

A CRITICAL ANALYSIS OF DEVELOPMENTAL TASKS MATERIALS
IN TEXAS STATE-ADOPTED LANGUAGE ARTS AND
SOCIAL STUDIES TEXTBOOKS FOR GRADE SIX IN 1963-1964

A Dissertation
Presented to
the Faculty of the College of Education
University of Houston

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

by
Robert Kenneth Leigh
August 1965

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AN ABSTRACT

Leigh, Robert Kenneth. A Critical Analysis of Developmental Tasks Materials in Texas State-Adopted Language Arts and Social Studies Textbooks for Grade Six in 1963-64. (Unpublished Doctoral Dissertation, University of Houston, Houston, Texas, 1965).

The problem was to establish and apply a procedure for critically evaluating, both quantitatively and qualitatively, the textual developmental tasks materials in the Texas state-adopted language arts and social studies textbooks for the sixth grade during the school year 1963-1964. Specifically, the study was concerned with: (1) development of criteria for identification of developmental tasks materials, (2) establishment of quality categories for evaluation of the developmental tasks materials identified, (3) validation of the criteria for the identification and quality categories for classification of developmental tasks materials, (4) determination of the quantity of developmental tasks materials contained in each textbook, (5) evaluation of the quality of the developmental tasks materials found, (6) objective presentation of the findings.

Seven areas of developmental task materials related to middle childhood were established:

1. Learning Physical Skills Necessary for Ordinary Games;
2. Building Wholesome Attitudes Toward Oneself as a Growing Organism;
3. Learning to Get Along with Age-Mates;
4. Learning an Appropriate Masculine or Feminine Social Role;
5. Developing Conscience, Morality, and Scale of Values;

6. Achieving Personal Independence:
7. Developing Attitudes Toward Social Groups and Institutions.

Each was given definitive description. The criteria and categories used were validated by a jury of experts in human growth and development. (See following page for quality categories employed.)

Developmental tasks materials were identified and subjected to a word count. Quantity of developmental tasks materials were expressed as percentage of total words in the textbook. Formula:

$$\text{Quantity Index} = \frac{\text{Developmental Task Words in Textbook}}{\text{Total Words in Textbook}}$$

Quality intervals were similarly established and materials classified definitively as GOOD, FAIR, or POOR. The Quality Index was derived by dividing the sum of developmental tasks word values by the total of developmental task words in the textbook. Formula:

$$\text{Quality Index} = \frac{\text{Sum (GOOD x 3) + (FAIR x 2) + (POOR x 1)}}{\text{Total Developmental Tasks Words in Textbook}}$$

Subsequently, the data were recorded on Summary Data Sheets to facilitate analysis of quantity and quality of developmental tasks materials in the textbooks studied.

Conclusions based on the findings were:

1. An application of carefully defined research procedures for identification and evaluation was essential for ascertaining the actual quantity and quality of the developmental tasks mastery materials available in the textbooks used in this study.

CATEGORIES FOR ANALYZING QUALITY OF
MIDDLE CHILDHOOD DEVELOPMENTAL TASK MATERIALS

ITEM	GOOD	FAIR	POOR
1. Accuracy of task materials	Accurate; most pupils can see a specific use for information	No inaccuracies; some pupils can see a general use for information	Inaccurate; stereotyped; few pupils can see use for information
2. Adequacy of task information	Specific and complete enough to be useful as presented	More helpful if additional facts from other sources	Too general and scanty to be useful without many more facts
3. Portrayal of task materials	Comprehensive and realistic; true-to-life description	Satisfactory with guidance and added information; incomplete description	Unbelievable or unrealistic; inadequate and difficult description
4. Comprehension of task materials	Most pupils can understand without assistance or translation	Some pupils can understand but need considerable help	Few pupils can understand due to omissions and/or language used
5. Relationship to pupil of task materials	Closely related to things the pupil has seen, done, or thought	Related in part to things the pupil has seen, done, or thought	Little relation to things the pupil has seen, done or thought
6. Application of task materials	Many useful applications; full enough to be practical	Some useful applications; help needed to make practical	Little useful application; Much help needed to make practical
7. Identification in task materials	Many useful opportunities for identification and imitation	Some useful opportunities for identification and imitation	Few useful opportunities for identification and imitation
8. Reflective thinking in task materials	Clear portrayal of alternatives and consequences in problems; situations, and behavior	General portrayal of alternatives and consequences in problems situations, and behavior	Vague portrayal of alternative and consequences in problems, situations, and behavior
9. Behavior patterns in task materials	Many examples appropriate to age group; much problem-solving	Some examples appropriate to age group; some problem-solving	Few examples appropriate to age group; little problem-solving
10. Values and attitudes in task materials	Most pupils can perceive specific and general learning outcomes	Some pupils can perceive specific and/or general learning outcomes	Few pupils can perceive specific and/or general learning outcomes

2. There was no direct relationship between the textual approximate word count for each textbook and the developmental tasks actual word count for each textbook.

3. The number of textual words in a textbook did not guarantee that the textbook possessed a high quantity and/or quality of developmental tasks materials.

4. A wide range existed in the quantity and quality relationship for each of the curricular areas. However, one textbook in each curricular area possessed a greater quantity and quality relationship than the other textbooks in its respective curricular area.

5. The developmental tasks materials in the textbooks used in the study were found to be predominately GOOD in quality.

6. The materials on the seven developmental tasks areas were not evenly distributed in quantity throughout the textbooks. Materials concerned with three areas were much greater in quantity, namely, Area 6, Achieving Personal Independence; Area 5, Conscience, Morality and Scale of Values; Area 7, Attitudes Toward Social Groups and Institutions, in descending order. There were two developmental tasks areas almost totally neglected, namely, Area 4, Appropriate Sex Social Role; and Area 1, Physical Skills for Games.

7. No series or individual textbook showed consistently purposeful planning for incorporating developmental tasks materials either quantitatively or qualitatively, nor did they

involve the total range and nature of the developmental tasks of the sixth grade preadolescent age-group.

8. The majority of textbooks in this study possessed insufficient amounts of developmental tasks materials for attempting developmental tasks mastery education.

9. Developmental tasks materials in the twenty-nine textbooks examined in this study appeared to have insufficient instructional value for developmental tasks mastery education.

TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM.....	1
Introduction.....	1
The Problem.....	1
Importance of the Study.....	3
Limitation of the Study.....	4
Procedure of the Study.....	5
Initial Assumptions of the Study.....	7
Definition of Terms.....	8
Summary.....	10
II. LITERATURE AND RESEARCH ON DEVELOPMENTAL TASKS....	11
Introduction.....	11
Definition of the Concept.....	11
Development of the Concept.....	13
The Literature Available.....	17
The Sources of Developmental Tasks.....	20
Functions of the Concept.....	23
Employment of the Concept Through Develop- mental Values in Reading Materials.....	25
Summary.....	32
III. TEXTBOOK ANALYSIS AND THE CRITERIA EMPLOYED IN THE STUDY.....	33
Introduction.....	33
History of Textbook Appraisal in the United States.....	33

CHAPTER	PAGE
Appraisal and Selection of Textbooks.....	34
Content Analysis of Textbooks.....	38
Texas State Textbook Adoption Procedures For 1963-1964.....	54
Criteria Employed in This Study.....	55
Summary.....	63
IV. RESEARCH PROCEDURES FOR IDENTIFYING AND EVALUATING SELECTED DEVELOPMENTAL TASKS MATERIALS IN SELECTED TEXAS STATE-ADOPTED TEXTBOOKS IN GRADE SIX FOR 1963-1964.....	65
Introduction.....	65
Preparation For the Study.....	66
Establishing the Framework for Textbook Analysis.....	69
Pattern Used in This Study.....	72
Treatment of the Research Findings.....	84
Summary.....	87
V. DEVELOPMENTAL TASKS MATERIAL IN LANGUAGE ARTS AND SOCIAL STUDIES TEXTBOOKS FOR GRADE SIX.....	88
Introduction.....	88
Developmental Tasks Material in the Expressive Language Arts Textbooks.....	90
Developmental Tasks Materials in the Receptive Language Arts Textbooks.....	148
Developmental Tasks Materials in the Social Studies Textbooks.....	192
Summary of Developmental Tasks Materials in Language Arts and Social Studies Textbooks for Grade Six.....	212

CHAPTER	PAGE
VI. RESUME, CONCLUSIONS AND RECOMMENDATIONS.....	221
Review of Procedures.....	221
Summary of the Major Findings.....	226
Conclusions from the Study.....	230
Recommendations.....	232
Further Research Suggested by this Study.....	235
BIBLIOGRAPHY.....	238
APPENDIX A. Letter Sent to Validation Committee Members Requesting Cooperation.....	249
APPENDIX B. Inquiry Concerning the Feasibility of Doing this Study.....	251
APPENDIX C. Texas State-Adoption and Instrument Used.....	253
APPENDIX D. Data Work Sheets and Data Summary Sheets.....	259
APPENDIX E. Textbooks Examined in this Study.....	264
VITA.....	267

LIST OF TABLES

TABLE	PAGE
I. Categories for Analyzing Quality of Middle Childhood Developmental Task Materials.....	61
II. Per Cent of Developmental Tasks Materials by Areas and Quality Intervals Arranged by Title for Texas State-Adopted Spelling Textbooks for 1963-1964.....	101
III. Developmental Tasks Materials in Spelling Textbooks for Grade Six Arranged by Quantity and Quality Indices.....	102
IV. Developmental Tasks Materials in Spelling Textbooks for Grade Six Arranged by Publisher and by Quantity and Quality Indices.....	104
V. Per Cent of Developmental Tasks Materials by Area and Quality Interval Arranged by Title for Texas State-Adopted Writing Textbooks for 1963-1964.....	117
VI. Developmental Tasks Materials in Writing Textbooks for Grade Six Arranged by Quantity and Quality Rankings.....	118
VII. Developmental Tasks Materials in Writing Textbooks for Grade Six Arranged by Publisher and by Quantity and Quality Indices.....	120
VIII. Per Cent of Developmental Tasks Materials by Areas and Quality Intervals Arranged by Title for Texas State-Adopted Language Textbooks for 1963-1964.....	134
IX. Developmental Tasks Materials in Language Textbooks for Grade Six Arranged by Quantity and Quality Ranking.....	135
X. Developmental Tasks Materials in Language Textbooks for Grade Six Arranged by Publishers and by Quantity and Quality Indices.....	137

TABLE

PAGE

XI.	Per Cent of Developmental Tasks Materials by Areas and Quality Intervals Arranged by Titles for Texas State-Adopted Expres- sive Language Arts Textbooks for 1963-1964.....	141
XII.	Developmental Tasks Materials In Expressive Language Arts Textbooks for Grade Six Arranged by Quantity and Quality Ranking.....	143
XIII.	Developmental Tasks Materials in Expressive Language Arts Textbooks for Grade Six Ar- ranged by Publisher and by Quantity and Quality Indices.....	146
XIV.	Per Cent of Developmental Tasks Materials by Areas and Quality Intervals Arranged by Title for Texas State-Adopted Basal Reader Textbooks for 1963-1964.....	162
XV.	Developmental Tasks Materials in Basal Reader Textbooks for Grade Six Arranged by Quantity and Quality Ranking.....	163
XVI.	Developmental Tasks Materials in Basal Reader Textbooks for Grade Six Arranged by Publisher and by Quantity and Quality Indices.....	165
XVII.	Per Cent of Developmental Tasks Materials by Areas and Quality Intervals Arranged by Title for Texas State-Adopted Supplementary Reader Textbooks for 1963-1964.....	180
XVIII.	Developmental Tasks Materials in Supplementary Reader Textbooks for Grade Six Arranged by Quantity and Quality Ranking.....	181
XIX.	Developmental Tasks Materials in Supplementary Reader Textbooks for Grade Six Arranged by Publisher and by Quantity and Quality Indices.....	182
XX.	Per Cent of Developmental Tasks Materials by Areas and Quality Intervlas Arranged by Titles and Texas State-Adopted Receptive Language Arts Textbooks for 1963-1964.....	186

TABLE

PAGE

XXI.	Developmental Tasks Materials in the Receptive Language Arts Textbooks for Grade Six Arranged by Quantity and Quality Ranking.....	188
XXII.	Developmental Tasks Materials in Receptive Language Arts Textbooks for Grade Six Arranged by Publisher and Quantity and Quality Indices.....	190
XXIII.	Per Cent of Developmental Tasks Materials by Areas and Quality Intervals Arranged by Titles for Texas State-Adopted Geography Textbooks for 1963-1964.....	204
XXIV.	Developmental Tasks Materials in Geography Textbooks for Grade Six Arranged by Quantity and Quality Ranking.....	205
XXV.	Developmental Tasks Materials in Geography Textbooks for Grade Six Arranged by Publisher and by Quantity and Quality Indices.....	207
XXVI.	Summary of the Research Data on the Quantity and Quality of the Middle Childhood Developmental Tasks Materials in Texas State-Adopted Sixth Grade Language Arts and Social Studies Textbooks for 1963-1964.....	214

LIST OF DATA SUMMARY SHEETS

SUMMARY SHEETS	PAGE
1. Basic Spelling Goals.....	92
2. Building Spelling Power.....	94
3. My Word Book.....	95
4. Spelling for Word Mastery.....	97
5. Success in Spelling.....	99
6. Handwriting for Everyday Use, Book 6.....	108
7. I Learn to Write, Book Six.....	110
8. Imaginary Line Handwriting, Book 6.....	111
9. On to Good Writing, Guide Six.....	113
10. Stories in Script, Book 6.....	115
11. English Is Our Language.....	124
12. Enjoying English.....	126
13. Language for Daily Use.....	128
14. Sharing Ideas.....	129
15. Using Good English.....	132
16. All Around Me.....	150
17. Arrivals and Departures.....	152
18. Bright Peaks.....	154
19. New People and Progress.....	156
20. Wings to Adventure.....	160
21. Desert Treasure.....	170
22. From Old Lands to New.....	172

SUMMARY SHEETS	PAGE
23. Crowded House.....	174
24. The Heart of the Wild.....	176
25. Widening Horizons.....	178
26. The Eastern Hemisphere.....	195
27. Geography of the Old World.....	196
28. Living in the Old World.....	198
29. Old World Lands.....	201

CHAPTER I

THE PROBLEM

I. INTRODUCTION

Developmental tasks are those major common tasks that face all individuals within a given society. These concepts apply from infancy to old age. Used in this way, the tasks become the foundation of the structure and process of cultural development.

This study was concerned with developmental tasks materials in Texas state-adopted language arts and social studies textbooks. Thus it dealt specifically with the textbook resources that could be drawn upon as a contribution to the mastering of the developmental tasks of preadolescent children.

The criteria developed for identifying and classifying developmental tasks materials in state-adopted textbooks are presented in Chapter III, followed by Chapter IV which presents in detail the procedures employed in this investigation. The remaining chapters give an account of the research and present objectively the findings, recommendations, and conclusions.

II. THE PROBLEM

Statement of the problem. The problem undertaken in

this study was to establish and apply a procedure for critically evaluating, both quantitatively and qualitatively, the textual developmental tasks materials in the Texas state-adopted social studies and language arts textbooks for the sixth grade during the school year 1963-1964. Thus this study dealt with available textbook resources that had a contribution to make toward the mastering of the developmental tasks of the boys and girls of the sixth grades in Texas.

Purpose of the study. This study was made to identify materials in the Texas state-adopted sixth grade social studies and language arts textbooks which could be utilized to help preadolescent children master the developmental tasks ascribed to middle childhood.

The approach to the problem. The approach taken to investigate this problem took the following course of action:

1. Review of the literature on developmental tasks.
2. Review of the literature on textbook analysis.
3. Development of criteria for determining middle childhood developmental tasks materials.
4. Establishment of quality categories for middle childhood developmental tasks materials.
5. Validation of the criteria and categories by utilizing a jury of experts on developmental tasks concepts.
6. Identification of middle childhood developmental tasks materials in Texas adopted language arts

and social studies textbooks used in the sixth grade during the academic year 1963-1964 by categories.

7. Determination of quantity of middle childhood developmental tasks materials in each textbook.
8. Determination of adequacy of the materials found in the textbooks objectively.

III. IMPORTANCE OF THE STUDY

The present inquiry made a contribution to knowledge in that certain conceptions about developmental tasks and textbooks for sixth grade children have been translated into research operations wherein the criteria of reasonableness could be applied. Since the textbook is a primary source for teaching skills and content, it is pertinent to investigate the developmental tasks resources within this media both quantitatively and qualitatively. The better the textbook, the better is the opportunity for children to learn the necessary skills and content to meet their needs and to prepare them for adequate performance of their roles in society.

This study contributed another link in the chain of evidence that textbooks are more than vehicles to teaching and learning academic facts and skills but contribute appreciably to the total growth and development of the user.

Multiple textbook adoption provides possibilities for increased flexibility in textbook usage. This study has explored a new avenue of teaching through state-adopted textbooks.

IV. LIMITATION OF THE STUDY

As stated previously, the study was a quantitative and qualitative analysis of the textual developmental tasks materials contained in Texas state-adopted textbooks for the sixth grade during the academic year 1963-1964. It consisted of analyzing and objectively recording the data on developmental tasks found in the language arts and social studies textbooks.

This study was concerned with twenty-nine Texas state-adopted textbooks. Thus, the final structure of the study dealt with two groups of textbooks, the social studies and the language arts, together representing approximately 50 per cent of the teaching activities in most of the sixth grade classes of Texas.¹ Consideration was limited to the textbook materials contained in List of Current-Adoption Textbooks, 1963-1964, Bulletin.² Only the textbooks in the following groups were used: geography, language, spelling, writing, basal readers, and supplementary readers.

The study represents only the sixth grade stage of preadolescent growth and development, and any effort to test this proposition in terms of other age-groups was left for

¹Principles and Standards for Accrediting Elementary and Secondary Schools and Description of Approved Program Grade 1-6, Texas Education Agency, Bulletin 617 (Austin: Texas Education Agency, May, 1963), 259 pp.

²Catalogue of Current-Adoption Textbooks 1963-64, Texas Education Agency, Bulletin 636 (Austin: Texas Education Agency, September, 1963), 44 pp.

future study.

As the title of the study indicates, the investigation was concerned with the textual materials (the printed materials) contained in the textbooks under analysis and not the non-textual materials such as graphs, pictures, maps, and other illustrative materials. The materials located in the front of the book and the index textual materials were excluded, also.

It should be remembered that a textbook contains other materials (such as human relations material) in addition to developmental tasks materials. This investigation was concerned only with middle childhood developmental tasks materials.

Finally, it was not the purpose of this study to present a case either against or for any textbook, textbook series, or publisher. The analysis was made and the findings were reported with due consideration to an objective presentation of the data.

V. PROCEDURE OF THE STUDY

A description of the research procedures employed is presented to show the different steps followed in solving the problem. The steps followed were:

1. To survey the literature on the developmental tasks concept.
2. To survey the literature on the analysis of textbooks.

3. To prepare criteria statements for discovering and judging middle childhood developmental tasks materials.
4. To prepare quality categories for evaluating developmental tasks materials using a 3.00 quality rating scale.
5. To validate both the criteria and categories using a jury of nationally known experts on the developmental tasks concept.
6. To prepare a data work sheet and a data summary sheet for working with and recording information.
7. To make and record a word count of thirty pages per textbook in order to get an approximate record of the total words per textbook.
8. To identify the developmental tasks materials in each textbook by color-coding each entry.
9. To count the words of all the developmental tasks materials in each textbook and record these findings on data summary sheets.
10. To convert the word count of the developmental tasks materials found in the textbooks to a quantitative and qualitative index using a percentage score for the quantitative materials and a 3.00 maximum rating scale for the qualitative evaluation.
11. To rank all the textbooks according to the quantity and quality of the developmental tasks materials contained in each textbook.
12. To present a summary of the findings in each of the two curricular areas, language arts (receptive and expressive) and the social studies curricular area, as well as a final summary of all the textbooks according to the curricular area and publisher.
13. To present conclusions drawn from the recorded data.
14. To present recommendations evolving from the research.
15. To present suggestions for further research.

VI. INITIAL ASSUMPTIONS OF THE STUDY

The first assumption made was that the sixth grade has become the grade of transition for most pupils in our society. This transition is from elementary school to junior high school and from childhood toward adolescence. This places the sixth grade level of development in a unique position in the American educational system. The sixth grade pupil often occupies a unique position as he attempts to use his own resources and those offered by the school to help him make the transitional year successful by working through to some degree of success adequate and acceptable relationships to the adult demands of society, and his personal needs.

The second assumption was concerned with familiarity with textbooks. It was assumed that an acquaintance with social studies and language arts textbooks materials supporting the developmental tasks approach to human growth and development is an introductory and enabling step toward teaching for mastery of the developmental tasks of sixth grade children.

The third assumption focused on the identification of available materials generally used by both instructors and pupils in mastering the appropriate developmental tasks. It was held that these materials would increase the possibilities that the mastering of the appropriate developmental tasks should take place and the transition could be made more smoothly.

A fourth assumption was made concerning the function of the textbook. It was assumed that the textbook is a primary source for teaching both skills and content. For this reason it was germane to investigate the developmental tasks resources and values contained in this teaching tool.

VII. DEFINITION OF TERMS

Some of the terms used in this study were given a connotation which is specific to the particular context of this investigation. The following terms were defined according to their usage in the study.

Developmental task. Developmental task is the concept employed in the behavioral sciences and education to denote each of a series of necessary understandings about one's self and the world of persons, things, events, and ideas by which a person lives. There is a series of adjustive learning situations which confronts each person in each situation. These learnings must meet within appropriate age spans if the individual is to achieve wholesome development as a competent, well-adjusted adult who can function in society effectively.

Developmental value. Developmental value is the concept employed to denote the quality of various experiences provided through printed material. A book or textbook has developmental value in so far as it provides a stimulus situation for new understandings and attitudes and/or influences

beliefs and values of the reader.

Level of development. Level of development refers to the growth or change in structure, function, or organization constituting an advance in size, differentiation, complexity, integration, capacity, efficiency, or degree of maturity at a particular stage or point in a developmental sequence or hierarchy of the development of an individual.

Textbook. Textbook refers to a book which deals with a definite subject of study, systematically arranged, intended for use at a specific level of instruction, and used as a principal source of study for a given course.

State-adopted textbooks. State-adopted textbooks refer to specific textbooks required by a state department of education for use in the public schools of the state.

Critical analysis. A critical analysis is an activity that proceeds on the basis of careful evaluation of premises and evidence and comes to conclusions as objectively as possible through the consideration of all the pertinent factors and the use of valid procedures.

Content analysis. Content analysis refers to critical appraisal based upon determined criteria of subject matter materials of instruction.

Criteria. Criteria are standards or norms selected as bases for quantitative and qualitative investigation in a study.

Categories. Categories, as used in this study, refer to observations that are similar, and specific, in one of the divisions into which a qualitative variable has been subdivided.

Value. Value is any characteristic deemed important because of psychological, social, moral, or aesthetic consideration.

Mastery. Mastery refers to an understanding of and the ability to command, and/or control a specific subject or developmental task or tasks.

VIII. SUMMARY

In this chapter the concept of education for developmental tasks mastery has been introduced. The statement of the problem, the purpose and importance of the study, and its limitations and assumptions have been presented. A concise overview of the research procedures used in the investigation of the problem and the definition of terms used throughout the study have been given.

CHAPTER II

LITERATURE AND RESEARCH ON DEVELOPMENTAL TASKS

I. INTRODUCTION

This study involved two basic procedural problems, namely: (1) developing a set of criteria with accompanying evaluation techniques, appropriate for an analysis of developmental tasks materials, (2) establishing research procedures adapted to a quantitative and qualitative analysis of the materials contained in selected Texas state-adopted textbooks at the sixth grade level. This chapter deals with the problem of reviewing the literature and research on the developmental tasks concept.

The first section of this chapter defines the concept of developmental tasks. The second section traces the history of the development of the developmental tasks concept. The third part of the chapter presents the available literature in considerable detail. This is followed by a section on the sources of developmental tasks. The chapter concludes with a presentation of the functions of the developmental tasks concept and the employment of the concept through developmental values in reading materials.

II. DEFINITION OF THE CONCEPT

The classic definition is that given by Havighurst.

A developmental task is a task which arises at or about a certain period in the life of the individual, successful achievement of which leads to his happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by the society, and difficulty with later tasks.¹

Tryon and Lilienthal have defined the concept as follows:

Developmental tasks are those major common tasks that face all individuals within a given society or sub-group of society.²

Aydelotte employed the concept in the Havighurst tradition.

The concept, 'Developmental Task,' is relatively new. Literature on this subject is limited. We shall use the concept in its most obvious meaning, that is, a task that must be learned in the process of development and is necessary to the successful performance of later tasks.³

The developmental task concept provides a construction within which knowledge about human growth and development can be organized so as to facilitate the use of this behavioral information in directing the learning activity of an individual. Every individual has unique problems which he must work through to some kind of satisfactory adjustment; however, the

¹Robert J. Havighurst, Human Development and Education (New York: Longman, Green and Company, 1953), p. 2.

²Caroline Tryon and Jesse W. Lilienthal III, Fostering Mental Health in Our Schools (Washington: Association for Supervision and Curriculum Development, 1950), p. 77.

³J. H. Aydelotte, "Developmental Tasks for Children and Youth," Introduction to Education, Harold R. Bottrell, editor (Harrisburg: The Stackpole Company, 1955), p. 135.

great majority of these adjustments are to problems or tasks common to all members of his particular social group. These common adjustments have been called "adjustment tasks" or developmental tasks.⁴

III. DEVELOPMENT OF THE CONCEPT

The developmental task concept originated in the 1930's, was elaborated in the 1940's, and has been put to use in education during the 1950's and 1960's. The concept grew out of the research on child and adolescent development which flourished in the 1930's and resulted in a science of human development which cut across disciplines in the biological and the social sciences. It came into the field of education about 1935 in the "Adolescent Study Group" of the Progressive Education Association conducted by Zachry.⁵ Prescott used the concept frequently in his work at the University of Chicago and it continued to be used in later Progressive Education Association workshops.

As developed by Williams, Zachry, and Frank, the concept was first a direct outgrowth of Freudian psychology.⁶ The

⁴Arthur Witt Blair and William H. Burton, Growth and Development of the Preadolescent (New York: Appleton-Century-Crofts, Inc. 1951), 221 pp.

⁵Robert J. Havighurst, op. cit., p. 328.

⁶Robert J. Havighurst, "Research on the Developmental-Task Concept," School Review, LXIV (May, 1956), pp. 215-223.

child was seen as an active person, impelled by strong biological drives to relate himself to people and things. These biological drives stimulate the child to complete his earliest developmental tasks, and the procedure he uses to accomplish these tasks influences his developing personality.

Early advocates of this concept, including Prescott, Tryon, Redl, Blos, Corey, and Havighurst, leaned towards a dynamic psychology.⁷ In 1943, Havighurst, Prescott, and Redl collaborated on a chapter for a North Central Association volume in which the developmental tasks concept was given the paramount role.⁸

Tryon used the term at a University of Chicago workshop group studying human development and education. Developmental tasks became a popular topic for group discussion and work in the human development field.

The definition of a developmental task has not been modified since its statement by Havighurst in 1943. At that time a memorandum on the "Developmental Tasks of Adolescents" was prepared for the Harvard University Committee which wrote the report entitled General Education in a Free Society. The United States Department of Agriculture mimeographed copies of the same report for use by 4-H Club directors.

⁷Ibid., p. 215.

⁸Robert J. Havighurst, Human Development and Education (New York: Longman, Green and Company, 1953), p. 328.

In further development of the concept, Corey wrote a chapter in the John Dewey Society Yearbook in 1946 discussing the high school program in relation to developmental tasks of adolescence.⁹ Havighurst began teaching the concept in three classes at the University of Chicago. Tryon and Lilienthal identified the concept in "ten" areas of growth towards maturity. In a dissertation study entitled A Study of Factors Related to the Achievement of Five Developmental Tasks of Adolescence by Schoeppe, five tasks to be accomplished in reading maturity were isolated.

From these beginnings the concept has spread to various centers of learning throughout the United States. The concept has been used widely in classes and workshops at the Universities of Chicago, Maryland, Florida, Texas, Houston, and Baylor University. Classes in Child Growth and Development and Guidance as well as Seminars in Child Study at the University of Houston under Bottrell, Freeman, Muse, and the late Aydelotte, have used the terminology for several years. In 1955, Aydelotte, in a chapter in Introduction to Education, edited by Bottrell, related the developmental tasks concept with six areas developed in a child study program.¹⁰

In the 1950's several publications were concerned to

⁹Hollis L. Caswell (ed.), The American High School (New York: Harpers and Brothers, 1946), Chapter 5.

¹⁰J. H. Aydelotte, op. cit., pp. 134-169.

some degree with the developmental tasks concept. Kearney prepared Elementary School Objectives for the Mid-century Committee on Outcomes in Elementary Education of the Russell Sage Foundation;¹¹ Human Development and Education by Havighurst was published in 1953;¹² Understanding Boys by Moser was also published in 1953;¹³ Introduction to Education by Bottrell was published in 1955;¹⁴ and Prescott's The Child in the Educative Process in 1957.¹⁵ Only three dissertation studies in this field have been completed since 1953. They are: The Occurrence of Developmental Task Values in Basal Reader Stories;¹⁶ Developmental Tasks: Middle Adolescent Observed in Two Selected Environments, A High School and a Community Youth Center;¹⁷ and Developmental Values in Children's

¹¹Nolan G. Kearney, Elementary School Objectives (New York: Russell Sage Foundation, 1953), 189 pp.

¹²Robert J. Havighurst, op. cit., 328 pp.

¹³Clarence G. Moser, Understanding Boys (New York: National Board of the Young Men's Christian Association, 1954), 150 pp.

¹⁴Harold R. Bottrell (ed.), Introduction to Education (Harrisburg: The Stackpole Company, 1955), pp. 134-169.

¹⁵Daniel A. Prescott, The Child in the Educative Process (New York: McGraw-Hill Book Company, Inc., 1957), 502 pp.

¹⁶A. A. Daniel, The Occurrence of Developmental Task Values in Basal Reader Stories (Austin: University of Texas, 1955), Doctoral dissertation.

¹⁷Robert Botts Kluge, Developmental Tasks: Middle Adolescent Peer Culture Tasks As Observed in Two Selected Environments, A High School and a Community Youth Center (Houston: University of Houston, 1956), Doctoral dissertation.

Literature.¹⁸

IV. THE LITERATURE AVAILABLE

The literature available on this concept was limited. Reviewed here are the studies which could be obtained and the different listings of developmental tasks as they appeared in printed material available pertaining to the sixth grade pre-adolescent.

Havighurst's informative and readable book traces development from infancy to later maturity. It depicts the growth and development of an individual through various periods from the cradle to the grave, listing and describing the needed developmental tasks to be accomplished in reaching maturity for each stage of development. Havighurst contended that:

The number of developmental tasks is somewhat arbitrary, since it depends both upon the bio-social realities out of which the tasks arise and upon the refinement of analysis made by the writer.¹⁹

From five to ten developmental tasks are usually included in the list of tasks for a given age period, when the concept is applied to problems of education. The nine tasks to be mastered during the period of middle childhood, the period

¹⁸Alice Brooks McGuire, Developmental Values in Children's Literature (Chicago: University of Chicago, 1958), Doctoral dissertation.

¹⁹Havighurst, op. cit., p. 9.

considered in this study, have been listed by Havighurst as follows:

1. Learning physical skills necessary for ordinary games.
2. Building wholesome attitudes toward one-self as a growing organism.
3. Learning to get along with age-mates.
4. Learning an appropriate masculine or feminine social role.
5. Developing fundamental skills in reading, writing, and calculating.
6. Developing concepts necessary for everyday living.
7. Developing conscience, morality, and a scale of values.
8. Achieving personal independence.
9. Developing attitudes toward social groups and institutions.²⁰

Tryon and Lilienthal in the 1950 Association for Supervision and Curriculum Development Yearbook included the following list of middle childhood developmental tasks:

1. Achieving an appropriate dependence-independence.
2. Achieving an appropriate giving-receiving pattern of affection.
3. Relating to changing social groups.
4. Developing a conscience.
5. Learning one's psycho-socio-biological sex role.

²⁰Ibid., pp. 111-158.

6. Accepting and adjusting to a changing body.
7. Managing a changing body and learning new motor patterns.
8. Learning to understand and control the physical world.
9. Developing an appropriate symbol system and conceptual abilities.
10. Relating one's self to the cosmos.²¹

The Commission on Teacher Education developed six areas of human growth and development, as follows:

1. Physical.
2. Affectional.
3. Peer Relations.
4. Socialization.
5. Self-Development.
6. Self-Adjustment.²²

Aydelotte listed the latest material on this subject by presenting six developmental tasks to be mastered during a given age period as follows:

1. There are certain physical developments and controls that must be mastered in each appropriate developmental level. (Physical Adequacy)
2. There are certain types of affectional relationship that must be developed in each age period. (Affectional Security)

²¹Tryon and Lilienthal, op. cit., pp. 77-128.

²²Commission on Teacher Education, Helping Teachers Understand Children (Washington: American Council on Education, 1945), pp. 226-253.

3. From infancy throughout life the normal individual needs to feel that he belongs to and is accepted by a group of his peers and associates. (Group Belongingness)
4. The child is born into a social group and must develop competency in the cultural patterns of the group in which he lives. (Social Competency)
5. As one grows and develops he sees himself as a particular kind of person. It is important that this self-concept be clear and worthy. (Self-Concept)
6. As one grows and develops he meets new problems and situations which he must learn to face squarely and steadily or fall into some maladjustment. (Self-Adjustment)²³

V. THE SOURCES OF DEVELOPMENTAL TASKS

The developmental tasks of a particular group of people according to Havighurst arise from three sources:

1. Physical maturation.
2. Cultural pressures, i.e., the expectations of society.
3. Individual aspirations or values.²⁴

There are two major areas of force which interact to establish various developmental tasks, according to Tryon and Lilienthal. The first is the pressure and expectancies of society, the cultural patterns. The second is the changes

²³J. H. Aydelotte, op. cit., pp. 142-157.

²⁴Robert J. Havighurst, "Research on the Developmental Task Concept," School Review, LXIV (May, 1956), p. 216.

that take place in the physical organism through the process of maturation.²⁵

According to Aydelotte, these sources come from the following:

1. Biological and physical.
2. The environmental, including social.
3. Personal and individual.²⁶

Havighurst pointed out three conceivable procedures for discovering and defining developmental tasks. One is to observe people and infer what their principal developmental concerns are at any one age, i.e., to discover what people "work at." Another is to ask people what their primary interests and concerns are, assuming that the individuals are conscious of their developmental needs and are willing to discuss them. A third procedure is for the social scientist to think about his own career, past and present, and to define his principal developmental motives. In all three procedures one looks at people and asks them either directly or indirectly what their developmental needs are. Most advocates and definers of this concept use a combination of these three procedures. It consists of examining the writings of psychologists, psychiatrists, and sociologists who have studied themselves and other people,

²⁵Tryon and Lillienthal, op. cit., p. 78.

²⁶J. H. Aydelotte, op. cit., pp. 135-136.

have made careful observations, and then distilled out the common agreements of these experts.²⁷

Research in these areas has indicated what the developmental tasks are and where they are located on the maturity continuum. For instance, research on physical development in adolescence led to the recognition of one of the tasks of adolescence as "acceptance of one's body." Study of the physical characteristics of individuals has thrown more light on this specific task. To illustrate, a study of high school students in Phoenix, Arizona, disclosed the kinds of body concerns boys and girls have at this age.²⁸

The concept of "social role" has been found to be the second source of developmental tasks. A social role is a pattern of behavior that is defined and expected by a group of people who occupy a particular position in society. If a given social role is expected of individuals or groups at a specified maturity level, it usually becomes a developmental task for the person or persons concerned when they reach that state of development. For example, most men sooner or later, assume the role of husband and father, and consequently it is proper to consider this as a developmental task beginning at the middle childhood level--"Learning an appropriate masculine

²⁷Robert J. Havighurst, op. cit., pp. 215-216.

²⁸Robert J. Havighurst, Human Development and Education (New York: Longman, Green and Company, 1953), p. 4.

social role." The boy will endeavor not to be a "sissy." It has been said that a developmental task is a social role which is expected of most people in a society and which most people come to expect and desire for themselves. However, a developmental task is usually considered more dynamic, more driving, than a social role.

VI. FUNCTIONS OF THE CONCEPT

The developmental tasks concept has a number of applications in the field of education. According to Havighurst this concept serves as a guide to an individual's awareness and statement of his own purposes as well as serving as a timing device for ascertaining the "teachable moment" in terms of physical development and self-readiness for maximum results with minimum effort.²⁹

The developmental tasks concept helps educators to keep in mind the motivations of the learner and, therefore, makes their educational objectives more realistic and practicable than would be the case if they thought only of the ideas of society. Furthermore, the concept helps to place educational objectives properly with respect to the ages of the learner.

Observations similar to those of Havighurst were made by Tryon and Lilienthal who wrote:

²⁹Ibid., p. 5.

1. Developmental tasks are interrelated in a complex fashion.
2. Failure in one task causes problems to develop.
3. None of these tasks are mastered in a day but take months and perhaps years to complete.³⁰

Aydelotte discussed the function of this concept in both general and specific terms. In general, he indicated that:

1. The concept is useful in any consideration of the total range of development.
2. It has a special value in curriculum development.
3. It is useful in defining essential patterns of culture from the particular groups or subgroups of society.³¹

Being more specific, he pointed out that:

1. The developmental task concept has a prototype in embryonic development.
2. Developmental tasks have origin in physical maturation.
3. Various developmental tasks may overlap developmental stages.
4. Developmental tasks are interrelated.
5. Mastery of developmental tasks is a long time process.
6. Developmental tasks bridge the gap between human needs and patterns of culture.

³⁰Tryon and Lilienthal, op. cit., p. 78.

³¹J. H. Aydelotte, op. cit., pp. 136-137.

7. Developmental tasks arise, in part, as a reflection of the cultural pattern.
8. Developmental tasks can be used as guideposts in child development.
9. Developmental tasks are useful in understanding social adjustment.
10. Failure to master a developmental task may be a cause of emotional imbalance.
11. Help in the accomplishment of an unfinished developmental task may restore a more complete emotional balance.
12. The developmental tasks concept is useful in educational theory and practice.³²

VII. EMPLOYMENT OF THE CONCEPT THROUGH DEVELOPMENTAL VALUES IN READING MATERIALS

Midway in later childhood, reading tends to become an attractive experience for most children. From that time forward, reading, among other media of communication, serves as a method of achieving one's developmental tasks.

In relating developmental tasks to the school curriculum, Havighurst contended that reading is a means through which individuals may become aware of these developmental tasks. He wrote:

Reading...gives knowledge, esthetic enjoyment, and a supply of vicarious experiences that are nearly inexhaustible. Over and beyond the evaluation of reading materials and examples of good

³²Ibid., pp. 136-137.

writing and as aids to vocabulary building, the teacher may choose literature as a means of aiding the emotional adjustment and the formulation of values in her pupils.

Children and young people, especially in the intermediate grades...read more for personal satisfaction than for knowledge. Through reading they prepare themselves for the victories they will win later in real life; also they get relief and escape from the more intense conflicts they face at the present moment. Their reading provides them with heroes and models with whom they can identify and thus set their level of aspiration and form a clear picture of their goals.³³

Learning to read is part of the fifth developmental task. Thus, in later childhood, reading has the ambivalent position of being a part of one developmental task as well as a contributing factor in the achievement of the other tasks.

The idea of using books to shape and influence children's behavior is not new. Plato in 300 B.C., before there were children's books, expressed such a belief in setting forth the thesis that the stories which the children first hear should be models of truth, goodness, and beauty.³⁴

The early purpose of children's literature which has been a part of all textbooks lay not in pleasure but in the transmission of morality and correct behavior. This intention was evident in the efforts of the Babee's Book (ca. 1744-1767), designed to "make Tommy a good boy and Polly a good girl," and

³³Robert J. Havighurst, op. cit., pp. 161-162.

³⁴Plato, The Dialogues of Plato. Trans. Benjamin Jewett (London: Oxford University Press, 1952), 657 pp.

the writers of the didactic era in the nineteenth century usually combined a great deal of moralizing with a slight story. Robert Raikes precipitated a whole flood of saccharine material by his "Sunday School Movement" in the early nineteenth century.

There is a distinction, however, between these early purposes in children's reading materials and the modern concept of developmental values of books. The authors of early books were concerned with the moral and spiritual well-being of the child. It is noted that these two concerns are developmental tasks of every age and generation. The early literature was not literary in quality and the moral emphasis was unrealistic. Today, a portion of children's reading material is well written, combining good character delineation, plot structure, and convincing description in acceptable, interesting stories. Developmental values in a modern book for children usually emerge as a natural consequence of the story situation. Consequently, they are accepted by the reader as a part of absorbing vicarious experience and character identification rather than as the result of preaching and moralizing.

The most active movement in this area has been fostered by the American Council on Education through a Committee on Intergroup Education in Cooperating Schools with nineteen school systems participating. Although the project terminated

several years ago, the publications continue to exert influence, and three of them are significant in relation to the concept of developmental values in children's literature and textbooks.

One publication, Literature for Human Understanding,³⁵ affirms a belief in the contribution of literature to more effective human relations and presents various ways of using books to improve intergroup relationships. Intergroup education, the authors stated,

...is concerned with the task of enlarging sensitivities...; the task of revising our notions about people...; the task of gaining insight into the expectations and values we ourselves bring to bear upon personal relationships and upon intergroup situations.³⁶

In achieving these tasks the staff members viewed literature as performing some unique functions.

Books can...prepare us to meet people, to discount inconsequential differences, and to appreciate cultural traditions and values unlike our own. Fiction can supply some of the initial interest and continuous emotional learning, translate cold facts and figures into human terms, and develop the capacity to live in other people's shoes for a little while.³⁷

A companion to this treatise is the well-known Reading

³⁵Hilda Taba, et al, Literature for Human Understanding (Washington, D.C.: American Council on Education, 1948), 168 pp.

³⁶Ibid., p. 3.

³⁷Ibid., p. 4.

Ladders for Human Relations,³⁸ a bibliography designed to be used in developing the literature phase of the project. In a second edition, the books have been arranged according to a number of "ladders," each "ladder" denoting one phase of human relations or developmental problems of children and youth. The term, "ladder," has a twofold significance in that it not only considers levels of reading difficulty but also implies increasing maturity of concepts within each area. The arrangement evolved from a hypothesis about reading experiences as described by Heaton and Lewis.

The gradual expansion of maturity is more effective when explorations in literature are linked with concepts, facts, and ideas gained in other school experiences. Primary children learn through very simple stories that other people feel as they do. The Ugly Duckling may give the child a simple personal experience of identifying himself with those who are left out because they are different. As the child gains, from social studies and other aspects of the school program, information about community life and about groups of people in America, stories enable him to understand that people in other social settings have experiences like him... Such information becomes a framework for human adventure and for understanding that various cultures provide many ways for working out certain basic human relationships.³⁹

The implication is, that to be most effective, values and understandings acquired from reading materials for a

³⁸Margaret Heaton and Helen B. Lewis, Reading Ladders for Human Relations (Washington, D.C.: American Council on Education, 2nd edition, 1955), p. 215.

³⁹Ibid., p. 10.

certain age should coincide with learnings, needs, and experiences present at the same level of maturity. The staff of the project also recognized that, while the reading of any one book proves to be a different experience to each reader, there are human satisfactions and problems common to most people. These common elements provide an opportunity for using a book extensively as a basis for fruitful classroom discussion.

The final title in the council's trilogy represents the application of the concept of fostering intergroup understanding through reading in a school situation. The book, With Focus on Human Relations,⁴⁰ is an account of working with an eighth grade class in Hartford, Connecticut, where Elkins employed fiction and the children's own life experiences as the main devices for the development of sensitivity and for modifying their attitudes.

The idea of relating reading specifically to developmental tasks did not appear in the professional literature until some time after the latter concept began to be adopted. A talk by Havighurst, in which he expounded upon developmental tasks, suggested to Brooks the idea that children's books had potential effectiveness in helping children to achieve these tasks. To the best of her knowledge the term, developmental value, was coined in 1945 when she was Director of the Center

⁴⁰Hilda Taba and Deborah Elkins, With Focus on Human Relations: A Story of an Eighth Grade (Washington, D.C.: American Council on Education, 1950), 227 pp.

for Instructional Materials at the University of Chicago. Developmental values were employed as one form of subject heading in the catalog at the Center to denote an element in a book which aids the reader in the achievement of his developmental tasks. The term first appeared in print in 1949 in "Developmental Values in Books"⁴¹ which explained the concept. In "Integrating Books and Reading with Adolescent Tasks,"⁴² Brooks applied the concept to an analysis of adolescent literature; and stressed that the quality in a book or textbook supplies vicarious experiences which may aid the reader in his choice of modes of behavior. She also stressed that a book or textbook may have developmental value in so far as it provides a stimulus situation for new understandings and attitudes and/or influences beliefs and values of the reader.

A few studies have their attention centered on developmental values in specific types of reading material. Two doctoral studies have devised instruments by which adults can analyze the content of children's reading materials in terms of their developmental values. Daniel⁴³ in his doctoral dissertation

⁴¹Alice R. Brooks, "Developmental Values in Books," Youth, Communication, and Libraries, Frances Henne, Alice Brooks and Ruth Ersted, editors (Chicago: American Library Association, 1949), pp. 49-61.

⁴²Alice R. Brooks, "Integrating Books and Reading with Adolescent Tasks," School Review, LVIII (April, 1950), pp. 211-219.

⁴³A. A. Daniel, "The Occurrence of Developmental Task Values in Basal Reader Stories" (unpublished Ed.D. dissertation, Department of Educational Psychology, University of Texas, 1955).

developed an instrument for identifying the developmental tasks represented in the stories told in selected basal readers. Merritt⁴⁴ was concerned with biography and the extent to which character and citizenship values could be gained by children who read this form of literature. She also constructed a check list as a device by which librarians, teachers, and parents could evaluate biographies in terms of their potential values for preadolescent readers. Nothing of significance has been completed using the developmental value concept since this period of investigation.

VIII. SUMMARY

The concern of this chapter has been the evolvement and use of the developmental task concept in human growth and development. The various definitions and the historical development of the concept as presented in literature have been reviewed. In this section a presentation of the sources of developmental tasks, individual and biological has been made. The chapter concluded with a detailed presentation of the function and application of the developmental tasks concept in the field of education with consideration of the employment of the concept through developmental values in reading materials.

⁴⁴Frances L. Merritt, "Character and Citizenship Values in Basal Reader Stories" (unpublished Ed.D. dissertation, University of Texas, 1955).

CHAPTER III

TEXTBOOK ANALYSIS AND THE CRITERIA EMPLOYED IN THE STUDY

I. INTRODUCTION

This chapter contains a review of a survey made of the literature and research concerning the selection and analysis of textbooks. It presents the framework for textbook analysis undertaken in this study as well as the adoption procedure in the State of Texas for the year 1963-64.

II. HISTORY OF TEXTBOOK APPRAISAL IN THE UNITED STATES

In the early period of our country's growth school textbooks came from Europe. They were either imported from England or were American reprints of English textbooks. By 1800 these were being replaced by American textbooks, and after the first quarter of the nineteenth century most textbooks were written by American authors. Arithmetic, grammar, and reading textbooks came first; later, textbooks in history, geography, science (natural philosophy), and some other fields became available.¹

¹Clifton Johnson, Old-Time Schools and School Books (New York: Macmillan Company, 1917), p. 38.

Except in reading, where the moral quality of the selections was stressed, and in arithmetic, where Pestalozzi influenced both the content and organization, the early textbooks were primarily compilations of facts. They were logical in organization but showed little concern for theories of learning.

Before 1800 only slight attention was given to the appraisal of textbooks; in fact, there was limited opportunity for any choice. Frequently pupils used only the textbooks available in their own homes and/or those which could be borrowed from friends or relatives. The result of this practice was that often there was no textbook available for use by a class.

Because of the variety of textbooks which parents provided and trustees allowed to be used, it was difficult to provide good teaching. In the late nineteenth century, a teacher of a given grade in Texas might be obliged to use textbooks concerned with mental arithmetic, common school arithmetic, higher arithmetic, and university arithmetic at the same time.²

III. APPRAISAL AND SELECTION OF TEXTBOOKS

Attention was not given to the appraisal of textbooks

²Frederick Eby, The Development of Education in Texas (New York: The Macmillan Company, 1925), pp. 212-213.

until after 1900. During the nineteenth century authors frequently included in their prefaces claims regarding the merits of their textbooks. These claims varied, but for the most part they referred to the inclusion of content not found in other textbooks or the presence of more appropriate content.

Since 1900 more systematic procedures of appraisal have been developed and put into use. Most of these procedures have been subjective in nature. Some objective procedures have been developed for analysis of the many textbooks published each year. However, variations occur regarding designation, number, and sequential order of the major or "master" items to be included. Usually the following items have been given:

1. Date of publication and publisher;
2. Author and his experience;
3. Content and its organization;
4. Mechanical features of the textbook;
5. Methods of teaching and supplementary aids;
6. Use and adaption to local needs.³

In addition to the above items, points of view and objectives of the author have been added to some lists. Either check sheets or score cards have been used in making analyses of textbooks for selection purposes.

The use of check sheets. In 1942, Clement brought together the results of earlier check lists used in selecting

³John Addison Clement, Manual for Analyzing and Selecting Textbooks (Champaign, Ill.: The Garrard Press, 1942), 119 pp.

textbooks.⁴ His general appraisal list of items for textbook evaluation has been widely used as a guide in textbook selection. Most state and local textbook committees use a variation of his appraisal list. His major items for appraisal are:

- I. Authorship personnel and point of view.
(75 points)
- II. General nature and organization of the materials of instruction included within the body of the textbook, together with accompanying suggestions on methodology.
(225 points)
- III. Instructional aids and helps included.
(100 points)
- IV. Mechanical features and the format.
(50 points)
- V. Publication and publisher.⁵

An analysis is made by recording answers to the implied questions, and appraisal is made on the basis of the information resulting from this analysis. Two optional plans of appraisal are provided, one qualitative and the other quantitative. Under the former, estimates are recorded in terms of "poor," "fair," "very good," and "excellent." In the quantitative appraisal, answers to specific questions are expressed in terms of numerical designations of points. A total of 450 possible points is distributed among the master items. In both the qualitative and quantitative appraisal procedures,

⁴Ibid., pp. 1-119.

⁵Ibid., pp. 4-6.

the fifth master item which pertains to publication and publisher is omitted.⁶

No objective determinations of the reliability and validity of the quantitative appraisal have been made. However, extensive experience with this outline has indicated that it is a useful instrument.

The use of score cards. Score cards have been used extensively to select textbooks since about 1920. They are of various sizes and lengths. An example is the "Score Card For Evaluating Basic Textbooks in Reading For Grade Four and Five." This card, containing nine items, is produced in California.

1. Nature of the Material.
2. Quality of the Material.
3. Function of the Material.
4. Organization of the Material to Children's Capabilities.
5. Appropriateness of Material to Children's Capabilities.
6. Amount of Material.
7. Illustrations.
8. Format.
9. Instructional Aids.⁷

In addition to these general outlines, special check lists and score cards have been prepared for separate subjects. Usually these lists either accompany general outlines, or the special items are interspersed throughout the general outlines.

⁶Ibid., pp. 7-8.

⁷William H. Burton and Lee J. Brueckner, Supervision, A Social Process (New York: Appleton-Century-Crofts, Inc., 1955), pp. 428-429.

IV. CONTENT ANALYSIS OF TEXTBOOKS

In the material and information presented above one factor is lacking. At no time is there mention of any internal content analysis. This problem grows from the fact that only a few such studies have been made and they date back only to 1917. Since this study deals with the quantitative and qualitative analysis of special materials contained in state adopted textbooks, a review of the content analysis studies is presented in order to give background information pertinent to the fullest understanding of this study.

In 1948, Quillen in a publication of the American Council of Education, summarized fully data on textbook analyses which had been done prior to that date.⁸ This summary brought together in one volume all the studies of any significance from 1917 to 1948.

In the third chapter of his report, Quillen summarized the work that has been done in analyses of textbooks in each of the following areas:

1. Comparative Studies of Wars in History Textbooks;
2. Studies of War and Peace and Civic Attitudes;
3. The Far East in American Textbooks;
4. Latin America in Teaching Materials:

⁸I. James Quillen, Textbook Improvement and International Understanding (American Council on Education, 1948).

5. Minority Groups in American Textbooks.⁹

Quillen's summary of the analyses of textbooks revealed the following pattern:

1. The selection of the most frequently used textbooks and other teaching materials as well as courses of study;
2. The identification of important topics and accurate and desirable content;
3. The analysis of the textbooks and other materials in terms of these topics, noting quantity of content, accuracy, objectivity, balance, tone and adequacy;
4. The presentation of the findings in expository form, using tables to present quantitative data and quotations to illustrate the nature and quality of the content;
5. Listing the conclusions of the study and making recommendations for improvement.¹⁰

As an outgrowth of this evaluation, Quillen presented one of the best model plans available for textbook analysis projects in social studies.¹¹

Bottrell, in 1954, pointed out that Quillen's set of criteria was related to a special-purpose area--education for international understanding. She emphasized that Quillen's model plan had three major limitations when it was applied to other textbook analysis studies. The three limitations given

⁹Ibid., pp. 16-56.

¹⁰Ibid., p. 58.

¹¹Ibid., pp. 73-74.

are the following ones:

1. Definite standards were not indicated;
2. Definitions were not included;
3. Analysis procedures were not specific.¹²

Since Quillen's critical review of the analysis of textbooks was made, other analytic studies of textbooks have been completed. Aside from the developmental value studies discussed earlier, the only investigators who presented research data of any consequence since Quillen's review of literature through 1948 are: Bottrell in 1954, Haslem in 1955, Scott and Wilson in 1956, Beaton in 1957, Dimitroff in 1961, and Klineberg in 1963.¹³

Bottrell's human relations study. In 1954, Bottrell

¹²Helen K. Bottrell, "A Critical Analysis of Human Relations Materials in State-Adopted Textbooks in Junior High School Language Arts and Social Studies in the State of Texas" (unpublished Doctor's dissertation, the University of Houston, Texas, 1954), p. 58.

¹³Ibid.; Eleanor H. Haslem, "Geography in Social Studies Textbooks for Grade Six," Journal of Geography, 54:449-454, December, 1955; Helen E. Scott and Guy M. Wilson, "A Critical Examination of Spelling Words in One Speller in Relation to Four Standardized Texts in Spelling," Journal of Education Research, 49:331-343, January, 1956; Sister M. Eileen Grade Beaton, "Critical Analysis of Textbooks Used in Catholic Elementary Schools, 1850-1900," (Abstract) Catholic Educational Review, 55:552, November, 1957; Lillian Dimitroff, "A Quantitative Analysis of Selected Social Science Generalizations in Social Studies Textbooks in the Intermediate Grades," The Journal of Educational Research, 55:135-137, November, 1961; Otto Klineberg, "Life is Fun in a Smiling, Fair-Skinned World," Saturday Review, Vol. XLVI, No. 7, February 16, 1963, pp. 75-77; 87.

analyzed Texas state-adopted textbooks at the junior high school level. She sought to ascertain the amount of textbook material that could guide the child to an awareness of the importance of human relations and to means of promoting good human relations.

In her study of textbook materials, Bottrell adopted analysis procedures used by the Sloan Foundation in its Applied Economics Project, and she evaluated the Springville Series. Bottrell identified the following eight areas of human relations:

1. Patterns of family living.
2. Community contrasts.
3. Economic differences.
4. Differences between generations.
5. Adjustment to new places and situations.
6. How it feels to grow up.
7. Belonging to groups.
8. Experiences of acceptance and rejection.¹⁴

To these eight areas she gave definite descriptions and quality differentiation levels. She carefully devised a system for identifying, evaluating, and recording the quantity and quality of human relations materials in the Texas state-adopted language arts and social studies textbooks. She prepared and

¹⁴Helen K. Bottrell, op. cit., pp. 48-51.

applied a percentage formula for recording the quantity of materials as well as quality index scale formula for recording the human relations materials found in the junior high school language arts and social studies textbooks for 1953-1954.

In reporting her findings, a "Data Work Sheet" was used first and later a "Data Summary Sheet" was prepared for each textbook. A Quantity Index and Quality Index of human relations materials in each textbook were shown. This was accompanied by an appropriate ranking of the textbooks and publishers by quantity and quality indices. This study revealed that the textbooks adopted by the State of Texas contained materials in sufficient quantity and quality to serve as substantial resources for human relations education.

Other content analysis studies. In 1955, Haslem completed a textbook study that dealt with the problem of the quantity of geography material available in social studies textbooks for grade six. She found that these textbooks did present a sizable amount of geography material.

Scott and Wilson did a study in 1956 entitled "A Critical Examination of Spelling Words In One Speller In Relations to Four Standardized Texts in Spelling." They examined the spelling books to ascertain how well the four standardized texts in spelling used words presented to sixth grade children in their spelling textbooks. They found that there was some correlation between the words presented in the

textbooks and the four standardized spelling text items.

In 1957, Sister M. Eileen Grace Beaton completed a critical analysis of the textbooks used in Catholic elementary schools from 1850 to 1900 that simply gave an overall picture of the content presented during the half century which she studied. Her findings were presented in general terms and have no significance for any present day textbook analysis study.

In 1961, Dimitroff in her dissertation entitled "A Quantitative-Qualitative Analysis of Selected Social Science Generalizations in Social Studies Textbooks in the Intermediate Grades" evaluated the two social studies textbooks most widely used in each of the intermediate grades in ten selected large city school systems. She used thirty textbooks which included thirteen geographies, ten histories, and seven fused social studies textbooks in grades four, five and six.

With the assistance of an interdisciplinary jury of scholars, selected mostly from universities across the United States, Dimitroff selected, developed, improved, and established a criterion of fifteen social science generalizations that were applied to the thirty textbooks. Three of these generalizations are presented to illustrate her criteria for evaluation.

1. The foundation of successful human relations are freedom of worship along with justice before the law, equality of opportunity for

self-realization, together with economic advancement, and in addition, liberty of movement, unhindered inquiry as well as unrestricted communication--all of these within the limitations of law, national security, and decency.

2. Civilization is partly dependent upon the conservation and development of human and natural resources.
3. Family living should contribute to a mature personality--the expression of the quality of emotional, mental, physical and social experience, reconstructed and integrated into his being.¹⁵

Most of the scholars consulted expressed strong agreement on the desirability of the inclusion of the fifteen generalizations she prepared in the social science textbooks investigation.

Her technique of appraisal was that of the word count, the same as Bottrell's, rather than that of counting lines and pages of materials devoted to a certain generalization. All of the materials in the textbook were divided into two basic categories, textual and non-textual. Only verbal materials, designed to impart information to the reader, were classified as textual and all other materials such as maps, pictures, charts, tables, activities, and tests were classified as non-textual materials.

A definite procedure was followed with respect to each

¹⁵Lillian Dimitroff, op. cit., pp. 135-136.

of the thirty textbooks. The data which included an overall view of the books, with respect to the total number of words of textual materials, word displacement of non-textual materials, the number of words per square inch or word displacement, were recorded on two types of work sheets. The work sheets provided a way of recording both quantitative and qualitative data. She used a qualitative reference of excellent, good, fair, poor, or negative. Her quantitative data were recorded in total words and her findings were reported objectively.

Klineberg has made a recent analysis of textbooks in the United States. A report of his findings entitled "Life Is Fun In A Smiling, Fair-Skinned World" was presented in the February 16, 1963, issue of Saturday Review. Klineberg raised some provocative questions regarding the contribution of major reading textbooks to childrens' concepts of American society, to their attitudes and modes of thinking, and to their desire to read further. The method of analysis used was a thorough reading of fifteen of the most widely used elementary readers such as On Cherry Street, We Are Neighbors, and Finding New Neighbors.¹⁶ All of these books were published by Ginn and Company. Klineberg also read books published by Scott,

¹⁶O. Oursley and D. H. Russell, On Cherry Street (New York: Ginn and Company, 1961); O. Oursley and D. H. Russell, We Are Neighbors (New York: Ginn and Company, 1961); D. Russell, G. Wulfinf and O. Oursley, Finding New Neighbors (New York: Ginn and Company, 1961).

Foresman and Company, The Macmillan Company, and Row, Peterson and Company. The information gleaned from these readers was placed under headings such as:

1. The skin color of the American people.
2. National origin of American people.
3. Stereotyping of various American groups.
4. Religion of the American people.
5. Socio-economic status of the typical American family.
6. Emotional disposition of the American family.

A further list was prepared that dealt with the attitudes which the content of the textbooks helped to develop in the children. He said that most of his conclusions in this area were based on inference rather than direct observation. The attitudes he isolated for study were ethnocentric attitudes, socio-economicentrism, the question of "truth," and moral attitudes. The findings were presented as a critical commentary.

Klineberg drew the following conclusions from his analysis of the fifteen textbooks under investigation:

1. The American people were almost exclusively pictured as white or Caucasian.
2. The American people were almost exclusively European in origin and appearance.
3. The South or Central Europeans were stereotyped in terms of dress, appearance, and occupation.
4. The Americans were predominantly, almost exclusively, blondes.

5. Religion was rarely mentioned.
6. The American family was quite well-to-do, usually living in a good socio-economic section of a city and had all of the modern conveniences.
7. The American family was pictured as almost invariably kind and generous.
8. Prejudice was fostered by the exclusive presentation of the "true" Americans as being fair-skinned of North European origin.
9. The socio-economic presentation presented only the upper and upper middle class side of American life, excluding the remaining three-fourths of the nation.
10. Much of the conceivable factual accounts of the activities and experiences of children and their families were presented through fictional characters, anthropomorphism, and animism.
11. Moral attitudes were presented without overt preaching and dealt with the virtues of honesty, fair play, cooperation, family solidarity, work and thrift, friendship, independence, cleanliness, courage, forgiveness, and an awareness and acceptance of differences in culture and background, but usually for people far removed in space and time.
12. Many well-written stories and some delightful poems were presented but not enough to stimulate the curiosity of the children.¹⁷

Special factors in analysis. The literature in the field of special factor analysis in textbooks contains numerous studies which have been made over the past thirty-five years. The literature contains studies on readability,

¹⁷Otto Klineberg, op. cit., p. 75.

legibility, interest, and word difficulty. This material was carefully analyzed prior to the selection of the problem of this study and was found to have little relevance. Therefore, it has not been reviewed in this report.¹⁸

The Springville Series. The Sloan Experiment in Applied Economics has contributed to the promotion of the study of special-purpose textbook material designed to meet specific needs and problems of living. The contribution of this project has been made through the production of graded textbook materials that were concerned with "problems of the community and local resources available for improvement of living in the community."¹⁹ This experiment was carried on in three experimental centers in Kentucky, Florida, and Vermont. The three-way program was set up in elementary, junior high, and senior

¹⁸The Textbook in American Education, (Thirtieth Yearbook of the National Society for the Study of Education, Part II, Chicago: University of Chicago Press, 1931); American Textbook Publishers Institute, Textbook in Education (New York: Lakeside Press, 1949); Text Materials in Modern Education (Edited by Lee J. Cronbach, Urbana, Illinois: University of Illinois Press, 1955); Gerald A. Yoakum, The Place of Textbooks in Children's Reading, pp. 65-75 (Report of the Fourth Annual Conference on Reading, University of Pittsburgh, June 28-July 9, 1948); Materials for Reading (Supplementary Educational Monographs, No. 86, Edited by Helen M. Robinson, Chicago: University of Chicago Press, 1957); and Development In And Through Reading, (Sixth Yearbook of the National Society of the Study of Education, Part I, Chicago: University of Chicago Press, 1961).

¹⁹Maurine F. Seay, Leonard E. Meece and Mary J. Patterson, "The Sloan Experiment in Kentucky," The Bulletin of the National Association of Secondary School Principals, Vol. XXX, No. 139 (May, 1946) Washington, D.C.: The National Education Association, p. 19.

high school classes.

Beginning in 1944, the Sloan Experiment faced a need for textbook materials in senior high school classes to supplement the free and inexpensive materials already available, as well as existing textbook materials. The cooperating schools needed additional instructional materials on the resources of their own communities, which could help them solve problems related to the economic necessities--food, shelter, and clothing.

Because of this need, officials of the Sloan Foundation and the Universities of Kentucky, Florida, and Vermont made plans to prepare instructional materials for the high school level. Each of the universities agreed to write the needed materials in established subject-matter areas. The University of Kentucky prepared the materials on food, shelter, and clothing for use in English and social studies classes.

Hillis, in 1948, wrote the report of the research carried on by the Bureau of School Services at the University of Kentucky.²⁰ This study was concerned with the following assignment:

1. To select criteria for the preparation and evaluation of instructional materials at the secondary level;

²⁰Ruth Hillis, The Preparation and Evaluation of Instructional Materials on Community Agencies (Lexington: College of Education, University of Kentucky, December, 1948), pp. 14-15.

2. To determine the need for instructional materials on community agencies which help people solve problems about food, shelter, and clothing;
3. To plan the materials, gather information, and write the books;
4. To evaluate the materials;
5. To revise the materials according to the findings of the evaluation.²¹

The criteria for the preparation and evaluation of the textbook materials were selected after a careful study had been made of professional literature on instructional materials. Characteristics of good textbook materials were listed as they were found in reports of research on the relationship of instructional materials to the needs and interests of pupils at the upper elementary and early secondary levels. Following this operation, the list of characteristics was studied by four experienced teachers who had lived and taught in rural communities and had already had extensive experience with pupils. With their help a list of criteria was set up.²²

The criteria employed for the first, fourth, and fifth items were:

1. The informational content is related to the experience of the pupil;
2. The pupil is conscious of a need for the information which the material offers;

²¹Ibid., Chapter III.

²²Ibid., p. 19.

3. The information is adequate for use by the pupil;
4. The material is well organized;
5. The style of writing is clear and comprehensible;
6. The vocabulary is suitable to the age and grade level of the pupil and to the subject matter of the text;
7. Technical terms or unfamiliar words necessary to the content are explained as they are introduced;
8. Useful study-helps accompany the text;
9. The following interest factors are present: people, story form, action, humor, and a lifelike situation.²³

The amount of content material was gleaned by a careful examination of each textbook and its selected references to community agencies, food, shelter, and clothing. These items were tabulated under these headings: item, chapter, page, reference to community agency, food, shelter, or clothing, number of words, and percentage of total running words in the book devoted to each of the four topics.²⁴

The headings of the final rating sheets developed in the above study were composed of the eight criteria on content and presentation, plus the five interest factors included in the ninth criterion.

²³Ibid., p. 57.

²⁴Ibid., p. 20.

In order to keep the interpretation of the headings constant throughout the evaluation, a page of brief explanations was mimeographed and attached to each copy of the rating sheet. Although the explanations retained the general thought of the definitions used in rating textbook information, they were stated in terms of the materials actually presented in the six books (which were evaluated).²⁵

Headings referring to content were:

1. Relation to pupil experience--characters and events are similar to those known by the boys and girls who will read the story;
2. Satisfaction of pupil need--the pupil can see an immediate or future use for the information;
3. Adequacy for pupil use--the information is complete enough to be used by the pupil to solve problems he meets in everyday living²⁶

Headings referring to quality of presentation included:

1. Organization of material--paragraphs are complete thought units; the arrangement of ideas is helpful to clear understandings;
2. Clarity of style--sentences express a single complete thought; unnecessary words are omitted; the words used make the meaning immediately clear;
3. Suitability of vocabulary--the words are generally understood by the boys and girls who are related to the background of experiences of these boys and girls;
4. Explanation of technical terms--unfamiliar words, used because they are necessary to an understanding of the material, are explained

²⁵Ibid., pp. 27-28.

²⁶Ibid., p. 28.

when they are introduced or in a glossary--explained in simple and meaningful terms;

5. Adequacy of study-helps--suggested pupil activities, bibliographical aids, and glossary stimulate the pupil to further investigations, and encourage him to use the information he finds in the material they accompany.²⁷

Headings used with reference to interest factors were:

1. People--characters in the story are real; they appeal to boys and girls;
2. Story form--the characters, plot and dialogue make a story that interests boys and girls;
3. Action--people, animals, or machines engage in some form of work or play;
4. Humor--some parts of the study are amusing to boys and girls;
5. Lifelike situations--the pupil imagines himself participating in the story.²⁸

Hillis reported that instructions were given the experts who did the evaluating. She added:

The experts were asked to rate each book good, fair, or poor according to the characteristics described above, and to suggest changes, additions, and omissions which would improve the usefulness of the instructional materials to rural boys and girls in the eighth, ninth, and tenth grades.²⁹

One of the quality-interval descriptions developed in the Springville Series is reproduced here:

²⁷Ibid., p. 28.

²⁸Ibid., p. 28.

²⁹Ibid., p. 23.

Relation to pupil experience: The material contains description, thought, action, or other elements which are similar to the things that most twelve- to fifteen-year-old boys and girls in rural communities of Kentucky have seen, thought, or done.

Good: The material is closely related to pupil experience.

Fair: The material contains some elements which are related to pupil experience.

Poor: The material has little relation to pupil experience.³⁰

The quality-internal description is included here because this procedure, in adapted form, is used in this study.

At the time of this writing the study made by the Bureau of School Services at the University of Kentucky was the only available source of information concerning analysis of textbook content produced for a special purpose.

V. TEXAS STATE TEXTBOOK ADOPTION PROCEDURES FOR 1963-1964

The state of Texas has prepared a statement setting forth in chronological order its complete adoption program. Golden, the Director of the Textbook Division, has made available to the writer the information used in the Texas (1963-64) adoption.³¹ He has, also, made available both the General Criteria For Evaluating Textbooks and the Appraisal Sheet For Textbooks Offered For Adoption in 1963.³²

³⁰Ibid., p. 23.

³¹Letter of August 29, 1963, from J. B. Golden, Director of Division of Textbooks and Instructional Materials, Texas Education Agency, Austin, Texas.

³²See Appendix for the instruments used.

VI. CRITERIA EMPLOYED IN THIS STUDY

Studies reviewed thus far in this chapter provide important background information regarding derivation and definition of the quantity criteria and the quality categories in the field of this study.

The criteria used by the Texas State Textbook Committee in selecting and adopting the sixth grade textbooks involved in this study have already been applied. The factors of physical make-up, arrangement, organization, content, motivation, aids to instruction, authorship, and copyright date were considered by the State Textbook Adoption Committee before it made its selection of books to be placed on the 1963-64 adoption list. The writer assumed that this procedure produced a list of the best textbooks available at the time of their adoption.

Criteria for identifying developmental tasks materials, as used in this study, were arrived at by adopting the headings used by Havighurst in Human Development and Education. These headings were supplemented by the writer's descriptive definitions of the nature of the task as given by Havighurst and by the writer's own research in the growth and development of pre-adolescent children.

The following statement has been taken as a basis for adapting Hillis' study as the framework for analysis in this study:

In this study, a procedure was set up and tried out for preparing and evaluating special-purpose instructional materials for eighth-, ninth-, and tenth-grade pupils. The procedure reported here could serve as a guide for the preparing and testing of other special-purpose materials.³³

The Committee of the Bureau of School Services at the University of Kentucky examined existing textbooks used in Kentucky in search of material pertaining to community agencies, food, shelter, and clothing. The dearth of available material in textbooks prompted this committee to prepare the Springville Series of textbooks.

Bottrell, in her study, evaluated existing language arts and social studies textbooks of Junior High level in Texas for material concerning human relations. This study has examined Texas State-adopted social studies and language arts textbooks, at the sixth grade level, for developmental tasks mastery value materials.

The following developmental tasks were considered:

1. Learning Physical Skills Necessary for Ordinary Games.

Nature of the Task. To learn the physical skills that are necessary for games and physical activities that are highly valued in childhood--such skills as throwing and catching, kicking, tumbling, swimming, and handling simple tools.

³³Ruth Hillis, The Preparation and Evaluation of Instructional Materials on Community Agencies (Lexington: College of Education, University of Kentucky, December, 1948), p. 143.

Physical Skills for Games (PSG)

To develop and refine neuro-muscular skills necessary for success in games and physical activities within realistic limits of one's body situation without receiving or being overcome by ridicule or disdain from peers or elders and to learn the rewards that come from mastering these skills both at this level and at future levels of growth and development.

2. Building Wholesome Attitudes Toward Oneself As A Growing Organism

Nature of the Task. To develop habits of care of the body, of cleanliness and safety, consistent with a wholesome, realistic attitude which includes a sense of physical normality and adequacy, the ability to enjoy the body, and a wholesome attitude towards sex.

Wholesome Attitude Towards Oneself (WAO)

To develop sound habits of body care, of maintaining good health habits, or learning safe uses of the body, and to acquire a wholesome realistic attitude toward one's body as an organism for enjoyment and activity through the knowledge of and the self-acceptance of sex and other differences.

3. Learning To Get Along With Age-Mates

Nature of the Task. To learn the give-and-take of social life among peers. To learn to make friends and get along with enemies. To develop a 'social personality.'

Get Along With Age-Mates (GAA)

To develop the ability to form and maintain constructive relationships with age-mates by learning wholesome habits and attitudes of loyalty, of cooperation, of avoiding and approaching strangers and enemies, of making and treating friends, of getting satisfaction from one's social life, and by acquiring social approval and a "social personality" or social stimulus value without sacrificing self by becoming a slave to present, often limited, peer codes and mores.

4. Learning An Appropriate Masculine or Feminine Social Role

Nature of the Task. To learn to be a boy or girl--to act the role that is expected and rewarded.

Appropriate Sex Social Role (SSR)

To facilitate the accepting, behaving, and developing of a pattern of action in a sex-typical fashion of the appropriate socially approved masculine role for boys and feminine role for girls, by beginning to understand the often arbitrary and self-limiting definitions of these roles, and of realistic future flexibility while at the same time accepting the power of present societal pressures.

7. Developing Conscience, Morality, and Scale of Values

Nature of the Task. To develop inner moral rules, and the beginning of a rational integrative scale of values.

Conscience, Morality and Scale of Values (CMS)

To develop a democratic scale of values or ideas and feelings to live by sufficient to make and hold to choices in spite of temptation or immediate enjoyment; independence of pressures from authority figures by learning morality or the value of society in personal behavior through respect for rules and conduct such as honesty, responsibility, right from wrong, loyalty, consideration of others, cooperation, and give-and-take; and an appreciation of values regarding school, religion, other groups, and activities in which one participates, and beginning perception of some key unsolved ambiguities and conflicts in our current values and a concern for working toward greater wholeness within oneself and one's society.

8. Achieving Personal Independence

Nature of the Task. To become an autonomous person, able to make plans to to act in the present and immediate future independently of one's parents and other adults, and of one's peers and peer group mores which conflict with one's deeper sense of fitness and rightness.

Achieving Personal Independence (API)

To develop independent thought and action by the accepting of responsibility for own choices, actions, safety, use of time, and choice of friends; and to begin to discover a true and adult basis of authority by learning to discern, construct, or accept ethical rules for self by freeing self from the intimate identification with parents, to identify with other 'significant' persons, and to become an individual, a person, in one's own right.

9. Developing Attitudes Toward Social Groups and Institutions

Nature of the Task. To develop social attitudes that are basically democratic.

Attitudes Toward Social Groups and Institutions (SGI)

To develop basic democratic attitudes characteristic of almost all Americans such as wholesome feelings and behavior toward institutions that make up the structure of the community, a democratic form of government, religious and racial tolerance, a respect for freedom of speech and other civil rights, international cooperation, and a belief in a better future.³⁴

The percentage of developmental tasks materials contained in each textbook was calculated by dividing the total number of developmental tasks words by the approximate number of words in the book. This percentage is referred to as the Quantity Index of developmental tasks materials. The formula that expresses this reads:

$$\text{Quantity Index} = \frac{\text{Total Words Developmental Tasks Materials}}{\text{Total Words in Textbook}}$$

³⁴Robert J. Havighurst, Human Development and Education (New York: Longmans, Green and Company, 1953), pp. 111-158.

Both the Springville Series and Bottrell used the qualitative analysis categories, or intervals, of GOOD, FAIR, and POOR, giving careful definition to each through separate items of description in order to assure discrimination. This study has followed the same procedure, including careful interval definitions. The instrument devised for this purpose is presented in Table I.

In the studies mentioned above, interval discrimination was sought with respect to: (1) accuracy of content; (2) adequacy of content; (3) applicability of content. In this study the interval discrimination has been sought with respect to ten items:

1. Accuracy of task materials.
2. Adequacy of task information.
3. Portrayal of task materials.
4. Comprehension of task materials.
5. Relationship to pupil of task materials.
6. Application of task materials.
7. Identification in task materials.
8. Reflective thinking in task materials.
9. Behavior patterns in task materials.
10. Values and attitudes in task materials.

Around the three basic qualitative characteristics of GOOD, FAIR, and POOR have been developed careful descriptive definitions thought to assure discriminative judgment in regard

CATEGORIES FOR ANALYZING QUALITY OF
MIDDLE CHILDHOOD DEVELOPMENTAL TASK MATERIALS

ITEM	GOOD	FAIR	POOR
1. Accuracy of task materials	Accurate; most pupils can see a specific use for information	No inaccuracies; some pupils can see a general use for information	Inaccurate; stereotyped; few pupils can see use for information
2. Adequacy of task information	Specific and complete enough to be useful as presented	More helpful if additional facts from other sources	Too general and scanty to be useful without many more facts
3. Portrayal of task materials	Comprehensive and realistic; true-to-life description	Satisfactory with guidance and added information; incomplete description	Unbelievable or unrealistic; inadequate and difficult description
4. Comprehension of task materials	Most pupils can understand without assistance or translation	Some pupils can understand but need considerable help	Few pupils can understand due to omissions and/or language used
5. Relationship to pupil of task materials	Closely related to things the pupil has seen, done, or thought	Related in part to things the pupil has seen, done, or thought	Little relation to things the pupil has seen, done or thought
6. Application of task materials	Many useful applications; full enough to be practical	Some useful applications; help needed to make practical	Little useful application; Much help needed to make practical
7. Identification in task materials	Many useful opportunities for identification and imitation	Some useful opportunities for identification and imitation	Few useful opportunities for identification and imitation
8. Reflective thinking in task materials	Clear portrayal of alternatives and consequences in problems; situations, and behavior	General portrayal of alternatives and consequences in problems situations, and behavior	Vague portrayal of alternative and consequences in problems, situations, and behavior
9. Behavior patterns in task materials	Many examples appropriate to age group; much problem-solving	Some examples appropriate to age group; some problem-solving	Few examples appropriate to age group; little problem-solving
10. Values and attitudes in task materials	Most pupils can perceive specific and general learning outcomes	Some pupils can perceive specific and/or general learning outcomes	Few pupils can perceive specific and/or general learning outcomes

to the quality of developmental tasks materials discovered in the selected sixth grade textbooks of Texas.

In qualitative analysis, the Springville Series used the intervals, or categories, of GOOD, FAIR, and POOR, giving careful definition to each in order to assure discrimination. In Bottrell's study, a quality index was derived by assigning the value of 3 to GOOD, 2 to FAIR, 1 to POOR and multiplying the words in the book of each category by the assigned value, and dividing by the sum of the total number of human relations words in the book. She expressed the quality in the following formula:

$$\text{Quality Index} = \frac{\text{Sum } (G \times 3) + (F \times 2) + (P \times 1)}{\text{Total words Human Relations Material in book}}$$

Bottrell's formula was derived by developing careful descriptive definitions for each interval of GOOD, FAIR, and POOR. This is illustrated as follows:

1. How It Feels To Grow Up (HFG). The relationships with families and peer groups at home, in school, and on jobs. Being responsible for one's choices. Learning through trial and error what choices bring satisfaction, a sense of security, social approval or disapproval. Personality development, orientation, self-development, and their problems.

GOOD (G)--clear-cut, understandable pictures of relationships which help the reader with his own and his friends' problems.

FAIR (F)--some understanding shown, but reader needs to furnish his own generalizations, or get help from other sources.

POOR (P)--unsatisfactory situations which show little relation to pupil experience.³⁵

³⁵Helen K. Bottrell, op. cit., pp. 50-51.

The quantitative criteria and qualitative categories and their accompanying quality-intervals definitions were formulated by Bottrell into a "Data Work Sheet," and a "Data Summary Sheet." They were used by Bottrell to record and report both the quantity and quality of human relations materials found in the textbooks she studied.

The two instruments mentioned above were revised and adapted by the writer so that an investigation could be made of the quantity and quality of developmental tasks materials contained in selected sixth grade Texas state-adopted textbooks for 1963-64.

VII. SUMMARY

This chapter has been concerned with the development of a set of criteria and related evaluation techniques for textbook analysis of developmental tasks materials. Because of the nature of this study, the research concerning textbook analysis was reviewed. The Texas textbook adoption procedure was reviewed and the criteria employed within it were reported. A review was presented of the existing content analysis studies of reading materials that shed any light on the method used in this study. The pattern of analysis and evaluation of textbooks and the instructional materials developed in connection with the Springville Series and the human relations study by Bottrell were explored in considerable detail since they

provided the only procedures of direct value to this study. The chapter was concluded with a detailed presentation of the seven developmental tasks areas identified for use in this study. It has included detailed definitions of the various developmental tasks areas, definitions of the quality intervals used for each area, explanations of the formulas used, and descriptions of the instruments adopted for this research.

CHAPTER IV

RESEARCH PROCEDURES FOR IDENTIFYING AND EVALUATING SELECTED DEVELOPMENTAL TASK MATERIALS IN SELECTED TEXAS STATE-ADOPTED TEXTBOOKS IN GRADE SIX FOR 1963-1964

I. INTRODUCTION

The purpose of this chapter is to set forth the resources drawn upon and the steps taken in defining, developing, and using the procedures employed in this research. The chapter follows this sequential order: (1) preparation for the study; (2) establishment of a framework for textbook analysis; (3) research pattern used; and (4) treatment of the research findings.

In literature prepared to help a person meet developmental tasks, very little work has been done to analyze its content. Some library materials and literature have been analyzed for their value in helping individuals understand and master the adjustment tasks of their particular age level.¹ However, these procedures have not been applied to the identification and evaluation of special purpose materials provided through state-adopted textbook lists for a particular maturity

¹See Chapter II.

level or grade level. Furthermore, much more work of this nature has been completed at the junior high school and senior high school level than has been completed at the elementary school level. This study, therefore, offers the possibility of establishing an analysis-evaluation procedure that could be used at the other developmental-task development levels as well as in other fields and in other special-purpose areas.

The self-contained classroom organization in Texas usually has an integrated language arts and social studies program. This integration was a basic factor in the decision to limit this study to the basal readers, supplementary readers, spellers, language, and geography textbooks adopted for grade six.

II. PREPARATION FOR THE STUDY

The Port Arthur Independent School District, in the school year 1958-1959, selected the writer to be a member of the teachers' textbook selection committee. This committee was charged with the responsibility of making a recommendation to the superintendent and school board concerning textbooks to be selected for classroom use from the multiple adoption state textbook list.

At this time, the local selection committee had no guide or established procedure to follow in making its selection. It was simply a matter of subjective evaluation on the

part of each member, followed by a final majority vote. A recommendation was made by the textbook selection committee to the superintendent and school board without consideration of the format, content, or value of the textbooks. It was noted that most of the subjective evaluation was concerned with the appearance of the textbooks, the logical order of materials presented, and the amount of supplementary materials offered by each. Rarely was there mention of the content of the textbook and its value to a learner's growth and development. It was at this time that it was suggested that some type of systematic content analysis be conducted using tried and proven methods of analysis.

A survey of the analysis, selection and adoption of textbooks in thirty-nine selected Texas Independent School Districts in various sections of the state was conducted in 1962 to ascertain their procedures for the selection of textbooks. From this survey came a need for further study and research in content analysis. The survey revealed that little, if any, internal analysis was carried on by the schools of Texas as a part of their selection procedures. Many of the persons responding to the survey expressed a need for a usable procedure for content analysis and for analysis of special-purpose materials found in the textbooks. During this period, work in child study courses at the University of Houston was centered on sixth grade pupils. While using the Prescott

method, modified by Dr. Harold R. Bottrell, for studying children, the writer became deeply interested in the use of Havighurst's developmental tasks concept as applied to the preadolescent child. During this period Dr. Helen K. Bottrell gave him access to her dissertation, which is a comprehensive study of internal analysis of special-purpose textbook materials. A reading of the dissertation evoked the idea that an analysis of the Texas state-adopted textbooks could be and should be made in terms of their value for helping children vicariously work with their developmental adjustments. Thus, from interest in the problem of textbook analysis and in finding more productive means by which children could master their developmental tasks, a tentative research problem evolved. To test the feasibility of conducting such a study, two research problem studies were completed at the University of Houston. These two studies were "A Critical Review of the Developmental Task Concept and Its Adaptation to Curriculum Planning for Grade Six" and "A Critical Review of the Status, Selection, Analysis and Adoption of Textbooks."

In response to an inquiry by the writer, a letter was received from Dr. Robert J. Havighurst stating that he had seen nothing new on the use of the developmental-task concept since his exhaustive review of the subject in School Review in 1956. In commenting on the question as to the possibility of conducting a study of textbooks and their value in helping

readers master their developmental tasks, he wrote:

I should think it would be possible to analyze a textbook for its presentation of material dealing with the various developmental tasks and to use a rating scale for this purpose...

I should think that in using my material in HUMAN DEVELOPMENT AND EDUCATION you could prepare a kind of a guide for rating a book on each of the tasks of middle childhood. You might submit the guide to two or three people for their criticism...

I suppose the main problem would be to judge the adequacy of the material in the textbook, and here we would have to work out the criteria carefully. Perhaps the best thing would be to take illustrations from several textbooks, make your rating, and then explain why you made these ratings.²

III. ESTABLISHING THE FRAMEWORK FOR TEXTBOOK ANALYSIS

This section of the chapter carries forward these purposes simultaneously, namely: (1) to review basic patterns of textbook analysis, (2) to isolate features incorporated in patterns of textbook analysis employed in this study, and (3) to adapt these features to this study.

The Texas adoption pattern. The procedure used in the State of Texas was reported in the preceding chapter.

The Quillen pattern. The pattern of analysis employed

²Letter of September 11, 1962, from Dr. Robert J. Havighurst, Professor of Education, The University of Chicago, Chicago, Illinois.

by Quillen was also presented in Chapter III.

The Springville pattern. This pattern, too, was introduced in Chapter III. It was a pattern for the evaluation and development of instructional materials adapted to regional needs, special problems of a particular area, and specific age group problems. The pattern emerged from the research undertaken through the Sloan Project in Applied Economics at the University of Kentucky.³ This group of educators prepared what is known as the Springville Series. This series of special-purpose instructional materials was produced for use in grades eight, nine, and ten in rural communities in Kentucky, which it was found had reading levels from grades one through ten. The six textbooks prepared in this series were:

1. Sam Buys A Farm
2. Fire
3. Patches and Plans
4. Trouble on Goose Creek
5. Water
6. Springville on the March⁴

A detailed report, technical in nature, has been prepared by Hillis. It sets forth the procedure for preparing and

³See Chapter III for further information concerning this study.

⁴Ruth Hillis, The Preparation and Evaluation of Instructional Materials on Community Agencies (Lexington: College of Education, University of Kentucky, December, 1948), pp. 14-15.

evaluating special-purpose instructional materials for use by junior high school students. The materials contained information about community agencies and how these agencies could help with shelter, clothing, and food problems. Criteria were devised for the preparation and evaluation of these instructional materials; need was determined for materials about community agencies which could help the junior high school pupils solve basic problems about shelter, clothing, and food; materials were planned and prepared after information about the community was gathered; then the textbooks mentioned above were written. Finally, they were tried out, revised, published, and distributed for classroom use.

The criteria pattern reported by Hillis was adapted and modified by Bottrell in her study of human relations materials in junior high school Texas state-adopted textbooks.⁵ In her study Bottrell prepared both qualitative and quantitative descriptions in order to apply the criteria prepared for analyzing the social studies and language arts textbooks.

The criteria pattern and quality categories reported by Hillis and Bottrell have been adapted for use in this study. Chapter III has given the adaptation process, including

⁵Helen K. Bottrell, "A Critical Analysis of Human Relations Materials in State-Adopted Textbooks in Junior High School Language Arts and Social Studies in the State of Texas" (unpublished Doctor's dissertation, the University of Houston, Houston, Texas, 1954).

reproduction of materials, in sufficient detail to establish comparability. The analysis and data recording procedures developed for the Bottrell study have been adapted for use in this study. Hillis' and Bottrell's studies were the only resources found that had specific relevance to the nature and purpose of the research procedures required in this study of developmental tasks materials in sixth grade Texas state-adopted textbooks.

The research procedures developed for and employed in this study are described in the remaining portion of this chapter. These procedures were introduced in the preceding chapters.

IV. PATTERN USED IN THIS STUDY

A problem encountered early in this study was a need for a set of criteria which would encompass the factors involved in using the developmental tasks approach to education. The Texas adoption screening process met the first of Quillen's five requirements, that of the selection of the most frequently used textbooks and related instructional materials.⁶ The adaptation of the categories of developmental tasks materials set forth in Human Development and Education by Havighurst met the remaining four factors in Quillen's pattern of textbook

⁶I. James Quillen, Textbook Improvement and International Understanding (American Council on Education, 1948).

analysis.⁷

A later problem involved the development of an adequate research method for performing the quantitative and qualitative analysis. The only studies of any consequence, as previously noted, were found to be Hillis' report of the Springville Series and Bottrell's research, which was an adaptation of the pattern Hillis employed. Hillis stated:

In this study, a procedure was set up and tried out for preparing and evaluating special-purpose instructional materials for eighth-, ninth-, and tenth-grade pupils. The procedures reported here could serve as a guide for the preparing and testing of other special-purpose materials.⁸

The adequacy of this framework for textbook analysis was verified. The verification was made by checking a random sample of chapters in a cross-section selection of the state-adopted textbooks included in this study.

In order to distinguish easily the predominate theme found in each area of developmental tasks materials a definitive description was given to each area of the middle childhood developmental tasks materials set forth in broad terms by Havighurst in Human Development and Education.⁹ This was done to assure that: (1) identification and classification of the developmental tasks materials would be consistent and uniform,

⁷See Chapter III for full and detailed development.

⁸Ruth Hillis, op. cit., p. 143.

⁹Robert J. Havighurst, Human Development and Education (New York: Longmans, Green and Company, 1953).

and (2) dual-classification and overlapping would not occur.

A procedure was devised to validate both the criteria and the quality categories through selection of a list of recognized specialists in the research and implementation of the developmental tasks concept of human growth and development in education, who were asked to evaluate the prepared materials:

1. Dr. Robert J. Havighurst, the Department of Education of the University of Chicago.
2. Dr. Glenn C. Dildine, Consultant in the Human Relations Program of the National 4-H Club Foundation in Washington, D. C.
3. Dr. John D. Greene, Director of Instruction at Baton Rouge, Louisiana.
4. Dr. Ira J. Gordon, Professor of Education at the University of Florida.

A letter was prepared to explain what was needed to validate these criteria and quality categories.¹⁰ The letter contained the writer's summary of available research on developmental tasks entitled Overview of the Research Problem. It consisted of two documents: (1) Criteria For Identifying Middle Childhood Developmental Tasks Material and (2) Categories For Analyzing Middle Childhood Developmental Tasks Materials.¹¹ These materials were sent to the specialists for

¹⁰See Appendix.

¹¹See Appendix.

their evaluation. They noted strengths and weaknesses, made recommendations, concluded that both the developmental tasks criteria and quality categories were valid, and requested information of the findings of this study.¹²

Although Havighurst set forth nine areas of developmental growth for children in middle childhood, he recommended to the writer that only seven developmental tasks areas should be used in this study. He suggested that his own area 6, "Developing Concepts Necessary For Everyday Living," and his own area 5, "Developing Fundamental Skills In Reading, Writing, and Calculating," be omitted.

He wrote:

Number 6 on concepts for everyday living seems to me to be inclined a little too much toward concepts of value and obligation, whereas I have in mind the whole range of concepts of the real physical and social world which a person needs to understand in order to be an average intelligent worker and citizen. Therefore this task really consists of learning the basic essentials of a general education and would involve the study of science, geography, history, etc. Of course this task is the one for which schools are most directly geared and you would probably have difficulty in making judgments about school textbooks. It might even be desirable to omit this task from your study.¹³

Havighurst excluded certain tasks in his major treatment of the

¹²Letters sent to and received from the validation committee during a thirty day period.

¹³Letter of January 3, 1963, from Dr. Robert J. Havighurst, Professor of Education, University of Chicago, Chicago, Illinois.

developmental tasks concept in Human Development and Education. He gave the following rationale for excluding tasks 1, 5 and 6 from his study of the behavioral outcomes of education through the application of the middle childhood developmental tasks:

These six tasks coincide with those listed in chapter 4, but they do not include the tasks of intellectual development, which are so well described and so thoroughly understood as educational objectives that we could hardly add anything useful.¹⁴

The seven developmental tasks selected for use in this study were:

1. Learning Physical Skills Necessary for Ordinary Games (PSG)
2. Building Wholesome Attitudes Towards One-self As A Growing Organism (WAO)
3. Learning To Get Along With Age-Mates (GAA)
4. Learning An Appropriate Masculine or Feminine Social Role (SSR)
5. Developing Conscience, Morality, and Scale of Values (CMS)
6. Achieving Personal Independence (API)
7. Developing Attitudes Toward Social Groups and Institutions (SEI)¹⁵

To readily identify the developmental tasks materials in the textbooks, a system of color marking was devised for the seven selected areas. In this study an adaptation was made of the color legend developed by Bottrell in Teaching Tools.¹⁶ Prismacolor colored pencils were used exclusively. After

¹⁴Robert J. Havighurst, Human Development and Education, p. 93.

¹⁵See Chapter III for complete details.

¹⁶Harold R. Bottrell, Teaching Tools (Pittsburg: The Boxwood Press, 1957), p. 100.

careful experimentation to obtain an effective visible color combination, the following color legend for identifying the seven areas of developmental task materials was chosen:

Developmental Task #1	(PSG)	. .	916	Canary Yellow
Developmental Task #2	(WAO)	. .	918	Orange
Developmental Task #3	(GAA)	. .	922	Scarlet Red
Developmental Task #4	(SSR)	. .	910	True Green
Developmental Task #5	(CMS)	. .	903	True Blue
Developmental Task #6	(API)	. .	931	Purple
Developmental Task #7	(SGI)	. .	935	Black

With the descriptive definitions of the seven selected areas of developmental tasks fixed in mind, each textbook was read paragraph by paragraph. When an area was identified, it was underscored with the designated color or colors and a word count of the item was written in the margin of the textbook. Consecutive sentences and paragraphs were grouped as one item.

After a textbook had been analyzed, the data were recorded on a DATA WORK SHEET form.¹⁷ The form provided space for the following identification: (1) chapter, (2) number of items in each area of developmental tasks materials, (3) quality evaluation, and (4) total number of words, which were recorded in order to simplify arriving at the total number of developmental tasks materials in each chapter. This form also provided space for recording the following information: (1) title of the textbook, (2) publisher, and (3) date of publication.

¹⁷See Appendix for copy of the Data Work Sheet.

The DATA WORK SHEET provided space for recording three quantity calculation items. These items are: (1) total words in the textbook, (2) total words of developmental tasks materials, and (3) the percentage of developmental tasks materials in each textbook. In order to obtain the total number of words in the textbook, the words were estimated by a word by word count of a random flip-page sample of thirty pages of each textbook. Proper names and hyphenated words were considered as one word unit. After this count was made, an average of words per page was determined. The calculated figure was then multiplied by the total number of pages in the textbook, exclusive of the introductory pages and index. The total word count of developmental tasks materials was an actual word for word count, as presented above. The percentage of developmental tasks materials per textbook was achieved by dividing the total developmental tasks materials word count by the approximate word count of the textbook material. This percentage score was referred to as the "Quantity Index of Developmental Tasks Materials." The formula reads:

$$\text{Quantity Index} = \frac{\text{Total Words Developmental Tasks Materials}}{\text{Total Words in Textbook}}$$

In treating the quality judgment, or evaluation of the items of developmental tasks materials, the procedure employed by Hillis in the Springville Series, as adapted by Bottrell in

her dissertation, has been adapted to the nature and purpose of this study. Ten quality intervals were established by preparing a quality category chart which indicated the following areas:

1. Accuracy of task materials
2. Adequacy of task materials
3. Portrayal of task materials
4. Comprehension of task materials
5. Relationship to pupil of task materials
6. Application of task materials
7. Identification in task materials
8. Reflective thinking in task materials
9. Behavior patterns in task materials
10. Values and attitudes in task materials¹⁸

These ten quality intervals were established with respect to the needs of sixth grade children and their ability to make use of the developmental tasks materials in the Texas state-adopted textbooks.

For the purpose of comparison one of the Springville's and one of Bottrell's evaluation-definitions are paralleled by several developed for this study.

¹⁸See Table I on Categories For Analyzing Quality of Middle Childhood Developmental Task Materials in Chapter III.

SPRINGVILLE'S STUDY
RELATION TO PUPIL
EXPERIENCE

The material contains description through action or other elements which are similar to the things that most twelve- to fifteen-year-old boys and girls in rural communities of Kentucky have seen, thought or done.

GOOD: The material is closely related to pupil experiences.

FAIR: The materials contain some elements which are related to pupil experiences.

POOR: The material has little relation to pupil experiences.¹⁹

LEIGH'S STUDY
RELATIONSHIP TO PUPILS
OF TASK MATERIALS

GOOD: Closely related to things the pupil has seen, done, or thought.

FAIR: Related in part to things the pupil has seen, done, or thought.

POOR: Little relation to things the pupil has seen, done, or thought.

PORTRAYAL OF TASK
MATERIALS

GOOD: Comprehensive and realistic; true-to-life description.

FAIR: Satisfactory with guidance and added information; incomplete description.

POOR: Unbelievable or unrealistic; inadequate and difficult description.

COMPREHENSION OF TASK
MATERIALS

GOOD: Most pupils can understand without assistance or translation.

FAIR: Some pupils can understand but need considerable help.

POOR: Few pupils can understand due to omissions and/or language used.

¹⁹Ruth Hillis, op. cit., p. 23.

BOTTRELL'S STUDY
PATTERN OF FAMILY
LIFE

The role of father, mother, brother, sister, aunts and uncles, and grandparents. How families work, play, and live together. How values and behavior of individuals are shaped by family relationships, traditions, values of various subcultures in different countries. Needs and desires common to all kinds of families; the uniqueness of each.

GOOD: Accurate portrayal of factors mentioned above; comprehensive picture of family; useful applications can be made.

FAIR: No inaccuracies, but picture and details may be generalized; some useful application can be made.

POOR: Inaccurate, may be stereotyped; shows prejudice, too brief, few useful applications.²⁰

LEIGH'S STUDY
ACCURACY OF TASK
MATERIALS

GOOD: Accurate; most pupils can see a specific use for information.

FAIR: No inaccuracies; some pupils can see a general use for information.

POOR: Inaccurate; stereotyped; few pupils can see use for information.

ADEQUACY OF TASK
MATERIALS

GOOD: Specific and complete enough to be useful as presented.

FAIR: More helpful if additional facts from other sources.

POOR: Too general and scanty to be useful without many more facts.

APPLICATION OF TASK
MATERIALS

GOOD: Many useful applications; full enough to be practical.

FAIR: Some useful applications; help needed to make practical.

POOR: Little useful application; much help needed to make practical.

The quality categories in the writer's study were not linked directly to any one item under analysis but were prepared

²⁰Helen K. Bottrell, op. cit., p. 48.

to cover all seven areas in the analysis of developmental tasks materials in the sixth grade textbooks selected for study in this research. Instead of preparing three lengthy descriptive definitions of quality encompassing a number of quality items, as the Hillis and Bottrell studies have done, ten specific items were identified as quality factors and described in specific detail in a compact one page table.²¹ In the same manner these ten areas were verified by the specialists who validated the developmental tasks criteria. Four items were added to the quality categories that the other studies did not possess in any form. They are presented here for clarity:

IDENTIFICATION IN TASK MATERIALS

- GOOD: Many useful opportunities for identification and imitation.
- FAIR: Some useful opportunities for identification and imitation.
- POOR: Few useful opportunities for identification and imitation.

REFLECTIVE THINKING IN TASK MATERIALS

- GOOD: Clear portrayal of alternatives and consequences in problems, situations, and behavior.
- FAIR: General portrayal of alternatives and consequences in problems, situations, and behavior.
- POOR: Vague portrayal of alternatives and consequences in problems, situations, and behavior.

BEHAVIOR PATTERNS IN TASK MATERIALS

- GOOD: Many examples appropriate to age group; much problem-solving.
- FAIR: Some examples appropriate to age group; some problem-solving.

²¹See Table I in Chapter III for these quality definition-descriptions in full table form.

POOR: Few examples appropriate to age group; little problem-solving.

VALUES AND ATTITUDES IN TASK MATERIALS

GOOD: Most pupils can perceive specific and general learning outcomes.

FAIR: Some pupils can perceive specific and/or general learning outcomes.

POOR: Few pupils can perceive specific and/or general learning outcomes.

The DATA WORK SHEET provided a column in each of the seven areas of developmental tasks materials for recording the quality evaluation of the item as GOOD, FAIR, or POOR. A column was provided to record the rating of each item under the heading "Q". As the words were counted, a quality symbol of G, F, or P was written in the margin of the textbook beside the item found and then recorded on the DATA WORK SHEET to indicate the quality of each item of developmental tasks materials identified in the textbooks.

A device for presenting developmental tasks materials for the whole publication was developed, called a DATA SUMMARY SHEET. This sheet pictured the textbook as a whole by chapters and provided space to visualize both the quantity and quality findings.²² It provided for a tabulation of the word counts and quality rating for each chapter. Also, it provided a chapter tabulation of the word counts by quality in a horizontal plane and a tabulation by quality distribution for each of

²²See Appendix for copy of DATA SUMMARY SHEET.

the seven areas of developmental tasks materials for the entire textbook in a vertical plane. This form carried the same identification items as the DATA WORK SHEET and provided space for the two indices of quantity and quality. The QUANTITY INDEX derivation has been explained previously.

By assigning the value of 3 to GOOD, 2 to FAIR, and 1 to POOR, multiplying the words of each developmental task area under analysis by the assigned value, and dividing the sum by the total number of developmental tasks words in the textbook, a QUALITY INDEX was obtained. This QUALITY INDEX is expressed in the following formula:

$$\text{Quality Index} = \frac{\text{Sum } (G \times 3) + (F \times 2) + (P \times 1)}{\text{Total Words of Developmental Tasks Materials in Textbook}}$$

V. TREATMENT OF THE RESEARCH FINDINGS

Reporting the findings. In the official catalogue, entitled Catalogue of Current-Adoption Textbooks 1963-64,²³ all of the Texas state-adopted textbooks were presented in curricular categories. Using its arrangement for listing curricular areas at the sixth grade level, a chapter has been devoted to the language arts and social studies areas in this study. The language arts section included two curricular groupings. They are the receptive language arts, which

²³Catalogue of Current-Adoption Textbooks 1963-1964, Texas Education Agency, Bulletin 636, Austin: Texas Education Agency, September, 1963.

included basal readers and supplementary readers, and the expressive language arts, which included spelling, grammar, and writing textbooks. The social studies section included only geography textbooks since there were no history textbooks provided for grade six.

Textbooks have been arranged alphabetically by title. In this order, a DATA SUMMARY SHEET has been prepared for each textbook, reporting the distribution by quantity and quality of the developmental tasks materials in the seven areas under analysis. Indices of quantity and quality are shown for each textbook in this study. These indices are presented in tabular form for the state-adoption area as adoption groups and as curricular areas. Also, the data have been arranged by publishers to show the distribution of the quantity and quality indices of each by adoption groups and by curricular areas. A composite picture of the entire study has been presented in tabular form, also.

Interpreting the findings. Each DATA SUMMARY SHEET is accompanied by appropriate commentary. This commentary deals with the relationships between the Quantity and Quality Indices and the distribution of materials among the seven selected areas of developmental tasks materials noted.²⁴ Thus, all the

²⁴Percentage distributions for the seven areas have been interpolated. They may be found in Table XXVI.

textbooks in an adoption grouping have been individually reported and interpreted. Subsequently, all the textbooks have been arranged in tabular form to show the rank order by Quantity Index and Quality Index, and the Quantity and Quality ranking by publishers for each adoption group and curricular area.

It was ascertained after all the Quality Indices were computed, that a Quality Index above 2.50 indicated predominately GOOD materials; a Quality Index figure below 2.50 and above 2.00 indicated predominately FAIR materials. This study disclosed that if there was a high Quality Index, there was a large proportion of GOOD materials, some FAIR materials, and few POOR materials. The converse also proved to be true. When the Quality Index figure was below 2.00 the materials were predominately POOR. A Quality Index figure below 2.50 and above 2.00 produced a large amount of FAIR materials, some GOOD materials, and considerable POOR materials. From the above information came a critical discrimination point of 2.50 Quality Index with respect to the quality of the developmental tasks materials found in the textbooks under investigation in this research study.

Reporting Conclusions. The sections dealing with language arts and social studies textbooks deal with a different grouping of state-adopted textbooks. For this reason the making of composite or total group generalizations proved

difficult. Therefore, Chapter V contains a summary of the major findings drawn from the research data gathered in this investigation.

The last chapter in this study gives a summary of the research findings and presents the conclusions drawn from the research, followed by recommendations for further research.

VI. SUMMARY

This chapter has described the formulation of the definitions and the procedures followed in the development and execution of this research study. The problem and scope to be investigated are presented and certain of its specifications explained. The steps through which the investigator acquired competence in the area of the developmental tasks concept and in textbook analysis have been reviewed. The literature and research procedures designed and developed for, and applied, in this study have been presented in detail. Lastly, the treatment of the data of the research has been described in terms of the ways in which the findings were reported and interpreted, the conclusions were drawn, and the recommendations for further research were derived.

CHAPTER V

DEVELOPMENTAL TASKS MATERIALS IN LANGUAGE ARTS AND SOCIAL STUDIES TEXTBOOKS FOR GRADE SIX

I. INTRODUCTION

This chapter presents the research findings of the study. The study deals with the preparation and use of a set of criteria and quality categories for evaluating the quantity and quality of developmental tasks materials contained in the Texas state-adopted textbooks in language arts and social studies for the sixth grade during the school year 1963-1964.¹

The textbooks are taken up by subject area. Within each subject area the textbooks are introduced in alphabetical order by title. Each textbook is presented by a separate Data Summary Sheet showing the amount of developmental tasks materials and the quality of the developmental tasks materials found in each of seven developmental tasks areas defined for use in this study. The seven areas have been given numbers and symbols so that the Data Summary Sheets can easily be read and understood. The numbers and symbols used in the Data Summary Sheets are:

Area 1. PSG--Physical Skills for Games

¹See Chapter IV for exact procedure.

Area 2. WAO--Wholesome Attitude Towards Oneself

Area 3. GAA--Getting Along with Age-Mates

Area 4. SSR--Appropriate Sex Social Role

Area 5. CMS--Conscience, Morality and Scale of
Values

Area 6. API--Achieving Personal Independence

Area 7. SGI--Attitudes Toward Social Groups
and Institutions

G--GOOD

F--FAIR

P--POOR

After these data have been presented, three tabular arrangements for all the textbooks adopted for the sixth grade in the language arts and social studies areas are presented. The purpose of the tabular arrangements is to show both developmental tasks materials per textbook and rank order by quantity and quality for each adoption group by title and publisher.

The first table presents a composite picture of the materials contained in each developmental tasks area for each textbook in the adoption group as well as the quality of the developmental tasks materials by quality intervals. The second table contains a composite picture of the textbooks in the adoption group arranged according to quantity and quality indices. They are presented first according to quantity, and second according to quality. The third table presents a composite picture of the adoption group arranged by publishers who have textbooks adopted, arranged according to quality and quantity indices. They are ranked first according to quality and

second according to quantity. This has made it possible to study the quantity and quality of the developmental tasks materials contained in the sixth grade textbooks in terms of both the textbooks and the companies publishing them.

To recapitulate, this study dealt with developmental tasks special-purpose materials only and no effort was made to draw any inferences other than those dealing specifically with the quantity and quality of the developmental tasks materials defined for study. The same position was held when dealing with the publishing companies having textbooks on the Texas state-adoption list for language arts and social studies for grade six during the school year 1963-1964.

II. DEVELOPMENTAL TASKS MATERIALS IN THE EXPRESSIVE LANGUAGE ARTS TEXTBOOKS

In 1963-64 there were fifteen textbooks on the official adoption list of Texas sixth grade textbooks in the expressive language arts. Five were for spelling, five for writing, and five for language. Each of these fifteen textbooks was evaluated separately; and the data which were gathered are presented both individually and collectively in this section.

Spelling Textbooks. The textbooks in this adoption group have been listed alphabetically on the state adoption list according to titles. The five textbooks in this group were:

Basic Spelling Goals²

Building Spelling Power³

My Word Book⁴

Spelling for Word Mastery⁵

Success in Spelling⁶

Data Summary Sheet No. 1. The Quantity Index for Basic Spelling Goals was found to be 5.61. This index represents a calculation from a total word count of approximately 17,265 words, of which 968 words were developmental tasks mastery words.

The Quality Index was found to be 2.54. This index reveals that 56.51 per cent, or 547 words, of the developmental tasks materials were rated GOOD; 41.12 per cent, or 398, were rated FAIR; and 2.38 per cent, or 23 words, were rated POOR.

Throughout the seven areas of developmental tasks materials were scattered percentage scores ranging from 1.46

²William Knottmeyer and Kay Ware, Basic Spelling Goals (Dallas: Webster Publishing Company, 1960), 116 pp.

³Paul R. Hanna and Jean S. Hanna, Building Spelling Power (Boston: Houghton Mifflin Company, 1960), 110 pp.

⁴Frederick S. Breed and Ellis C. Seale, My Word Book (New York: Lyons and Carnahan, 1950), 137 pp.

⁵David H. Patton and Eleanor M. Johnson, Spelling for Word Mastery (Columbus, Ohio: Charles E. Merrill Book Inc., 1959), 128 pp.

⁶Richard Madden and Thorsten Carlson, Success in Spelling (New York: World Book Company, 1960), 110 pp.

DATA SUMMARY SHEET NO. 1
Identification and Evaluation of Developmental Task Materials
in Selected Sixth Grade State-adopted Textbooks in Texas 1963-64

Quantity
Index
5.61

Quality
Index
2.54

Title: Basic Spelling Goals Publisher: Webster Date: 1960 Grade: 6
 Total Words in Book: 17,265 Words of Dev. Tasks Materials: 968 Per Cent of Dev. Task Materials: 5.61

CHAPTER NO.	AREAS OF DEVELOPMENTAL TASKS MATERIALS														NUMBER OF WORDS			
	1. PSG		2. WAO		3. GAA		4. SSR		5. CMS		6. API		7. SGI		Good	Fair	Poor	Total
	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q				
	12	F	134	G	10	G	14	G	156	G	101	G	132	G	547			
	5	P	124	F	15	F			40	F	69	F	138	F		398		
			4	P	10	P							4	P			23	968
T O T A L S		G	134	G	10	G	14	G	156	G	109	G	132	G	547	xxxx	xxxx	547
	12	F	124	F	15	F		F	40	F	69	F	138	F	xxxx	398	xxxx	398
	5	P	4	P	10	P		P		P		P	4	P	xxxx	xxxx	23	23
	17	T	262	T	35	T	14	T	196	T	170	T	274	T	547	398	23	968

in Area 4 to 28.31 in Area 7. Area 2 had the second highest percentage with 27.07 followed by Area 5 with 20.25, Area 2 with 17.62, Area 3 with 3.62, and Area 1 with 1.76.

Data Summary Sheet No. 2. Building Spelling Power had a Quantity Index for the developmental tasks materials of 6.42. This indicated that of approximately 17,146 words, 1,101 words were classified as developmental tasks words.

The Quality Index was calculated to be 2.17. By quality, 30.34 per cent, or 334 words, of the developmental tasks materials were rated GOOD; 55.86 per cent, or 615 words, were rated FAIR; and 13.81 per cent, or 152 words, were rated POOR.

Of the seven areas defined for use in this study, all contained some developmental tasks materials. Area 1 had the lowest percentage with 2.90. Following this area were percentages of 7.99 for Area 4, 8.99 for Area 5, 13.90 for Area 7, and 15.62 for Area 2. Areas 3 and 6 has the highest percentages. Area 3 had 23.89 and Area 6 had 26.70.

Data Summary Sheet No. 3. The Quantity Index for the developmental tasks materials for My Word Book was found to be 41.67. This means that developmental tasks materials were discovered to comprise 41.67 per cent of a total of approximately 8,491 words contained in the textbook, of which 3,538 actual words were classified as developmental tasks mastery materials.

DATA SUMMARY SHEET NO. 2
Identification and Evaluation of Developmental Task Materials
in Selected Sixth Grade State-adopted Textbooks in Texas 1963-64

Quantity
Index

6.42

Quality
Index

2.17

Title: <u>Building Spelling Power</u> Publisher: <u>Houghton Mifflin</u> Date: <u>1960</u> Grade: <u>6</u>																		
Total Words in Book: 17,146 Words of Dev. Tasks Materials: 1,101 Per Cent of Dev. Task Materials: 6.42																		
CHAPTER NO.	AREAS OF DEVELOPMENTAL TASKS MATERIALS														NUMBER OF WORDS			
	1. PSG		2. WAO		3. GAA		4. SSR		5. CMS		6. API		7. SGI		Good	Fair	Poor	Total
	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q				
	5	G	74	G	122	G	8	G	20	G	98	G	7	G	334			
	27	F	63	F	126	F	61	F	79	F	156	F	103	F		615		
			35	P	15	P	19	P			40	P	43	P			152	1,101
T O T A L S	5	G	74	G	122	G	8	G	20	G	98	G	7	G	334	xxxx	xxxx	334
	27	F	63	F	126	F	61	F	79	F	156	F	103	F	xxxx	615	xxxx	615
		P	35	P	15	P	19	P		P	40	P	43	P	xxxx	xxxx	152	152
	32	T	172	T	263	T	88	T	99	T	294	T	153	T	334	615	152	1,101

DATA SUMMARY SHEET NO. 3
Identification and Evaluation of Developmental Task Materials
in Selected Sixth Grade State-adopted Textbooks in Texas 1963-64

Quantity
Index
41.67

Quality
Index
2.73

Title: <u>My Word Book</u>		Publisher: <u>Lyons and Carnahan</u>				Date: <u>1950</u>		Grade: <u>6</u>											
Total Words in Book: <u>8,491</u>		Words of Dev. Tasks Materials: <u>3,538</u>				Per Cent of Dev. Task Materials: <u>41.67</u>													
CHAPTER NO.	AREAS OF DEVELOPMENTAL TASKS MATERIALS														NUMBER OF WORDS				
	1. PSG		2. WAO		3. GAA		4. SSR		5. CMS		6. API		7. SGI		Good	Fair	Poor	Total	
	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q					
			288	G	124	G			618	G	682	G	859	G	2,571		967		3,538
					334	F			247	F	227	F	159	F					
T O T A L S		G	288	G	124	G		G	618	G	682	G	859	G	2,571	xxxx	xxxx		2,571
		F		F	334	F		F	247	F	227	F	159	F	xxxx	967	xxxx		967
		P		P		P		P		P		P		P	xxxx	xxxx	0		0
		T	288	T	458	T		T	865	T	909	T	1,018	T	2,571	967	0		3,538

The Quality Index of developmental tasks materials was judged to be 2.73. This Quality Index was derived from quality interval word counts of developmental tasks materials found in the textbook from which percentage scores were computed also. This Quality Index represented quality interval word counts of GOOD, 2,571, or 72.67 per cent of the total developmental tasks materials and FAIR, 967, or 27.33 per cent.

The findings among the areas of developmental tasks materials indicated that percentages of 28.77 of the total developmental tasks materials in the textbooks were found to be in Area 7, and 25.69 in Area 6, followed closely by Area 5 with 24.45. The remaining 21.09 per cent was found to be in the other four areas with Area 1 and 3 possessing no developmental tasks materials.

Data Summary Sheet No. 4. The spelling textbook, Spelling for Word Mastery, had a Quantity Index of 22.39. This index represented a calculation from a total word count of approximately 16,832 words, of which 3,769 were developmental tasks mastery words.

The Quality Index of the developmental tasks materials available was ascertained to be 2.47. This Quality Index was derived from quality interval percentages of GOOD, 50.25; FAIR, 45.10; and POOR, 4.64. These percentages came from quality interval word counts of GOOD, 1,894; FAIR, 1,700; and

DATA SUMMARY SHEET NO. 4
Identification and Evaluation of Developmental Task Materials
in Selected Sixth Grade State-adopted Textbooks in Texas 1963-64

Quantity
Index
22.39

Quality
Index
2.47

Title: <u>Spelling for Word Mastery</u> Publisher: <u>Charles E. Merrill</u> Date: <u>1959</u> Grade: <u>6</u>																		
Total Words in Book: <u>16,832</u> Words of Dev. Tasks Materials: <u>3,769</u> Per Cent of Dev. Task Materials: <u>22.39</u>																		
CHAPTER NO.	AREAS OF DEVELOPMENTAL TASKS MATERIALS														NUMBER OF WORDS			
	1. PSG		2. WAO		3. GAA		4. SSR		5. CMS		6. API		7. SGI		Good	Fair	Poor	Total
	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q				
	8	G	47	G	595	G	30	G	603	G	480	G	131	G	1,894			
			35	F	147	F	10	F	561	F	686	F	261	F		1,700		
			7	P	33	P	30	P			83	P	22	P			175	3,769
T O T A L S	8	G	47	G	595	G	30	G	603	G	480	G	131	G	1,894	xxxx	xxxx	1,894
		F	35	F	147	F	10	F	561	F	686	F	261	F	xxxx	1,700	xxxx	1,700
		P	7	P	33	P	30	P		P	83	P	22	P	xxxx	xxxx	175	175
	8	T	89	T	775	T	70	T	1,164	T	1,249	T	414	T	1,894	1,700	175	3,769

POOR, 175.

All seven areas which were considered contained some developmental tasks materials. Areas 5 and 6 contained the highest percentages. Area 6 had 33.14 per cent and Area 5 had 30.88 per cent, followed by Area 3 with 20.56 per cent and Area 7 with 10.98 per cent. Areas 2, 4, and 1 contained percentages of 2.36, 1.86, and .21, respectively.

Data Summary Sheet No. 5. Success in Spelling, the last spelling textbook on the state-adopted list for grade six, possessed a Quantity Index discovered to be 19.18. This represented an index derived from a word count of approximately 14,282 words, of which 2,739 were developmental tasks words.

Using the three quality intervals of GOOD, FAIR, and POOR, a Quality Index for the developmental tasks materials was found to be 2.55. This index represented quality interval percentages of GOOD, 57.36; FAIR, 40.60; and POOR, 2.04, as derived from word counts of GOOD, 1,571; FAIR, 1,112; and POOR, 56.

Among the seven areas of developmental tasks materials, the findings indicated that 36.40 per cent of the materials fell into Area 3. Area 6 had 14.06 per cent, followed closely by Area 4 with 13.80 per cent; Area 5 with 13.14 per cent; Area 2 with 12.96 per cent; and at some distance by Area 7 with 8.69 per cent. Area 1 contained the smallest percentage

DATA SUMMARY SHEET NO. 5
Identification and Evaluation of Developmental Task Materials
in Selected Sixth Grade State-adopted Textbooks in Texas 1963-64

Quantity
Index

19.18

Quality
Index

2.55

Title: Success in Spelling Publisher: World Book Date: 1960 Grade: 6
 Total Words in Book: 14,282 Words of Dev. Tasks Materials: 2,739 Per Cent of Dev. Task Materials: 19.18

CHAPTER NO.	AREAS OF DEVELOPMENTAL TASKS MATERIALS														NUMBER OF WORDS			
	1. PSG		2. WAO		3. GAA		4. SSR		5. CMS		6. API		7. SGI		Good	Fair	Poor	Total
	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q				
	26	F	166 189	G F	638 359	G F	149 173 56	G F P	233 127	G F	385	G	238	F	1,571	1,112	56	2,739
T O T A L S		G	166	G	638	G	149	G	233	G	385	G		G	1,571	xxxx	xxxx	1,571
	26	F	189	F	359	F	173	F	127	F		F	238	F	xxxx	1,112	xxxx	1,112
		P		P		P	56	P		P		P		P	xxxx	xxxx	56	56
	26	T	355	T	997	T	378	T	360	T	385	T	238	T	1,571	1,112	56	2,739

of developmental tasks materials words, .95 per cent.

Composite picture of spelling textbooks arranged by areas of developmental tasks by percentage and by quality intervals. The five spelling textbooks in this adoption group were given individual consideration in the preceding pages. The Per Cent of Developmental Tasks Materials by Areas and Per Cent of Quality Materials are presented in tabular form to show the quantity and quality of the textbooks in this adoption group.

As can be seen in Table II, the percentages for both the areas of developmental tasks and the quality intervals varied considerably. The range covered for the developmental tasks areas was from no materials to a high percentage of 33.14. For the quality intervals the percentages ranged from a high for GOOD materials of 72.67 to a low of .00 for the POOR materials.

The highest percentage of developmental tasks materials per area was found in Areas 5 and 6, followed by Areas 3, 7, and 2. Areas 4 and 1 possessed the least amount with Area 4 having approximately twice as much as Area 1. My Word Book possessed no materials in Area 4. Success in Spelling possessed the highest percentage of developmental tasks materials for the group in Area 6, a percentage figure of 33.88.

An examination of the Per Cent of Quality Material in

TABLE II

PER CENT OF DEVELOPMENTAL TASKS MATERIALS BY AREAS
AND QUALITY INTERVALS ARRANGED BY TITLE FOR TEXAS
STATE-ADOPTED SPELLING TEXTBOOKS FOR 1963-1964

<u>Title of Textbooks</u>	<u>Areas of Developmental Tasks by Per Cent</u>							<u>Quality Intervals</u>		
	<u>1-PSG</u>	<u>2-WAO</u>	<u>3-GAA</u>	<u>4-SSR</u>	<u>5-CMS</u>	<u>6-API</u>	<u>7-SGI</u>	<u>GOOD</u>	<u>FAIR</u>	<u>POOR</u>
Basic Spelling Goals	1.76	27.07	3.62	1.46	20.25	17.62	28.31	56.51	41.12	2.38
Building Spelling Power	2.09	15.62	23.89	7.99	8.99	26.70	13.90	30.34	55.86	13.81
My Word Book	.00	8.14	12.95	.00	24.45	25.69	28.77	72.67	27.33	.00
Spelling For Word Mastery	.21	2.36	20.56	1.86	30.88	33.14	10.98	50.25	45.10	4.64
<u>Success in Spelling</u>	<u>.95</u>	<u>12.96</u>	<u>36.40</u>	<u>13.80</u>	<u>13.14</u>	<u>14.06</u>	<u>8.69</u>	<u>57.36</u>	<u>40.60</u>	<u>2.04</u>

Table II revealed that the percentages of GOOD and FAIR materials were unevenly balanced. The high percentage for the GOOD interval was found to be 72.67 and for the FAIR 55.86. It was noted that the low percentages were 30.34 for the GOOD interval and 27.33 for the FAIR. The POOR interval possessed a high percentage score of 13.81 and a low of .00.

Composite picture of the spelling textbooks arranged by quantity and quality rankings. The five spelling textbooks composing this adoption group have been arranged below in tabular form with reference to Quantity Index and Quality Index.

TABLE III

DEVELOPMENTAL TASKS MATERIALS IN SPELLING
TEXTBOOKS FOR GRADE SIX ARRANGED
BY QUANTITY AND QUALITY RANKING

<u>Title of Textbook</u>	<u>Publisher</u>	<u>Quantity</u>	<u>Rank</u>	<u>Quality</u>	<u>Rank</u>
My Word Book	Lyons and Carnahan	41.67	1	2.73	1
Spelling for Word Mastery	Merrill	22.39	2	2.47	4
Success in Spelling	World Book	19.18	3	2.55	2
Building Spelling Power	Houghton Mifflin	6.42	4	2.17	5
Basic Spelling Goals	Webster	5.61	5	2.54	3

The Quantity Indices found in Table III had a wide range. The first ranked textbook had more than seven times as much

developmental tasks materials as the textbook ranked last.

Quality Index rank did not remain constant in relationship to the Quantity Index rank, except for the first ranked textbook. The other textbooks stayed within two rank intervals in rank order of Quality Index in relationship to the Quantity Index.

Three of the five textbooks were found to have a Quality Indices of 2.50 or above, the highest being 2.73. This indicated that the quality of the developmental tasks materials in this adoption group was consistently GOOD.

It may be noted that the textbook with the highest quantity rank also possessed the highest quality rank, but the textbook lowest in quantity ranked third and not last in quality rank.

Composite picture of the spelling textbooks arranged by publishers according to quantity and quality indices. Textbooks are often designated by the name of the publishing companies such as the Houghton Mifflin series and the Webster spelling textbooks. Table IV shows the Quantity and Quality Indices of this adoption group arranged according to publishing companies. The companies are presented in rank order according to quality without regard for publishers in order to present the data objectively.

TABLE IV
DEVELOPMENTAL TASKS MATERIALS IN SPELLING TEXTBOOKS
FOR GRADE SIX ARRANGED BY PUBLISHERS
AND BY QUANTITY AND QUALITY INDICES

<u>Publisher</u>	<u>Title of Textbook</u>	<u>Quantity</u>	<u>Rank</u>	<u>Quality</u>	<u>Rank</u>
Lyons and Carnahan	My Word Book	47.67	1	2.73	1
World Book	Success in Spelling	19.18	3	2.55	2
Webster	Basic Spelling Goals	5.61	5	2.54	3
Merrill	Spelling for Word Mastery	22.39	2	2.47	4
Houghton Mifflin	Building Spelling Power	6.42	4	2.17	5

Table IV shows that the greatest quantity and highest quality of developmental tasks materials were found in the Lyons and Carnahan textbook and the World Book textbook, in that order. The textbook published by Charles Merrill Company stood third, followed by Webster. Houghton Mifflin's textbook stood fourth in quantity and last in quality. The drop-off for Houghton Mifflin was quite noticeable. As has been previously noted, there was a variable relationship between the Quantity and Quality Indices. However, this relationship did not appear to characterize the textbooks of all publishing companies. The characteristics of the textbooks studied in this research were not considered to be indicative of a

publishing company's total effort but only those under analysis in this study. In recapitulation, the data which are presented in Table IV reflect the quantity and quality indices as well as percentages of quality materials and percentages of quality materials by areas. These data could serve as a guide to Texas school districts desiring to secure a spelling textbook with a high quantity and quality of developmental tasks materials.

The nature of the developmental tasks materials in the spelling textbook adoption group. In the five spelling textbooks in this adoption group were found various kinds of materials and recommended activities:

1. Explanation of words with developmental tasks mastery value, such as liberty, wise, jail, idle, germ, and gang.
2. Discussion of useful and profitable vocations and avocations.
3. Description and discussion of adventuresome activities, such as a rodeo, skin diving, news gathering, and finding the North Pole.
4. Preparation for the actual writing of letters and greeting to families, friends, and strangers.
5. Discussion of receiving gifts and the use of leisure time, such as visiting a school carnival,

running a new jig saw, and building a

"put put."

6. Discussion of the life and work of great men and women, such as Robert E. Perry, Charles Goodyear, and Thomas A. Edison.
7. Discussion of why people live near one another, what a hermit is, churches in a community, and what is and how to have a good neighbor policy.
8. Discussion of problem situations calling for moral, ethical, and spiritual judgments and actions, such as helping the handicapped, finding lost money, and making the right decision in the face of peer group pressure.

Writing Textbooks. The five textbooks in this subject group according to title were:

Handwriting for Everyday Use, Book 6⁷

I Learn to Write, Book 6⁸

Imaginary Line Handwriting, Book 6⁹

⁷Marion E. Lewry, Avis Hebert, and Oscar Miller, Handwriting for Everyday Use, Book 6 (New York: Noble and Noble, Publishers, Inc., 1957), 32 pp.

⁸Rosa Cornelia Veal and Ethelyn Davidson, I Learn To Write, Book 6 (Indianapolis: E. C. Seale and Company, 1948), 64 pp.

⁹Rebecca Mae Townsend, Imaginary Line Handwriting, Book 6 (Austin: The Steck Company, 1953), 62 pp.

On To Good Writing, Guide Six¹⁰

Stories in Script, Book 6¹¹

Data Summary Sheet No. 6. The Quantity Index for developmental tasks materials in Handwriting for Everyday Use, Book 6 was established at 38.53. This textbook contained approximately 1,544 words, of which 595 words were considered developmental tasks materials.

The Quality Index for the developmental tasks materials was calculated to be 2.56. In this textbook 56.30 per cent of the developmental tasks materials were rated GOOD; 43.02 per cent, FAIR; and .08 per cent, POOR. These percentage scores were derived from word counts of GOOD, 335; FAIR, 256; and POOR, 4.

Among the seven areas of developmental tasks materials, the findings indicated that 26.89 per cent of the materials fell into Area 7; 24.87 per cent fell into Area 6; 21.51 per cent and 17.82 per cent fell into Areas 5 and 2, respectively. The remaining 8.91 per cent fell into the other three areas, with no developmental materials recorded in Area 1 and 4.

¹⁰On To Good Writing, Guide Six (Fort Worth: The Economy Company, 1953), 65 pp.

¹¹Stories In Script, Book 6 (Austin: W. S. Benson and Company, 1956), 32 pp.

DATA SUMMARY SHEET NO. 6
Identification and Evaluation of Developmental Task Materials
in Selected Sixth Grade State-adopted Textbooks in Texas 1963-64

Quantity Index	Quality Index
38.53	2.56

Title: Handwriting for Everyday Use Publisher: Noble and Noble Date: 1957 Grade: 6
 Total Words in Book: 1,544 Words of Dev. Tasks Materials: 595 Per Cent of Dev. Task Materials: 38.53

CHAPTER NO.	AREAS OF DEVELOPMENTAL TASKS MATERIALS														NUMBER OF WORDS			
	1. PSG		2. WAO		3. GAA		4. SSR		5. CMS		6. API		7. SGI		Good	Fair	Poor	Total
	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q				
			66	G	9	G			128	G	132	G	160	F	335	256	4	595
			40	F	44	F					12	F						
											4	P						
T O T A L S		G	66	G	9	G		G	128	G	132	G		G	335	XXXX	XXXX	335
		F	40	F	44	F		F		F	12	F	160	F	XXXX	256	XXXX	256
		P		P		P		P		P	4	P		P	XXXX	XXXX	4	4
		T	106	T	53	T		T	128	T	148	T	160	T	335	256	4	595

Data Summary Sheet No. 7. The Quantity Index for developmental tasks materials for I Learn to Write, Book Six was found to be 12.84. This indicated that developmental tasks materials comprised 12.84 per cent of a total of approximately 3,264 words contained in the textbook, of which 419 actual words counted were developmental tasks materials.

The Quality Index was calculated to be 2.28. In quality 39.38 per cent of the special-purpose material was rated GOOD; 49.40 per cent, FAIR; and 11.22 per cent, POOR. These percentages were derived from quality interval word counts of GOOD, 165; FAIR, 207; and POOR, 47.

Of the seven areas of developmental tasks materials it was noted that all areas contained some materials. Areas 6 and 7 had the highest percentages with 32.82 and 25.54, respectively. These were followed by Area 3 with 18.85 per cent and Area 2 with 12.65 per cent. The other three areas combined had a total of 10.49 per cent, with virtually no developmental tasks materials found in Area 4, and few in Areas 1 and 5.

Data Summary Sheet No. 8. The Quantity Index for The Steck Company's Imaginary Line Handwriting, Book 6 was found to be 9.94. This index represented the calculation of a total of approximately 3,320 words, of which 330 were found to be

DATA SUMMARY SHEET NO. 7
Identification and Evaluation of Developmental Task Materials
in Selected Sixth Grade State-adopted Textbooks in Texas 1963-64

Quantity
Index
12.84

Quality
Index
2.28

Title: <u>I Learn to Write</u>															Publisher: <u>E. C. Seale</u>										Date: <u>1948</u>										Grade: <u>6</u>									
Total Words in Book: <u>3,264</u>															Words of Dev. Tasks Materials: <u>419</u>															Per Cent of Dev. Task Materials: <u>12.84</u>														
CHAPTER NO.	AREAS OF DEVELOPMENTAL TASKS MATERIALS														NUMBER OF WORDS																													
	1. PSG		2. WAO		3. GAA		4. SSR		5. CMS		6. API		7. SGI		Good	Fair	Poor	Total																										
	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q																														
	11	G	43	G	61	G			13	G			37	G	165																													
	8	F	8	F	18	F	5	F	6	F	135	F	27	F		207																												
			2	P			1	P			1	P	43	P			47		419																									
T O T A L S	11	G	43	G	61	G		G	13	G		G	37	G	165	xxxx	xxxx		165																									
	8	F	8	F	18	F	5	F	6	F	135	F	27	F	xxxx	207	xxxx		207																									
		P	2	P		P	1	P		P	1	P	43	P	xxxx	xxxx	47		47																									
	19	T	53	T	79	T	6	T	19	T	136	T	107	T	165	207	47		419																									

DATA SUMMARY SHEET NO. 8
Identification and Evaluation of Developmental Task Materials
in Selected Sixth Grade State-adopted Textbooks in Texas 1963-64

Quantity
Index

9.94

Quality
Index

2.18

Title: <u>Imaginary Line Handwriting</u>														Publisher: <u>Steck</u>				Date: <u>1954</u>				Grade: <u>6</u>			
Total Words in Book: <u>3,320</u>														Words of Dev. Tasks Materials: <u>330</u>				Per Cent of Dev. Task Materials: <u>9.94</u>							
CHAPTER NO.	AREAS OF DEVELOPMENTAL TASKS MATERIALS														NUMBER OF WORDS										
	1. PSG		2. WAO		3. GAA		4. SSR		5. CMS		6. API		7. SGI		Good	Fair	Poor	Total							
	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q											
			17	G					68	G			16	G	101										
			36	F					63	F			89	F		188									
					14	P			5	P		5	P	17	P		41	330							
T O T A L S		G	17	G		G		G	68	G		G	16	G	101	xxxx	xxxx	101							
		F	36	F		F		F	63	F		F	89	F	xxxx	188	xxxx	188							
		P		P	14	P		P	5	P	5	P	17	P	xxxx	xxxx	41	41							
		T	53	T	14	T		T	136	T	5	T	122	T	101	188	41	330							

developmental tasks in nature.

The Quality Index was calculated to be 2.18, which was the lowest for all the writing textbooks. This index represented 30.61 per cent of the developmental tasks materials to be GOOD: 56.97, FAIR; and 12.42, POOR. These percentages were calculated from developmental tasks quality interval word counts of GOOD, 101; FAIR, 188; and POOR, 41.

Scattered throughout the seven areas of developmental tasks materials were percentage scores of from 0.00 in Areas 1 and 4 to Area 5 with 41.21, followed closely by Area 7 with 36.97. Area 2 had a percentage of 16.06 with Area 3 and Area 6 having a combined percentage of 5.76.

Data Summary Sheet No. 9. On To Good Writing, Guide Six, published by the Economy Company, was found to have a Quantity Index of 14.44. This figure represented the percentage of developmental tasks materials contained in a textbook which had approximately 4,329 words, of which 625 were considered to be developmental tasks mastery words.

The calculation of the Quality Index was found to be 2.60. This index indicated that the textbook contained percentages of 63.04 GOOD developmental tasks materials, the highest in this curricular area; 34.08 of FAIR material; and 2.88 of POOR material. These percentages were derived from quality interval word counts of 394 for GOOD; 213 for FAIR;

DATA SUMMARY SHEET NO. 9
Identification and Evaluation of Developmental Task Materials
in Selected Sixth Grade State-adopted Textbooks in Texas 1963-64

Quantity
Index
14.44

Quality
Index
2.60

Title: <u>On to Good Writing</u> Publisher: <u>Economy Press</u> Date: <u>1953</u> Grade: <u>6</u>																		
Total Words in Book: <u>4,329</u> Words of Dev. Tasks Materials: <u>625</u> Per Cent of Dev. Task Materials: <u>14.44</u>																		
CHAPTER NO.	AREAS OF DEVELOPMENTAL TASKS MATERIALS														NUMBER OF WORDS			
	1. PSG		2. WAO		3. GAA		4. SSR		5. CMS		6. API		7. SGI		Good	Fair	Poor	Total
	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q				
			116	G	13	G	26	G	119	G	56	G	64	G	394	213	18	625
			2	P	8	F			46	F	66	F	93	F				
									16	P								
T O T A L S		G	116	G	13	G	26	G	119	G	56	G	64	G	394	xxxx	xxxx	394
		F		F	8	F		F	46	F	66	F	93	F	xxxx	213	xxxx	213
		P	2	P		P		P	16	P		P		P	xxxx	xxxx	18	18
		T	118	T	21	T	26	T	181	T	122	T	157	T	394	213	18	625

and 18 for POOR.

Among the seven areas under consideration in this textbook, Area 5 possessed 28.96 per cent of the total developmental tasks materials, followed by Area 7 with 25.12 per cent, Area 6 with 19.52 per cent, Area 2 with 18.88, Area 4 with 4.16, and Area 3 with 3.36. Area 1 possessed no developmental tasks materials.

Data Summary Sheet No. 10. The Quantity Index for Stories in Script, Book 6 was calculated to be 22.84. This index revealed that of approximately 2,426 words of textual materials, 554 actual words were developmental tasks materials words.

The Quality Index was found to be 2.57, which represented the finding that of the developmental tasks materials identified in this textbook, 57.22 per cent was rated GOOD and 42.78 per cent was rated FAIR. No POOR material was found in this particular textbook. The percentages were calculated from quality interval word counts of GOOD, 317 and FAIR, 237.

Throughout the seven areas of developmental tasks materials were percentage scores of from 0.00 in Area 1 to 32.21 in Area 7, followed closely by Area 5 with 24.91 and Area 6 with 21.84. Area 2 had a percentage of 8.66, with Area 3 and Area 4 having a combined percentage of 11.37.

DATA SUMMARY SHEET NO. 10
Identification and Evaluation of Developmental Task Materials
in Selected Sixth Grade State-adopted Textbooks in Texas 1963-64

Quantity
Index

22.84

Quality
Index

2.57

Title: <u>Stories in Script</u>														Publisher: <u>W. S. Benson</u>				Date: <u>1956</u>		Grade: <u>6</u>	
Total Words in Book: <u>2,426</u>				Words of Dev. Tasks Materials: <u>554</u>						Per Cent of Dev. Task Materials: <u>22.84</u>											
CHAPTER NO.	AREAS OF DEVELOPMENTAL TASKS MATERIALS														NUMBER OF WORDS						
	1. PSG		2. WAO		3. GAA		4. SSR		5. CMS		6. API		7. SGI		Good	Fair	Poor	Total			
	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q							
			48	G	26	F	37	F	90	G	38	G	141	G	317		237	554			
T O T A L S		G	48	G		G		G	90	G	38	G	141	G	317	xxxx	xxxx	317			
		F		F	26	F	37	F	48	F	83	F	43	F	xxxx	237	xxxx	237			
		P		P		P		P		P		P		P	xxxx	xxxx		0			
		T	48	T	26	T	37	T	138	T	121	T	184	T	317	237		554			

Composite picture of writing textbooks arranged by areas of developmental tasks by per cent and quality intervals.

The five writing textbooks in this adoption group have been taken up previously in individual Data Summary Sheets. They are presented in Table V as a group arranged to show the Per Cent of Developmental Tasks Materials by Areas and the Per Cent of Quality Material as defined for this study.

Table V reveals that the Per Cent of Developmental Tasks Materials by Areas varied considerably. The extent covered was from a high percentage of 36.97 in Area 7 of the textbook Imaginary Line Handwriting to a low of .00 for Area 1 and Area 4 in two textbooks available for local adoption in this group.

The extent of the quality interval percentage range was found to be equally great. It ranged from a high percentage of 63.04 for On to Good Writing, to a low of .00 for Stories in Script. Two textbooks, I Learn to Write and Imaginary Line Handwriting had a quality percentage of less than 50 per cent for GOOD. They possessed 39.38 per cent and 36.61 per cent of the total, respectively. The POOR quality interval ranged from a high percentage of 12.42 to a low of no materials available.

The areas possessing the greatest amount of developmental tasks materials were Areas 5, 7, 6, and 2, in

TABLE V
PER CENT OF DEVELOPMENTAL TASKS MATERIALS BY AREA
AND QUALITY INTERVAL ARRANGED BY TITLE FOR TEXAS
STATE-ADOPTED WRITING TEXTBOOKS 1963-1964

<u>Title of Textbooks</u>	<u>Areas of Developmental Tasks by Per Cent</u>							<u>Quality Intervals</u>		
<u>Writing</u>	<u>1-PSG</u>	<u>2-WAO</u>	<u>3-GAA</u>	<u>4-SSR</u>	<u>5-CMS</u>	<u>6-API</u>	<u>7-SGI</u>	<u>GOOD</u>	<u>FAIR</u>	<u>POOR</u>
Handwriting for Everyday Use	.00	17.82	8.91	.00	21.51	24.87	26.89	56.30	43.02	.54
I Learn to Write	4.53	12.65	18.85	1.43	4.53	32.82	25.54	39.38	49.40	11.22
Imaginary Line Handwriting	.00	16.06	4.24	.00	41.21	1.52	36.97	36.61	56.97	12.42
On To Good Writing	.00	18.88	3.36	4.16	28.96	19.52	25.12	63.04	34.08	2.88
Stories in Script	.00	8.66	4.69	6.68	24.91	21.84	33.21	57.22	42.78	.00

decreasing order. Area 7, Attitudes Toward Social Groups and Institutions, was contained in two textbooks, with 30 per cent or more materials concerned with this developmental task area. One textbook, Imaginary Line Handwriting, contained a percentage of 36.97. Stories in Script contained 33.21 per cent. The textbook with the least amount contained a percentage score of 25.12, more than Areas 1 and 4 put together for both textbooks in all five textbooks in this adoption group. Area 5, Conscience, Morality and Scale of Values, contained a high percentage of 41.21, with no other textbook rating 40 per cent or more.

Composite picture of the writing textbooks arranged by quantity and quality ranking. The five writing textbooks are arranged below to show rank order with reference to Quantity Index and Quality Index.

TABLE VI

DEVELOPMENTAL TASKS MATERIALS IN WRITING TEXTBOOKS
FOR GRADE SIX ARRANGED BY QUANTITY AND QUALITY RANKING

<u>Title of Textbook</u>	<u>Publisher</u>	<u>Quantity</u>	<u>Rank</u>	<u>Quality</u>	<u>Rank</u>
Handwriting for Everyday Use	Noble	38.53	1	2.56	3
Stories in Script	Benson	22.84	2	2.57	2
On To Good Writing	Economy	14.44	3	2.60	1
I Learn To Write	Seale	12.84	4	2.28	4
<u>Imaginary Line Handwriting</u>	Steck	9.94	5	2.18	5

The data in Table VI reveal a wide range in quantity of developmental tasks materials in this adoption group. The first ranked textbook, Handwriting For Everyday Use published by Noble and Noble, contained, in proportionate quantity, almost three times as much materials as did the fifth-ranked writing textbook. There was a range of more than 25 points within the top four textbooks in Quantity Index Rank.

The Quality Index rank did not remain constant in relationship to the Quantity Index rank. There was no discernible pattern for the rank interval in quality in relation to the quantity rank order. The rank interval varied from one interval to three intervals. Quantity and quality relationship was most clearly established for Stories in Script and I Learn to Write with respect to the other textbooks in this group.

The quality ranking was found to be the most dependable guide to the developmental tasks materials in this adoption group. Three of the textbooks were found to have a Quality Index above 2.50. This indicated that the quality of the developmental tasks materials in this group of textbooks was consistently GOOD. Worthy of note was a comparison of quality and quantity rankings. The three textbooks which were ranked highest in quality were not ranked highest in quantity. The textbooks ranked lowest in quality were also ranked lowest in quantity.

Composite picture of the writing textbooks arranged by publishers according to quantity and quality indices. Data on quantity and quality rank order for the writing adoption group were arranged by publishers in Table VII.

TABLE VII
DEVELOPMENTAL TASKS MATERIALS IN WRITING TEXTBOOKS
FOR GRADE SIX ARRANGED BY PUBLISHERS
AND BY QUANTITY AND QUALITY INDICES

<u>Publisher</u>	<u>Title of Textbook</u>	<u>Quantity</u>	<u>Rank</u>	<u>Quality</u>	<u>Rank</u>
Economy	On To Good Handwriting	14.44	3	2.60	1
W. S. Benson	Stories in Script	22.84	2	2.57	2
Noble and Noble	Handwriting for Everyday Use	38.53	1	2.56	3
E.C. Seale	I Learn to Write	12.84	4	2.28	4
Steck	Imaginary Line Handwriting	9.94	5	2.18	5

Table VII shows that the greatest quantity of developmental tasks materials was found in the writing textbook published by Noble and Noble Company. However, the highest Quality Index was not evident in this company's textbook but was evident in On to Good Handwriting published by Economy Company. It is noteworthy that even though the Economy Company's writing textbook ranked first in quality, it ranked third in quantity, with a Quantity Index of 14.44.

Except for three publishing companies, the Quality Index of publishers fell above 2.50, with a high Quality Index of 2.60. Quality-wise Economy Company's textbook ranked highest with 2.60, followed by W. S. Benson Company with 2.57 and Noble and Noble Company with 2.56. E. C. Seale's textbook stood in fourth position. The remaining textbook stood lower, the drop-off in quality being quite noticeable between the third and fifth rank. The fourth ranked textbook had a Quality Index of 2.28, followed by 2.18 for the fifth ranked.

The nature of the developmental tasks materials in the writing textbook adoption group. Developmental tasks materials found in the writing textbook adoption group came from various kinds of textual materials and produced various quantity and quality indices. Examples of the kinds of materials producing developmental tasks mastery materials were:

1. Discussion of safety and health rules as well as the work of the Red Cross and hospitals.
2. Discussion of the importance of using good grammar and writing at all times.
3. Discussion of the use of the library, card catalog, and call numbers.
4. Discussion of the preparation of book reports, other types of reports, outlines, envelopes, business and friendly letters, and notes of various kinds.

5. Discussion of historical events of major significance, such as the discovery of gold in California and the invention of the telegraph and the telephone.
6. Discussion of the contributions of ancient and modern countries to human progress and liberty.
7. Discussion of the ideas and views of famous men, their lives, and contributions to world betterment.
8. Discussion of Biblical characters and passages, and the prayers and hymns of the churches.

Language and Grammar Textbooks. In this subject group there were five textbooks on the state-adoption list. They are listed in alphabetical order by title:

English Is Our Language¹²

Enjoying English¹³

Language for Daily Use¹⁴

¹²Edna L. Sterling and Mabel F. Rice, English Is Our Language (Boston: D. C. Heath and Company, 1961), 350 pp.

¹³Don Wolfe, Floy W. DeLancey, Lela T. Hamilton and Ethel K. Howard, Enjoying English (Chicago: The L. W. Singer Company, 1961), 340 pp.

¹⁴Mildred A. Dawson, Jonnie Mashburn Miller, and Marian Zollinger, Language for Daily Use (New York: World Book Company, 1949), 326 pp.

Sharing Ideas¹⁵Using Good English¹⁶

Data Summary Sheet No. 11. In English Is Our Language the Quantity Index for the developmental tasks materials found therein was 24.86. In this textbook, containing approximately 61,363 words, 15,254 words were found to be developmental tasks words.

The developmental tasks materials of this textbook were judged to have a Quality Index of 2.64. This represented a Quality Index derived from quality interval percentages of GOOD, 65.58 per cent; FAIR, 32.50 per cent; and POOR, 1.93 per cent. The quality interval percentages were derived from a developmental tasks materials word count of GOOD, 10,003; FAIR, 4,957; and POOR, 294 found throughout the eight chapters of this textbook.

Among the several areas of developmental tasks materials, the findings indicated that Area 3 possessed the highest percentage with 41.28, followed by Area 5 with 23.87 and Area 6 with 17.52. Area 4 possessed the smallest percentage with .41. Areas 7, 1, and 2 had a combined percentage

¹⁵Thomas Clark Pollock and J. Harold Straub, Sharing Ideas (New York: The Macmillan Company, 1960), 344 pp.

¹⁶Harold G. Shane, Mary York, Florence K. Ferris and Edward E. Keener, Using Good English (Dallas: Laidlaw Brothers, 1961), 383 pp.

DATA SUMMARY SHEET NO. 11
Identification and Evaluation of Developmental Task Materials
in Selected Sixth Grade State-adopted Textbooks in Texas 1963-64

Quantity
Index

24.86

Quality
Index

2.64

Title: English Is Our Language Publisher: D. C. Heath and Co. Date: 1961 Grade: 6
 Total Words in Book: 61,363 Words of Dev. Tasks Materials: 15,254 Per Cent of Dev. Task Materials: 24.86

CHAPTER NO.	AREAS OF DEVELOPMENTAL TASKS MATERIALS														NUMBER OF WORDS			
	1. PSG		2. WAO		3. GAA		4. SSR		5. CMS		6. API		7. SGI		Good	Fair	Poor	Total
	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q				
1-3	301 131 21	G F P	113 62 3	G F P	2,121 839 68	G F P			668 650 36	G F P	393 234 24	G F P	646 29	F P	3,596	2,562	206	6,364
4-6	186 81 12	G F P	35 24 20	G F P	1,154 429 4	G F P		7	1,456 191	G F	867 38	G F	429 190	G F	4,127	953	43	5,123
7-8	27 9	F P	135 17	F P	924 739 19	G F P	31	F	555 85	G F	692 425	G F	109	G	2,280	1,442	45	3,767
T O T A L S	487	G	148	G	4,199	G		G	2,679	G	1,952	G	538	G	10,003	XXXX	XXXX	10,003
	239	F	221	F	2,007	F	31	F	926	F	697	F	836	F	XXXX	4,957	XXXX	4,957
	42	P	40	P	91	P	32	P	36	P	24	P	29	P	XXXX	XXXX	294	294
	768	T	409	T	6,297	T	63	T	3,641	T	2,673	T	1,403	T	10,003	4,957	294	15,254

of 16.91, with Area 7 adding one-half of the amount to the total.

Data Summary Sheet No. 12. Enjoying English, published by L. W. Singer Company, had a Quantity Index of 13.14. This index represented a calculation from a word count of approximately 59,950 words, of which 7,878 were found to be developmental tasks words. The distribution of the 7,878 developmental tasks words accounted for quality interval word counts of GOOD, 3,057; FAIR, 3,391; and POOR, 1,430. These words were found scattered throughout ten chapters and three special sections of the textbook.

The Quality Index was calculated to be 2.21. This represented an index derived from quality interval percentages of GOOD, 38.80; FAIR, 43.04; and POOR, 18.15.

Scattered throughout the seven areas of developmental tasks materials isolated for study in this research were percentage scores ranging from a high of 27.55 for Area 6, Achieving Personal Independence, to a low of 1.55 for Area 1, Physical Skills for Games. Area 7 possessed the second highest percentage with 24.21, followed closely by Area 3 with 23.02 and Area 5 with 17.21. Areas 2 and 4, it was found, possessed a total percentage of 6.46, with Area 4 having more than twice the percentage score of Area 2.

DATA SUMMARY SHEET NO. 12
Identification and Evaluation of Developmental Task Materials
in Selected Sixth Grade State-adopted Textbooks in Texas 1963-64

Quantity
Index

13.14

Quality
Index

2.21

Title: <u>Enjoying English</u> Publisher: <u>L. W. Singer Co.</u> Date: <u>1961</u> Grade: <u>6</u>																		
Total Words in Book: <u>59,950</u> Words of Dev. Tasks Materials: <u>7,878</u> Per Cent of Dev. Task Materials: <u>13.14</u>																		
CHAPTER NO.	AREAS OF DEVELOPMENTAL TASKS MATERIALS														NUMBER OF WORDS			
	1. PSG		2. WAO		3. GAA		4. SSR		5. CMS		6. API		7. SGI		Good	Fair	Poor	Total
Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q					
Part #1																		
1-3	62	P	10	P	462	G	99	G		456	F	177	G	136	G	874	862	804
					291	F			119	P	94	F	21	F				2,540
					248	P					286	P	79	P				
4-6	6	F	358	F	106	G			237	G	550	G	710	G	1,603	1,265		
	54	P			132	F			267	F	362	F	140	F			514	3,382
											88	P	372	P				
7-9					146	G			129	F	368	F			146	605		
					108	F												751
10													234	G	234			234
Part #2													200	G	200			
Part #3					321	F	42	F	79	F	217	F				659		
Part #4									69	P	28	P	15	P			112	971
T O T A L S		G		G	714	G	99	G	237	G	1727	G	1,280	G	3,057	xxxx	xxxx	3,057
	6	F	358	F	852	F	42	F	931	F	1,041	F	161	F	xxxx	3,391	xxxx	3,391
	116	P	10	P	248	P		P	188	P	402	P	466	P	xxxx	xxxx	1,430	1,430
	122	T	368	T	1,814	T	141	T	1,356	T	2,170	T	1,907	T	3,057	3,391	1,430	7,878

Data Summary Sheet No. 13. The Quantity Index for World Book Company's Language for Daily Use was ascertained to be 17.94. This index represented the percentage of developmental tasks materials contained in this textbook derived from a word count of approximately 58,217 words, of which 10,445 were found to be developmental tasks words.

It was ascertained, also, that this language textbook had a Quality Index of 2.25. This index was calculated from a word count of developmental tasks materials of GOOD, 3,548; FAIR, 5,965; and POOR, 932. Quality interval percentages of GOOD, 33.97; FAIR, 57.11; and POOR, 8.92 were derived from the word count.

All seven developmental tasks areas contained some materials ranging from a low percentage of .63 in Area 4 to a high of 33.35 in Area 3. Areas 5 and 6 contained percentages of 23.36 and 23.01. These areas were followed in descending order by Area 7 with 14.63 per cent, Area 2 with 3.43 per cent, and Area 1 with 1.60 per cent.

Data Summary Sheet No. 14. The Quantity Index for Sharing Ideas was found to be 16.23. This index represented the calculation derived from a total word count of approximately 62,702 words, of which 10,174 words were discovered to be developmental tasks materials.

The Quality Index of 2.40 was derived from quality

DATA SUMMARY SHEET NO. 13
Identification and Evaluation of Developmental Task Materials
in Selected Sixth Grade State-adopted Textbooks in Texas 1963-64

Quantity
Index

17.94

Quality
Index

2.25

Title: Language for Daily Use Publisher: World Book Co. Date: 1959 Grade: 6
 Total Words in Book: 58,217 Words of Dev. Tasks Materials: 10,445 Per Cent of Dev. Task Materials: 17.94

CHAPTER NO.	AREAS OF DEVELOPMENTAL TASKS MATERIALS														NUMBER OF WORDS			
	1. PSG		2. WAO		3. GAA		4. SSR		5. CMS		6. API		7. SGI		Good	Fair	Poor	Total
	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q				
1-3	61	P	96 192	G F	379 465 6	G F P	61	F	164 1,020 60	G F P	90 393 63	G F P	230 567 52	G F P	959	2,698	242	3,899
4-6	31 67	F P			1,345 454 57	G F P			499 52	F P	263 96 122	G F P	124 336 146	G F P	1,732	1,416	444	3,592
7-9	8	P	64	P	24 546 32	G F P	5	P	554 91	G F	183 843 11	G F P			761	1,480	169	2,410
10			6	P	96 33 46	G F P					314 25	F P	24	F	96	371	77	544
T O T A L S		G	96	G	1,844	G		G	718	G	536	G	354	G	3,548	xxxx	xxxx	3,548
	31	F	192	F	1,498	F	61	F	1,610	F	1,646	F	927	F	xxxx	5,965	xxxx	5,965
	136	P	70	P	141	P	5	P	112	P	221	P	247	P	xxxx	xxxx	932	932
	167	T	358	T	3,483	T	66	T	2,440	T	2,403	T	1,528	T	3,548	5,965	932	10,445

DATA SUMMARY SHEET NO. 14
Identification and Evaluation of Developmental Task Materials
in Selected Sixth Grade State-adopted Textbooks in Texas 1963-64

Quantity
Index
16.23

Quality
Index
2.40

Title: <u>Sharing Ideas</u>														Publisher: <u>Macmillan</u>				Date: <u>1960</u>				Grade: <u>6</u>			
Total Words in Book: <u>62,702</u>														Words of Dev. Tasks Materials: <u>10,174</u>				Per Cent of Dev. Task Materials: <u>16.23</u>							
CHAPTER NO.	AREAS OF DEVELOPMENTAL TASKS MATERIALS														NUMBER OF WORDS:										
	1. PSG		2. WAO		3. GAA		4. SSR		5. CMS		6. API		7. SGI		Good	Fair	Poor	Total							
	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q											
1-2-3	15 72	F P	58 62	F P	388 144	F P	4 P		176 116	F P	81 67	G P	44 F		81	681	465	1,227							
4-5-6	121 69	F P	20 220	G P	1,158 161 30	G F P	931 G		36 79	F P	210 140	G F	8 P		2,319	458	406	3,183							
7-8-9	187 63	G P	28 131	F P	206 64	F P	55 F		100 54 62	G F P	29 66	F P	14 37	F P	287	386	423	1,096							
10-11-12	64 P		21 P		905 119 12	G F P	764 33 F		249 279 33	G F P	111 13 P	F P	20 F		1,918	562	143	2,623							
13-14-15			103 P						466 117 20	G F P	149 305 27	G F P	101 F		615	523	150	1,288							
T O T A L S		G		G		G		G		G		G		G		xxxx	xxxx								
		F		F		F		F		F		F		F	xxxx		xxxx								
		P		P		P		P		P		P		P	xxxx	xxxx									
		T		T		T		T		T		T		T											

DATA SUMMARY SHEET NO. 14
Identification and Evaluation of Developmental Task Materials
in Selected Sixth Grade State-adopted Textbooks in Texas 1963-64

Quantity
Index

16.23

Quality
Index

2.40

Title: Sharing Ideas (Continued) Publisher: Macmillan Date: 1960 Grade: 6
 Total Words in Book: 62,702 Words of Dev. Tasks Materials: 10,174 Per Cent of Dev. Task Materials: 16.23

CHAPTER NO.	AREAS OF DEVELOPMENTAL TASKS MATERIALS														NUMBER OF WORDS			
	1. PSG		2. WAO		3. GAA		4. SSR		5. CMS		6. API		7. SGI		Good	Fair	Poor	Total
	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q				
16-17-18					475	G					116	F			475	198	84	757
			22	P	82	F			24	P			5	P				
					33	P												
T O T A L S	187	G	20	G	2,538	G	1,695	G	815	G	440	G		G	5,695	xxxx	xxxx	5,695
	136	F	86	F	956	F	88	F	662	F	701	F	179	F	xxxx	2,808	xxxx	2,808
	268	P	559	P	283	P	4	P	334	P	173	P	50	P	xxxx	xxxx	1,671	1,671
	591	T	665	T	3,777	T	1,787	T	1,811	T	1,314	T	229	T	5,695	2,808	1,671	10,174

interval word counts that varied greatly. These interval percentages were 55.98 for GOOD; 27.60 for FAIR; and 16.42 for POOR. These percentages came from a word count of developmental tasks materials of GOOD, 5,695; FAIR, 2,808; and POOR, 16.71.

The findings among the seven developmental tasks areas varied from a low percentage of 2.25 for Area 7 to a high of 37.12 for Area 3. Areas 5, 4, and 6 possessed percentages that fell fairly close together. Area 5 possessed 17.80 per cent, followed by Area 4 with 17.69 per cent and Area 6 with 12.92 per cent. Areas 1 and 2 possessed a combined percentage total of 12.35.

Data Summary Sheet No. 15. The language textbook Using Good English, published by Laidlaw Brothers, possessed a Quantity Index calculated to be 10.17. This index represented a calculation for the textbook which contained approximately 61,131 words, of which 6,215 were found to be developmental tasks materials.

The organization of these 9,872 developmental tasks words into quality intervals revealed: GOOD, 2,258; FAIR, 2,259; and POOR, 1,698. The Quality Index was judged to be 2.09. This index was derived from quality interval percentages of GOOD, 36.33; FAIR, 36.35; and POOR, 27.32. These percentages were calculated from word counts of GOOD, 2,258;

DATA SUMMARY SHEET NO. 15
Identification and Evaluation of Developmental Task Materials
in Selected Sixth Grade State-adopted Textbooks in Texas 1963-64

Quantity Index	Quality Index
10.17	2.09

Title: Using Good English Publisher: Laidlaw Brothers Date: 1961 Grade: 6
 Total Words in Book: 61,131 Words of Dev. Tasks Materials: 6,215 Per Cent of Dev. Task Materials: 10.17

CHAPTER NO.	AREAS OF DEVELOPMENTAL TASKS MATERIALS														NUMBER OF WORDS			
	1. PSG		2. WAO		3. GAA		4. SSR		5. CMS		6. API		7. SGI		Good	Fair	Poor	Total
	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q				
1-2-3	83	P	188 40 160	G F P	167 70	G F	20	P	18 140	F P	25 89	F P	170 37	F P	355	323	529	1,207
4-5-6	144	P	354 266 319	G F P	66	F	101 806 21	G F P	323 211 190	G F P	124 39 71	G F P	94	F	902	1,482	745	3,129
7-8	96	P	25 185	F P	347 87 32	G F P	92	G	129 259 31	G F P	18 30	F P	433 49	G F	1,001	438	374	1,813
Handbook	21	P	8	P	5	P			16 16	F P						16	50	66
T O T A L S		G	542	G	514	G	193	G	452	G	124	G	433	G	2,258	xxxx	xxxx	2,258
		F	331	F	223	F	806	F	504	F	82	F	313	F	xxxx	2,259	xxxx	2,259
	344	P	672	P	37	P	41	P	377	P	190	P	37	P	xxxx	xxxx	1,698	1,698
	344	T	1,545	T	774	T	1,040	T	1,333	T	396	T	783	T	2,258	2,259	1,698	6,215

FAIR, 2,259; and POOR, 1,698.

The findings among the several developmental tasks areas indicated that 24.86 per cent of the materials fell into Area 2, and 21.45 per cent fell into Area 5, followed by Area 4 with 16.73 per cent, Area 7 with 12.60 per cent, and Area 3 with 12.45 per cent. Areas 1 and 6 possessed a total of 11.91 per cent. Of this total, Area 3 contained approximately three times the amount of Area 1.

Composite picture of the language textbooks arranged by areas of developmental tasks by percentage and by quality intervals. The five language textbooks selected for placement on the state-adoption list for this adoption group were dealt with individually in the preceding pages. In Table VIII the textbooks have been arranged to show both the Per Cent of Developmental Tasks Materials by Areas and the Per Cent of Quality Material defined for study in this research.

The data reported in Table VIII reveal that the percentages in both the areas of developmental tasks materials and the quality intervals varied greatly. The variance in the areas of developmental tasks materials was from a low percentage of .41 in Area 1, Physical Games and Skills, in English Is Our Language to a high of 37.12 for Area 3, Appropriate Sex Social Role, in Sharing Ideas. The variance for the Per Cent of Quality Material was from a low percentage of POOR, 1.93 to

TABLE VIII

PER CENT OF DEVELOPMENTAL TASKS MATERIALS BY AREAS
AND QUALITY INTERVALS ARRANGED BY TITLE FOR TEXAS
STATE-ADOPTED LANGUAGE TEXTBOOKS FOR 1963-1964

<u>Title of Textbook</u> <u>Language</u>	<u>Areas of Developmental Tasks by Per Cent</u>							<u>Quality Intervals</u>		
	<u>1-PSG</u>	<u>2-WAO</u>	<u>3-GAA</u>	<u>4-SSR</u>	<u>5-CMS</u>	<u>6-API</u>	<u>7-SGI</u>	<u>GOOD</u>	<u>FAIR</u>	<u>POOR</u>
English Is Our Language	5.03	2.68	41.28	.41	23.87	17.52	9.20	65.58	32.50	1.93
Enjoying English	1.55	4.67	23.02	1.79	17.21	17.21	24.21	38.80	43.04	18.15
Language for Daily Use	1.60	3.43	33.35	.63	23.36	23.01	14.63	33.97	57.11	8.92
Sharing Ideas	5.81	6.54	37.12	17.69	17.80	12.92	2.25	55.98	27.60	16.42
Using Good English	5.53	24.86	12.45	16.73	21.45	6.38	12.60	36.33	26.35	27.32

to a high of GOOD, 65.58 in Language For Daily Use. It was apparent that, except for Areas 1 and 4, all of the areas had at least one textbook possessing a percentage score of more than 20 per cent and that three textbooks had quality interval scores of FAIR and POOR combined to be more than the GOOD interval.

Area 1 possessed the lowest quantity percentage of the seven areas, followed by Areas 2, 4, and 7, in ascending order. Area 3 possessed the highest percentage, followed by Areas 5 and 6 in descending order.

Composite picture of the language textbooks arranged by quantity and quality ranking. With reference to Quantity Index and Quality Index the five language textbooks composing this adoption group are presented below in Table IX.

TABLE IX

DEVELOPMENTAL TASKS MATERIALS IN LANGUAGE
TEXTBOOKS FOR GRADE SIX ARRANGED
BY QUANTITY AND QUALITY RANKING

<u>Title of Textbook</u>	<u>Publisher</u>	<u>Quantity</u>	<u>Rank</u>	<u>Quality</u>	<u>Rank</u>
English Is Our Language	Heath	24.86	1	2.64	1
Language for Daily Use	World Book	17.94	2	2.25	3
Sharing Ideas	Macmillan	16.23	3	2.40	2
Enjoying English	Singer	13.14	4	2.21	4
Using Good English	Laidlaw	10.17	5	2.09	5

A considerable range in quantity of developmental tasks materials was found in this group of textbooks. This is revealed in Table IX. The first-ranked textbook in this group contained approximately two and one-half times the amount of materials of the fifth-ranked textbook. There was found to be a range of slightly more than fourteen points from first to last place in rank.

The range of quality was found to be equally wide. The range was from a low Quality Index of 2.09 to a high of 2.64. Only one textbook, English Is Our Language, contained mostly GOOD material. One textbook contained FAIR material and three, FAIR-POOR material.

It was found that in this adoption group the relationship between quantity ranking and quality ranking was an almost perfect positive rank correlation. Thus, the first ranked textbook, being the only textbook above 2.50 in quality, provided the best quantity and best quality materials for this adoption group.

A composite picture of the language textbooks arranged by publishers according to quantity and quality indices. The data on quantity and quality ranking by publishing companies for the language textbooks in this adoption group are presented in Table X. Publishers have been arranged according to Quality Index and Quantity Index rank order.

TABLE X
DEVELOPMENTAL TASKS MATERIALS IN LANGUAGE TEXTBOOKS
FOR GRADE SIX ARRANGED BY PUBLISHERS
AND BY QUANTITY AND QUALITY INDICES

<u>Publisher</u>	<u>Title of Textbook</u>	<u>Quantity</u>	<u>Rank</u>	<u>Quality</u>	<u>Rank</u>
Heath	English Is Our Language	24.87	1	2.64	1
Macmillan	Sharing Ideas	16.23	3	2.40	2
World Book	Language For Daily Use	17.94	2	2.25	3
Singer	Enjoying English	13.14	4	2.21	4
Laidlaw	Using Good English	10.17	5	2.09	5

D. C. Heath was the only publisher having a language textbook with a Quantity Index above 20.00 and a Quality Index above 2.50. Only one other publisher, World Book Company, had a textbook nearly as high; it fell approximately 7 points lower in quantity and from GOOD to FAIR in quality.

Taking quantity and quality relationships together as an indication of the developmental tasks materials available, the three textbooks in this adoption group classified lowest in quantity and quality were contributed by the following publishing companies in descending order: Macmillan, L. W. Singer, and Laidlaw Brothers. It was observed that the publishing company with the highest and lowest Quantity and Quality Indices for their textbooks ranked first and last,

respectively. This particular adoption group showed an almost perfect positive rank order. It was the only adoption group in the expressive language arts area that did.

The findings of this study concerning this adoption group showed that the textbook entitled English Is Our Language, published by D. C. Heath, ranked in first place in terms of both quantity and quality of the developmental tasks materials available.

The nature of the developmental tasks materials in the language textbooks adoption group. The quantity and quality indices in this adoption group came from developmental tasks materials found in various kinds of textual materials. Examples of the kinds of materials possessing developmental tasks mastery value in the language textbooks were:

1. Discussion of ways of getting acquainted with new friends, classmates, and working together at work and play.
2. Discussion of ways of writing good sentences, notices, newspaper and magazine articles, and planning a verse choir.
3. Discussion of the establishment of classroom standards and the organization of class meetings.
4. Discussion of skills in listening, speaking, telling stories, and building vocabularies as well as making introductions, carrying on

pleasant conversation, and giving accurate directions.

5. Discussion of effective use of the library, dictionary, and telephone, and the writing of business and personal letters and notes.
6. Discussion of the moral and ethical value of fables, myths, and legends such as The Fox and the Grapes, Icarus and Daedalus, Odysseus, King Arthur and The Cid.
7. Discussion of the lives of great people and their trials and triumphs, such as, Glenn Cunningham, Jane Adams, Father Flanagan, and Florence Nightingale.
8. Discussion of the acquisition of social skills, such as meeting people and talking to strangers, making introductions, and carrying on conversation with peers, older persons, and important people.
9. Discussion of ways of working with groups in classes and clubs, and participating in leadership and followship roles within peer group situations.
10. Discussion of individual differences in self and others, getting along with others, and playing and working.

11. Discussion of one's own sex role in life, such as a boy understanding his role, a girl understanding her role, and each understanding the other's role.

Composite picture of the expressive language arts textbooks arranged by areas of developmental tasks by per cent and quality intervals. There are fifteen textbooks that make up the adoption list for this particular curricular area. Each has been taken up individually and collectively. Individually they were presented in Data Summary Sheets. Collectively they were presented by adoption groups. They were organized for Table XI as a curricular area to show the Per Cent of Developmental Tasks Materials by Areas and Per Cent of Quality Material as defined for use in this research study.

Table XI reveals that a wide range of percentage scores were found in this curricular area. They extended from a high Quantity Index of 36.97 in Area 7 for Imaginary Line Handwriting, to a low of .00 in Area 1 for Imaginary Line Handwriting, My Word Book, and Stories in Script and Area 4 for My Word Book, Handwriting for Everyday Use, and Imaginary Line Handwriting. Areas 5, 6, and 7 had approximately two and one-half times the amount of developmental tasks materials contained in these textbooks. They were found to range from a total of 330 words in Imaginary Line Handwriting to a high of 15,254 words in English Is Our Language.

TABLE XI

PER CENT OF DEVELOPMENTAL TASKS MATERIALS BY AREAS AND
QUALITY INTERVALS ARRANGED BY TITLES FOR TEXAS STATE-ADOPTED
EXPRESSIVE LANGUAGE ARTS TEXTBOOKS FOR 1963-1964

<u>Title of Textbooks</u>	<u>Areas of Developmental Tasks by Per Cent</u>							<u>Quality Intervals</u>		
	<u>1-PSG</u>	<u>2-WAO</u>	<u>3-GAA</u>	<u>4-SSR</u>	<u>5-CMS</u>	<u>6-API</u>	<u>7-SGI</u>	<u>GOOD</u>	<u>FAIR</u>	<u>POOR</u>
<u>Expressive Language Arts</u>										
Basic Spelling Goals	1.76	27.07	3.62	1.46	20.25	17.62	28.31	56.51	41.12	2.38
Building Spelling Power	2.09	15.62	23.89	7.99	8.99	26.70	13.90	30.34	55.86	13.81
English Is Our Language	5.03	2.68	41.28	.41	23.87	17.52	9.20	65.58	32.50	1.43
Enjoying English	1.55	4.67	23.02	1.79	17.21	17.21	24.21	38.80	43.04	18.15
Handwriting for Everyday Use	.00	17.82	8.91	.00	21.51	24.87	26.89	56.30	43.02	.08
I Learn to Write	4.53	12.65	18.85	1.43	4.53	32.82	25.54	39.38	49.40	11.12
Imaginary Line Handwriting	.00	16.06	4.24	.00	41.21	1.52	36.97	30.61	56.97	.00
Language for Daily Use	1.60	3.43	33.35	.63	23.36	23.01	14.63	33.97	57.11	8.92
My Word Book	.00	8.14	12.95	.00	24.45	25.69	28.77	76.67	27.33	.00
On To Good Writing	.00	18.88	3.36	4.16	28.96	19.52	25.12	63.04	34.08	2.88
Sharing Ideas	5.81	6.54	37.12	17.80	17.80	12.92	2.25	55.98	27.60	16.42
Spelling for Word Mastery	.21	2.36	20.56	1.86	30.88	33.14	10.98	50.25	45.10	4.64
Stories in Script	.00	8.66	4.69	6.68	24.91	21.84	33.21	57.22	42.78	.00
Success in Spelling	.95	12.96	36.40	18.80	13.14	14.06	8.69	57.36	40.60	2.04
Using Good English	5.53	24.86	12.45	16.73	21.45	6.38	12.60	36.33	36.35	27.32

The extent of the quality interval percentages was found to be equally as great. They ranged from a high of GOOD 72.67 in My Word Book to a low of POOR .00 in My Word Book and Stories in Script. It may be noted that there were three percentage scores of POOR materials in this curricular area of fifteen per cent or more. This indicated that the materials in this curricular area were predominately GOOD to GOOD-FAIR.

The word count of developmental tasks materials per quality interval showed a wide range, also. The range was found to be from a high score of GOOD, 10,003; FAIR, 5,967; and POOR, 2,732 to a low of GOOD, 101; FAIR, 188; and POOR, 0.

The strength of this curricular area in terms of quantity of developmental tasks materials per area seemed to be in Area 5, Conscience, Morality and Scale of Values; Area 7, Attitudes Toward Social Groups and Institutions; and Area 6, Achieving Personal Independence, in this rank order. Areas 1, 4, 2, and 3 contained the least amount of materials, in descending order.

Composite picture of the expressive language arts textbooks arranged by quantity and quality ranking. Data presented in Tables III, VI, and IX are presented again in Table XII. In this table all the textbooks in this curricular area are arranged to show Quantity Index, Quality Index,

TABLE XII

DEVELOPMENTAL TASKS MATERIALS IN THE EXPRESSIVE
LANGUAGE ARTS TEXTBOOKS FOR GRADE SIX ARRANGED
BY QUANTITY AND QUALITY RANKING

<u>Title of Textbook</u>	<u>Publisher</u>	<u>Quantity</u>	<u>Rank</u>	<u>Quality</u>	<u>Rank</u>
My Word Book	Lyons and Carnahan	41.67	1	2.73	1
Handwriting for Everyday Use	Noble and Noble	38.53	2	2.56	5
English Is Our Language	Heath	24.86	3	2.64	2
Stories In Script	Benson	22.84	4	2.57	4
Spelling For Word Mastery	Merrill	22.39	5	2.47	8
Success in Spelling	World Book	19.18	6	2.55	6
Language For Daily Use	World Book	17.94	7	2.25	11
Sharing Ideas	Macmillan	16.23	8	2.40	9
On To Good Writing	Economy	14.44	9	2.60	3
Enjoying English	Singer	13.14	10	2.21	12
I Learn to Write	Seale	12.84	11	2.28	10
Using Good English	Laidlaw	10.17	12	2.09	15
Imaginary Line Handwriting	Steck	9.94	13	2.18	14
Building Spelling Power	Houghton Mifflin	6.42	14	2.17	13
Basic Spelling Goals	Webster	5.61	15	2.54	7

and rank order.

Examination of the data when so arranged disclosed a wide range in quantity of developmental tasks materials in this curricular area. It can be seen that two of the textbooks have a Quantity Index above 35.00. Two of the textbooks have a Quantity Index between 22.39 and 24.86, inclusive, and three below 10.00.

Seven of the textbooks possessed a Quality Index of 2.50 or above. One of these textbooks, Using Good English, however, had so few developmental tasks materials available that it should not be compared with the others.

Some relationship was observable between the quantity ranking and quality ranking, but it tended to be variable to the extent that it cannot be described as a strong relationship. Two of the first six textbooks in quantity were from the three groupings making up this curricular area. Four of these textbooks were the same as those found in the top six in quality ranking.

Quantity-quality relationship was most clearly established for English Is Our Language, My Word Book, and Handwriting for Everyday Use. One textbook from each adoption area is found on this list. With respect to the other textbooks in this curricular area, it appeared that there was a fairly close relationship between quantity and quality and that the quality ranking was the more dependable guide to the developmental

tasks materials.

Composite picture of the expressive language arts textbooks arranged by publishers according to quantity and quality indices. The data presented in Table XIII have been presented previously in Tables IV, VII, and X by adoption groups. The data are arranged in Table XIII to show Quantity Index, and Quality Index, and rank order for each publisher having textbooks in this curricular area.

When the data were examined closely for the expressive language arts curricular area as arranged by indices and rank order, the data disclosed that variable ranges existed in relationship between Quantity and Quality Indices for textbooks. The range was from the same rank to a high differential of ten.

Fourteen different publishers had textbooks adopted in this curricular area. One publisher, World Book, placed two on the list. They ranked in sixth and seventh positions according to quantity and sixth and eleventh position according to quality.

Taking Quantity and Quality Indices together as an indication of the amount and quality of developmental tasks materials, the four textbooks in this curricular area classified highest were contributed by the following publishers: Lyons and Carnahan, D. C. Heath, W. S. Benson, and Noble and

TABLE XIII

DEVELOPMENTAL TASKS MATERIALS IN THE EXPRESSIVE
LANGUAGE ARTS TEXTBOOKS FOR GRADE SIX ARRANGED BY
PUBLISHERS AND BY QUANTITY AND QUALITY INDICES

<u>Publisher</u>	<u>Title of Textbook</u>	<u>Quantity</u>	<u>Rank</u>	<u>Quality</u>	<u>Rank</u>
Lyons and Carnahan	My Word Book	41.67	1	2.73	1
Heath	English Is Our Language	24.86	3	2.64	2
Economy	On To Good Writing	14.44	9	2.60	3
Benson	Stories in Script	22.84	4	2.57	4
Noble and Noble	Handwriting for Everyday Use	38.53	2	2.56	5
World Book	Success in Spelling	19.18	6	2.55	6
Webster	Basic Spelling Goals	5.61	15	2.54	7
Merrill	Spelling For Word Mastery	22.39	5	2.47	8
Macmillan	Sharing Ideas	16.23	8	2.40	9
Seale	I Learn To Write	12.84	11	2.28	10
World Book	Language for Daily Use	17.94	7	2.25	11
Singer	Enjoying English	13.14	10	2.21	12
Houghton Mifflin	Building Spelling Power	6.42	14	2.17	13
Steck	Imaginary Line Handwriting	9.94	13	2.18	14
Laidlaw	Using Good English	10.17	12	2.09	15

Noble. It may be noted that each possessed a Quantity Index above 22.50 and a Quality Index above 2.50.

Summary of the findings of analysis of developmental tasks materials in Texas state-adopted expressive language arts textbooks for grade six. It has seemed appropriate to conclude the treatment of a curricular area by reporting the major findings derived from an analysis of the data, for each area has the character of a special field of education, its own limitations, and its own standards and range of materials.

Major findings may be summarized for the expressive language arts as follows:

1. Twenty to 35 per cent was an average expectation for the adopted books in this area with respect to the quantity of developmental tasks materials contained in them. The Quantity Index range for the developmental tasks materials in this curricular area was wide, ranging from 41.67 to 5.61, that is, from generous to almost non-existent.
2. A Quality Index of 2.50, or better, was typical for this curricular area. Seven of the fifteen textbooks had indices of this quality level, with three textbooks having indices above 2.59. Thus, the quality of the developmental tasks

materials in this curricular area was predominately GOOD.

3. The distribution of developmental tasks materials in the textbooks in this curricular area was found to be predominately in four of the seven areas defined for investigation. In descending order they were: Area 5, Conscience, Morality, and Scale of Values; Area 6, Achieving Personal Independence; Area 7, Attitudes Toward Social Groups and Institutions; and Area 3, Getting Along with Age-mates. The other three areas were comparatively ignored in these textbooks.
4. Taking Quantity Index and Quality Index relationships together, the spelling textbook, My Word Book, published by Lyons and Carnahan Company; the writing textbook, Handwriting for Everyday Use, published by Noble and Noble Company; and the language textbook, English Is Our Language, published by D. C. Heath and Company should be given preference.

III. DEVELOPMENTAL TASKS MATERIALS IN THE RECEPTIVE LANGUAGE ARTS TEXTBOOKS

On the official adoption list of Texas for the sixth grade in the receptive language arts there were ten textbooks

for 1963-1964. Five were basal readers and five supplementary readers. These ten textbooks were evaluated separately and the data collected are presented in this section for each individually and collectively.

Basal Readers. The textbooks in this adoption group have been listed on the Texas state-adoption list according to titles alphabetically. The five textbooks in this group were:

All Around Me¹⁷

Arrivals and Departures¹⁸

Bright Peaks¹⁹

New People and Progress²⁰

Wings to Adventure²¹

Data Summary Sheet No. 16. The basal reader textbook, All Around Me, possessed a Quantity Index of 25.46. This index represented a calculation from a total word count of

¹⁷Arthur I. Gates and Mary M. Bartlett, All Around Me (New York: The Macmillan Company, 1957), 472 pp.

¹⁸William D. Sheldon and Shirley Edwards, Arrivals and Departures (New York: Allyn and Bacon, Inc., 1957), 352 pp.

¹⁹Paul McKee, Annie McGowen, M. Lucile Harrison, and Elizabeth Lehr, Bright Peaks (Boston: Houghton Mifflin Company, 1957), 340 pp.

²⁰William S. Gray, Marion Monroe, A. Sterl Artley, and May Hill Arbuthnot, The New People and Progress (Dallas: Scott, Foresman, and Company, 1955), 320 pp.

²¹David H. Russell and Mabel Snedaker, Wings to Adventure (New York: Ginn and Company, 1961), 488 pp.

DATA SUMMARY SHEET NO. 16
Identification and Evaluation of Developmental Task Materials
in Selected Sixth Grade State-adopted Textbooks in Texas 1963-64

Quantity
Index
25.46

Quality
Index
2.55

Title: <u>All Around Me</u> Publisher: <u>Macmillan Co.</u> Date: <u>1957</u> Grade: <u>6</u>																		
Total Words in Book: 72,955 Words of Dev. Tasks Materials: 18,576 Per Cent of Dev. Task Materials: 25.46																		
CHAPTER NO.	AREAS OF DEVELOPMENTAL TASKS MATERIALS												NUMBER OF WORDS					
	1. PSG		2. WAO		3. GAA		4. SSR		5. CMS		6. API		7. SGI		Good	Fair	Poor	Total
	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q				
1-3	85 50	F P	296 136 319	G F P	75 25	F P	33 P		2,417 659 270	G F P	4,158 1,633 274	G F P	146 95 22	G F P	7,017	2,683	993	10,693
4-6	64 39	F P	122 227	F P	16 F				33 614 230	G F P	2,318 991 59	G F P			2,351	1,807	555	4,713
7			2,402 260 29	G F P					20 24	F P	111 237 64	G F P	23 F		2,513	540	117	3,170
T O T A L S		G	2,698	G		G		G	2,450	G	6,587	G	146	G	11,881	xxxx	xxxx	11,881
	149	F	518	F	91	F		F	1,293	F	2,861	F	118	F	xxxx	5,030	xxxx	5,030
	89	P	575	P	25	P	33	P	524	P	397	P	22	P	xxxx	xxxx	1,665	1,665
	238	T	3,791	T	116	T	33	T	4,267	T	9,845	T	286	T	11,881	5,030	1,665	18,576

approximately 72,955 words, of which 18,576 were developmental tasks materials words. These developmental tasks words were distributed throughout seven chapters of the textbook.

The Quality Index was found to be 2.55. More than one-half of the materials (11,881 words out of a total of 18,576 words of developmental tasks materials) were evaluated as Good; 5,030 were evaluated as FAIR; and 1,665 were evaluated as POOR. These figures represented quality interval percentages of GOOD, 63.96; FAIR, 27.07; and POOR, 8.96.

With respect to the distribution of the developmental tasks materials among the seven areas, more than one-half were in Area 6 and almost one-fourth in Area 5. Area 2 possessed a percentage of 20.41, followed by Areas 7 and 1 with a scant 1.54 and 1.28, respectively. Areas 3 and 4 had a combined total percentage of .08.

Data Summary Sheet No. 17. The Quantity Index for Arrivals and Departures, published by Allyn and Bacon, was calculated to be 50.74. This high Quantity Index represented the percentage of developmental tasks materials contained in a textbook that possessed approximately 65,155 words of textual materials, of which 33,058 words were developmental tasks words. Developmental tasks materials were found in all six chapters of the textbook.

It was found that this textbook possessed a Quality

DATA SUMMARY SHEET NO. 17
Identification and Evaluation of Developmental Task Materials
in Selected Sixth Grade State-adopted Textbooks in Texas 1963-64

Quantity
Index

50.74

Quality
Index

.2.60

Title: Arrivals and Departures Publisher: Allyn and Bacon Date: 1957 Grade: 6
 Total Words in Book: 65,155 Words of Dev. Tasks Materials: 33,058 Per Cent of Dev. Task Materials: 50.74

CHAPTER NO.	AREAS OF DEVELOPMENTAL TASKS MATERIALS														NUMBER OF WORDS			
	1. PSG		2. WAO		3. GAA		4. SSR		5. CMS		6. API		7. SGI		Good	Fair	Poor	Total
	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q				
1-3			725 217	F P	4,899 1,032 25	G F P	87 22	G P	3,093 220	F P	4,118 2,338 46	G F P	135 151	G F	9,239	7,339	530	17,108
4-5			517 202	F P	599 258	G F			1,703 1,165 14	G F P	8,790 2,330 38	G F P	299 26 9	G F P	11,391	4,296	263	15,950
T O T A L S		G		G	5,498	G	87	G	1,703	G	12,908	G	434	G	20,630	xxxx	xxxx	20,630
		F	1,242	F	1,290	F		F	4,258	F	4,668	F	177	F	xxxx	11,635	xxxx	11,635
		P	419	P	25	P	22	P	234	P	84	P	9	P	xxxx	xxxx	793	793
		T	1,661	T	6,813	T	109	T	6,195	T	17,660	T	620	T	20,630	11,635	793	33,058

Index of 2.60. This index was computed from a word count of developmental tasks materials of GOOD, 20,630; FAIR, 11,635; and POOR, 793. Quality interval percentages of GOOD, 62.41; FAIR, 35.20; and POOR, 2.40 were derived from the word counts mentioned above.

Six developmental tasks areas contained some materials. The range was from a low percentage of .00 in Area 1 to a high of 53.42 in Area 6. Other areas, listed in decreasing order were: Areas 3, 5, 2, 7, and 4.

Data Summary Sheet No. 18. The Quantity Index for Bright Peaks was found to be 20.70. This index was computed from a total word count of approximately 89,987 words. Of this word count 18,631 were classified as developmental tasks words and were found distributed throughout the four lengthy sections comprising the textbook.

The Quality Index of 2.21 was derived from quality interval percentages of GOOD, 38.86; FAIR, 43.75; and POOR, 17.39. These percentages were derived from a word count of the developmental tasks materials of GOOD, 7,240; FAIR, 8,151; and POOR, 3,240. Thus, the ratio of GOOD to FAIR-POOR materials was approximately 4 to 6.

With respect to distribution of materials among the seven areas of developmental tasks materials, all seven areas were represented in some degree. Highest quantities were

DATA SUMMARY SHEET NO. 18
Identification and Evaluation of Developmental Task Materials
in Selected Sixth Grade State-adopted Textbooks in Texas 1963-64

Quantity
Index
20.70

Quality
Index
2.21

Title: Bright Peaks Publisher: Houghton Mifflin Co. Date: 1957 Grade: 6
 Total Words in Book: 89,987 Words of Dev. Tasks Materials: 18,631 Per Cent of Dev. Task Materials: 20.70

CHAPTER NO.	AREAS OF DEVELOPMENTAL TASKS MATERIALS														NUMBER OF WORDS			
	1. PSG		2. WAO		3. GAA		4. SSR		5. CMS		6. API		7. SGI		Good	Fair	Poor	Total
	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q				
Section 1									791 G 1,479 F 360 P		571 G 687 F 238 P		93 F 42 P		1,362	2,259	733	4,354
2	193 G		178 G 51 P		89 F		17 F 22 P		567 G 888 F 151 P		529 G 504 F 611 P		257 P		1,467	1,498	1,092	4,057
3			54 F 159 P		147 G 120 F 44 P				155 G 1,063 F 162 P		808 G 1,727 F 351 P		23 P		1,110	2,964	819	4,893
4	71 G 28 P		138 G 202 F 268 P						1,126 G 580 F 77 P		1,387 G 648 F 175 P		579 G 48 P		3,301	1,430	596	5,327
T O T A L S	264 G		316 G		147 G			G	2,639 G		3,295 G		579 G		7,240	xxxx	xxxx	7,240
		F	256 F		209 F		17 F	F	4,010 F		3,566 F		93 F		xxxx	8,151	xxxx	8,151
	89 P		571 P		44 P		41 P	P	750 P		1,375 P		370 P		xxxx	xxxx	3,240	3,240
	353 T		1,143 T		400 T		58 T	T	7,399 T		8,236 T		1,042 T		7,240	8,151	3,240	18,631

found in Areas 6 and 5. These two areas contained together approximately four-fifths of the total materials available. Other areas having materials were: Areas 2, 7, 3, 1, and 4, in decreasing order.

Data Summary Sheet No. 19. When tabulation was completed it was found that the Scott, Foresman, and Company's New People and Progress sixth grade textbook possessed a Quantity Index of 32.28. This index represented a calculation from a total word count of approximately 50,122, of which 16,178 words were classified as having developmental tasks mastery value. This quantity percentage was distributed throughout four sections and twenty-five stories making up the textbook.

The Quality Index was calculated to be 2.33. Less than one-half, 44.68 per cent, of the materials (7,228 words out of a total of 16,178 of developmental tasks materials) were rated as GOOD. The percentage of FAIR materials was found to be 43.15. For POOR, the percentage was found to be 12.17. These figures represented quality interval developmental tasks materials word counts of POOR, 1,969; FAIR, 6,981; and GOOD, 7,228.

All seven developmental tasks areas possessed some materials. Approximately three-fifths of the materials were in Areas 5 and 6, with percentages of 31.88 and 29.36, respectively. Other areas listed according to decreasing order of

DATA SUMMARY SHEET NO. 19
Identification and Evaluation of Developmental Task Materials
in Selected Sixth Grade State-adopted Textbooks in Texas 1963-64

Quantity
Index

32.28

Quality
Index

2.33

Title: <u>People and Progress</u> Publisher: <u>Scott, Foresman & Co.</u> Date: <u>1955</u> Grade: <u>6</u>																		
Total Words in Book: <u>50,122</u> Words of Dev. Tasks Materials: <u>16,178</u> Per Cent of Dev. Task Materials: <u>32.28</u>																		
CHAPTER NO.	AREAS OF DEVELOPMENTAL TASKS MATERIALS														NUMBER OF WORDS			
	1. PSG		2. WAO		3. GAA		4. SSR		5. CMS		6. API		7. SGI		Good	Fair	Poor	Total
Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q					
Part I 1-3	10	P	168 85	G F	829 397	G F	39	F	548 326	G F	135 622 112	G F P	85 107	G F	1,765	1,576	122	3,463
4-6	28 45	F P	77 148	F P	322 291	G F	76	P	441 22	G P	168 222 174	G F P	55	F	931	673	465	2,069
7-8					240 477	G F	163	G	696 345	G F	525 204 25	G F P			1,624	1,026	25	2,675
Part 2 1-3	28	P	45 21	F P	31	F			282 390 71	G F P	285 57	F P	183 535 230	G F P	465	1,286	407	2,158
4-6			13	P			54	F	244 285 90	G F P	299 417 71	G F P	107 124 38	G F P	650	880	212	1,742
T O T A L S		G		G		G		G		G		G		G		xxxx	xxxx	
		F		F		F		F		F		F		F	xxxx		xxxx	
		P		P		P		P		P		P		P	xxxx	xxxx		
		T		T		T		T		T		T		T				

DATA SUMMARY SHEET NO. 19
Identification and Evaluation of Developmental Task Materials
in Selected Sixth Grade State-adopted Textbooks in Texas 1963-64

Quantity
Index
32.28

Quality
Index
2.33

Title: People and Progress (Continued) Publisher: Scott, Foresman & Co. Date: 1955 Grade: 6
 Total Words in Book: 50,122 Words of Dev. Tasks Materials: 16,178 Per Cent of Dev. Task Materials: 32.28

CHAPTER NO.	AREAS OF DEVELOPMENTAL TASKS MATERIALS														NUMBER OF WORDS			
	1. PSG		2. WAO		3. GAA		4. SSR		5. CMS		6. API		7. SGI		Good	Fair	Poor	Total
	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q				
7									82 6	F P	273 58 34	G F P			273	140	40	453
Part 3 1-3					186 84	G F	60	G	397 426	G F					643	510		1,153
4-6									262 89	G F	187 142	G F			449	231		680
7-9					193	F	22	P	28 46	F P	428 34	G F	59	F	428	314	68	810
Part 4 1-3					38 118	F P							33	P		38	151	189
T O T A L S		G		G		G		G		G		G		G		xxxx	xxxx	
		F		F		F		F		F		F		F	xxxx		xxxx	
		P		P		P		P		P		P		P	xxxx	xxxx		
		T		T		T		T		T		T		T				

DATA SUMMARY SHEET NO. 19
Identification and Evaluation of Developmental Task Materials
in Selected Sixth Grade State-adopted Textbooks in Texas 1963-64

Quantity
Index
32.28

Quality
Index
2.33

Title: People and Progress (Continued) Publisher: Scott, Foresman & Co Date: 1955 Grade: 6
 Total Words in Book: 50,122 Words of Dev. Tasks Materials: 16,178 Per Cent of Dev. Task Materials: 32.28

CHAPTER NO.	AREAS OF DEVELOPMENTAL TASKS MATERIALS														NUMBER OF WORDS			
	1. PSG		2. WAO		3. GAA		4. SSR		5. CMS		6. API		7. SGI		Good	Fair	Poor	Total
	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q				
4-6			52	P							86	F				86	52	138
7-8			170	P					49	F	16	F	156	F		221	427	648
									32	P	176	P	49	P				
T O T A L S		G	168	G	1,577	G	223	G	2,870	G	2,015	G	375	G	7,228	XXXX	XXXX	7,228
	28	F	245	F	1,473	F	93	F	2,020	F	2,086	F	1,036	F	XXXX	6,981	XXXX	6,981
	83	P	522	P		P	98	P	267	P	649	P	350	P	XXXX	XXXX	1,969	1,969
	111	T	935	T	3,050	T	414	T	5,157	T	4,750	T	1,761	T	7,228	6,981	1,969	16,178

developmental tasks materials present were: Areas 3, 7, 2, 4, and 1 with the latter being a nominal .67 per cent.

Data Summary Sheet No. 20. Wings to Adventure, published by Ginn and Company, had a Quantity Index calculated to be 21.46. This figure represented the percentage of developmental tasks materials contained in a textbook which had approximately 80,804 total words. Of this total count, 17,343 words were classified as possessing developmental tasks value. These materials were scattered throughout the eight chapters of the textbook.

The Quality Index was calculated to be 2.16. Of the 17,343 developmental tasks value words, 5,138 were classified as GOOD; 9,774, FAIR; and 2,431, POOR. These words represented quality interval percentages of POOR, 14.02; FAIR, 56.36; and GOOD, 29.93.

Among the seven areas of developmental tasks materials the percentages ranged widely. The range was from a high of 39.91 for Area 6 to a low of .00 in Area 4. Area 5 possessed the second highest percentage score of 29.18, followed by Areas 2, 3, 7, and 1, in decreasing order.

Composite picture of the basal reader textbooks arranged by areas of developmental tasks by percentages and by quality intervals. The five basal reading textbooks in this adoption group were treated separately in the preceding

DATA SUMMARY SHEET NO. 20
Identification and Evaluation of Developmental Task Materials
in Selected Sixth Grade State-adopted Textbooks in Texas 1963-64

Quantity
Index
21.46

Quality
Index
2.16

Title: Wings to Adventure Publisher: Ginn & Co. Date: 1961 Grade: 6
 Total Words in Book: 80,804 Words of Dev. Tasks Materials: 17,343 Per Cent of Dev. Task Materials: 21.46

CHAPTER NO.	AREAS OF DEVELOPMENTAL TASKS MATERIALS														NUMBER OF WORDS			
	1. PSG		2. WAO		3. GAA		4. SSR		5. CMS		6. API		7. SGI		Good	Fair	Poor	Total
	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q				
1-3	20 62	F P	273 315	F P	60 227 14	G F P			552 1,021 333	G F P	527 853 377	G F P	90	G	1,229	2,394	1,101	4,724
4-6	44 86	F P	54 746 182	G F P	800 391 57	G F P			215 1,012 352	G F P	968 2,206 176	G F P	271 510 72	G F P	2,308	4,909	925	8,142
7-8	30	P	379 177	F P	159	F			604 808 163	G F P	997 799 18	G F P	326 17	F P	1,601	2,471	405	4,477
T O T A L S		G	54	G	860	G		G	1,371	G	2,492	G	361	G	5,138	xxxx	xxxx	5,138
	64	F	1,398	F	777	F		F	2,841	F	3,858	F	836	F	xxxx	9,774	xxxx	9,774
	178	P	674	P	71	P		P	848	P	571	P	89	P	xxxx	xxxx	2,431	2,431
	242	T	2,126	T	1,708	T		T	5,060	T	6,921	T	1,286	T	5,138	9,774	2,431	17,343

pages. Per Cent of Quality Material and Per Cent of Developmental Tasks Materials by Areas are shown in Table XIV.

Table XIV shows that the quantity percentages of the developmental tasks materials per area varied greatly. The percentage range was from a low of .00 for Area 4 in Wings to Adventure and Area 1 in Arrivals and Departures to a high of 53.42 for Area 6 in Arrivals and Departures. Areas 5 and 6 had approximately two-thirds of the total developmental tasks materials for the seven areas.

The quality interval percentage ranges also varied greatly. They ranged from a percentage low of POOR, 2.40 to a high of GOOD, 63.96. Three textbooks contained quality interval percentages of GOOD just above the 50 per cent level.

The areas possessing the largest amount of developmental tasks mastery materials in descending order were: Areas 6, 5, 2, 3, 7, 1, and 2. Area 5, Conscience, Morality and Scale of Values, was contained in two textbooks with over 31 per cent, in one textbook with over 25 per cent, and in the remaining two with over 34 per cent. In all five textbooks that make up this adoption group, Area 6, Achieving Personal Independence, possessed the highest percentages. They were between 29.36 and 53.42. Area 4, Sex Social Role, contained the lowest percentage in four of the five textbooks examined. The percentages ranged from no materials to a high of 2.56, which was negligible. Area 1, Physical Skills for Games, was next to

TABLE XIV

PER CENT OF DEVELOPMENTAL TASKS MATERIALS BY AREAS
AND QUALITY INTERVALS ARRANGED BY TITLE FOR TEXAS
STATE-ADOPTED BASAL READER TEXTBOOKS FOR 1963-1964

<u>Title of Textbook</u> <u>Basal Reader</u>	<u>Areas of Developmental Tasks by Per Cent</u>							<u>Quality Intervals</u>		
	<u>1-PSG</u>	<u>2-WAO</u>	<u>3-GAA</u>	<u>4-SSR</u>	<u>5-CMS</u>	<u>6-API</u>	<u>7-SGI</u>	<u>GOOD</u>	<u>FAIR</u>	<u>POOR</u>
New People and Progress	.67	5.78	18.85	2.56	31.88	29.36	10.87	44.68	43.15	12.17
Wings to Adventure	1.40	12.26	9.85	.00	29.18	39.91	7.42	29.93	56.36	14.02
All Around Me	1.28	20.41	.06	.02	22.97	53.00	1.54	63.96	27.07	8.96
Bright Peaks	1.89	6.13	2.15	.31	39.71	44.21	5.59	38.86	43.75	17.39
<u>Arrivals and Departures</u>	<u>.00</u>	<u>5.02</u>	<u>20.61</u>	<u>.32</u>	<u>18.74</u>	<u>53.42</u>	<u>1.88</u>	<u>62.41</u>	<u>35.20</u>	<u>2.40</u>

the lowest in value, with percentages ranging from a high of 1.89 to a low of .00.

Composite picture of basal reader textbooks arranged by quantity and quality ranking. Arranged below in Table XV to show rank order with reference to Quantity Index and Quality Index are the five basal reader textbooks on the Texas sixth grade adoption list.

TABLE XV

DEVELOPMENTAL TASKS MATERIALS IN BASAL READERS
TEXTBOOKS FOR GRADE SIX ARRANGED
BY QUANTITY AND QUALITY RANKING

<u>Title of Textbook</u>	<u>Publisher</u>	<u>Quantity</u>	<u>Rank</u>	<u>Quality</u>	<u>Rank</u>
Arrivals and Departures	Allyn and Bacon	50.74	1	2.60	1
New People and Progress	Scott, Foresman	32.28	2	2.33	3
All Around Me	Macmillan	25.46	3	2.55	2
Wings to Adventure	Ginn	21.46	4	2.16	5
Bright Peaks	Mifflin	20.70	5	2.21	4

Revealed by Table XV was a wide range in the quantity of the developmental tasks materials for this adoption group. The Quantity Indices ranged from a high of 50.74 to a low of 20.70. The first ranked textbook, Arrivals and Departures, published by Allyn and Bacon, contained in proportionate quantity two

and one-half times as much materials as the fifth ranked textbook, Bright Peaks, published by Houghton Mifflin Company. The range of Quantity Index scores between the second and fifth ranked textbooks was more than eleven points and between the second and first ranked index was over seventeen.

The Quality Index rank remained within one rank order of the Quantity rank order. The second and third ranked and the fourth and fifth ranked were in reverse order. Arrivals and Departures seemed to be the basal reader most usable in developmental tasks mastery education, for it ranked in first place in both quantity and quality.

Two of the textbooks in the adoption group possessed Quality Indices above 2.50. This indicated that the quality in these two books was relatively GOOD. The Quantity Index of 50.74 and Quality Index of 2.60 for Arrivals and Departures by Allyn and Bacon was considered most favorable when considering adoption of a basal reader with reference to developmental tasks materials. It may be noted that the two textbooks ranked lowest in quality were also ranked lowest in quantity.

Composite picture of the basal reader textbooks arranged by publishers according to quantity and quality indices. Arranged according to publishing companies in Table XVI are the data on the quantity and quality rank order for the basal

reader adoption group.

TABLE XVI

DEVELOPMENTAL TASKS MATERIALS IN BASAL READER
TEXTBOOKS FOR GRADE SIX ARRANGED BY PUBLISHERS
AND BY QUANTITY AND QUALITY INDICES

<u>Publisher</u>	<u>Title of Textbook</u>	<u>Quantity</u>	<u>Rank</u>	<u>Quality</u>	<u>Rank</u>
Allyn and Bacon	Arrivals and Departures	50.74	1	2.60	1
Macmillan	All Around Me	25.46	3	2.55	2
Scott, Foresman	New People and Progress	32.28	2	2.33	3
Houghton Mifflin	Bright Peaks	20.70	5	2.21	4
Ginn	Wings to Adventure	21.46	4	2.16	5

Table XVI shows that the greatest quantity and quality of developmental tasks materials were found in Allyn and Bacon's Arrivals and Departures. It also shows that the poorest textbook in quantity and quality of developmental tasks materials was found to be Ginn and Company's Wings to Adventure, followed by Houghton Mifflin's Bright Peaks.

Except for the readers of two publishers, the Quality Index fell below 2.50, with the lowest being 2.16. Quality-wise the Allyn and Bacon Company's textbook ranked far above the others with a Quality Index of 2.60, followed by Macmillan's All Around Me with 2.55. The remaining three textbooks stood

below 2.50. The decrease in quality was quite noticeable between third and fourth places in the rank order. The third ranked textbook had a Quality Index of 2.33, followed by the fourth ranked with 2.21.

The nature of the developmental tasks materials in the basal reader textbooks adoption group. Found in the five basal reader textbooks making up this adoption group were textual materials that yielded developmental tasks mastery materials. From a word for word count of these developmental tasks materials were derived Quantity and Quality Indices for this adoption group. Examples of these kinds of materials are given here. Textual materials yielding developmental tasks mastery materials were:

1. Stories which presented problem situations dealing with the various facets of family relationship, such as group planning, loyalty, and helpfulness.
2. Stories which presented necessary workers of a community at different periods in history, such as, the postman, and teacher.
3. Stories which showed how other persons are accepted by age-mates in a new school or community.
4. Stories which illustrated the moral and

ethical problems of being truthful and doing the right thing, such as not rigging a soap box derby and helping to prevent the escape of a worker who has started a forest fire.

5. Stories which gave examples of loyalty to and from friends, neighbors, country, and pets.
6. Stories which told of the worthy deeds and contributions of famous persons in society, such as, Benjamin Franklin, Jane Adams, Johnny Appleseed (Johathan Chapman), William Tell, George Washington, and Lewis and Clark.
7. Stories which illustrated the need for bravery in the face of danger.
8. Stories which showed how communities work together for racial, religious, and social tolerance and betterment.
9. Stories which illustrated the need for and ways of obtaining good law enforcement.
10. Stories which gave moral and spiritual insight regarding ways of living daily the better life.
11. Stories which showed how animals live, act and can contribute to personal human understanding and betterment.
12. Stories which dealt with accepting and using the human body wisely and the necessity for keeping

it healthy and strong.

13. Stories which dealt with self-sacrifice, accepting responsibility for one's own actions, being honest, and tolerant.
14. Stories which helped a person gain a positive attitude towards himself, as found in The Ugly Duckling.

Supplementary Readers. In this subject group there were five textbooks on the state-adoption list for grade six. In alphabetical order by titles they were:

Desert Treasure²²

From Old Lands to New²³

The Crowded House²⁴

The Heart of the Wild²⁵

Widening Horizons²⁶

²²Helen Heffernan, Irmagarde Richard, and Alice Salisbury, Desert Treasure (San Francisco: Harr Wagner Publishing Company, 1955), 309 pp.

²³J. A. Richard and Clyde Inez Martin, From Old Lands to New (Austin, Texas: W. S. Benson and Company, 1955), 334 pp.

²⁴Fran Kissen, The Crowded House (Boston: Houghton Mifflin Company, 1950), 175 pp.

²⁵Adda Mai Sharp and Epsie Young, The Heart of the Wild (Austin, Texas: The Steck Company, 1955), 280 pp.

²⁶Ullin W. Leavell, Mary Louise Friebele, and Tracie Cushman, Widening Horizons (New York: American Book Company, 1956), 320 pp.

Data Summary Sheet No. 21. In the supplementary reader, Desert Treasure, which has two sections with a total of thirty-four short chapters, a Quantity Index of 17.97 was obtained from tabulation of the developmental tasks materials. This Quantity Index represented a calculation from a total word count of approximately 52,347 words, of which 9,406 were developmental tasks materials words.

The Quality Index was calculated from a word count of developmental tasks materials evaluated to be GOOD, 3,625; FAIR, 4,542; and POOR, 1,239. The Quality Index was found to be 2.25. This figure represented quality interval percentages of GOOD, 38.54; FAIR, 48.29; and POOR, 13.17.

With respect to the distribution of the materials among the seven developmental tasks areas, a wide range was found to exist. The range was from a high percentage of 38.49 for Area 5 to a low of .00 for Area 4. Areas 7 and 6 had percentages of 28.66 and 22.82, followed by Areas 3, 2, and 1, in descending order.

Data Summary Sheet No. 22. The Quantity Index for From Old Lands to New was found to be 72.76. This high index was tabulated from a total word count of 55,965 found in nine chapters, of which 40,720 words were developmental tasks mastery words. The quantity distribution of developmental tasks materials words was found to be POOR, 129; FAIR, 4,221; and

DATA SUMMARY SHEET NO. 21
Identification and Evaluation of Developmental Task Materials
in Selected Sixth Grade State-adopted Textbooks in Texas 1963-64

Quantity
Index

17.97

Quality
Index

2.25

Title: Desert Treasure Publisher: Harr Wagner Date: 1955 Grade: 6
 Total Words in Book: 52,347 Words of Dev. Tasks Materials: 9,406 Per Cent of Dev. Task Materials: 17.97

CHAPTER NO.	AREAS OF DEVELOPMENTAL TASKS MATERIALS														NUMBER OF WORDS			
	1. PSG		2. WAO		3. GAA		4. SSR		5. CMS		6. API		7. SGI		Good	Fair	Poor	Total
	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q				
Part I 1-3					106 194	G F			79 438	G F	312 166 46	G F P	86 144	F P	497	884	238	1,619
	26	P	22	P														
4-6					67 38	F P			43 335 44	G F P			420	F	43	822	98	963
			16	P														
7-9					56 11	F P			685 362	G F	26 20	F P			685	533	107	1,325
													48	P				
10-12					40 5	F P			337 114	G F	459 86 47	G F P			796	240	132	1,168
													80	P				
13-15									171 544 37	G F P	213	F			171	757	122	1,050
			67	P									18	P				
T O T A L S		G		G		G		G		G		G		G		xxxx	xxxx	
		F		F		F		F		F		F		F	xxxx		xxxx	
		P		P		P		P		P		P		P	xxxx	xxxx		
		T		T		T		T		T		T		T				

DATA SUMMARY SHEET NO. 21
Identification and Evaluation of Developmental Task Materials
in Selected Sixth Grade State-adopted Textbooks in Texas 1963-64

Quantity
Index
17.97

Quality
Index
2.25

Title: Desert Treasure (Continued) Publisher: Harr Wagner Date: 1955 Grade: 6
 Total Words in Book: 52,347 Words of Dev. Tasks Materials: 9,406 Per Cent of Dev. Task Materials: 17.97

CHAPTER NO.	AREAS OF DEVELOPMENTAL TASKS MATERIALS														NUMBER OF WORDS			
	1. PSG		2. WAO		3. GAA		4. SSR		5. CMS		6. API		7. SGI		Good	Fair	Poor	Total
	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q				
16-17			130 48	F P					43 44	G F	147	F			43	321	48	412
Part 2 1-3											92 18	F P	31 323	F P		123	341	464
4-6									53	F	200 23	F P	61 16	F P		314	39	353
7									225 66	G F	200 23	F P	213 78	F P	225	479	101	805
17											69	F	1,165 13	G P	1,165	69	13	1,247
T O T A L S		G		G	106	G		G	1,583	G	771	G	1,165	G	3,625	xxxx	xxxx	3,625
		F	226	F	350	F		F	1,956	F	1,199	F	811	F	xxxx	4,542	xxxx	4,542
	26	P	169	P	66	P		P	81	P	177	P	720	P	xxxx	xxxx	1,239	1,239
	26	T	395	T	522	T		T	3,620	T	2,147	T	2,696	T	3,625	4,542	1,239	9,406

DATA SUMMARY SHEET NO. 22
Identification and Evaluation of Developmental Task Materials
in Selected Sixth Grade State-adopted Textbooks in Texas 1963-64

Quantity
Index
72.76

Quality
Index
2.89

Title: From Old Lands to New Publisher: W. S. Benson Date: 1955 Grade: 6
 Total Words in Book: 55,965 Words of Dev. Tasks Materials: 40,720 Per Cent of Dev. Task Materials: 72.76

CHAPTER NO.	AREAS OF DEVELOPMENTAL TASKS MATERIALS														NUMBER OF WORDS			
	1. PSG		2. WAO		3. GAA		4. SSR		5. CMS		6. API		7. SGI		Good	Fair	Poor	Total
	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q				
1-3	44	F	243 149 21	G F P					614 351 31	G F P	11,306 1,735 33	G F P	9,057 125	G F	21,220	2,404	85	23,709
4-6	20	F	49	F			3,179	G	1,526 107	G F	2,690 1,094	G F	2,913 183 44	G F P	10,308	1,453	44	11,805
7-9			187 42	G F					109 23	G F	917 142	G F	3,629 157	G F	4,842	364		5,206
T O T A L S		G	430	G		G	3,179	G	2,249	G	14,913	G	15,599	G	36,370	xxxx	xxxx	36,370
	64	F	240	F		F		F	481	F	2,971	F	465	F	xxxx	4,221	xxxx	4,221
		P	21	P		P		P	31	P	33	P	44	P	xxxx	xxxx	129	129
	64	T	691	T		T	3,179	T	2,761	T	17,917	T	16,108	T	36,370	4,221	129	40,720

GOOD, 36,370.

The Quality Index of 2.89 was calculated from a developmental tasks materials quality interval words count of GOOD, 36,370; FAIR, 4,221; and POOR, 129. The percentages from each quality interval were calculated to be GOOD, 89.32; FAIR, 10.37; and POOR, .32. Thus, the materials were found to be predominately GOOD in quality.

Six developmental tasks areas contained some measure of materials. The range was from a low percentage of .00 in Area 3 to a high of 44.00 in Area 6. Area 7 possessed a percentage of 39.56, followed by Areas 4, 5, 2, and 1, in descending order.

Data Summary Sheet No. 23. Crowded House, published by Houghton Mifflin Company, had a Quantity Index for developmental tasks materials calculated to be 47.63. The developmental tasks materials were distributed disproportionately throughout the twelve chapters of this textbook. This Quantity Index indicated that of approximately 39,668 words, 18,894 were developmental tasks mastery materials words.

The Quality Index of 2.47 was calculated from quality interval word counts of GOOD, 9,489; FAIR, 8,827; and POOR, 578. This Quality Index, also, was calculated from quality interval percentages of GOOD, 50.22; FAIR, 46.72; and POOR, 3.06.

DATA SUMMARY SHEET NO. 23
Identification and Evaluation of Developmental Task Materials
in Selected Sixth Grade State-adopted Textbooks in Texas 1963-64

Quantity
Index
47.63

Quality
Index
2.47

Title: The Crowded House Publisher: Houghton Mifflin Date: 1950 Grade: 6
 Total Words in Book: 39,668 Words of Dev. Tasks Materials: 18,894 Per Cent of Dev. Task Materials: 47.63

CHAPTER NO.	AREAS OF DEVELOPMENTAL TASKS MATERIALS														NUMBER OF WORDS			
	1. PSG		2. WAO		3. GAA		4. SSR		5. CMS		6. API		7. SGI		Good	Fair	Poor	Total
	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q				
1-3					471 135 95	G F P			3,034 604	G F	142 26	F P	1,798	F	3,505	2,679	121	6,305
4-6			80	P			139 19	F P	2,971 37	F P	170 127	F P				3,280	263	3,543
7-9			26	P					2,784 2,725 19	G F P	25	G			2,809	2,725	45	5,579
10-12			39 130	F P					2,941	G	104	F	234	G	3,175	143	149	3,467
T O T A L S		G		G	471	G		G	8,759	G	25	G	234	G	9,489	xxxx	xxxx	9,489
		F	39	F	135	F	139	F	6,300	F	416	F	1,798	F	xxxx	8,827	xxxx	8,827
	19	P	236	P	95	P	19	P	56	P	153	P		P	xxxx	xxxx	578	578
	19	T	275	T	701	T	158	T	15,115	T	594	T	2,032	T	9,489	8,827	578	18,894

Area 5 contained the highest quantity percentage of the seven areas. It contained a high of 80.00 per cent of the developmental tasks materials in the book. There was a precipitate drop to 10.75 per cent in Area 7. Areas 3, 6, 2, 4, and 1 showed sharply decreasing percentages of developmental tasks materials.

Data Summary Sheet No. 24. The Quantity Index of The Steck Company's The Heart of the Wild was found to be this study's high of 74.41. This index represented a calculation from a total word count of approximately 53,312 words in thirteen chapters, of which 39,686 were words that can help a sixth grade child master his various developmental tasks as isolated for study in this research.

The Quality Index of 2.97, the high Quality Index for this study, was ascertained from quality interval percentages of GOOD, 96.63; FAIR, 3.39; and POOR, .00. These percentages were derived from developmental tasks materials word counts per quality intervals of GOOD, 38,348; FAIR, 1,346; and POOR, 0.

Among the seven areas of developmental tasks materials, the findings indicated that 70.89 per cent of the materials fell in Area 6; that Area 5 possessed 13.71 per cent, followed by Areas 2, 3, 4, 7, and 1, in descending order. Area 1 contained the least amount of developmental tasks materials with .10 per cent.

DATA SUMMARY SHEET NO. 24
Identification and Evaluation of Developmental Task Materials
in Selected Sixth Grade State-adopted Textbooks in Texas 1963-64

Quantity
Index
74.41

Quality
Index
2.97

Title: The Heart of the Wild Publisher: Steck Date: 1955 Grade: 6
 Total Words in Book: 53,312 Words of Dev. Tasks Materials: 39,686 Per Cent of Dev. Task Materials: 74.41

CHAPTER NO.	AREAS OF DEVELOPMENTAL TASKS MATERIALS														NUMBER OF WORDS			
	1. PSG		2. WAO		3. GAA		4. SSR		5. CMS		6. API		7. SGI		Good	Fair	Poor	Total
	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q				
1-3			457 231	G F					1,563 37	G F	3,915 240	G F	49 107	G F	5,984	615		6,599
4-6			490 71	G F	2,603	G			1,385 71	G F	2,858 35	G F	47	G	7,383	177		7,560
7-9			281	G					751 140	G F	7,693	G			8,725	140		8,865
10-12	39	G	378 64	G F	72	G	33	G	789 49	G F	6,626 23	G F			7,937	136		8,073
13-14			47 52	G F	544	G	313 178	G F	659	G	6,696 48	G F	52	G	8,311	278		8,589
T O T A L S	39	G	1,653	G	3,219	G	346	G	5,147	G	27,788	G	148	G	38,348	xxxx	xxxx	38,348
		F	418	F		F	178	F	297	F	346	F	107	F	xxxx	1,346	xxxx	1,346
		P		P		P		P		P		P		P	xxxx	xxxx	0	0
	39	T	2,071	T	3,219	T	524	T	5,444	T	28,134	T	255	T	38,348	1,346	0	39,686

Data Summary Sheet No. 25. Widening Horizons, the last supplementary reader on the state adoption list of grade six, possessed a Quantity Index calculated to be 47.06. This represented a Quantity Index derived from a total word count from six lengthy sections making up the textbook. The textbook contained approximately 63,933 words, of which 30,089 were developmental tasks words.

Using the three quality intervals of GOOD, FAIR, and POOR, the Quality Index was calculated to be 2.71. This Quality Index represented quality interval word counts of GOOD, 22,274; FAIR, 6,800; and POOR, 1,015. This Quality Index also represented quality interval percentages of GOOD, 74.03; FAIR, 22.60; and POOR, 3.37.

All seven areas contained some measure of developmental tasks materials. Areas 5 and 6 contained the highest percentages. Area 5 had 35.83 per cent and Area 6 had 35.41 per cent, followed by Area 3 with 21.97 per cent. The remaining areas possessed small percentages ranging from a high of 4.17 in Area 7 to a low of .24 in Area 4.

Composite picture of the supplementary reader textbooks arranged by areas of developmental tasks by percentage and by quality intervals. The five supplementary readers selected for placement on the state adoption list in this adoption group have been presented previously in this chapter. In Table

DATA SUMMARY SHEET NO. 25
Identification and Evaluation of Developmental Task Materials
in Selected Sixth Grade State-adopted Textbooks in Texas 1963-64

Quantity
Index
47.06

Quality
Index
2.71

Title: <u>Widening Horizons</u> Publisher: <u>American Book Co.</u> Date: <u>1956</u> Grade: <u>6</u>																		
Total Words in Book: <u>63,933</u> Words of Dev. Tasks Materials: <u>30,089</u> Per Cent of Dev. Task Materials: <u>47.06</u>																		
CHAPTER NO.	AREAS OF DEVELOPMENTAL TASKS MATERIALS														NUMBER OF WORDS			
	1. PSG		2. WAO		3. GAA		4. SSR		5. CMS		6. API		7. SGI		Good	Fair	Poor	Total
	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q				
1-3	31 109	F P	15 105 231	G F P	4,154 761 153	G F P	71	F	3,153 1,301 206	G F P	4,689 746 33	G F P	206	F	12,011	3,221	732	15,964
4-6	40 40	F P	117 29	F P	1,480 41 22	G F P			4,946 1,108 67	G F P	3,138 1,975 74	G F P	699 298 51	G F P	10,263	3,579	283	14,125
T O T A L S		G	15	G	5,634	G		G	8,099	G	7,827	G	699	G	22,274	xxxx	xxxx	22,274
	71	F	222	F	802	F	71	F	2,409	F	2,721	F	504	F	xxxx	6,800	xxxx	6,800
	149	P	260	P	175	P		P	273	P	107	P	51	P	xxxx	xxxx	1,015	1,015
	220	T	497	T	6,611	T	71	T	10,781	T	10,655	T	1,254	T	22,274	6,800	1,015	30,089

Table XVII the supplementary readers are arranged to show the Per Cent of Developmental Tasks Materials by Areas and the Per Cent of Quality Material.

The data reported in Table XVII show that the percentages for both the quantity of the developmental tasks materials for the seven areas identified for study and the per cent of quality per quality interval varied greatly. The variance was from a high percentage of 80.00 for Area 5, Conscience, Morality and Scale of Values, in The Crowded House, to a low of .00 for Area 4, Sex Social Role, in Desert Treasure, and Area 3, Getting Along With Age-mates, in From Old Lands to New. The variance of the quality intervals was from a low percentage of .00 to a high of 96.63 in The Heart of the Wild. It is noteworthy that except for Areas 1, 2, and 4 at least one textbook possessed 15 per cent or more developmental tasks materials per area. Three textbooks had GOOD quality interval scores of more than 70 per cent, with one FAIR score greater than GOOD materials.

Area 1 possessed the least amount of developmental tasks materials, followed closely by Areas 4, 2, and 3. Area 6 contained the greatest quantity per area, followed by Areas 5 and 7, in descending order.

Composite picture of the supplementary reader textbooks arranged by quantity and quality ranking. The five supplementary

TABLE XVII

PER CENT OF DEVELOPMENTAL TASKS MATERIALS BY AREAS AND
 QUALITY INTERVALS ARRANGED BY TITLE FOR TEXAS STATE-ADOPTED
 SUPPLEMENTARY READER TEXTBOOKS FOR 1963-1964

<u>Title of Textbook</u> <u>Supplementary Reader</u>	<u>Areas of Developmental Tasks by Per Cent</u>							<u>Quality Intervals</u>		
	<u>1-PSG</u>	<u>2-WAO</u>	<u>3-GAA</u>	<u>4-SSR</u>	<u>5-CMS</u>	<u>6-API</u>	<u>7-SGI</u>	<u>GOOD</u>	<u>FAIR</u>	<u>POOR</u>
The Crowded House	.10	1.46	3.71	.84	80.00	3.14	10.75	50.22	46.72	3.06
Desert Treasure	.28	4.20	5.55	.00	38.49	22.82	28.66	38.54	48.29	13.17
From Old Lands to New	.16	1.70	.00	7.81	6.78	44.00	39.56	89.32	10.37	.32
The Heart of the Wild	.10	5.22	8.11	1.32	13.71	70.89	.64	96.63	3.39	.00
<u>Widening Horizons</u>	<u>.73</u>	<u>1.65</u>	<u>21.97</u>	<u>.24</u>	<u>35.83</u>	<u>35.14</u>	<u>4.17</u>	<u>74.03</u>	<u>22.60</u>	<u>3.37</u>

reader textbooks are presented in Table XVIII to show rank order with reference to both Quality and Quantity Indices.

TABLE XVIII
DEVELOPMENTAL TASKS MATERIALS IN SUPPLEMENTARY
READERS TEXTBOOKS FOR GRADE SIX ARRANGED
BY QUANTITY AND QUALITY RANKING

<u>Title of Textbook</u>	<u>Publisher</u>	<u>Quantity</u>	<u>Rank</u>	<u>Quality</u>	<u>Rank</u>
The Heart of the Wild	Steck	74.41	1	2.97	1
From Old Lands to New	Benson	72.76	2	2.89	2
The Crowded House	Houghton Mifflin	47.63	3	2.47	4
Widening Horizons	American	47.06	4	2.71	3
Desert Treasure	Wagner	17.97	5	2.25	5

This adoption group reveals in Table XVIII the widest range of the quantity of the developmental tasks materials for the entire study. The first ranked textbook, The Heart of the Wild, published by The Steck Company, contained in proportionate quantity more than four times as much as Desert Treasure, the fifth ranked textbook, or a total spread in the scores of 56.44. There was a range of more than twenty-seven points within the top four ranked textbooks in quantity.

The Quality Index rank remained almost constant in relationship to the Quantity Index. The rank order was in perfect relationship to the Quantity Indices for three of the five

textbooks. The rank order was the same for both the quantity and the quality for ranks 1, 2, and 5.

In this adoption group two textbooks were outstanding in both quantity and quality. The Heart of the Wild contained a Quantity Index of 74.41 and a Quality Index of 2.97, both being the highest for any textbook included in this research study. The second most outstanding textbook in this study, From Old Lands to New, was also found in this adoption group. It possessed a Quantity Index of 72.76 and a Quality Index of 2.89.

Three textbooks in this adoption group possessed Quality Indices above 2.50. This indicated that the quality of the adoption group was relatively GOOD.

Composite picture of the supplementary reader textbooks arranged by publishers according to quantity and quality indices. In Table XIX the data on the quantity and quality rank order for the supplementary reader textbooks are arranged according to publishers.

TABLE XIX

DEVELOPMENTAL TASKS MATERIALS IN SUPPLEMENTARY
READERS TEXTBOOKS FOR GRADE SIX ARRANGED BY
PUBLISHERS AND BY QUANTITY AND QUALITY INDICES

<u>Publisher</u>	<u>Title of Textbook</u>	<u>Quantity</u>	<u>Rank</u>	<u>Quality</u>	<u>Rank</u>
Steck	The Heart of the Wild	74.41	1	2.97	1
Benson	From Old Lands to New	72.76	2	2.89	2
American	Widening Horizons	47.06	4	2.71	3
Mifflin	The Crowded House	47.63	3	2.47	4
Wagner	Desert Treasure	17.97	5	2.25	5

The greatest quantity and quality of developmental tasks materials for any textbook in this study was shown in Table XIX to belong to The Steck Company's The Heart of the Wild, followed closely by From Old Lands to New, published by W. S. Benson Company. It also showed that the poorest textbook in this adoption group, according to the criteria and quality categories used in this study, was Desert Treasure, published by Harr Wagner Company, with a Quantity Index of 17.97 and a Quality Index of 2.25.

Except for two publishing companies, the Quality Indices fell above 2.50, the highest being 2.97 for The Heart of the Wild followed by From Old Lands to New with 2.89. A decrease in quality came between the third and fourth ranked textbooks. The third ranked textbook had a Quality Index of 2.71, followed by the fourth ranked with 2.47.

The nature of the developmental tasks materials in the supplementary reader textbooks adoption group. The developmental tasks materials found in the supplementary readers produced a variety of Quantity and Quality Indices. These indices were derived from textual materials of various kinds. Examples of the kinds of textual materials yielding the developmental tasks materials were:

1. Stories which showed why keeping the body strong and healthy is essential to wholesome personal and community living.

2. Stories which illustrated the need for good public schools and the necessity for remaining in them until a student graduates.
3. Stories which showed that a person must take responsibility for his own actions and those around him in certain problem situations.
4. Stories which presented the lives of heroes of various kinds, such as those outstanding in golfing, track, car-racing, and nursing.
5. Stories which dealt with the lives of famous persons, such as John Parker, John Audubon, Francis Scott Keys, Louis Braille, Antonio Stradivarius, and Mary Janice McLeon.
6. Stories which dealt with the value and rewards of thinking of others, such as found in The Christmas Angel.
7. Stories which contained historically significant materials, such as those pertaining to gold mining in Calico, California, Maximilian's gold, Columbus, Cabeze de Vaca, John Hawkins, Indians in Texas, and life on the frontier.
8. Stories which helped a person accept himself and his own sex social role, such as preparing for marriage and working at a sociably acceptable vocation.

9. Stories which dealt with a person's responsibility for strengthening civil rights and human rights.
10. Stories which illustrated a person's patriotic duties and responsibilities, such as the winning of freedom for the United States through various military campaigns.
11. Stories of physical activities which can help to build strong bodies and muscle coordination, such as rowing a boat, running, swimming, riding, and hiking.

Composite picture of the receptive language arts textbooks arranged by areas of developmental tasks materials by per cent and quality intervals. There were ten textbooks in this curricular area that made up the adoption list. Individually and collectively they were presented in previous sections of this chapter in individual Data Summary Sheets and tabular arrangements by adoption groups. In Table XX they are presented as a curricular area to show the Per Cent of Developmental Tasks Materials by Areas and the Per Cent of Quality Material.

A wide range of percentage scores was revealed in Table XX. The extent was from a low of .00 in Areas 1, 3, and 4 in Arrivals and Departures, From Old Lands to New, Wings to

TABLE XX

PER CENT OF DEVELOPMENTAL TASKS MATERIALS BY AREAS AND
 QUALITY INTERVALS ARRANGED BY TITLE FOR TEXAS STATE-ADOPTED
 RECEPTIVE LANGUAGE ARTS TEXTBOOKS FOR 1963-1964

<u>Title of Textbook</u>	<u>Areas of Developmental Tasks by Per Cent</u>							<u>Quality Intervals</u>		
	<u>1-PSG</u>	<u>2-WAO</u>	<u>3-GAA</u>	<u>4-SSR</u>	<u>5-CMS</u>	<u>6-API</u>	<u>7-SGI</u>	<u>GOOD</u>	<u>FAIR</u>	<u>POOR</u>
All Around Me	1.28	20.41	.06	.02	22.97	53.00	1.54	63.96	27.07	8.96
Arrivals and Departures	.00	5.02	20.61	.32	18.74	53.42	1.88	62.11	35.20	2.40
Bright Peaks	1.89	6.13	2.15	.31	39.71	44.21	5.59	38.86	43.75	17.39
The Crowded House	.10	1.46	3.71	.84	80.00	3.14	10.75	50.22	46.72	3.06
Desert Treasure	.28	4.20	5.55	.00	38.49	22.82	28.66	39.54	48.29	13.17
From Old Lands to New	.16	1.70	.00	7.81	6.78	44.00	39.56	89.32	10.37	.32
Heart of the Wild	.10	5.22	8.11	1.32	13.71	70.89	.64	96.63	3.39	.00
New People and Progress	.67	5.78	18.85	2.56	31.88	29.36	10.87	44.68	43.15	12.17
Widening Horizons	.73	1.65	21.97	.24	35.83	35.41	4.17	74.03	22.60	3.37
Wings to Adventure	1.40	12.26	9.85	.00	29.18	39.91	7.42	29.93	56.36	14.02

Adventure, and Desert Treasure to a high of 80.00 in Area 5, Conscience, Morality and Scale of Values, in The Crowded House. Areas 6, 5, and 7 possessed the vast majority of the developmental tasks mastery materials in the textbooks comprising this curricular area. According to quantity of developmental tasks mastery materials, Areas 1, 4, 2, and 3 possessed the least amount of developmental tasks materials per area.

The per cent of quality material per quality interval had a wide range, also. The range was from a high percentage of 96.63 to a low of .00. Both percentages were in The Heart of the Wild. The GOOD quality interval percentage range was from a low percentage of 29.93 in Wings to Adventure to 96.63 in The Heart of the Wild. The FAIR range was from a low percentage of 3.39 in The Heart of the Wild to 48.29 in Desert Treasure. The POOR range was less spectacular. It ranged from a low percentage of .00 in The Heart of the Wild to a high of 17.39 in Bright Peaks.

Four of the textbooks, Wings to Adventure, Desert Treasure, Bright Peaks, and People and Progress possessed GOOD quality interval percentages of less than 50 per cent. The other six textbooks had percentage scores ranging from 50.22 per cent in The Crowded House to 96.63 per cent in The Heart of the Wild. This indicated that the textbooks in this curricular area were GOOD-FAIR to GOOD in quality.

Composite picture of the receptive language arts textbooks arranged by quality and quantity ranking. Table XXI presents again the data contained in Tables XV and XVIII. In this table all the textbooks in this curricular area are arranged to show Quantity Index, Quality Index, and rank order.

TABLE XXI

DEVELOPMENTAL TASKS MATERIALS IN THE RECEPTIVE
LANGUAGE ARTS TEXTBOOKS FOR GRADE SIX ARRANGED
BY QUANTITY AND QUALITY RANKING

<u>Title of Textbook</u>	<u>Publisher</u>	<u>Quantity</u>	<u>Rank</u>	<u>Quality</u>	<u>Rank</u>
The Heart of the Wild	Steck	74.41	1	2.97	1
From Old Lands to New	Benson	72.76	2	2.89	2
Arrivals and Departures	Allyn and Bacon	50.74	3	2.60	4
The Crowded House	Mifflin	47.63	4	2.47	6
Widening Horizons	American	47.06	5	2.71	3
New People and Progress	Scott, Foresman	32.28	6	2.33	7
All Around Me	Macmillan	25.46	7	2.55	5
Wings to Adventure	Ginn	21.46	8	2.16	10
Bright Peaks	Mifflin	20.70	9	2.21	9
Desert Treasure	Wagner	17.97	10	2.25	8

When so arranged, an examination of the data disclosed an extremely wide range in the quantity of the developmental

tasks materials in this curricular area. This curricular area produced the greatest range of Quantity Indices found in the entire research study. The range was found to be from a low Quantity Index of 17.97 to a high of 74.41. Two of the textbooks, The Heart of the Wild and From Old Lands to New had Quantity Indices above 70.00. Three other textbooks, Arrivals and Departures, Widening Horizons, and The Crowded House produced Quantity Indices above 45.00. The remaining five receptive language arts textbooks had indices from 32.28 to 17.97.

A relatively close relationship between the quantity and quality rank order was observable for the textbooks comprising this curricular area. The quantity-quality relationship was perfect in the first two textbooks. Therefore, the quantity-quality relationship was most clearly established for The Heart of the Wild and From Old Lands to New. Three of the remaining ten textbooks had quantity-quality ranking differences of one rank with Bright Peaks possessing a perfect relationship. Five textbooks had a two rank difference.

The top five ranked textbooks in quantity and the top four ranked textbooks in quality were supplementary readers. The bottom half of this curricular area, as ranked by quantity, was made up of four basal readers.

Composite picture of the receptive language arts textbooks arranged by publishers according to quantity and quality indices. Table XXII has been arranged to show the data

concerned with the Quantity Indices, Quality Indices, and rank order for each publishing company having textbooks adopted in this curricular area. The data presented in Table XXII were presented previously in Tables XVI and XIX by adoption groups.

TABLE XXII

DEVELOPMENTAL TASKS MATERIALS IN THE RECEPTIVE LANGUAGE
ARTS TEXTBOOKS FOR GRADE SIX ARRANGED BY PUBLISHER
AND BY QUANTITY AND QUALITY INDICES

<u>Publisher</u>	<u>Title of Textbook</u>	<u>Quantity</u>	<u>Rank</u>	<u>Quality</u>	<u>Rank</u>
Steck	The Heart of the Wild	74.41	1	2.97	1
Benson	From Old Lands to New	72.76	2	2.89	2
American	Widening Horizons	47.06	5	2.71	3
Allyn and Bacon	Arrivals and Departures	50.74	3	2.60	4
Macmillan	All Around Me	25.46	7	2.55	5
Mifflin	The Crowded House	47.63	4	2.47	6
Scott, Foresman	New People and Progress	32.28	6	2.33	7
Wagner	Desert Treasure	17.97	10	2.25	8
Mifflin	Bright Peaks	20.70	9	2.21	9
Ginn	Wings to Adventure	21.46	8	2.16	10

The data, when examined closely for the receptive language arts curricular area as arranged by indices and rank order, disclosed that a relatively close relationship existed

between the Quantity and Quality Indices for each textbook. The range was from the same rank for three textbooks to a two rank differential for five textbooks. The findings derived from an analysis of the five basal readers and five supplementary readers comprising the receptive language arts textbooks appear below.

1. With respect to the quantity of developmental tasks materials, five of them contained a Quantity Index above 62.00. The highest Quantity Indices for the entire study were found in this curricular area, 74.41 and 72.76. However, the range in the area was from a high of 74.41 to a low of 17.97.
2. Five of the ten Quality Indices for this area were 2.50 or better. Two of them were above 2.80. The range was from a high of 2.97 to a low of 2.16. One-half the materials were found GOOD in quality and half closer to FAIR-POOR. The materials in supplementary readers were predominately GOOD; those in basal readers were FAIR to POOR.
3. Three of the seven developmental tasks areas, as defined for the study, possessed the greatest amount of developmental tasks materials. They were in descending order: Area 5,

Conscience, Morality, and Scale of Values; Area 6, Achieving Personal Independence; and Area 7, Attitudes Towards Social Groups and Institutions. The other areas possessed limited amounts of developmental tasks mastery materials and were, for all practical purposes, ignored.

4. In 1963-64 the receptive language arts textbooks for grade six in Texas provided teachers and students with insufficient quantity and quality of developmental tasks materials to help sixth grade students master their middle childhood developmental tasks. Only Areas 5 and 6 provided materials sufficient to support a program in developmental tasks education.
5. In terms of the foregoing, the basal reader, Arrivals and Departures, published by Allyn and Bacon Company, and the supplementary reader, The Heart of the Wild, published by the Steck Company, should be given first consideration.

IV. DEVELOPMENTAL TASKS MATERIALS IN THE SOCIAL STUDIES TEXTBOOKS

Only four textbooks appeared for use in the social studies curricular area on the official Texas state-adoption

textbook list for the sixth grade. These four textbooks were geography textbooks. The four geography textbooks were evaluated individually and the data obtained from each as an adoption group are presented in this section. Although there are only four textbooks available in this curricular area, a composite picture of the areas of the developmental tasks materials by per cent and by quality intervals has also been included. However, the textbooks are arranged by quantity and quality ranking. The textbooks and publishers are also listed according to quantity and quality.

Geography Textbooks. The four geography textbooks have been placed alphabetically on the Texas state-adoption list according to titles. The four textbooks comprising this adoption group were:

The Eastern Hemisphere²⁷

Geography of the Old World²⁸

Living in the Old World²⁹

Old World Lands³⁰

²⁷Harold D. Drummond and Fred A. Sloan Jr., The Eastern Hemisphere (New York: Allyn and Bacon, Inc., 1962), 416 pp.

²⁸John R. Borchert and Hane McGuigan, Geography of the Old World (New York: Rand McNally and Company, 1961), 448 pp.

²⁹Walter Lefferts, Israel Soifer, and Harry Shapiro, Living in the Old World (New York: Macmillan Company, 1961), 536 pp.

³⁰Harlan H. Barrows, Edith Putnam Parker, and Clarence W. Sorensen, Old World Lands (Dallas: Silver Burdett Company, 1961), 350 pp.

Data Summary Sheet No. 26. The Quantity Index for The Eastern Hemisphere, published by Allyn and Bacon, was calculated to be 26.15. This Quantity Index represented the percentage of developmental tasks materials found in a textbook containing fourteen chapters with a total word count of approximately 135,275, of which 35,374 words were classified as developmental tasks mastery words.

It was found that this textbook possessed a Quality Index calculated to be 2.58. This index was computed from a word count of developmental tasks materials of GOOD, 21,935; FAIR, 11,861; and POOR, 1,578. Quality interval percentages were derived from a word count for each quality interval. The quality intervals were GOOD, 62.01; FAIR, 33.53; and POOR, 4.46.

Only six of the seven developmental tasks areas contained materials. Area 7 contained 88.02 per cent of the total, followed by Area 5 with 7.38 per cent and Area 6 with 2.24 per cent. Areas 1, 2, 3, and 4 contained a small total of 2.37 per cent, with Area 3 containing no materials.

Data Summary Sheet No. 27. A Quantity Index of 23.16 was calculated for Geography of the Old World from a total word count of 91,264, of which 21,365 words were developmental tasks materials. This index was calculated for a geography textbook containing nine long chapters.

DATA SUMMARY SHEET NO. 26
Identification and Evaluation of Developmental Task Materials
in Selected Sixth Grade State-adopted Textbooks in Texas 1963-64

Quantity
Index

26.15

Quality
Index

2.58

Title: <u>Eastern Hemisphere</u>		Publisher: <u>Allyn & Bacon</u>				Date: <u>1962</u>		Grade: <u>6</u>										
Total Words in Book: <u>135,275</u>		Words of Dev. Tasks Materials: <u>35,374</u>				Per Cent of Dev. Task Materials: <u>26.15</u>												
CHAPTER NO.	AREAS OF DEVELOPMENTAL TASKS MATERIALS														NUMBER OF WORDS			
	1. PSG		2. WAO		3. GAA		4. SSR		5. CMS		6. API		7. SGI		Good	Fair	Poor	Total
Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q					
1-3									268 G 65 F 205 P				2,342 G 1,102 F 106 P		2,610	1,167	504	4,281
4-6	70	F	186	F					260 G 474 F 83 P		226 G 239 F 54 P		4,798 G 3,203 F 115 P		5,284	4,172	400	9,856
7-9			12	F					440 G 272 F 31 P		86 G 93 F		5,813 G 3,967 F 382 P		6,339	4,370	413	11,122
10-12			32	F					153 G 204 F 51 P		22 F		5,570 G 1,569 F 177 P		5,723	1,827	228	7,778
13-14			114 G 23 F						148 G 17 P		27 F		1,717 G 275 F		1,979	325	33	2,337
T O T A L S		G	114	G		G		G	1,269	G	312	G	20,240	G	21,935	xxxx	xxxx	21,935
	70	F	253	F		F	26	F	1,015	F	381	F	10,116	F	xxxx	11,861	xxxx	11,861
		P		P		P	374	P	325	P	99	P	780	P	xxxx	xxxx	1,578	1,578
	70	T	367	T		T	400	T	2,609	T	792	T	31,136	T	21,935	11,861	1,578	35,374

Quantity Index	Quality Index
23.16	2.59

196

The Quality Index of 2.59 was derived from quality interval percentages of POOR, 4.62; FAIR, 31.54; and GOOD, 63.83. These percentages were derived from a word count of the developmental tasks materials per quality interval of POOR, 987; FAIR, 6,740; and GOOD, 13,638.

With respect to the distribution of materials among the seven areas of developmental tasks materials, only five of the seven areas contained materials. Areas 1 and 3 contained no materials. Area 7 contained the largest amount. It contained a total of 81.72 per cent. Other areas containing measurable amounts of developmental tasks materials in sharply descending order were: Areas 5, 6, 4, and 2.

Data Summary Sheet No. 28. In the geography textbook. Living in the Old World, which contained seventeen chapters and the greatest total of words of any textbook in this study, the Quantity Index was calculated to be 38.05. This index represented a calculation from a total word count of 191,921, of which 73,028 were developmental tasks materials words.

The Quality Index of 2.74 was ascertained from a word count of developmental tasks materials evaluated as GOOD, 50,461; FAIR, 20,187; and POOR, 2,380. These figures represented quality interval percentages of GOOD, 69.10; FAIR, 27.64; and POOR, 3.26.

Among the seven areas of developmental tasks materials,

DATA SUMMARY SHEET NO. 28
Identification and Evaluation of Developmental Task Materials
in Selected Sixth Grade State-adopted Textbooks in Texas 1963-64

Quantity Index	Quality Index
38.05	2.74

Title: Living in the Old World Publisher: Macmillan Date: 1961 Grade: 6
 Total Words in Book: 191,921 Words of Dev. Tasks Materials: 73,028 Per Cent of Dev. Task Materials: 38.05

CHAPTER NO.	AREAS OF DEVELOPMENTAL TASK MATERIALS														NUMBER OF WORDS			
	1. PSG		2. WAO		3. GAA		4. SSR		5. CMS		6. API		7. SGI		Good	Fair	Poor	Total
	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q				
1-3	63 22	G F					14 70	F P	1,288 96	G F	333 90 74	G F P	8,160 961 63	G F P	9,844	1,268	207	11.319
4-6	481 15	G P	115 199	G F					203 388 75	G F P	535 1,124 153	G F P	9,482 2,929 298	G F P	10,816	4,640	664	16.120
7-9			64 8	G F					535 365	G F	288 2,204 212	G F P	6,870 3,252 97	G F P	7,757	5,829	309	13.895
10-12	258 233 22	G F P					19	P	381 58 58	G F P	508 1,214 352	G F P	4,086 1,366 163	G F P	5,233	2,871	614	8.718
13-15							29	P	88 13 26	G F P	1,421 1,616 94	G F P	9,680 1,868 17	G F P	11,189	3,497	166	14.852
T O T A L S		G		G		G		G		G		G		G		xxxx	xxxx	
		F		F		F		F		F		F		F	xxxx		xxxx	
		P		P		P		P		P		P		P	xxxx	xxxx		
		T		T		T		T		T		T		T				

DATA SUMMARY SHEET NO. 28
Identification and Evaluation of Developmental Task Materials
in Selected Sixth Grade State-adopted Textbooks in Texas 1963-64

Quantity
Index
38.05

Quality
Index
2.74

Title: Living in the Old World (Continued) Publisher: Macmillan Date: 1961 Grade: 6
 Total Words in Book: 191,921 Words of Dev. Tasks Materials: 73,028 Per Cent of Dev. Task Materials: 38.05

CHAPTER NO.	AREAS OF DEVELOPMENTAL TASKS MATERIALS														NUMBER OF WORDS			
	1. PSG		2. WAO		3. GAA		4. SSR		5. CMS		6. API		7. SGI		Good	Fair	Poor	Total
	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q				
16-17	23	F	22	P			91	P	347 21 55	G F P	383 265 135	G F P	4,892 1,773 1,117	G F P	5,622	2,082	420	8,124
T O T A L S	802	G	179	G		G		G	2,842	G	3,468	G	43,170	G	50,461	xxxx	xxxx	50,461
	278	F	292	F		F	14	F	941	F	6,513	F	12,149	F	xxxx	20,187	xxxx	20,187
	37	P	22	P		P	332	P	214	P	1,020	P	755	P	xxxx	xxxx	2,380	2,380
	1,117	T	493	T		T	346	T	3,997	T	11,001	T	56,074	T	50,461	20,187	2,380	73,028

only six possessed materials. Area 7 contained the greatest amount with 76.78 per cent, followed by Area 6 with 15.06 per cent and Area 5 with 5.47 per cent. Areas 1, 2, and 4 contained a combined minor total of 2.68 per cent. Area 3 contained no materials.

Data Summary Sheet No. 29. Old World Lands, published by Silver Burdett Company, possessed a Quantity Index ascertained to be 28.02. This index represented a calculation of a total word count of twenty-three chapters. The total word count was found to be approximately 105,944. Of this total count 29,690 words were classified as developmental tasks mastery words. The distribution of the 29,690 developmental tasks words accounted for quality interval word counts of GOOD, 23,581; FAIR, 5,392; and POOR, 717.

The Quality Index was found to be 2.77. This represented a Quality Index derived from quality interval percentages of GOOD, 79.42; FAIR, 18.16; and POOR, 2.41. These scores were derived from quality interval word counts of the developmental tasks materials found in the textbooks.

Scattered throughout the seven areas of developmental tasks materials defined for this research were percentage scores for quantity ranging from a low of .00 in Area 3 to a high of 92.64 in Area 7. Other areas containing small amounts of materials were in descending order: Areas 5, 6, 4, 2, and 1.

DATA SUMMARY SHEET NO. 29
Identification and Evaluation of Developmental Task Materials
in Selected Sixth Grade State-adopted Textbooks in Texas 1963-64

Quantity Index	Quality Index
28.02	2.77

Title: Old World Lands Publisher: Silver Burdett Date: 1961 Grade: 6
Total Words in Book: 105,944 Words of Dev. Tasks Materials: 29,690 Per Cent of Dev. Task Materials: 28.02

CHAPTER NO	AREAS OF DEVELOPMENTAL TASKS MATERIALS														NUMBER OF WORDS			
	1 PSG		2 WAO		3 GAA		4 SSR		5 CMS		6 API		7 SGI		Good	Fair	Poor	Total
	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q				
Intro.													2,071	G	2,071			2,071
1-3													789 82 24	G F P	789	82	24	895
4-6							60	F	308 243	G F	33 51	G F	563 61	G F	904	415		1,319
7-9							12 22	F P	242 432	G F			8,040 856	G F	8,282	1,300	46	9,628
10-12													3,699 1,424 223	G F P	3,699	1,450	270	5,419
T O T A L S		G		G		G		G		G		G		G		xxxx	xxxx	
		F		F		F		F		F		F		F	xxxx		xxxx	
		P		P		P		P		P		P		P	xxxx	xxxx		
		T		T		T		T		T		T		T				

DATA SUMMARY SHEET NO 29
Identification and Evaluation of Developmental Task Materials
in Selected Sixth Grade State-adopted Textbooks in Texas 1963-64

Quantity Index 28.02	Quality Index 2.77
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Title: Old World Lands (Continued) Publisher: Silver Burdett Date: 1961 Grade: 6
Total Words in Book: 105,944 Words of Dev. Tasks Materials: 29,690 Per Cent of Dev. Task Materials: 28.02

CHAPTER NO	AREAS OF DEVELOPMENTAL TASKS MATERIALS														NUMBER OF WORDS			
	1 PSG		2 WAO		3 GAA		4 SSR		5 CMS		6 API		7 SGI		Good	Fair	Poor	Total
	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q				
13-15			4	P					81	G			5,029	G	5,110	484	56	5,650
									19	P	13	P	484	F				
													20	P				
16-18											138	G	607	G	745	703	67	1,515
											323	F	380	F				
													67	P				
19-21			28	F									726	G	726	376	79	1,181
											10	P	348	F				
													69	P				
22-23									68	F			1,255	G	1,255	582	175	2,012
													514	F				
													175	P				
T O T A L S		G		G		G		G	631	G	171	G	22,779	G	23,581	xxxx	xxxx	23,581
		F	28	F		F	72	F	769	F	374	F	4,149	F	xxxx	5,392	xxxx	5,392
	24	P	4	P		P	61	P	27	P	23	P	578	P	xxxx	xxxx	717	717
	24	T	32	T		T	133	T	1,427	T	568	T	27,506	T	23,581	5,392	717	29,690

Composite picture of the geography textbooks arranged by areas of developmental tasks by percentage and by quality intervals. In a separate section in this chapter the four geography textbooks adopted for grade six in Texas have been presented in individual Data Summary Sheets. In Table XXIII the geography textbooks are presented to show the percentage of developmental tasks materials for each of the seven areas defined for research in this study and the quality intervals for each textbook.

In Table XXIII the data show that the Per Cent of the Developmental Tasks Materials by Areas and the Per Cent of Quality Material per textbook ranged widely. The variance was from a low percentage score for all four textbooks of .00 for Area 3, Getting Along With Age-Mates, to a high score for all four textbooks of 76.78, or higher, in Area 7, Attitudes Toward Social Groups and Institutions. The variance for the Per Cent of Quality Material was from a high of 79.42 in Old World Lands to a low of 2.41.

Areas 1, 2, 3, and 4 possessed negligible amounts of developmental tasks materials per textbook. Area 7 contained approximately five times the amount of developmental tasks materials per area, for all four textbooks studied, as the second highest area possessed. All four textbooks contained GOOD quality interval scores greater than 62 per cent.

TABLE XXIII

PER CENT OF DEVELOPMENTAL TASKS MATERIALS BY AREAS
AND QUALITY INTERVALS ARRANGED BY TITLES FOR TEXAS
STATE-ADOPTED GEOGRAPHY TEXTBOOKS FOR 1963-1964

<u>Title of Textbook</u> <u>Geography</u>	<u>Areas of Developmental Tasks by Per Cent</u>							<u>Quality Intervals</u>		
	<u>1-PSG</u>	<u>2-WAO</u>	<u>3-GAA</u>	<u>4-SSR</u>	<u>5-CMS</u>	<u>6-API</u>	<u>7-SGI</u>	<u>GOOD</u>	<u>FAIR</u>	<u>POOR</u>
The Eastern Hemisphere	.20	1.36	.00	1.13	7.38	2.24	88.02	62.01	33.53	4.46
Geography of The Old World	.00	.04	.00	1.98	12.92	2.96	81.72	63.83	31.54	4.62
Living in the Old World	1.53	.68	.00	.00	5.47	15.06	76.78	69.10	27.64	3.26
Old World Lands	.08	.12	.00	.45	4.81	1.91	92.64	79.42	18.16	2.41

Area 3 possessed the least amount of developmental tasks materials, with none at all. This area was followed closely in ascending order by Areas 1, 2, 4, and 5. Area 7 possessed the greatest amount per area with percentages from 76.78 in Living in the Old World to 92.64 in Old World Lands.

Composite picture of the geography textbooks arranged by quantity and quality ranking. Data presented in Table XXIV are arranged to show Quantity Index, Quality Index, and rank order for this adoption group.

TABLE XXIV

DEVELOPMENTAL TASKS MATERIALS IN GEOGRAPHY
TEXTBOOKS FOR GRADE SIX ARRANGED
BY QUANTITY AND QUALITY RANKING

<u>Title of Textbook</u>	<u>Publisher</u>	<u>Quantity</u>	<u>Rank</u>	<u>Quality</u>	<u>Rank</u>
Living in the Old World	Macmillan	38.05	1	2.74	2
Old World Lands	Silver Burdett	28.02	2	2.77	1
The Eastern Hemisphere	Allyn and Bacon	26.15	3	2.58	4
Geography of the Old World	Rand McNally	23.16	4	2.59	3

Examination of the data in Table XXIV, when so arranged, disclosed fairly wide Quantity Index ranges of developmental tasks materials found in this group of textbooks. It can be

seen that the first ranked textbook, Living in the Old World, possessed a Quantity Index of 38.05, which is 14.86 points more than the fourth ranked textbook, Geography of the Old World, which possessed a Quantity Index of 23.16. All four textbooks possessed Quantity Indices of more than 20.00 but less than 40.00.

All four geography textbooks possessed Quality Indices of more than 2.50. The highest index was found to be 2.77 for Old World Lands, followed by Living in the Old World with 2.74, Geography of the Old World with 2.59, and The Eastern Hemisphere with 2.58. This indicated that the quality of developmental tasks materials of this adoption group was basically GOOD. However, as already noted, the materials were concentrated in one area. The Quality Indices and Quantity Indices stood in a one-rank interval differential relationship to each other in rank order. This is to say that the rank order was only one rank different for all four textbooks comprising this adoption group in both Quantity and Quality Index calculations.

Composite picture of the geography textbooks arranged by publishers according to quantity and quality indices. In Table XXV are arranged the data on the Quantity and Quality Index rank order according to publishing companies for this adoption group.

TABLE XXV

DEVELOPMENTAL TASKS MATERIALS IN GEOGRAPHY
TEXTBOOKS FOR GRADE SIX ARRANGED BY
PUBLISHERS AND BY QUANTITY AND QUALITY INDICES

<u>Publisher</u>	<u>Title of Textbook</u>	<u>Quantity</u>	<u>Rank</u>	<u>Quality</u>	<u>Rank</u>
Burdett	Old World Lands	28.02	2	2.77	1
Macmillan	Living in the Old World	38.05	1	2.74	2
Rand McNally	Geography of the Old World	23.16	4	2.59	3
Allyn and Bacon	The Eastern Hemisphere	26.15	3	2.58	4

Table XXV reveals that Macmillan Company's Living in the Old World contained the largest quantity and second greatest quality of developmental tasks materials found in any textbook in this adoption group. In a one rank differential order relationship of Quantity and Quality Indices, the remaining three textbooks were found to fall in descending order as follows: Old World Lands by Silver Burdett Company; The Eastern Hemisphere by Allyn and Bacon Company; and Geography of the Old World, published by Rand McNally Company. In terms of quality, no geography textbook fell below 2.50 or below the GOOD category in quality.

The nature of the developmental tasks materials in the social studies textbooks adoption group. The Quantity Indices

found for this adoption group came from word for word counts of textual materials found to possess developmental tasks mastery value. Examples of the kinds of materials yielding developmental tasks mastery materials from these four social studies textbooks were:

1. Discussion of the early settlers of a country, their ways of working, and their ideas about the principles of right and wrong, government, law, religion, customs, and family life.
2. Discussion of early man and his struggle to reach a civilized state of existence, such as using fire, making weapons, and taming animals for a sure food supply.
3. Discussion of the history and geography of the various countries making up the world community and their contribution to world order and/or chaos.
4. Discussion of the major religions of the world, their doctrines, and policy, such as the early Egyptians, Sumerians, Assyrians, Chaldeans, Hebrews, Greeks, Romans, and Christians.
5. Discussion of the lives and works of great spiritual leaders of the ages, such as Cheops, Moses, Mohammed, Gautama, Confucius, Paul, and Augustine.

6. Discussion of the lives and works of explorers, such as da Gamma, Columbus, Magellan, de Leon, de Sota, Cortez, Perry, and Hillery.
7. Discussion and description of the vocations, avocations, folkways, and religions of the various people of the world.
8. Discussion of the famous political and military leaders of the past and present, such as Hammurabi, David, Xerxes, Alexander, Ceasar, Constantine, Napoleon, Sun Yat-sen, Mussolini, Churchill, and Kennedy.
9. Discussion of the great masters of music, literature, art and science, such as Cervantes, Michelangelo, Hugo, Millet, Renoir, Sibelius, Grieg, Pasteur, and Curie.
10. Discussion of the gifts to the world by the ancients, such as the Olympic Games, the Spartan life, Homer's Iliad and Odyssey, Sophocles' plays, Aesop's fables, Socrates' thoughts, the romance languages, democracy, and the rule of law.
11. Discussion of the rise and fall of feudalism and the life therein.

12. Discussion of the political, religious, economic, and social effects of the Crusades on world history.
13. Discussion of the rise and rule of Communism in Russia and China, the influence of these countries upon world affairs, and their relationship to the capitalism of the United States.
14. Discussion of the roots, ideals, and results of the free democratic way of life.
15. Discussion of World War I and World War II and their effects on the life and times in which they took place, and the present world situation.
16. Discussion of the United Nations, North Atlantic Treaty Organization, Common Market of Europe, Organization of American States including the contributions of men like George Marshall.
17. Discussion of the preservation of health and control of diseases in the various countries of the world.
18. Presentation of problem situations involving the pupils in writing reports on some aspect of world history, such as the contributions of famous personalities and nations; and/or

arrangement in proper time-order names, such as Julius Caesar, the Etruscans, Michelangelo, Virgil, Cincinnati, Augustus, the Fascists, and Romulua.

Summary of the findings of an analysis of developmental tasks materials in Texas state-adopted social studies textbooks for grade six. The major findings for this curricular area were summarized as follows:

1. Twenty-five to 30 per cent was an average expectation in this curricular area with respect to the quality of the developmental tasks materials available in the textbooks. The relatively narrow Quantity Index range was from 23.16 to 28.02.
2. The Quality Indices of all of the four textbooks in this curricular area were above 2.50, which indicated that the developmental tasks materials discovered in these geography textbooks were GOOD in quality.
3. One of the seven developmental tasks areas as defined for study in this research, Area 7, Attitudes Toward Social Groups and Institutions, contained over 75 per cent of the materials in all four adopted textbooks. Only Area 5,

Conscience, Morality, and Scale of Values, and Area 6, Achieving Personal Independence, had any measurable amount of developmental tasks materials. Area 3, Getting Along with Age-Mates, possessed no materials of developmental tasks mastery value.

4. Taking the Quantity and Quality Index relationship together, the textbook, Living in the Old World, published by Macmillan Company, should be given prime consideration.
5. The social studies textbooks for grade six, available in 1963-1964, provided insufficient amounts of developmental tasks materials for the teachers' and children's use. In only three areas can they be of significant help, in descending order: Areas 7, 5, and 6.

V. SUMMARY OF DEVELOPMENTAL TASKS MATERIALS IN LANGUAGE ARTS AND SOCIAL STUDIES TEXTBOOKS FOR GRADE SIX

Twenty-nine textbooks made up the state-adoption list for the language arts and social studies for grade six in Texas during the school year 1963-1964. These twenty-nine textbooks were evaluated for their quantitative and qualitative value for helping preadolescent children master the developmental tasks

of this age group. These twenty-nine textbooks were presented previously individually in separate Data Summary Sheets and collectively by adoption groups and curricular areas. The next section presents a summary table, with accompanying commentary, of the research study as a whole.

Summary of adoption groups. Table XXVI brings together the findings in six adoption groups and three curricular areas. This arrangement was made in order to facilitate the understanding of the total research study. The table presents the titles of the twenty-nine textbooks used in this study arranged alphabetically by adoption groups. It presents the twenty-one different publishers having textbooks in the several adoption groups as well as the approximate word count for each textbook evaluated. Following in this table there is an actual word count of the developmental tasks materials discovered in each of the language arts and social studies textbooks utilized in this research study. The Quantity and Quality Indices are presented to show the quantitative and qualitative values of developmental tasks mastery materials that each textbook possessed. In order to view clearly the strong and weak areas of the developmental tasks materials contained in each textbook, the percentage for each of the seven developmental tasks areas defined for study in this research is also presented in Table XXVI.

TABLE XXVI

SUMMARY OF RESEARCH DATA ON THE QUANTITY AND QUALITY OF THE MIDDLE CHILDHOOD DEVELOPMENTAL TASKS
MATERIALS IN TEXAS STATE-ADOPTED SIXTH GRADE LANGUAGE ARTS AND SOCIAL STUDIES TEXTBOOKS FOR 1963-1964

Title of Textbooks by Curricular Areas	Textbook Publishers by Curricular Areas	Words in Textbooks	Words of Dev.Tasks ^a	Quantity Index	Quality Index	Per Cent of Quality Material			Per Cent of Developmental Tasks Materials by Areas							SGI ^h
						GOOD	FAIR	POOR	PSG ^b	WAOC	GAAD	SSRE	CMS ^c	API ^d		
Basic Spelling Goals	Webster	17,265	968	5.61	2.64	56.51	41.12	2.38	1.76	27.07	3.62	1.46	20.25	17.62	28.31	
Building Spelling Power	Houghton Mifflin	17,146	1,101	6.42	2.17	30.34	55.86	13.81	2.09	15.62	23.89	7.99	8.99	26.70	13.90	
My Word Book	Lyons & Carnahan	8,491	3,538	41.67	2.73	72.67	27.33	.00	.00	8.14	12.95	.00	24.45	25.69	28.77	
Spelling for Word Mastery	Charles E. Merrill	16,832	3,769	22.39	2.47	50.25	45.10	4.64	.21	2.36	20.56	1.86	30.88	33.14	10.98	
Success in Spelling	World Book	14,282	2,739	19.18	2.55	57.36	40.60	2.04	.95	12.96	36.40	13.80	13.14	14.06	8.69	
Handwriting for Everyday Use	Noble and Noble	1,544	595	38.53	2.56	56.30	43.02	.08	.00	17.82	8.91	.00	21.51	24.87	26.89	
I Learn to Write	E. C. Seale	3,264	419	12.84	2.28	39.38	49.40	11.12	4.53	12.65	18.85	1.43	4.53	32.82	25.54	
Imaginary Line																
Handwriting	Steck	3,320	330	9.94	2.18	30.61	56.97	12.42	.00	16.06	4.24	.00	41.21	1.52	36.97	
The New On To Good Handwriting	Economy	4,329	625	14.44	2.60	63.04	34.08	2.88	.00	18.88	3.36	4.16	28.96	19.52	25.12	
Stories in Script	W. S. Benson	2,426	554	22.84	2.57	57.22	42.78	.00	.00	8.66	4.69	6.68	24.91	21.84	33.21	
English Is Our Language	D. C. Heath	61,363	15,254	24.86	2.64	65.58	32.50	1.93	5.03	2.68	41.28	.41	23.87	17.52	9.20	
Enjoying English	L. W. Singer	59,950	7,878	13.14	2.21	38.80	43.04	18.15	1.55	4.67	23.02	1.79	17.21	17.21	24.21	
Language for Daily Use	World Book	58,217	10,445	17.94	2.25	33.87	57.11	8.92	1.60	3.43	33.35	.63	23.36	23.01	14.63	
Sharing Ideas	Macmillan	62,702	0,174	16.23	2.40	55.98	27.60	16.42	5.81	6.54	37.12	17.69	17.80	12.92	2.25	
Using Good English	Laidlaw Brothers	61,155	6,215	10.17	2.09	36.33	36.35	27.32	5.53	24.86	12.45	16.73	21.45	6.38	12.60	
New People and Progress	Scott, Foresman	50,122	16,178	32.28	2.33	44.68	43.15	12.17	.67	5.78	18.85	2.56	31.88	29.36	10.87	
Wings to Adventure	Ginn	80,804	7,343	21.46	2.16	29.93	56.36	14.02	1.40	12.26	9.85	.00	29.18	39.91	7.42	
All Around Me	Macmillan	72,955	18,576	25.46	2.55	63.96	27.07	8.96	1.28	20.41	.06	.02	22.97	53.00	1.54	
Bright Peaks	Houghton Mifflin	89,987	18,631	20.70	2.21	38.86	43.75	17.39	1.89	6.13	2.15	.31	39.71	44.21	5.59	
Arrivals and Departures	Allyn and Bacon	65,155	33,058	50.74	2.60	62.41	35.20	2.40	.00	5.02	20.61	.32	18.74	53.42	1.88	
The Crowded House	Houghton Mifflin	39,668	18,894	47.63	2.47	50.22	46.72	3.06	.10	1.46	3.71	.84	80.00	3.14	10.75	
Desert Treasure	Harr Wagner	52,347	9,406	17.97	2.25	38.54	48.29	13.17	.28	4.20	5.55	.00	38.49	22.82	28.66	
From Old Lands to New	W. S. Benson	55,965	40,720	72.76	2.89	89.32	10.37	.32	.16	1.70	.00	7.81	6.78	44.00	39.56	
The Heart of the Wild	Steck	53,312	39,686	74.41	2.97	96.63	3.39	.00	.10	5.22	8.11	1.32	13.71	70.89	.64	
Widening Horizons	American Book	63,933	30,089	47.06	2.71	74.03	22.60	3.37	.73	1.65	21.97	.24	35.83	35.41	4.17	
The Eastern Hemisphere	Allyn and Bacon	135,275	35,374	26.15	2.58	62.01	33.53	4.46	.20	1.04	.00	1.13	7.38	2.24	88.02	
Geography of the Old World	Rand McNally	91,264	21,365	23.16	2.59	63.93	31.54	4.62	.00	.04	.00	1.98	12.92	2.96	81.72	
Living in the Old World	Macmillan	191,921	73,028	38.05	2.74	69.10	27.64	3.26	1.53	.68	.00	.47	5.47	15.06	76.78	
Old World Lands	Silver Burdett	105,944	29,690	28.02	2.77	79.42	18.16	2.41	.08	.11	.00	.45	4.81	1.91	92.64	

^aDevelopmental Tasks^bPhysical Skills for Games^cWholesome Attitude Towards Oneself^dGetting Along with Age-Mates^eAppropriate Sex Social Role^fConscience, Morality and Scale of Values^gAchieving Personal Independence^hAttitudes Toward Social Groups and Institutions

Approximate word count. An examination of the data in Table XXVI concerning the word count per textbook produced the following findings: the range was found to be from a low count of 1,544 words in Handwriting for Everyday Use, published by Noble and Noble, to a high count of 191,921 words in Living in the Old World, published by Macmillan Company. The geography adoption group provided the highest word counts followed by the basal readers, language textbooks, supplementary readers, spelling textbooks and writing textbooks, in descending order. The writing adoption group averaged approximately 2,500 words per textbook, lowest for the study. The range of the geography textbooks word count was found to be from 91,264 words to 191,921 words, the highest in the study.

Word count of developmental tasks mastery materials.

The actual word count for each textbook ranged from a high word count of 73,028 in Macmillan's Living in the Old World to a low word count of 330 words in The Steck Company's Imaginary Line Handwriting.

Scattered throughout the various textbooks used in this study were actual high word counts per curricular area of 3,769 words in Spelling for Word Mastery; 625 words in New On to Good Writing; 15,245 words in English Is Our Language; 33,058 in Arrivals and Departures; 40,720 words in From Old Lands to New; and 73,028 words in Living in the Old World.

The spelling textbooks possessing the least amount of textual materials also possessed the least amount of developmental tasks materials, with an approximate average of 500 developmental tasks words per textbook.

In ascending order, the adoption groups possessing the greatest amounts of developmental tasks materials were; writing, spelling, language, basal readers, supplementary readers, and geographies.

Quantity Indices. The Quantity Indices derived from the actual word for word count of the developmental tasks materials divided by the approximate word count of the textbooks varied widely. They varied from a low Quantity Index of 5.61 in Basic Spelling Goals, published by Webster Company, to a high Quantity Index of 74.41 in The Heart of the Wild, published by The Steck Company. Three textbooks possessed Quantity Indices above 50.00. They were Arrivals and Departures with 50.74; From Old Lands to New with 72.76; and The Heart of the Wild with 74.41. Six textbooks possessed Quantity Indices of 40.00 or more. Three textbooks, Basic Spelling Goals, Building Spelling Power, and Imaginary Line Handwriting, produced Quantity Indices of less than 10.00. They possessed indices of 5.61, 6.42 and 9.94, respectively.

Quality Indices. The Quality Indices also varied widely. They varied from a high Quality Index of 2.97 to a low of 2.09,

that is from VERY GOOD to POOR materials. Three textbooks possessed Quality Indices of 2.75 or above. They were Old World Lands, published by Silver Burdett Company; From Old Lands to New, published by W. S. Benson; and The Heart of the Wild, by the Steck Company. Sixteen of the twenty-nine textbooks had Quality Indices above 2.50, or GOOD, and thirteen between 2.09 and 2.49, or FAIR to POOR.

There were only four textbooks with Quality Indices below 2.25. They were Using Good English, published by Laidlaw Brothers, with the low Quality Index for the entire study of 2.09; Wings to Adventure, published by Ginn and Company, with 2.16; Building Spelling Power, published by Houghton Mifflin, with 2.17; and Imaginary Line Handwriting, published by The Steck Company, with 2.18.

There was one adoption group, the social studies group, that had all its textbooks with Quality Indices of above 2.50.

The high Quality Indices for each adoption group by title and publisher were found to be My Word Book, by Lyons and Carnahan, with 2.73; New On to Good Writing, by Economy Company, with 2.60; English Is Our Language, by D. C. Heath, with 2.64; Arrivals and Departures, by Allyn and Bacon, with 2.60; The Heart of the Wild, by The Steck Company, with 2.97; and Old World Lands, by Silver Burdett Company, with 2.77.

Distribution of quality materials. The Per Cent of

Quality Materials showed a wide range of scores within each interval of GOOD, FAIR, and POOR. The GOOD percentage scores ranged from a high quality interval of 96.63 to a low of 29.93. The FAIR percentages ranged from 57.11 to 3.39; and the POOR percentages ranged from 27.32 to no per cent in three textbooks. Nineteen of the textbooks had GOOD quality interval percentages of 50.00 per cent or more. This indicated that the developmental tasks materials found in the textbooks evaluated in this study were generally GOOD to GOOD-FAIR in quality. The GOOD quality interval percentage highs for each adoption group were found to be My Word Book with 72.67; New On to Good Writing with 63.04; English Is Our Language with 65.58; All Around Me with 63.96; The Heart of the Wild with 96.63; and Old World Lands with 79.42 per cent.

Materials in developmental tasks areas. With respect to the percentage of the developmental tasks materials for each of the seven areas defined for study, the percentage scores ranged from a low of no materials in several areas to a high of 92.64 per cent in Area 7 in Old World Lands, published by Silver Burdett. An examination of the seven areas individually produced further information.³¹

In Area 1 the range was quite narrow and there was very little material. The range was from a low percentage of .00 to

³¹See Table XXVI.

a high of 5.81

Area 2 had a slightly better range and had more materials. The range was from a percentage of .11 to 27.07

Still more developmental tasks materials were found in Area 3. It had quantity percentages from a low of no material in five textbooks to a high 41.28 per cent. One other textbook, Sharing Ideas, had a percentage score of 37.12 per cent in Area 3.

Area 4 possessed a less amount of developmental tasks materials than Area 3 or about the same amount as Area 2. The quantity range for Area 4 was found to be from a low of no materials in five textbooks to a high of 17.73 per cent in Sharing Ideas, published by Macmillan Company.

In Area 5 a marked increase in the amount of available developmental tasks materials was found. The quantity range for Area 5 was from a low percentage of 4.53 to 80.00 per cent. Six textbooks possessed materials for this area below 10 per cent and six between 30 and 40 per cent. Only one of the textbooks possessed a quantity percentage score above 50 per cent.

Area 6 possessed three textbooks with developmental tasks materials above 50 per cent. They were All Around Me, with 53.00 per cent; Arrivals and Departures, with 53.42 per cent; and The Heart of the Wild, with 70.89 per cent. The range of percentage scores for Area 6 was from a

low of 1.52 to a high of 70.89 per cent.

The area possessing the highest quantity percentage of developmental tasks materials found in this study was Area 7, due largely to the social studies group. It possessed a high percentage of 92.64. Its low score was .64 per cent. This area possessed nine textbooks with percentage scores of between 2 per cent and 10 per cent. It also possessed four textbooks with percentage scores above 50 per cent. All four of these textbooks were found to be in the geography adoption group.

Thus, Areas 1, 2, 3, and 4 provided relatively small amounts of developmental tasks materials; the greater amounts of developmental tasks materials were in Areas 5, 6, and 7. This indicated that the textbooks evaluated in this research study provided only a partial coverage of the special-purpose developmental tasks mastery materials needed for a well-rounded curriculum aimed at developmental tasks mastery.

CHAPTER VI

RESUME, CONCLUSIONS, AND RECOMMENDATIONS

I. REVIEW OF PROCEDURES

Purpose of the study. The purpose of this study was to determine the quantity and quality of the developmental tasks special-purpose materials contained in the Texas state-adopted language arts and social studies textbooks for grade six during the school year 1963-1964. Specifically, the study was concerned with: (1) development of criteria for identification of developmental tasks materials; (2) establishment of quality categories for evaluation of the developmental tasks materials identified; (3) validation of the criteria for the identification and quality categories for the classification of developmental tasks materials in the textbooks; (4) determination of the quantity of developmental tasks materials contained in each textbook; (5) evaluation of the quality of the developmental tasks materials found; and (6) objective presentation of the findings.

The study was concerned with special-purpose materials, and therefore a set of criteria had to be established for identifying these materials. The work of various groups concerned with the developmental tasks concept was studied carefully before preparing the criteria statements.

The "Springville Series" and Bottrell's study of human relations materials in state-adopted textbooks for junior high school youth were found to provide the framework and analysis procedures most adaptable for use in this study, as well as the pattern for constructing the Data Work Sheets and Data Summary Sheets used in recording and reporting developmental tasks materials found in the textbooks. These two studies also proved a valuable guide for presentation of the developmental tasks materials utilized in this study, the formulation of descriptive definitions of each area, and the preparation of quality intervals for judging the value of the materials related to each area.

Research Procedures. Research studies and investigations employing textbook analysis were reviewed and utilized in establishing the structure and plans for this content analysis study. Seven areas of developmental tasks materials to be investigated were established. Two developmental tasks areas were excluded: (1) Reading, Writing, and Calculating and (2) Concepts for Everyday Living. Each was given definitive description. A jury of experts in human growth and development and the developmental tasks concept evaluated the criteria and categories used in this study. A system of color marking was devised to make easier the identification of the developmental tasks materials in each textbook. A Data Work Sheet was

prepared on which to record both quantity and quality information obtained from the analysis of the textbooks.

A word count of each developmental tasks item was recorded. From the Data Work Sheet was devised a Data Summary Sheet to present developmental tasks materials in summary form for each textbook. A total word count for each textbook was methodically estimated. By dividing the total words of developmental tasks materials by the approximate total word count of the textbook, a percentage of developmental tasks materials in each book was calculated. The computed figure was labeled as the Quantity Index of developmental tasks materials available in the textbook.

The developmental tasks materials were evaluated in terms of three carefully defined discrimination levels. These quality interval levels were GOOD, FAIR, and POOR. Each item of developmental tasks materials was evaluated and the data recorded on a Data Work Sheet. Subsequently, a Quality Index of the developmental tasks materials in each textbook was determined by assigning the value of 3 to GOOD, 2 to FAIR, and 1 to POOR, multiplying the approximate number of words in the textbook in each quality level by the assigned value, and dividing the sum by the total number of developmental tasks words in the textbook. Experience with the Quality Index disclosed that 2.50 could be used as a critical point in discriminating between a textbook containing developmental tasks

materials predominately GOOD in quality and one providing developmental materials predominately FAIR in quality. Decrease in Quality Index was found to mean decrease in proportion of materials evaluated FAIR in quality and increase in materials considered POOR in quality.

Findings were reported in a series of sections each devoted to an adoption group as listed on the official state-adoption list. Each group of textbooks was arranged alphabetically by title. Data for each textbook were reported in a Data Summary Sheet which showed each of the seven areas of developmental tasks materials used in this study. The Quantity and quality of the data were presented in tabular form to show both the Per Cent of Developmental Tasks Material by Area and Per Cent of Quality Material for each textbook. Two other tables were presented to show rank order by Quality Index and Quantity Index. The same Quantity and Quality Indices were arranged to present the data by publishing companies having textbooks on the sixth grade state-adoption list.

Each textbook-adoption group was considered a distinct group and a section was devoted to each. Each section contained a summary of major findings obtained through study and analysis of the data for the particular adoption group. Chapter V was concluded with an over-all summary of the findings obtained for the textbooks scrutinized.

Limitation of the study.

1. Sixth-grade Texas adopted language arts and social studies textbooks constituted the only educational level evaluated; therefore, the findings of this study were limited to an analysis of this grade's language arts and social studies textbooks.
2. The items selected for use in the evaluation were taken from Havighurst's list of nine middle childhood developmental tasks found in Human Development and Education published in 1953, as previously indicated.
3. The study was not concerned with an evaluation of non-textual materials, such as the preface of a book, maps, graphs, tables, charts, the index, and supplementary material found at the back of a book.
4. The data resulting from the analysis of the Data Summary Sheets did not show the reasons why a textbook may have much information in one area and less in another area.
5. The instruments were limited to the developmental tasks concept information and did not reveal other scope and areas of information in the textbooks.

II. SUMMARY OF THE MAJOR FINDINGS

A. summary of the major findings from the analyses of the language arts and social studies textbooks comprising the textbooks used in this study is presented in this section. The textbooks analyzed were five spelling, five writing, five language, five basal readers, five supplementary readers, and four social studies textbooks. The expressive language arts, receptive language arts, and social studies curricular areas provided the following summary:

1. Developmental tasks mastery value materials were found to be in various kinds of textual materials, such as stories, poems, letters, words, biographies, problem situations, discussions of various subjects, and skill building exercises.
2. An extremely wide range in the approximate word count of textual materials in the textbooks was found to exist. The range was from 1,544 words in Handwriting for Everyday Use to 191,921 words in Living in the Old World.
3. The range in the actual word count of the developmental tasks materials in the textbooks extended from 330 words in Imaginary Line Handwriting to 73,028 words in Living in the Old World.

4. There was no direct relationship between the approximate textual word count and the developmental tasks actual word count.
5. The number of textual words in a textbook did not guarantee that the textbook possessed a high Quantity Index and/or Quality Index.
6. Quantity Indices were found to range from 5.61 in Basic Spelling Goals, published by Webster Company, to 74.41 in The Heart of the Wild, published by The Steck Company.
7. Twelve of the twenty-nine textbooks in this study possessed a Quantity Index of 25.00 or above for developmental tasks materials.
8. Quality Indices were found to range from 2.09 in Using Good English, published by Laidlaw Brothers, to 2.97 in The Heart of the Wild, published by The Steck Company.
9. Sixteen of the twenty-nine textbooks had a Quality Index of 2.50 or better, with three above 2.75.
10. The quality of each adoption group as a whole was found to be: spelling, GOOD-FAIR; writing, GOOD-FAIR; language, FAIR; basal readers, FAIR-GOOD; supplementary readers, GOOD-FAIR; and social studies, GOOD.

11. Taking Quantity Index and Quality Index relationship together, if a single textbook in each adoption group were generally used, the spelling textbook, My Word Book, published by Lyons and Carnahan; the writing textbook, Writing For Everyday Use, published by Noble and Noble Company; the language textbook, English Is Our Language, published by D. C. Heath and Company; the basal reader textbook, Arrivals and Departures, published by Allyn and Bacon Company; supplementary reader textbook, The Heart of the Wild, published by The Steck Company; and the social studies textbook, Living In The Old World, published by Macmillan Company, should be given preference.
12. The percentage of the developmental tasks mastery materials in Area 1, Physical Skills for Games, was found to range from no material in seven textbooks to 3.93; in Area 2, Wholesome Attitude Towards Oneself, from 1.04 to 27.07; in Area 3, Getting Along with Age-mates, from no material in each of the social studies textbooks and one supplementary reader to a high of 41.28 in a spelling textbook; in Area 4,

Appropriate Sex Social Role, from no material in five textbooks to 17.69; in Area 5, Conscience, Morality and Scale of Values, from 4.53 to 80.00; in Area 6, Achieving Personal Independence, 1.91 to 70.89; and in Area 7, Attitudes Toward Social Groups and Institutions, from .64 to 92.64 per cent.

13. The greatest concentration of developmental tasks materials in the seven areas defined for this study was found to be in Area 6, Achieving Personal Independence; and Area 5, Conscience, Morality and Scale of Values. Area 7, Attitudes Toward Social Groups and Institutions, possessed less material, except in social studies textbooks analyzed, but still sufficient amounts of developmental tasks materials to be helpful.
14. Four of the seven developmental tasks areas possessed limited amounts of developmental tasks value materials. They were in descending order: Area 3, Getting Along with Age-mates; Area 2, Wholesome Attitude Towards Oneself; Area 4, Appropriate Sex Social Role; and Area 1, Physical Skills for Games.

III. CONCLUSIONS FROM THE STUDY

Within the limitations of this study certain conclusions have been drawn from the findings concerning the quantity and quality of developmental tasks materials in sixth grade Texas state-adopted textbooks. The conclusions set forth below resulted from a careful quantitative and qualitative analysis of the twenty-nine textbooks adopted in the language arts and social studies areas for the school year 1963-1964.

1. Application of carefully defined research procedures for identification and evaluation was essential for ascertaining the actual quantity and quality of the developmental tasks mastery materials available in the textbooks used in this study.
2. No series or individual textbook showed consistently purposeful planning for incorporating developmental tasks materials either quantitatively or qualitatively, nor did they involve the total range and nature of the developmental tasks of the sixth grade preadolescent age-group.
3. The majority of the textbooks in this study possessed insufficient amounts of developmental tasks materials for attempting developmental tasks mastery education.

4. Developmental tasks materials in the twenty-nine textbooks examined in this study appeared to have insufficient instructional value for developmental tasks mastery education.
5. The textbooks in each adoption group had approximately the same amount of textual materials available, except for two textbooks, one in the spelling adoption group and one in the social studies group.
6. There was no direct relationship between the textual approximate word count for each textbook and the developmental tasks actual word count for each textbook.
7. The number of textual words in a textbook did not guarantee that the textbook possessed a high quantity and/or quality of developmental tasks materials.
8. The developmental tasks materials in the textbooks used in this study were found to be predominately GOOD to GOOD-FAIR in quality.
9. A wide range existed in the quantity and quality relationship for each of the curricular areas. However, one textbook in each curricular area possessed a greater quantity

and quality relationship than the other textbooks in its respective curricular area.

10. The seven developmental tasks areas were not evenly distributed in quantity throughout the textbooks. Materials concerned with three areas were much greater in quantity, namely, Area 6, Achieving Personal Independence; Area 5, Conscience, Morality and Scale of Values; Area 7, Attitudes Toward Social Groups and Institutions, in descending order. There were two developmental tasks areas almost totally neglected, namely, Area 4, Appropriate Sex Social Role; and Area 1, Physical Skills for Games.

IV. RECOMMENDATIONS

Recommendations made are a result of this quantitative and qualitative textbook analysis study of the developmental tasks materials contained in sixth grade Texas state-adopted textbooks. Several recommendations are directed toward the adaptation and uses that can be made in further content analysis studies employing validated procedures and criteria. The last section of this chapter presents proposals for further research.

1. Teachers who will direct the learning activities of children and youth in terms of developmental tasks mastery education should engage

in a systematic and continuous study of pupils.

2. Teacher orientation to developmental tasks mastery education should be conducted by persons trained in child study methods and the developmental tasks concept as they apply to education.
3. The research design used in this study should be adapted to similar studies for other age-groups, special-purpose materials, and studies of various kinds of curriculum materials.
4. A jury of recognized authorities in the use of the special-purpose materials under investigation should be employed to validate the criteria and quality categories before an attempt is made to analyze the content of textbooks and/or trade books.
5. Special-purpose materials in a textbook or a textbook series should be evaluated on the basis of the criteria and quality categories established for evaluating the special-purpose materials only, such as developmental tasks materials, and not on the basis of the textbook or textbook series as a whole.
6. The findings of this study, concerning the

identification and evaluation of the developmental tasks materials in Texas state-adopted social studies and language arts textbooks, should be considered by the Texas state-adoption textbook committee in its evaluation of textbooks in these two curricular areas that are up for adoption and/or readoption.

7. Authors and publishers of social studies and language arts textbooks should provide a balanced distribution of good quality materials in all seven areas of developmental tasks materials used in this study.
8. Authors, when preparing textbooks in social studies and language arts, should utilize the validated developmental tasks criteria and quality categories prepared for use in the study.
9. The Texas Education Agency should take responsibility for leadership in the training of persons for the selection of textbooks presented for adoption or readoption, at both the state and local level. The pattern of analysis and the validated criteria and quality categories used in this study

should be adopted, and modified if necessary, for this purpose.

10. Teacher education institutions in Texas should acquaint students with the procedures developed for and employed in this investigation so they will be aware of the developmental tasks materials available in Texas state-adopted textbooks and the recommended techniques.

V. FURTHER RESEARCH SUGGESTED BY THIS STUDY

The further research activities suggested by this study call for the following specific studies to be contemplated and/or pursued. The recommendations are proposed for the purpose of contributing to a better educational program for preadolescent children.

1. This study was limited to developmental tasks criteria developed for pupils of the sixth grade. Studies should be made of other levels of development by preparing and applying similar criteria and procedures for different grade levels and developmental levels, paying special attention to the characteristics, needs, and developmental tasks of the age-group involved.
2. Studies should be conducted at various

developmental tasks age levels in order to ascertain the quantity and quality of the developmental tasks materials contained in books other than state-adopted textbooks, such as trade books, since children and youth read extensively in them, also.

3. The research design prepared for and followed in this study should be adopted and used at one or more of the developmental tasks levels beyond the high school, since the developmental tasks concept extends through the later maturity levels.
4. Analysis studies should be made of the actual amount of materials available in which children from ten to twelve years of age are principal characters or minor characters. Since preadolescent children become vicariously involved with the story characters they meet in their reading, a study of this type could reveal how this age-group is conceived by the authors and how well the materials are directed toward a positive response to the life situation of this age group as revealed through the lives and deeds of the story characters.

5. An analysis study should be made of other special-purpose areas not included in this study such as materials for teaching for international understanding and cooperation. In this way a fuller exploitation of the textual resources available in the textbook could be made.

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E. LETTERS

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APPENDIX A
LETTER SENT TO VALIDATION COMMITTEE
MEMBERS REQUESTING COOPERATION

Port Arthur, Texas
December 29, 1962

Dr. Robert J. Havighurst
The Department of Education
The University of Chicago
Chicago 37, Illinois

Dear Dr. Havighurst:

I am seeking your expert knowledge and judgment in relation to a dissertation study I am undertaking at the University of Houston: A Critical Analysis of Textual Materials on Developmental Tasks in State Adopted Textbooks for the Sixth Grade in the State of Texas, 1963-64. This request is being submitted to you at the suggestion of Dr. Harold R. Bottrell, my chairman, and my doctoral committee.

The materials enclosed are designed (1) to identify developmental tasks materials and (2) to evaluate the quality of materials found. In end results, the study will report the quantity and quality of developmental task materials found in the textbooks analyzed. Enclosed you will find two documents which have been carefully prepared by me and tentatively judged by school teachers and administrators: (1) Criteria for Identifying Middle Childhood Developmental Tasks Materials, and (2) Quality Categories for Analyzing Middle Childhood Developmental Tasks Materials.

We are requesting you, as a competent, well-trained person in the human growth and development area of education, to evaluate, to offer critical suggestions, and to give your written judgment regarding the usability of these materials in carrying through the problem proposed for study. For your reactions to the first document, you will find enclosed a blank form on which to record your suggestions in case they are more extensive than can be written into the document itself. You will note that the last page of this document provides space for you to indicate your over-all judgment of the adequacy of the statements definitive of developmental tasks materials and their identification.

You will notice, also, that two sets of the documents mentioned are included. You may retain one copy and return the other copy with your comments and criticisms.

If you have any questions whatsoever concerning this request, feel free to write me or to telephone me collect at YUkon 3-1781.

Let me assure you that your time, suggestions, and judgment will be deeply appreciated. Since next steps in research procedures depend upon validation of the documents you are being asked to review, I will, of course, appreciate their return at your earliest convenience.

Sincerely yours,

Robert K. Leigh

encs - 5

cc: Dr. Harold R. Bottrell

APPENDIX B

INQUIRY CONCERNING THE FEASIBILITY OF DOING THIS STUDY

September 11, 1962

Mr. Robert K. Leigh

Port Arthur, Texas

Dear Mr. Leigh:

Thanks for your letter of September 2 which comes just as I am in the throes of packing up for a 3-month assignment in Brazil.

I have not seen anything of importance on the educational application of the developmental tasks concept since 1956. I should think it would be possible to analyze a textbook for its presentation of material dealing with the various developmental tasks and to use a rating scale for this purpose. Incidentally, Mrs. Alice McGuire, the wife of Professor Carson McGuire of the Department of Educational Psychology at the University of Texas, used this concept in analyzing literature for boys and girls, and some of her material might be useful to you, although she did not use a rating scale.

I should think that in using my material in HUMAN DEVELOPMENT AND EDUCATION you could prepare a kind of a guide for rating a book on each of the tasks of middle childhood. You might submit the guide to two or three people for their criticism, and I should think that Professor McGuire and some of his colleagues might be good people to give you this criticism. With such a guide to rating, I imagine that you could get fairly reliable ratings from two or more judges.

I suppose the main problem would be to judge the adequacy of the material in the textbook, and here we would have to work out the criteria carefully. Perhaps the best thing would be to take illustrations from several textbooks, make your ratings, and then explain why you made these ratings.

Sincerely yours,

Robert J. Havighurst
Professor of Education

RJH:e

APPENDIX C

TEXAS STATE-ADOPTION PROCEDURES AND INSTRUMENT USED

August 29, 1963

Mr. Robert K. Leigh

Port Arthur, Texas

Dear Mr. Leigh:

Your problem of determining the value of textbooks in the developmental tasks of sixth grade children is a most interesting and should have a great deal of challenge. We are pleased to give you a step by step statement of policies and procedures in the selection and distribution of textbooks at the sixth grade level. Please understand that this statement will be quite abbreviated, and if you need expansion or clarification at any point, please let us know.

- I. At its meeting the first Monday in May, the State Board of Education
 1. Issues a proclamation which lists the subject fields in which the board will make textbook adoptions.
 - a. This proclamation is mailed to every known publishing house in the United States and invited to offer their books in the adoption.
 2. Appoints a State Textbook Committee composed of fifteen members, no two of which may live in the same congressional district. The majority of the appointees must be classroom teachers.
 - a. Committee members select professional advisers in all subject fields up for adoption.
 - b. Publishers send sample copies of their books to committee members and advisers.
 - c. Publishers' representatives call on committee members and advisers during the months of June, July and August.
 3. Committee meets early in October and makes a list of not less than three or more than five titles in each subject field, and the completed list is transmitted as a recommendation to the Commissioner of Education.
- II. The Commissioner of Education reviews the recommendations of the committee. He may remove books from the list for cause, but he cannot reduce the list to a single adoption. After his review, he then recommends to the State Board of Education.

To: Mr. Robert K. Leigh

August 29, 1963

Page 2

- III. At its meeting on the second Monday in November, the State Board of Education considers the recommendations of the Commissioner of Education. The State Board may remove titles from any of the subject listings but cannot reduce any listing to a single title.
1. The board proceeds to make contracts with companies for books they have approved. The board issues as multiple list resolution and a sample book resolution. These two items provide the local district with authority to order samples of all books being contracted for and to adopt those titles of their choice.
- IV. Each local school district must appoint a textbook committee of not less than five or more than fifteen, all of whom are employees of the district and a majority being classroom teachers. The local textbook custodian orders sample books for the committee's use in early January.
1. The local committee meets around the first of March and makes up its list of books to be used in the school district which first must be presented to the local school board for approval. At this point the local board can review the recommendations of the committee and ask for additional or other selections. The selections for the district as finally approved is signed by all members of the committee, the president and the secretary of the board. This report is binding for the duration of the contract and is filed with the Textbook Division of the Texas Education Agency on or before April 1.
- V. Schools may order books of their adoption up to 110% of the grade enrollments for grades one through six and for subject enrollments for grades seven through twelve.

With kindest personal regards, I am

J. B. Golden, Director
Textbook Division

JBG:hi

GENERAL CRITERIA FOR EVALUATING TEXTBOOKS

I. Philosophy of Authorship

1. Is there evidence that findings of research and evaluation have gone into the development of the publication?
2. Is the point of view, philosophy, or purpose of the book clearly stated?
3. Does the content reflect the author's stated purpose?
4. If the author departs from a generally accepted theory or belief, does he explain it adequately for the pupil's understanding?
5. If the author states a conclusion or an opinion, is it drawn from facts clearly stated in the text?

II. Organization

1. Is the text organized to facilitate correlation with other subject areas, and are suggestions made for such correlation?
2. Would the book lend itself to differing programs or courses of study? To a variety of methods and teaching techniques? To adjustment of individual needs?
3. If the book is a part of a series, is there a balance in type of organization and approach?
4. Is there a clearly defined organization providing material for the development of skills?

III. Content

1. Is the subject matter up to date and scientifically correct?
2. Are the learning steps arranged in a sequence which considers previous learnings, which provides for individual differences?
3. Does the book include suggestions which will assist the teacher and youth to evaluate progress?
4. Is there a program for vocabulary development?
5. Does the book meet the interests and needs of the age group for which it is intended?
 - a. Can pupils find help in satisfying their curiosity, in extending their interests, in solving problems that are significant to them at this age?
 - b. Is learning well motivated, in terms of satisfaction, success, and growth?
6. Are permanent values and basic concepts set as goals, along with attainment of skill and facts?
7. Does the treatment emphasize desirable social attitudes and ideals of democracy?
8. If the text suggests activities, are they functional, based on research in the field, and significant to youth?

9. Do suggested projects and activities stimulate worthwhile thought and action?

IV. Style: Readability

1. Do type, paper, binding, and appearance contribute to its readability?
2. Is the book readable for the age group for which it is designated?
3. Are simplicity and clarity achieved in presentation of both technical and non-technical material?
4. Are vocabulary, sentence structure, and paragraph structure readable and suitable for students?
5. Is the title of the book attractive, pertinent, and clear in terms of the actual content of the book?
6. Are directions for students clear, understandable and concise?

Illustrations

7. Are the illustrations sufficiently abundant, properly labeled, appropriate, accurate, and easily interpreted?
8. Are the illustrations recent?
9. Do the illustrations help in the development of word meanings, concepts, and application of the ideas being developed?
10. Do the illustrations extend and enrich the content of the verbal text?
11. Are there charts, diagrams, and other pictorial materials appropriate to the content of the text and to the age level of the pupils using it?
12. How effectively are charts, maps, graphs, and diagrams used as learning aids?

Instructional Aids

13. Are sources for additional reading and audio-visual resources suggested?
14. Will Table of Contents, Indexes, and Appendixes facilitate learning?
15. Will other instructional aids such as glossary, foot notes, charts, maps, pictures, and tests aid pupils and teachers in using the book effectively?
16. Are techniques for independence and self-help suggested?

V. Accompanying Aids

1. Does the book provide suggestions for the teacher either in the text itself or in the teacher's manual?
2. Are there practical helps for teachers, such as guides, handbooks, or manuals containing keys?
3. Does the text or teacher's manual give suggested procedures for development of daily or weekly plans?
4. Does the manual give helpful classroom hints?
5. Does the manual give sufficient help and data on equipment and instructional materials?

APPRAISAL SHEET FOR TEXTBOOKS
OFFERED FOR ADOPTION _____
(year)

	Companies Offering In This Subject and Grade											
Subject _____												
Grade _____												
*Scale: 1. Superior 4. Poor												
2. Good 5. Unteachable												
3. Average												
Copyright _____												
Indicate "N" for New Book; "R" for Revised Ed.												
Net Contract Price _____												
<u>STANDARDS OR CRITERIA</u>												
1. Reliability of Authorship												
2. Quality of typography and format												
3. Suitability of vocabulary and style for subject and grade												
4. Supplies valid and worthwhile material												
5. Quality and quantity of illustrative material												
6. Amount and quality of teaching aids												
7. Covers subject matter adequately												
8. Organization of content for effective learning												
9. Meets pupil interests and needs												
10. Sustains desirable attitudes and values												
*The lowest total represents the highest grade												
Totals												
Comments:												
Date _____	Signed _____											

APPENDIX D

DATA WORK SHEETS AND DATA SUMMARY SHEETS

**DATA WORK SHEET: Identification and Evaluation of Developmental Tasks Materials
in Selected Sixth Grade State-adopted Textbooks in Texas 1963-64**

Title: _____ Publisher: _____ Date: _____ Grade: _____
Total Words in Book: _____ Total Words of Developmental Task Materials: _____
Per Cent of Development Tasks Materials in Book: _____

[illegible]

**DATA WORK SHEET: Identification and Evaluation of Developmental Tasks Materials
in Selected Sixth Grade State-adopted Textbooks in Texas 1963-64**

Title: Using Good English Publisher: Laidlaw Brothers Date: 1961 Grade: 6
 Total Words in Book: 61,131 Total Words of Developmental Task Materials: 9,872
 Per Cent of Development Tasks Materials in Book: 16.15

CHAPTER NO.	ITEM NO.	AREAS OF DEVELOPMENTAL TASKS MATERIALS														NUMBER OF WORDS
		1. PSG		2. WAO		3. GAA		4. SSR		5. CMS		6. API		7. SGI		
		Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	
I	1					89	3									89
	2					70	2									70
	3			9	1			6	1	4	1					19
	4			23	2			10	1			12	1			45
	5									22	1	5	1			27
	6									49	1					49
	7	36	1													36
	8	10	1													10
	9									6	1	6	1			12
	10			3	1					5	2					8
	11					78	3	78	2							156
	12			188	3			188	2							376

DATA SUMMARY SHEET NO.
Identification and Evaluation of Developmental Task Materials
in Selected Sixth Grade State-adopted Textbooks in Texas 1963-64

Quantity
Index

Quality
Index

Title: _____ Publisher: _____ Date: _____ Grade: _____																		
Total Words in Book: _____				Words of Dev. Tasks Materials: _____						Per Cent of Dev. Task Materials: _____								
CHAPTER NO.	AREAS OF DEVELOPMENTAL TASKS MATERIALS														NUMBER OF WORDS			
	1. PSG		2. WAO		3. GAA		4. SSR		5. CMS		6. API		7. SGI		Good	Fair	Poor	Total
	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q				
T O T A L S		G		G		G		G		G		G		G		xxxx	xxxx	
		F		F		F		F		F		F		F	xxxx		xxxx	
		P		P		P		P		P		P		P	xxxx	xxxx		
		T		T		T		T		T		T		T				

DATA SUMMARY SHEET NO. 15
Identification and Evaluation of Developmental Task Materials
in Selected Sixth Grade State-adopted Textbooks in Texas 1963-64

Quantity
Index

10.17

Quality
Index

2.09

Title: Using Good English Publisher: Laidlaw Brothers Date: 1961 Grade: 6
 Total Words in Book: 61,131 Words of Dev. Tasks Materials: 6,215 Per Cent of Dev. Task Materials: 10.17

CHAPTER NO.	AREAS OF DEVELOPMENTAL TASKS MATERIALS														NUMBER OF WORDS			
	1. PSG		2. WAO		3. GAA		4. SSR		5. CMS		6. API		7. SGI		Good	Fair	Poor	Total
	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q	Words	Q				
1-2-3	83	P	188 40 160	G F P	167 70	G F	20	P	18 140	F P	25 89	F P	170 37	F P	355	323	529	1,207
4-5-6	144	P	354 266 319	G F P	66	F	101 806 21	G F P	323 211 190	G F P	124 39 71	G F P	94	F	902	1,482	745	3,129
7-8	96	P	25 185	F P	347 87 32	G F P	92	G	129 259 31	G F P	18 30	F P	433 49	G F	1,001	438	374	1,813
Handbook	21	P	8	P	5	P			16 16	F P						16	50	66
T O T A L S		G	542	G	514	G	193	G	452	G	124	G	433	G	2,258	xxxx	xxxx	2,258
		F	331	F	223	F	806	F	504	F	82	F	313	F	xxxx	2,259	xxxx	2,259
	344	P	672	P	37	P	41	P	377	P	190	P	37	P	xxxx	xxxx	1,698	1,698
	344	T	1,545	T	774	T	1,040	T	1,333	T	396	T	783	T	2,258	2,259	1,698	6,215

APPENDIX E
TEXTBOOKS EXAMINED IN THIS STUDY

TEXTBOOKS EXAMINED IN THIS STUDY

Expressive Language Arts

Spelling:

Basic Spelling Goals, Webster Publishing Company.

Building Spelling Power, Houghton Mifflin Company.

My Word Book, Lyons and Carnahan.

Sepling For Word Mastery, Charles E. Merrill Books, Inc.

Success in Spelling, World Book Company.

Writing:

Handwriting for Everyday Use, Book 6, Noble and Noble, Publishers, Inc.

I Learn to Write, Book 6, E. C. Seale and Company.

Imaginary Line Handwriting, Book 6, The Steck Company.

On to Good Writing Guide Six, The Economy Company.

Stories in Script, W. S. Benson and Company.

Language:

English Is Our Language, D. C. Heath and Company.

Enjoying English, The L. W. Singer Company.

Language for Daily Use, World Book Company.

Sharing Ideas, The Macmillan Company.

Using Good English, Laidlaw Brothers.

Receptive Language Arts

Basal Readers:

New People and Progress, Scott, Foresman and Company.

Wings to Adventure, Ginn and Company.

All Around Me, The Macmillan Company.

Bright Peaks, Houghton Mifflin Company.

Arrivals and Departures, Allyn and Bacon, Inc.

Supplementary Readers:

The Crowded House, Houghton Mifflin Company.

Desert Treasure, Harr Wagner Publishing Company.

From Old Lands to New, W. S. Benson and Company.

The Heart of the Wild, The Steck Company.

Widening Horizons, American Book Company.

Social Studies

Geography:

The Eastern Hemisphere, Allyn and Bacon, Inc.

Geography of the Old World, Rand McNally and Company.

Living in the Old World, The Macmillan Company.

Old World Lands, Silver Burdett Company.