02	0.002	0.002	0.002	100
0.03	0.003	0.003	0.003	100
0.04	0.004	0.004	0.004	100
0.05	0.005	0.005	0.005	100
0.06	0.006	0.006	0.006	100
0.07	0.007	0.007	0.007	100
0.08	0.008	0.008	0.008	100
0.09	0.009	0.009	0.009	100
0.10	0.010	0.010	0.010	100

(continued)

The following table shows the results of the experiments on the effect of the concentration of the solution on the rate of reaction. The initial rate, final rate, and average rate are given in M⁻¹sec⁻¹. The time is given in seconds.

The following table shows the results of the experiments on the effect of the concentration of the solution on the rate of reaction.

Table XVI

Total Number of Opportunities to Perform in
Adventures in English, Allyn and Bacon

Categories	Number of Opportunities
Announcements.....	11
Descriptions.....	1
Discussions.....	1
Dramatizations.....	43
Explanations.....	9
Giving Directions.....	0
Introductions.....	33
Messages.....	0
Personal Experiences.....	0
Reports.....	18
Summaries.....	0
Telephone Conversations.....	32
Telling Stories.....	45
Total.....	193
Range.....	0-45
Average.....	15

Table XVII

Analysis of With Tongue and Pen, The Macmillan Co.

pages 3-261

TYPE	ACTIVITIES	PAGE NUMBER-NUMBER OF OPPORTUNITIES					
I N D I V I D U A L	Descriptions	*191- 4	151- 1				
	Explanations	45- 1	209- 8				
	Giving Directions	124- 1	189- 1	236- 1			
	Telling Stories	66- 1	80- 1	99-10	122-13	206- 1	
I N D I V I G D R U O A U L P	Reports	32- 1	33- 6	64- 1	92- 5	163- 5	
		188- 6					
G R O U P	Dramatizations	47- 4	53- 5	55- 5	56- 8	66- 1	
		134- 2	140-10	215- 5			
	Discussions	5- 1	17- 1	31- 1	52- 1	138- 1	
		178- 1	208- 1				

* indicates that on page 191, 4 opportunities are given to perform

Table XVIII

Total Number of Opportunities to Perform in
With Tongue and Pen, The Macmillan Co.

Categories	Number of Opportunities
Announcements.....	0
Descriptions.....	5
Discussions.....	7
Dramatizations.....	40
Explanations.....	9
Giving Directions.....	3
Introductions.....	0
Messages.....	0
Personal Experiences.....	0
Reports.....	24
Summaries.....	0
Telephone Conversations.....	0
Telling Stories.....	26
Total.....	114
Range.....	0-40
Average.....	9

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Handwritten text block, likely a preface or introductory paragraph, located below the title.

Main body of handwritten text, consisting of several lines of cursive script, located in the middle section of the page.

Handwritten text at the bottom of the page, possibly a signature or a concluding note.

Table XIX

Analysis of Learning Essential English, Laidlaw Brothers
pages 11-196

TYPE	ACTIVITIES	PAGE NUMBER-NUMBER OF OPPORTUNITIES					
I N D I V I D U A L	Announcements	*167- 1	168- 3				
	Descriptions	41- 1	112- 1				
	Giving Directions	58- 3					
	Telling Stories	13- 6	58- 2	63- 1	80- 5	189- 4	
I N D I V I G D R U O A U L P	Reports	118- 1	121- 9	132- 1	163- 9		
G R O U P	Dramatizations	34- 3	80- 3	138- 5			
	Discussions	12- 1	20- 1	22- 2	39- 2	44- 1	
		72- 2	80- 1	82- 1	92- 1	118- 1	
		127- 1	131- 1	134- 1	137- 1	145- 6	
		146- 3	150- 1	172- 1	176- 1	187- 1	
	189- 1						
	Introductions	138- 3					
Telephone Conversations	138- 2						

* indicates that on page 167, 1 opportunity
is given to perform

Table XX

Total Number of Opportunities to Perform in
Learning Essential English, Laidlaw Brothers

Categories	Number of Opportunities
Announcements.....	4
Descriptions.....	2
Discussions.....	31
Dramatizations.....	11
Explanations.....	0
Giving Directions.....	3
Introductions.....	3
Messages.....	0
Personal Experiences.....	0
Reports.....	20
Summaries.....	0
Telephone Conversations.....	2
Telling Stories.....	18
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Total.....	94
Range.....	0-31
Average.....	7

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Table XXI
 Total Number of Opportunities to Perform in
 All the Textbooks in All the Activities
 Developed in This Study

Textbooks	Number of Opportunities
Adventures in English.....	193
English For You and Me.....	195
English Two.....	192
Gaining Skill With Words.....	326
Language Arts.....	200
Language for Daily Use.....	118
Learning Essential English.....	94
Sharing Interests.....	255
We Talk and Write.....	255
With Tongue and Pen.....	114
<hr/>	
Total.....	1,942
Range.....	94-326
Average.....	194.2

1. The first part of the document discusses the importance of maintaining accurate records of all transactions. This is essential for ensuring the integrity of the financial statements and for providing a clear audit trail. The records should be kept up-to-date and should be accessible to all relevant parties.

2. The second part of the document outlines the procedures for handling cash and other assets. It is important to ensure that all cash receipts are properly recorded and that all disbursements are supported by valid documentation. Regular reconciliations should be performed to ensure that the books are in balance and that there are no discrepancies.

3. The third part of the document discusses the requirements for preparing financial statements. These statements should be prepared on a regular basis and should be reviewed by management before being presented to the board of directors. The statements should be prepared in accordance with the applicable accounting standards and should provide a clear and concise summary of the company's financial performance.

Table XXII

Total Number of Opportunities to Perform in
All the Activities Developed in This Study

Activities	Number of Opportunities
Announcements.....	70
Descriptions.....	92
Discussions.....	318
Dramatizations.....	327
Explanations.....	49
Giving Directions.....	29
Introductions.....	139
Messages.....	27
Personal Experiences.....	26
Reports.....	352
Summaries.....	21
Telephone Conversations.....	122
Telling Stories.....	354
<hr/>	
Total.....	1,923
Range.....	21-354
Average.....	102

Table XXIII

A Comparison of the Total Number of Opportunities to Perform

Books	Announce- ments	Descrip- tions	Discus- sions	Dramati- zations	Explana- tions	Giving Directions	Intro- ductions	Mes- sages	Personal Experiences	Re- ports	Sum- maries	Tel. Conver.	Telling Stories
Adventures in English	11	1	1	43	9	0	33	0	0	18	0	32	45
English For You and Me	0	0	8	27	0	17	7	19	1	44	12	9	51
English Two	13	0	10	52	18	0	25	0	0	31	0	19	15
Gaining Skill with Words	0	37	0	25	0	0	25	1	3	62	0	34	139
Language Arts	18	33	115	6	0	1	1	0	3	12	0	2	9
Language for Daily Use	1	5	16	16	0	3	9	0	13	19	0	8	28
Learning Essential English	4	2	31	11	0	3	3	0	0	20	0	2	18
Sharing Interests	0	7	58	47	4	2	23	0	1	79	9	8	17
We Talk and Write	23	9	72	60	9	0	13	7	5	43	0	8	6
With Tongue and Pen	0	5	7	40	9	3	0	0	0	24	0	0	26
Totals	70	92	318	327	49	29	139	27	26	352	21	122	354



CHAPTER IV

GENERAL SUMMARY AND CONCLUSIONS

Textbooks vary widely in their provision for training children in oral expression. Therefore, in order to assist teachers in the selection of the most adequate language textbooks for daily classroom teaching, this study reports the number and type of opportunities for activities in oral language that are provided in ten recently published textbooks for the fourth grade.

From the statistical analysis of data, the following conclusions are drawn:

1. There are 1,923 opportunities to use oral language in the ten textbooks examined, or an average of 192.3 per book.
2. The book Gaining Skill with Words has the greatest number of opportunities with 326.
3. The book Learning Essential English has the least number of opportunities with 94.
4. There were marked differences in emphasis of different types of oral language activities, with only 21 opportunities for oral summaries as compared to 354 for telling stories.
5. The analysis of each textbook for each of the thirteen

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types of opportunities may be found in the tables in the preceding chapter.

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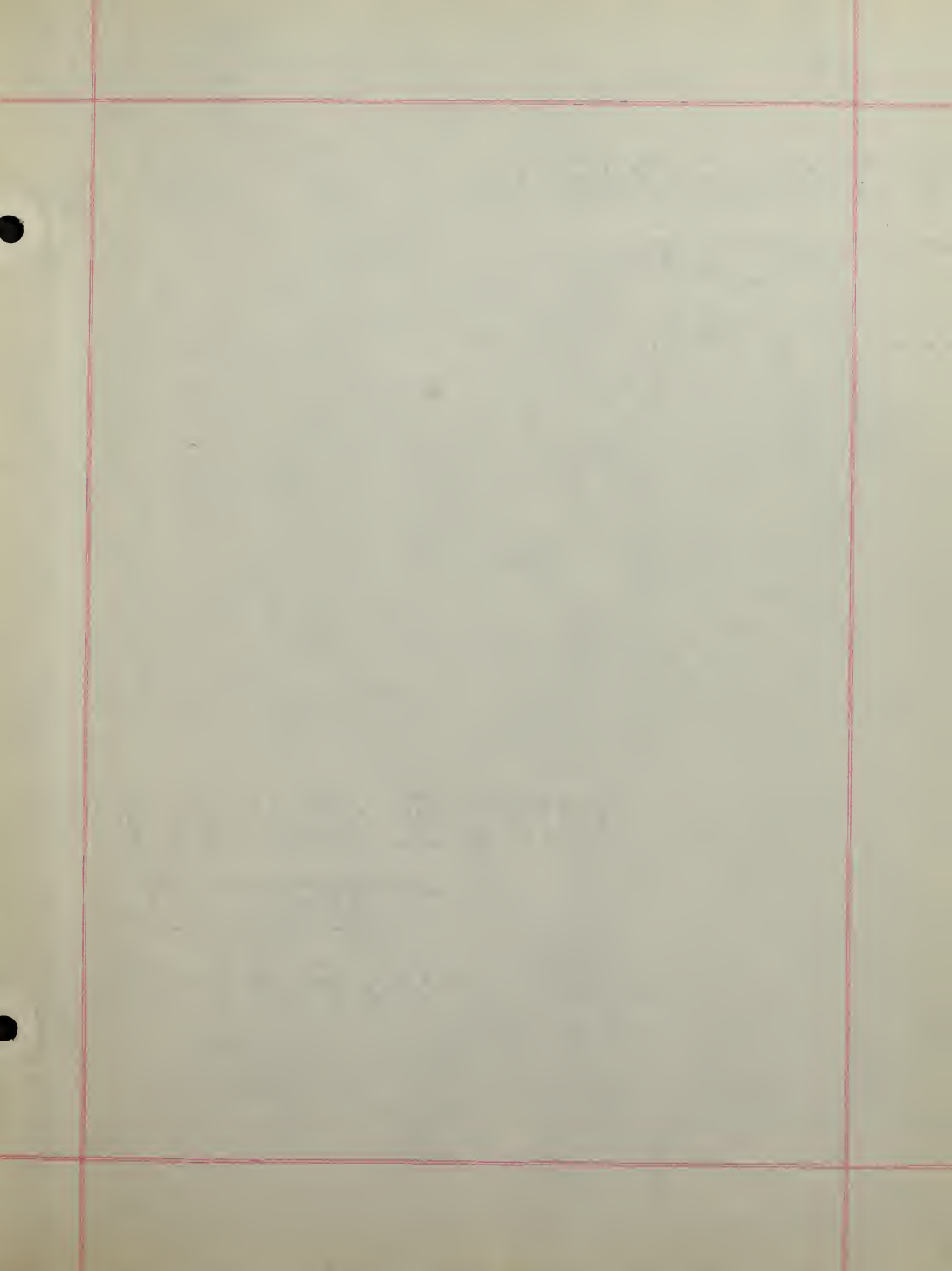
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In addition, the document highlights the need for regular audits. By conducting periodic reviews, any discrepancies can be identified and corrected promptly. This proactive approach helps in maintaining the integrity of the financial information.

Finally, it is noted that clear communication is essential. All stakeholders should be kept informed of the current status and any changes that may affect the records. This collaborative effort is key to the success of the record-keeping process.





An analysis of language textbooks in use in reporting for
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