

ENT STRAT

THE DEVELOPMENT AND APPLICATION OF A SCORE
CARD IN EVALUATING WORKBOOKS IN
ELEMENTARY BUSINESS TRAINING

STRATMORE PARCHMENT
100% RAG U.S.A.

JAN 12 1939

THE DEVELOPMENT AND APPLICATION OF A SCORE
CARD IN EVALUATING WORKBOOKS IN
ELEMENTARY BUSINESS TRAINING

By

Ivy LaCour Moody

Bachelor of Arts

Southeastern Teachers College

Durant, Oklahoma

1931

Submitted to the Department of Commercial Education

Oklahoma Agricultural and Mechanical College

In Partial Fulfillment of the Requirements

For the degree of

MASTER OF SCIENCE

1939

APPROVED:

Arden Fisk

In charge of Thesis

Arden Fisk

Head, Department of Commercial Education

D. G. McIntosh

Dean, Graduate School

111243

ACKNOWLEDGMENT

I take pleasure in expressing my appreciation to those who assisted me in this study. I wish to express my thanks to Dr. McKee Fisk, Professor Frances Henderson, and Mr. M. Fred Tidwell of the School of Commerce, the authors and publishers of the workbooks used, and the teachers who served as a jury.

I.L.M.

TABLE OF CONTENTS

	Page
CHAPTER I. PURPOSE, MATERIALS, AND METHOD OF THE STUDY	1
1. Purpose of the study	1
2. Materials and method	1
3. Function of workbooks	3
4. Review of related studies	7
CHAPTER II. THE DEVELOPMENT OF A SCORE CARD FOR ELEMENTARY BUSINESS TRAINING WORKBOOKS	13
1. Content and materials of workbooks	14
2. Stated objectives	17
3. Preparation of preliminary items	17
4. Selection of the jury	21
5. Tabulations of judgments of the jury	21
6. Summary and conclusions	24
CHAPTER III. APPLICATION OF THE SCORE CARD	31
1. Format and mechanical features	31
2. Organization, content, and materials	34
3. Provision for individual differences	38
4. Reviewing and testing	42
5. Summary	49
CHAPTER IV. SUMMARY	50
APPENDIX	54
BIBLIOGRAPHY	88

TABLES AND FORMS

	Page
Table I List of courses of study used	8
Table II Content and materials of eight elementary business training workbooks	15
Table III Objectives of eight elementary business training workbooks	16
Form I Questionnaire	19
Form II Total score for workbook feature	23
Form III Score card for rating elementary business training workbooks	25
Table IV Rating eight workbooks in the format and mechanical features	32
Table V Rating eight workbooks in organization, content, and materials	36
Table VI Rating eight workbooks in the provisions for individual differences	39
Table VII Rating eight workbooks on reviewing and testing	43
Table VIII Total points for each main division and for each workbook	48

CHAPTER I

PURPOSE, METHODS, AND MATERIALS OF THE STUDY

Within recent years a new learning device in the form of compiled materials has been developed. These materials, while not new in themselves, have been gathered together and published as a workbook. Usually a workbook is designed to accompany a particular textbook; occasionally, it will fit any textbook.

In common with most school subjects, the teaching of Elementary Business Training has, in recent years, been influenced considerably by workbooks. Because of the widespread use and recommendations made concerning workbooks in Elementary Business Training it is considered important to develop certain criteria upon which to base their worth. Similar criteria in the form of score cards have been devised for textbooks. Writers believe that:

" . . . (the) use of (the) score cards is becoming common (in) evaluating textbooks for adoption. The selection of textbooks constitutes a problem of large importance, not only because considerable sums of money are involved, but because the textbook is, in the hands of many teachers, a more potent influence in determining what is taught than is the course of study which has been officially adopted."¹

PURPOSE OF THE STUDY

The stated purpose of this study is to develop a score card for rating Elementary Business Training workbooks and to apply the score card to selected workbooks.

MATERIALS AND METHOD

The materials used for the evaluation of workbooks in Elementary

1. Carter V. Good, A. S. Barr, Douglas E. Scates, *The Methodology of Educational Research*, p. 434.

Business Training include the opinions of twenty experienced teachers of Elementary Business Training with regard to the importance and value of the various factors by which a workbook may be judged, eight workbooks, and the judgments of a committee of three concerning the extent to which these workbooks meet the standards set up by the jury of 20 teachers. A score card was developed from these opinions, and eight workbooks were available for rating.

The workbooks selected for evaluation include all that have been published as far as could be determined. They are as follows:

1. John M. Brewer, Floyd Hurlbut, and Juvenila Caseman, Workbook for Elements of Business Training, Ginn and Company, Boston, 1935.
2. Ernest H. Crabbe and Clay D. Slinker, Workbook for General Business, South-Western Publishing Company, Cincinnati, 1936.
3. Max E. Greenstein and Henry Smithline, Student's Workbook, Lyons & Carnahan, Chicago, 1936.
4. Lloyd L. Jones, Everyday Problems in Our Business Life, The Gregg Publishing Company, New York, 1936.
5. John G. Kirk, Harold B. Buckley, and Mary A. Waesche, Introduction to Business Workbook, John C. Winston Company, Philadelphia, 1935.
6. Frederick G. Nichols, Workbook in Junior Business Training for Economic Living, American Book Company, Cincinnati, 1936.
7. Clinton A. Reed and V. James Morgan, Business Workbook, Allyn and Bacon, New York, 1936.
8. A. B. Zuffavern and Martin L. Pearson, The Pilot, The H. M. Rowe Company, Baltimore, 1935.

The method used in this study is known as the normative-survey method.

"The normative-survey method . . . is essentially a method of quantitative description of the general characteristics of the group."²

2. Ibid., p. 286.

The procedure in devising the score card consisted of the following steps:

1. Surveying the literature.
2. Analyzing available workbooks to determine their general characteristics.
3. Devising a questionnaire as a result of a review of the literature and analysis of workbooks.
4. Mailing the questionnaire to a jury of selected teachers.
5. Tabulating the results and weights given the several items by the jury.
6. Preparing the score card on the basis of the returns.

The workbooks were then rated by a committee according to the score card.

A detailed analysis of the eight available workbooks was made to determine the aims of authors and publishers. These aims, together with the opinions of teachers and the findings of experimental studies made in the field in general by educators, were used as the basis for the items listed on the questionnaire. The questionnaire was sent to a selected group of teachers in Elementary Business Training for their opinions. This jury was selected on recommendation of the authors and publishers of the eight workbooks.

The next steps in this procedure were the averaging of the several weights, the preparation of the score card, and the application of the score card in evaluating the workbooks.

FUNCTION OF WORKBOOKS

The word "workbook" as an educational term was apparently first recognized in 1931, although the origin of the workbook dates back to the job analysis sheet used in industrial occupations. According to

the pamphlet, "The Major Functions of the Workbook," (author unnamed):

"The job analysis sheet made possible the formation of definite plans and gave direction to the work. Educators applied this idea to the work of vocational education, and the success which it made possible led to its adoption in the work of general education. Such was the origin of the workbook."³

Definitions of a Workbook. A workbook is commonly known as a teaching and learning device which enables the pupil to manage his own practice, score his own progress, and diagnose his own difficulties. Elliott says that

"Since workbooks promote mastery teaching, provide a high degree of flexibility for the individual requirements of pupils, and lend themselves well to the building of desirable character traits, their use does not detract from, but, instead, definitely promotes more effective learning."⁴

There are two types of workbooks. The first type is a general workbook designed to accompany any textbook in the particular field which the workbook covers. The second type represents a specific workbook which is prepared by the author to accompany his particular text.

As Gates points out, there are so many different kinds of practice books, drill pads, exercise sheets, and contract assignments, that the term "workbook" has grown to have a multiplicity of meanings.⁵ In some cases, as in spelling or penmanship, it is merely a record book. Sometimes it is a group of isolated drill exercises, as in arithmetic, or examination questions, as in geography or history.

But the term "workbook" as used in this paper is applied to materials organized primarily to aid the pupil to teach himself the basic tech-

3 "The Major Functions of the Workbook," pp. 5-6.

4 A. W. Elliott, "This Workbook Craze," *School Executives Magazine*, 51:19-20, September, 1931.

5. Arthur I. Gates, "The Workbook in Practice," *School Executives Magazine*, April, 1932, pp. 349-350.

niques of a subject. These techniques or abilities are usually mentioned, but often they are inadequately developed in the textbook.

A Teaching Device. As a teaching device, workbooks are available for use in practically all courses taught in secondary schools. In recent courses of study and school purchase lists the workbook has been included along with conventional materials of instruction. This indicates that materials of this kind have established a place among the standard instructional aids used in schools.

Some of the common uses of workbooks are:

"(1) Save the teacher's energy; (2) foster purposeful study by the pupil; (3) provide remedial instruction and well-built exercises for assignments; (4) act as an impetus for better teaching by providing the teacher with new ideas and superior methods; (5) act as prop for new, inexperienced, or weak teachers; (6) relieve child of non-instructive copying, so he can concentrate on the problem; (7) eliminate lock-step instruction, through individualizing instruction, and (8) build desirable character traits of responsibility, exactness, neatness, and ambition."⁶

A teacher's time and energy is saved with the proper use of workbooks. It is evident that materials included in these devices are not mere statements of problems, but printed materials that are self-instructional. By these means the teacher has an opportunity to understand the condition of each individual.

A Learning Device. As a learning device, the workbook is a self-teaching tool where the student performs the operations given in any one unit of work. There are lists of questions with each phase of the material which requires the pupil to reason out the steps that he has performed and write them in his workbook. Each student may progress

⁶ A. W. Elliott, op. cit., pp. 19-20.

from unit to unit according to his own rate with the self-activity method of learning.

Authors and publishers claim that the workbook is a teaching and learning device which simplifies the work of the teacher by providing questions prepared by experts, gives permanence to learning by concentrating on essentials, provides for motivation, encourages self-analysis, and furnishes remedial work.⁷

A Testing Device. As a testing device, according to the authors of the workbooks used in this study, the practice test such as the multiple choice test is not given to test what the pupil has learned but to develop the ability of selection from his own judgment. The tests are not given at the end of the class period; instead, the pupil works on the practice test during the entire period or periods. He is testing himself not against his classmate, but against his own past achievements. Publishers claim that,

"the workbook furnishes the problem and the practice test which induces an attitude of self-reliance and initiative on the part of the pupil. The constant repetition of activities performed by the use of the varied devices in workbooks develops the habit of self-dependence."⁸

Individual Differences. The workbook serves as a means of instruction and also as a means to check the pupil's attainments or deficiencies. Then, work for specialization or remedial practices, whichever the case, may be administered.

7 "The Major Functions of the Workbook," pp. 16-19.

8 Ibid., pp. 10-11.

The workbook is practical and applicable to individual differences, because each individual pupil can work actively and independently at his own rate of speed. Authors and publishers claim that the flexibility of the workbook makes it possible to meet better the needs of the individual pupil. They claim further that the pupil must first have an interest in the work which he is doing to successfully accomplish the purpose of the problem. With the variety of devices employed in the workbook it provides for pupils who differ in abilities.¹⁰

REVIEW OF RELATED STUDIES

As far as can be determined, there have been no specific studies on the development and application of a score card in evaluating Elementary Business Training workbooks. Several studies relating to the problem of determining the value of workbooks in general and workbooks for other specific courses have been made.

An examination of thirteen courses of study shows that four recommended the use of workbooks in Elementary Business Training, one suggested the use of workbooks, and eight did not mention the use of workbooks as indicated in Table I.

In general, it appears that the later courses of study recommend the use of workbooks. The Los Angeles course of study, published in 1937, and the Texas course of study, published in 1938, do not mention workbooks. However, it is apparent that these courses of study imply some workbook features, for the Los Angeles course of study states that

"a plan for study should be devised or library days should be arranged for pupils to investigate and read available material or seek new information . . . inasmuch as needs and interests vary

¹⁰ Ibid., p. 19.

greatly."¹¹

TABLE I

Course of Study	Date	Workbook
1. Colorado	1932	Not mentioned
2. Florida	1935	Not mentioned
3. Los Angeles	1937	Not mentioned
4. Louisiana	1935	Not mentioned
5. New Hampshire	1932	Not mentioned
6. New York City	1933	Not mentioned
7. Nevada	1933	Not mentioned
8. Oregon	1936	Recommended
9. Pennsylvania	1937	Recommended
10. South Carolina	1937	Recommended
11. South Dakota	1933	Recommended
12. Texas	1938	Not mentioned
13. Virginia	1937	Suggested

The Texas course of study recommends that:

"The classroom should be a laboratory with ample working space where sufficient materials are readily available.

"Methods and procedures should include pupil activities of the problem-solving variety that are self-organized and self-executed under skillful teacher guidance. Under no circumstances should the procedure be allowed to degenerate into the mere conveying of information through recitation."¹²

It is evident that these two courses of study use the unit plan in teaching Elementary Business Training and utilize supplementary materials, including some workbook features.

The Goodrich Questionnaire Report. T. V. Goodrich revealed the opinions of 232 users of workbooks with a questionnaire report, "Is the Workbook

¹¹ Los Angeles Course of Study, p. 4., Commercial Education Section.

¹² Texas Course of Study, p. 3.

a Necessity or a Luxury?" According to opinions of the users of workbooks in this study, this device of teaching is not an absolute necessity, but is valuable when carefully selected and properly administered.

According to Goodrich, the chief values of workbooks are:

1. The amount and character of drill material supplied.
2. Adaptation to individual instruction.
3. Advantage in making assignments.
4. Saving of teacher's and pupils' time.
5. Use as supplementary material.
6. Various favorable pupil reactions.
7. Special value to new, weak, or overworked teacher.
8. Definite objectives for pupils to work toward.
9. Motivate by giving pupil opportunity to preserve work and improve own record.
10. Develop thoroughness, exactness, and ability to organize.

The weaknesses of workbooks are as follows:

1. Formal or trivial character of some of the material.
2. Unsatisfactory organization, the two chief points of attack being poor gradation and nonconformance with certain texts or courses of study and more or less general objections related to teacher or pupil reactions.
3. Lack of flexibility.
4. Lack of extra units for bright children.
5. Lack of continuous and related maintenance program.
6. Faulty analysis of processes.
7. Attention to unrelated facts, rather than concentration on organized information or fundamental principles.

In addition to this list of weaknesses, the chief objection to its use was found to be the cost, which is usually considered too high. And, too, it is generally believed that it has a tendency to make the

teacher lazy because she relies on the workbook too much. Goodrich says that, "It is, however, a tool that makes it possible for the skilled workman to do a piece of work."¹³

The Kulp Experiment. Another study which has been made in this field is an experiment in the fourth grades of the Ithaca, New York, Public Schools. C. L. Kulp, Superintendent of Schools, Ithaca, New York, says that,

"The purpose of this study is to accurately determine which of two types of drill material is most effective in developing skill in Arithmetic computation as measured by the public School Achievement Tests."¹⁴

He divided the pupils into two sections which were known as "Type A" with one kind of material, and "Type B" with a different selection of material. He handled the procedures and the results of the experiment so that

"Type A' material consists of a Student's Record and Practice Pad, with complete directions for the use of the pad and for a record of scores made on the tests . . . The scores, based upon the number of examples correct, are recorded daily upon the pupil's pad.

"Type B' material consists of a pad of test and practice sheets, and score cards which show progress by means of a graph of test results . . . The tests given at frequent intervals are diagnosed, pointing the way to remedial instruction."¹⁵

"The results of this experiment indicate that practically all fourth B grades were below the median for cities the size of Ithaca, New York."

It is suggested that an earlier introduction of practice material or workbook drill be given. This study also showed that practice in arithmetic reasoning through the medium of practice pads, which in a measure is workbook material, is useful in promoting this ability; "B" type material provides this.

13 T. V. Goodrich, "Is the Workbook a Necessity or a Luxury?" The School Executives Magazine, November, 1931, pp. 359-361.

14 C. L. Kulp, "A Study of the Relative Effectiveness of Two Types of Standard Arithmetic Practice Materials," Journal of Educational Research, December, 1930, pp. 381-87.

15 Ibid., pp. 381-87.

The Hurd Experiment. In 1930-1931, A. W. Hurd conducted experiments using control and experimental groups in fourteen high schools. The purpose of Hurd's study was to compare a conventional, textbook-recitation plan of instruction in high school physics with a special work sheet plan. Objective tests were used to measure pupil achievement. The same teacher taught all classes in the same school.

The work sheet plan was favored in ten schools while the textbook-recitation plan was favored in four schools. Hurd says that, "It is evident that the work sheet plan is valuable and preferable to the textbook-recitation plan."¹⁶

The Adams Analysis. Another study made in this field is An Analysis of Algebra Workbooks, in which Imogene Adams examined the contents of nine algebra workbooks to determine the amount of drill material included under various topics recommended for a first year course. Adams says: "Certain phases of the subject having peculiar social utility--the graph, the formula, and the equation--received attention in the workbooks."¹⁷

The chief aims of the nine first-year algebra workbooks are:

1. To measure pupil achievement.
2. To furnish drill materials.
3. To supplement the text.
4. Care for individual differences.
5. Record teacher's progress.
6. Furnish time limit.
7. Diagnose pupil weaknesses.

¹⁶ A. W. Hurd, "The textbook Versus Work Sheets in Instruction," Education Administration and Supervision, December, 1931, p. 663.

¹⁷ Imogene Adams, "An Analysis of Algebra Workbooks," Journal of Educational Research, May, 1933, pp. 116-131.

8. Conserve pupil and teacher time.
9. Develop accuracy.
10. Stimulate interest.
11. Correct difficulty of pupil.
12. Provide material for class period.
13. Furnish reviews.¹⁸

There were eight other aims which Adams did not list because they were considered as minor aims, and because the authors did not all place the same stress on each aim. Adams says that

"workbooks rightly used, seem to have a legitimate place in algebra instruction. This use, however, will vary with the individual teacher and class. Wrongly or unskillfully used, they represent simply another educational nostrum, the use which may do more harm than good."¹⁹

18. Ibid., pp. 116-131.

19 Ibid.

CHAPTER II

THE DEVELOPMENT OF A SCORE CARD FOR ELEMENTARY BUSINESS TRAINING WORKBOOKS

Different techniques may be used in preparing a score card to rate books. The technique used in this study is known as the "jury technique," described as follows:

"An investigator secures the cooperation of a number of persons, referred to as 'judges,' who rank or rate in some other way the objects with which he is concerned. The process is commonly referred to as the 'jury technique,' since it involves the pooled judgments of a number of persons."¹

The items considered essential or desirable in the combined judgments of the jury are used as the basic features of a score card.

The score card developed in this study has a total of 1000 points apportioned to four main divisions according to their judged importance. Each division is broken down into several items with the number of points for each item indicated. The usual procedure is for the members of the jury to assign weights to each of several items according to some suggested scale.

Following a survey of the literature, a careful analysis was made of the eight workbooks—all that have been published as far as could be determined. These workbooks are as follows:

1. John M. Brewer, Floyd Hurlbut, and Juvenila Caseman, Workbook for Elements of Business Training, Ginn and Company, Boston, 1935.
2. Ernest H. Crabbe and Clay D. Slinker, Workbook for General Business, South-Western Publishing Company, Cincinnati, 1936.
3. Max B. Greenstein and Henry Smithline, Student's Workbook, Lyons & Carnahan, Chicago, 1936.

1 Good, Barr, and Scates, op. cit., p. 413.

4. Lloyd L. Jones, *Everyday Problems in Our Business Life*, The Gregg Publishing Company, New York, 1936.

5. John G. Kirk, Harold B. Buckley, and Mary A. Woesche, *Introduction to Business Workbook*, The John C. Winston Company, Philadelphia, 1935.

6. Frederick G. Nichols, *Workbook in Junior Business Training for Economic Living*, American Book Company, Cincinnati, 1936.

7. Clinton A. Reed, and V. James Morgan, *Business Workbook*, Allyn and Bacon, New York, 1936.

8. A. B. Zuffavern and Martin L. Pearson, *The Pilot*, The H. M. Rowe Company, Chicago, 1935.

A two-fold compilation of materials included in the workbooks was made; first, a comparative analysis of the content was made as shown in Table II; and second, an analysis of the stated aims and objectives as shown in Table III.

CONTENT AND MATERIALS OF WORKBOOKS

Table II shows, in order of frequency, the inclusion of various materials in the eight workbooks used in this study. This tabulation is made in accordance with items included in the proposed course of study for Oklahoma highschools in the course entitled, *Everyday Business*, the equivalent of *Elementary Business Training* as used in this study. Only one feature, budget keeping, was included in all of the eight workbooks; seven of the eight workbooks included exercises, problems, and/or materials on the following topics: filing, other records, mail, buying, selling, personal traits and attitudes, banking, life insurance, legal relationships, and occupations. The omission of these ten items was in a single workbook, the organization and content of which differed materially from the other workbooks. If this workbook were excluded, 11 topics would have included in all.

Six of the eight workbooks contained exercises, problems, and/or

TABLE II
 Content and Materials of Eight Elementary Business
 Training Workbooks

Content	Frequency
Budget Keeping	8
Filing	7
Other Records	7
Mail	7
Buying	7
Selling	7
Personal traits and attitudes	7
Banking	7
Life Insurance	7
Legal Relationships	7
Occupations	7
Thrift and planning	6
Telephone	6
Telegraph	6
Letter Writing	6
Freight	6
Mail (parcel post)	6
Express	6
Train	6
Bus	6
Auto	6
Property Insurance	6
Choosing a job	6
Applying for a position	6
Vocabulary study	6
Borrowing and lending money	5
Investing money	5
Business organization	5
Money Orders	5
Guidance	5
Safety in travel	4
Other means of travel	4
Testing	4
Review Project	3
Business activities in school	3
Advertising	2
Taxes	2

TABLE III

States Objectives of Eight Elementary Business
Training Workbooks

Stated Objectives	Frequency
To provide for pupil activity	6
To make provision for individual problems	6
To provide business forms	6
To motivate pupils to increased learning activity	5
To help the teacher with additional aids	5
To provide for individual instruction	5
To eliminate waste of teacher and pupil time	5
To give opportunity for penmanship practice	5
To give directions for pupil activities	4
To provide for class discussion	4
To develop the ability to do accurate, neat work	4
To provide check-sheets	4
To supplement the text	3
To provide research projects (community and library)	3
To provide for review activities	3
To provide problems for personal use	3
To develop reasoning, honesty, and carefulness	3
To provide exploratory activities	2
To test ability to follow directions	2
To aid in guidance	2
To provide correlated arithmetic problems	2
To provide a study guide	1
To provide a record of scores for each study	1
To form correct habits of study	1
To provide daily work	1
To aid in skill building	1

other materials on 14 additional topics. Thus, three-fourths of the workbooks were essentially similar in their content and materials. Frequency of other topics may be seen in the table. No listing was attempted for topics contained in a single workbook.

STATED OBJECTIVES

The stated objectives of the eight workbooks, ranged in order of their frequency, are shown in Table III. No single objective was listed in all eight workbooks. Six of the eight workbooks agree on the following three objectives:

1. To provide for pupil activity
2. To make provision for individual problems
3. To provide business forms

Five workbooks agree on the following aims:

1. To give opportunity for penmanship practice
2. To eliminate waste of teacher and pupil time
3. To provide for individual instruction
4. To help the teacher with additional aids
5. To motivate pupils to increased learning activity

The other objectives are listed by half or fewer of the workbooks as indicated in the table.

PREPARATION OF PRELIMINARY ITEMS

In preparing the check list for submission to the jury, the data secured from the analysis of workbook content and workbook objectives, together with the experience of others in the preparation of textbook score cards in other fields, was considered. A list of seventy-nine items was compiled to include every possible feature, desirable or

and improvement. A copy of the questionnaire as finally sent to the jury is shown as Form I.

SELECTION OF THE JURY

On the assumption that, in the absence of objective data, experienced teachers of Elementary Business Training who had used workbook materials would know what features in a workbook are of greatest importance, a jury of such teachers was selected. The publishers of the eight workbooks were informed of the project and each was requested to suggest five experienced teachers of Elementary Business Training who, in their judgment, would be qualified to serve as a member of the jury. It was assumed that the publishers or, in some cases, the authors themselves to whom the requests were referred would not recommend teachers who were not successful in the use of their materials, and who would therefore be properly qualified as specialists. Only six of the authors or publishers replied and made recommendations. Letters were sent to each of the thirty teachers recommended, explaining the project and requesting their cooperation. Twenty-five agreed to serve as members of the jury.

The questionnaire was then sent to each of these twenty-five teachers. Twenty returned it. All replies were usable and checked in accordance with the instructions. Few additions were made to the original list of fifty features.

TABULATIONS OF JUDGMENTS OF THE JURY

Of the twenty replies to the questionnaire which were received, all were usable and every item on every questionnaire was rated in accordance with directions. Only four items in addition to those listed on the

undesirable, which have been or may be included in a workbook. This list was later condensed to fifty by combining similar items.

These fifty items were then classified into four main divisions as follows;

- I. Format and Mechanical Features
- II. Organization, Content, and Materials
- III. Provision for Individual Differences
- IV. Reviewing and Testing

Provision was made for a questionnaire so that members of the jury could indicate whether each of these fifty items was, in their judgment and from their own experience with workbooks, essential, desirable, of little or no value, or undesirable. In order to provide for the weighting of the several items, as well as for the designation of their desirability, provision was made for members of the jury to rate the several features on the blank with regard to the degree of desirability. For example, if a given feature was believed to be essential, the juror was asked to designate the degree to which it was essential by writing in the number 7, 8, or 9; 9 being high. Similarly, the degree of desirability was designated by numbers 4, 5, or 6. If an item was deemed to be of little or no value its rating was determined by numbers 1, 2, or 3. If an item was believed to be undesirable for workbook purposes, it was rated zero. Instructions were given that no items be checked in more than one column.

In addition to the fifty items listed, provision was made for members of the jury to include any additional features which they believed should be in a workbook. Before the questionnaire was sent to members of the jury, it was submitted to three persons for approval, suggestion,

questionnaire were suggested. These were similar to items already listed on the questionnaire.

The next step then, was to request the members of the jury to weight, on the basis of 100 points, the relative importance of the four main divisions. This procedure is at variance with the procedure that some other compilers of score cards have followed. Often the main divisions are rated first.² The main divisions were rated last in this study because of some apparent over-lapping between features included in the several groups. An opportunity was given members of the jury to express themselves in regard to classification. No suggested changes were made.

It was believed that a more intelligent weighting of the main divisions would be made if the items included in each division were definitely known. Of the 20 requests which were sent out for weighting the main divisions, 18 were returned. These were averaged, and it was found that the jury had decided that the weights of the main divisions should be as follows: (on the basis of 1000 points)

Format and Mechanical Features	139 points
Organization, Content, and Materials	500 points
Provision for Individual Differences	179 points
Provision for Reviewing and Testing	<u>182 points</u>
	1000 points

The mean raw score for each feature was then computed by multiplying the number of individual judgments, which gave each feature the same numerical rating, and dividing the sum by the number of judgments—twenty.

² Ibid.

This procedure may be illustrated as follows:

FORM II

Total Score for Workbook Feature "Directions In Use Of
Workbook As a Whole" and the Average Degree of
Desirability Weighting

Feature	Essential:	Desirable:	Little or:	Undesir-:	Wt.:
	:	:	no value:	able :	Ave:
Directions in use of	9, 8, 7 :	6, 5, 4 :	3, 2, 1 :	0 :	:
Workbook as a Whole	: : : :	: : : :	: : : :	: : : :	: : : :
	: 4: 2:2 :	3: 1: 3 :	2: 1: 1 :	1 :	5.5 :
	: : : :	: : : :	: : : :	: : : :	: : : :

Four jurors listed this feature as essential with a rating of 9; two indicated it to be essential with a rating of 8; two still considered the feature essential but gave it a rating of 7. Similarly, three jurors believed this feature to be desirable and gave it a rating of 6; one gave it a rating of 5; three, believing the feature to be desirable, gave it a rating of 4; two thought the feature was of little or no value, and gave it a rating of 3; one each gave a rating of 2 or 1. One juror believed this feature to be undesirable. The weighted average of these judgments was 5.5. Similar procedure was followed in securing the mean weighted score of each item. The details of these data are shown in the appendix.

It was arbitrarily decided to exclude all features with a mean rating of less than 4; that is, those items, the mean weight of which, indicated they were undesirable or of little or no value. Only four such features were excluded on this basis: Punched note book holes; Extra blank paper; No correlation with textbook; and Statement of problems makes reference to textbook unnecessary. The score card as completed, therefore,

contains only 46 items. The weighted means of the several features are shown in Form III.

The next step in the preparation of the score card was to determine the relative weight of each of the several items in relation to the total points allotted by the jury to each of the main divisions. This was done in accordance with the following formula:

$$\frac{MW_f}{\sum MW_D} \cdot MPD \quad (M = \text{Mean, } W = \text{Weight, } f = \text{Feature, } P = \text{Points, } D = \text{Main Division})$$

Substituting the figures of the illustration on page 23 to show the operation of this formula it would appear as follows:

$$\frac{5.5}{118.3} \times 500 = 23.35.$$

The weighted average for feature number 3 in Main Division II was 5.5; the sum of the weighted averages in Group II was 118.3; the points allotted to Main Division II by the jury was 500. Thus the number of points allotted to feature number 3 is 23.35.

Form III shows the completed score card with the perfect score allotted by the jury in accordance with the procedure developed for each main division and each feature in each main division.

SUMMARY AND CONCLUSIONS

Compilation was made of all features which appeared in Elementary Business Training workbooks and other desirable features as determined from an extensive survey of literature, in order to develop a preliminary questionnaire to be used as a basis for developing the score card for the evaluation of Elementary Business Training workbooks.

FORM III
SCORE CARD FOR RATING ELEMENTARY BUSINESS
TRAINING WORKBOOKS

Directions for the use of the score card:

A separate score card should be used for each workbook. Each workbook is to be rated on the basis of a perfect score listed in the column headed perfect score. If in the judgment of the rater this particular feature could not be improved upon or is as near perfect as conditions will permit, the item should be given a perfect score. If the feature is entirely missing in the workbook or is included in such a way as would be detrimental to the learning activity of the pupil, the item should be rated zero. Any other score between the two extremes of zero and perfect may be allotted to each feature in accordance with the judgment and experience of the rater. When the rating is completed, the scores should be added to find the total for the workbook, for each section, and for workbook as a whole.

<u>FEATURES</u>	<u>PERFECT SCORE</u>	<u>SCORE ALLOWED</u>
<u>I. Format and Mechanical Features</u>		
1. Recency of publication	14	---
2. Table of contents	10	---
3. Good quality of unglazed paper that takes ink well	14	---
4. Clear, readable type	17	---
5. Printed on one side of paper only	10	---
6. Opens flat	18	---
7. Perforated sheets	11	---
8. Provision for name and date on each exercise	18	---
9. Time saving devices for teacher and pupil	15	---
10. Envelope in which to file pages	11	---
11. Impressiveness of the make-up of the workbook as a whole	<u>11</u>	---
TOTAL	139	---

II. <u>Organization, Content, and Materials</u>	Perfect Score	Score Allowed
1. Exercises arranged and numbered to correlate with the text	27	—
2. Directions in use of workbooks as a whole	25	—
3. Complete instructions for each exercise	31	—
4. Exercises in accord with present experiences of the pupils	24	—
5. Additional problems other than those in text	27	—
6. Thought and discussion, as well as objective questions	26	—
7. Variation of exercises to avoid repetition	28	—
8. Adequate and proper drill work	29	—
9. Provision for class and group work as well as individual work	28	—
10. Realistic business forms	34	—
11. Exploratory and pre-test materials	27	—
12. Recognition and use types of vocabulary study	26	—
13. Plans for business trips and check lists	21	—
14. Devices for Motivation of legible handwriting	27	—
15. Application of one principle at a time	23	—
16. Encourages neatness	32	—
17. Emphasis on social as well as individualistic values	30	—
18. Workbook understandable to high school pupils	35	—
Total	500	

<u>III. Provision for Individual Differences</u>	Perfect Score	Score Allowed
1. Individual progress charts	18	—
2. Suggestions for study	19	—
3. Problems on varying (A,B,C) levels of achievement	18	—
4. Personality blanks for self-analysis	17	—
5. Periodic personality check lists	16	—
6. Functional guidance activities	17	—
7. Inclusion of new experience other than those in the book	18	—
8. Provision for student initiative	23	—
9. Error analysis of fundamental processes	18	—
10. Selected references in addition	<u>15</u>	—
Total	179	

IV. Reviewing and Testing

1. Self-administering tests	20	—
2. Follow-up exercises after testing	24	—
3. Encouragement of and emphasis on cor- rect spelling and grammatical con- struction	28	—
4. Arithmetical application of ma- terials	26	—
5. Opportunity to use and develop judgment	28	—

6. Exercises requiring knowledge gained from class discussions	29	—
7. Summarizing problems which cover several units	<u>27</u>	—
Total	182	

V. Total

1000 points

The 79 different items were condensed into 50 and classified under four main headings such as:

- I. Four Mechanical Features
- II. Organization, Content, and Materials
- III. Provisions for Individual Differences
- IV. Provisions for Reviewing and Testing

This tentative questionnaire was submitted to three people for refinement, suggestion, and preliminary use. The suggestions made were followed and the questionnaire was revised and sent to a jury of 20 teachers, experienced in the use of workbooks, which had been selected on the recommendation of six publishers and authors of Elementary Business Training workbooks.

Members of the jury were asked to rate the 50 items in the questionnaire numerically according to their judgment as to whether each of the items was essential, desirable, of little or no value, or undesirable for workbook purposes.

Members of the jury were also asked to rate the four main divisions on the basis of 100 points each. The mean number of points (on the basis of 1000 points) as rated by the jury:

I. Four Mechanical Features	139 points
II. Organization, Content, and Materials	500 points
III. Provision for Individual Differences	179 points
IV. Provision for Reviewing and Testing	182 points
Total	1000 points

A weighted mean was then computed for each of the 50 features included in the questionnaire. Four of these features were found to be undesirable or of little or no value in accordance with these weighted

averages. These four items were then discarded and the score card was finally developed containing 46 items. The number of points, on the basis of a total of 1000, to be allotted to each of the 46 features was then computed according to the following formula:

$$\frac{MP_f}{\sum MP_D} \cdot MP_D \quad \begin{array}{l} (M = \text{Mean, } W = \text{Weight, } f = \text{Feature,} \\ P = \text{Points, } D = \text{Main Division}) \end{array}$$

With the addition of directions as to how to use the score card, it was completed showing the perfect score for each of the 46 features and each of the four main divisions.

The application of the score card to the eight workbooks is shown in the next chapter.

CHAPTER III

APPLICATION OF THE SCORE CARD

The purpose of this chapter is to apply the score card developed in Chapter II to the rating of the eight workbooks in Elementary Business Training. The rating was done jointly by a committee of three experienced commercial teachers, none of whom had used any of the workbooks rated. It was believed that this type of committee would not show a biased opinion toward any single workbook, and that the judgments consequently would be more objective. The rating was done by the committee as a whole and the score given each feature in each workbook is a joint score arrived at by discussion and joint consideration.

The workbooks were rated one at a time on all 46 features. The individual workbook ratings may be found in the appendix.

FORMAT AND MECHANICAL FEATURES

The comparative rating on the format and mechanical features of the workbooks is shown in Table IV. It should be noted that the workbooks are coded. The first column shows the perfect score for a feature.

Feature 1, Recency of Publication, was given the maximum score of 14. Five of the workbooks were considered perfect in this respect. The other three were given ratings of 12 points each. The criterion of recency of publication is within the last two years. Two points were deducted from the perfect score for each year under the two-year period.

A perfect score for Table of Contents was ten points. Workbook G had no table of contents, and consequently was rated zero; four workbooks had contents which the rating committee deemed a perfect score.

TABLE IV
Rating of Eight Workbooks on the Format and
Mechanical Features

Workbook Features	Pos- sible	Workbook Scores							
		A	B	C	D	E	F	G	H
1. Recency of publication	14	12	14	14	12	14	14	14	12
2. Table of contents	10	10	10	10	8	8	10	0	9
3. Good quality of unglazed paper	14	14	14	14	14	14	14	14	14
4. Clear, readable type	17	17	17	17	17	17	17	17	17
5. Printed on one side of paper only	10	0	0	2	4	5	10	5	6
6. Opens flat	13	5	5	10	7	5	8	5	5
7. Perforated sheets	11	11	11	11	11	11	11	11	11
8. Provision for name and date of each exercise	13	13	13	13	13	13	13	7	13
9. Time saving devices for teacher and pupil	15	12	12	12	12	12	10	10	10
10. Envelope in which to file pages	11	0	0	0	0	0	0	0	0
11. Impressiveness of the make-up of the workbook as a whole	11	11	9	19	10	9	16	10	9
Totals	139	105	105	112	108	113	113	93	106

JAN 12 1939

All workbooks were given perfect scores of 14 on the third feature, Good Quality of Unglazed Paper. In the committee's judgment, there was no difference in the quality of paper used.

Likewise, perfect scores of 17 were given all workbooks on the feature, Clear, Readable Type.

The maximum score of ten points on the feature, Printed on One Side of the Page Only, was, in the opinion of the committee, attained by only one workbook, Workbook F. Workbooks A and B were given zero points. Some workbooks were printed partially on one side and partially on both sides of the paper, and it was the judgment of the committee that scores should be allotted to such workbooks in proportion to the degree to which they met the criterion. No workbook was constructed so that it Open(ed) Flat. With a perfect score of 13 points, the rating of the workbooks varies from five points, given five workbooks, to ten points, given workbook C, which most nearly met the standard.

Without exception, all workbooks had Perforated Sheets, and were given the total possible score of 11 points.

With the exception of workbook G, all workbooks made Provision for the Name and Date on Each Exercise and were given perfect scores of 13 points.

Although judged essential by the jury and given a maximum of 15 points, not a single workbook, in the opinion of the committee, deserved this score on feature 9, Time Saving Devices for Teacher and Pupil Time. Five workbooks were given scores of 12. Three were given scores of ten on this essential feature.

Feature 10, Envelope in Which to File Pages, given a possible score of 11 points by the jury, was entirely absent in all workbooks. The rating

therefore was zero.

The final feature, Impressiveness of Make-up of the Workbook as a Whole, was allotted a maximum of 11 points. All but one workbook was rated satisfactory in this respect; however only one workbook, A, was given a perfect score.

A perfect score for Format and Mechanical Features is 139 points. The maximum scores secured were 113 by workbooks E and F. Workbook C has 112 points. The poorest scores totaled 93 and 94 by workbooks G and D, respectively.

ORGANIZATION, CONTENT, AND MATERIALS

The ratings of the 18 features included under Organization, Content, and Materials are shown in Table V.

The first feature, Exercises Arranged and Numbered to Correlate with the Text, was given a maximum score of 27 points. Only workbooks D and H were not perfectly correlated, in the judgment of the committee. The other six workbooks were given perfect scores.

A perfect score on Directions in Use of Workbook as a Whole was 25 points. The rating committee could see but little difference in seven of the workbooks with respect to this feature, giving all except workbook A scores of 20. Workbook A was rated slightly superior to the other workbooks in this feature.

All workbooks were satisfactory, but not perfect in the third feature, Complete Instructions for Each Exercise. A perfect score was 31, but the points given each workbook varied from 25 to 28, thus indicating that there was no essential difference in the workbooks with respect to this feature.

Exercises in Accord with Present Experiences of the Pupils, rated high in most of the workbooks. With a maximum score of 24 points, the ratings of the several workbooks varied from 18 to 21 with half of the workbooks being rated 20.

All but workbook F rated high in the fifth feature, Additional Problems Other Than Those in the text. Workbook A was given a perfect score of 27 points in this feature, and all of the other workbooks with the exception of workbook F were given scores of 25 or 26.

Workbook A was rated the maximum score of 26 points on the sixth feature, Thought and Discussion as well as Objective Questions. Workbook D was second with a score of 22. All of the other workbooks were given scores of 20.

Workbook A also deserved, in the judgment of the committee, a perfect score of 28 in the seventh feature, Variation of Exercises to Avoid Repetition. There was little to choose between any of the workbooks, however, as the scores varied only from 25 to 27 points.

No workbook deserved the maximum score of 29 points in eighth feature, Adequate and Proper Drill Work; the high score of 27 points was given workbook B, although, with the exception of workbook F with a score of 20 points, the other workbooks were only two or three points below workbook B.

Workbook G received a perfect score of 28 points in its Provision for Class and Group Work as well as for Individual Work. Three workbooks, B, C, and H were given the low scores of 22 points.

According to the committee, improvement needs to be made in all workbooks in the matter of providing more Realistic Business Forms. With a

TABLE IV
Rating of Eight Workbooks on the Organization,
Content, and Materials

Workbook Features	Pos- sible	Workbook				Scores				
		A	B	C	D	E	F	G	H	
1. Exercises arranged and numbered to correlate with the text	27	27	27	27	25	27	27	27	25	
2. Directions in use of workbook as a whole	25	22	20	20	20	20	20	20	20	
3. Complete instructions for each exercise	31	27	28	25	28	27	25	26	26	
4. Exercises in accord with present experiences of the pupils	24	20	20	21	19	18	20	20	18	
5. Additional problems other than those in text	27	27	25	25	26	25	20	25	25	
6. Thought and discussion, as well as objective questions	26	26	20	20	22	20	20	20	20	
7. Variation of exercises to avoid repetition	28	28	27	25	25	25	25	26	25	
8. Adequate and proper drill work	29	25	27	24	25	25	20	26	25	
9. Provision for class and group work as well as individual work	28	25	22	22	25	24	25	28	22	
10. Realistic business forms	34	25	30	25	30	28	25	30	28	
11. Exploratory and pre-test materials	27	20	25	20	25	22	22	20	20	
12. Recognition and use types of vocabulary check lists	26	20	15	20	0	25	0	20	22	
13. Plans for business trips and check lists	26	20	15	20	0	23	0	20	22	
14. Devices for motivating legible handwriting	27	0	0	10	24	22	20	5	0	
15. Application of one principle at a time	23	23	20	20	20	20	20	20	20	

TABLE V (Continued)

Workbook Features	Pos- sible	Workbook				Scores			
		A	B	C	D	E	F	G	H
16. Encourages neatness	32	25	30	30	0	28	28	10	20
17. Emphasis on social as well as individualistic values	30	30	28	25	25	27	20	20	25
19. Workbook understandable to high school pupils	35	25	33	35	33	30	30	35	35
Totals	500	395	407	394	372	426	367	378	378

possible score of 34, three workbooks B, D, and G shared high score of 30 points. Low score of 25 was given workbooks A, C, and F.

With respect to Explanatory and Pre-Test Materials, workbooks B, and D with scores of 25 points came closest to the maximum of 27. The least satisfactory workbooks in this respect were A, C, G, and H with low scores of 20 points.

The rating on Recognition and Use Types of Vocabulary Check Lists was erratic. Two workbooks, D and F lacked this feature entirely. A high score was given to workbook E with 23 points out of a possible 26.

The least satisfactory feature in this entire division was Provision for Plans and Check Lists for Business Trips. Only two workbooks, B and E, made any provision whatsoever for this feature. They were rated ten and 15 points, respectively, out of a possible 21 points.

Three workbooks, A, D, and H, made no provision for the 14th feature, Devices for Motivating Legible Handwriting; scores of workbooks G and C were five and ten points, respectively. The highest score was given to workbook D which received 24 out of a maximum of 27 points.

Workbook A received a perfect score of 23 for Application of One Principle at a Time. The other workbooks were all listed at 20 points.

For the feature, Encouraging Neatness, no workbook received the maximum score of 32 points. Workbooks B and C each received 30 points. This feature was entirely lacking in workbook D, and workbook G was allotted only 10 points.

In the feature, Emphasis on Social as well as Individualistic Values, workbook A was worth, in the judgment of the committee, the perfect score of 50 points. The other workbooks ranged downward to a low of 20 points which was given workbooks F and G.

Workbooks C, G, and H could not be improved upon, in the committee's judgment, as far as being Understandable to High School Pupils. These workbooks secured the maximum of 35 points. The low score of 25 points was given to workbook A.

Workbook E, which did not rate a perfect score nor a zero score in any feature, secured the largest number of points in this main division, 426 out of a possible 500. Its closest competitor for the total score was workbook B with a total of 407 points. Other scores ranged from 395 for workbook A to 367 points for workbook F.

PROVISION FOR INDIVIDUAL DIFFERENCES

The committee ratings of the several works in their Provision for Individual Differences are tabulated in Table VI.

Feature 1, Individual Progress Charts, was allotted a maximum score of 18 points. Workbook D is the only workbook which, according to the rating committee, was entitled to this score. Five workbooks contained no individual progress charts, and hence were rated zero.

TABLE VI
 Rating of Eight Workbooks on the Provision
 for Individual Differences

Workbook Features	Pos- sible	Workbook				Scores			
		A	B	C	D	E	F	G	H
1. Individual progress charts	18	0	0	0	18	12	0	15	0
2. Suggestions for study	19	15	16	10	15	15	16	18	18
3. Problems on varying (A,B,C) levels of achievement	18	15	10	15	15	15	15	15	15
4. Personality blanks for self-analysis	17	15	0	0	17	0	0	0	0
5. Periodic personality check lists	16	15	0	0	16	8	0	0	0
6. Functional guidance activities	17	15	15	12	15	14	5	10	10
7. Inclusion of new experiences other than those in the book	18	18	15	14	15	15	12	15	10
8. Provision for student initiative	23	22	20	20	20	20	20	16	20
9. Error analysis of fundamental processes	18	15	12	15	12	12	14	15	10
10. Selected references in addition to the text	<u>15</u>	<u>0</u>	<u>10</u>	<u>12</u>	<u>10</u>	<u>12</u>	<u>10</u>	<u>0</u>	<u>10</u>
Totals	179	130	98	98	153	123	92	104	93

Nineteen points was the perfect score for feature 2, Suggestions for Study. Although all workbooks contained some study suggestions, no workbook, in the judgment of the committee, deserved a perfect score. Workbooks G and H were rated best of the eight and were given 18 points each. Workbook C, the poorest of the group, was given only ten points.

Table VI indicates that there are ten workbook features on Part III for individual differences. Workbooks A, B, C, F, and H do not have individual progress charts, and workbooks D, E, and G have a variance of 6 points on this feature. Features 2 and 7 have a variance of eight points; features 3 and 9 have a variance of five points, while feature 6 has a variance of nine points, number 8, six points, and number 10, 12 points. Feature 4 has a range from zero to 17 points; feature 5 has a range from zero to 16 points, while feature 10 has a range from zero to 12 points.

Workbook D has the highest score in Table VI with a total of 153 points. Workbook A ranks second with a total of 130 points, and workbook E ranks third with a total of 123 points. Workbooks F, G, and H have a variance of 12 points, and workbooks B and C each has a total score of 98 points.

Seven of the workbooks were judged equal with respect to their provision for Problems of Varying Levels of Achievement, and were given 15 points; the perfect score is 18 points. Workbook B was judged inferior to the other workbooks with respect to this feature.

Only two workbooks contained Personality Blanks for Self Analysis. Workbook D was given a perfect score of 17 points, and workbook A, 15 points.

Five of the workbooks contained no Periodic Personality Check Lists.

Workbook E had such check lists, but was given only 8 points out of a possible 16. Workbook D was given a perfect score, and workbook A, 15 points.

It would seem from the ratings on features 4 and 5 that provision for Personality Analysis and Growth which was deemed by the jury to be desirable is not so considered by the publishers and authors of most workbooks.

With a perfect score of 17 points, Functional Guidance Activities were given satisfactory attention by all workbooks with the exception of workbook F which was given a score of five points. None deserved a perfect score, although three workbooks, A, B, and D were entitled to scores of 15 points.

All workbooks included Activities and Experiences Other Than Those in the Textbook in varying, though satisfactory, degrees. Workbook A was the only one allotted the maximum score of 18 points. Four workbooks were given scores of 15 points. The lowest score was made by workbook H with ten points.

With the exception of workbook G, all workbooks made satisfactory provision for Student Initiative. None, however, deserved a perfect score of 23 points. Workbook A was deemed the best in this respect, and but few differences could be found in the other six workbooks.

All workbooks made some provision for Error Analysis of Fundamental Processes. None deserved, in the judgment of the committee, a perfect score of 18 points, although workbooks A, C, and G were given 15 points, and workbooks D, B, and E were given equal rating on this feature.

Fifteen points was the perfect score for the last feature in this division, Selected References in Addition to the Text. Workbooks A and G

contained no references except to the textbook itself. Workbooks C and F were more satisfactory. The other workbooks were given allotted scores of 12 points each.

Workbook D was rated the highest of all the workbooks with respect to the Provision for Individual Differences. Its score was 153 out of a possible 179 points. This was 23 points higher than workbook A, which was second. Thus it appears that workbook D is clearly superior to the other workbooks with respect to providing for individual pupil differences. Workbooks F and H were rated the lowest with scores of 92 and 93 points respectively. Workbooks B and C tied with 98 points.

REVIEWING AND TESTING

The ratings of the eight workbooks on the division, Reviewing and Testing, is shown in Table VII. In the first feature, Provision for Self Administering Tests, only one workbook, G, was given the maximum score of 20 points. Three other workbooks, C, D, and H, were given scores of 19 points. Low scores in this feature went to workbooks A and B with 14 and 15 points, respectively.

In the judgment of the committee, no workbook deserved the maximum score of 24 on Follow-up Exercises After Testing. All workbooks contained some of this material, the best ones, according to the committee rating, were D and H, with scores of 21 out of a possible 24 points. The least satisfactory workbook in this feature was F, which was given only six points.

According to the committee rating, three workbooks, A, D, and H, made no provision for Encouragement of and Emphasis on Correct Spelling and Grammatical Construction. The best workbook was C, which was given 25 points out of a possible 28. All other workbooks were allotted 20

TABLE VII
 Rating of Eight Workbooks on
 Reviewing and Testing

Workbook Features	Pos- sible	Workbook				Scores			
		A	B	C	D	E	F	G	H
1. Self-administering tests	20	14	17	19	19	17	15	20	19
2. Follow-up exercises after testing	24	16	16	16	21	19	6	16	21
3. Encouragement of and emphasis on correct spelling and grammatical construction	28	0	20	25	0	20	20	20	0
4. Arithmetical application of materials	26	26	22	6	25	24	16	11	22
5. Opportunity to use and develop judgment	28	28	25	25	25	25	25	25	25
6. Exercises requiring knowledge gained from class discussions	29	25	20	20	25	25	25	20	25
7. Summarizing problems which cover several units	<u>27</u>	<u>25</u>	<u>25</u>	<u>20</u>	<u>25</u>	<u>25</u>	<u>20</u>	<u>25</u>	<u>25</u>
Totals	182	109	145	131	140	155	127	137	137

points each.

Workbook A was judged to be as nearly perfect as possible in Arithmetical Application of Materials. It received a perfect score of 26. It was followed closely by workbook D with 25 points. The least satisfactory workbooks with respect to this feature were workbooks F, G, and C, with scores of 16, 11, and six respectively.

All workbooks provided Opportunity to Use and Develop Judgment to a satisfactory degree, according to the rating of the committee; workbook A was given a perfect score, a maximum score of 28 points. No difference was seen in the other workbooks; they were all rated 25 points.

In Exercises Requiring Knowledge Gained from Class Discussions, the committee believed there was room for improvement. It could see no difference in workbooks A, D, E, F, and H in this respect, allotting all five of these workbooks 25 points out of a possible 29.

In the final feature, Summarizing Problems which Cover Several Units, six of the eight workbooks were deemed to be of equal value, and were given 25 out of a possible 27 points. Workbooks C and F were the least satisfactory, and were given 20 points.

With a possible score of 155 out of a possible 182 points, workbook E was deemed to be superior to other workbooks with respect to reviewing and testing. It was followed by workbooks B and D with 145 and 140 points, respectively. Workbook A with 109 points is clearly last in this division, having 18 points less than the next highest workbook.

Eight workbooks in Elementary Business Training were rated by a committee of three commerce teachers using the score card developed in the preceding chapter.

With respect to Format and Mechanical Features, there was not a great deal of variation in the several workbooks. Only 20 points separated workbook G, 93 points, which was the lowest, from workbooks E and F with 113 points, the highest. The next to the lowest workbooks were A and B each with 105 points, being separated from the workbooks with the highest points only by eight points. Thus, with the exception of workbook G, which had 66.9 per cent of the possible points. There was not much difference between the desirability of the workbooks with respect to Mechanical Features.

Workbook E was clearly superior in Organization, Content, and Materials. With a score of 426 points out of the possible 500, its nearest competitor was workbook B with 407 points. Workbook E, which shared first honors with workbook E on Format and Mechanical Features, ranked last in Organization, Content, and Materials with a score of 367 points, 73.4 per cent of the maximum.

In Provision for Individual Differences, workbook D was distinctly superior to all other workbooks. The committee gave this workbook 153 points, 85.5 per cent of the possible 179. Workbook A was second with 130 points, 72.6 per cent. The lowest scores were given to workbooks F and H with 92 and 93 points, respectively, only slightly more than half the possible number of points. In the estimation of the rating committee this division was generally the least satisfactory of any of the divisions.

In Reviewing and Testing, workbook E again ranked highest. It was given 155 points out of the maximum of 182. This was 85.2 per cent of the total. Lowest rating was given workbook A with 109 points, 59.9 per cent of the total, which was clearly the least satisfactory of the workbooks in this respect. The next to the lowest score was given work-

book F with 127 points.

The range in total scores was from 617 points for workbook E down to 699 points for workbook F, a difference of 118 points. Workbook E was 44 points ahead of the workbook second in rank, workbook D, which had 773 points. This was the greatest difference separating any two workbooks ranked consecutively. Thus it would appear that workbook E was clearly superior in the committee's judgment to any of the other workbooks.

Table IX compares the ratings of each main division and shows the final rank and total points of the eight workbooks. Workbook E with 617 points was given first rank. It also ranked first in Organization, Content, and Materials and Reviewing and Testing. It shared first place in Format and Mechanical Features with workbook F. In its Provision for Individual Differences, workbook E ranked third place with 123 points out of a possible 173.

Workbook D with 773 points, 44 points less than workbook E, ranked second. It ranked first place in Provision for Individual Differences with 153 points; third in Format and Mechanical Features; seventh in Organization, Content, and Materials; and third in Reviewing and Testing.

Third in total score was workbook B with 735 points, 13 less than workbook D, 62 points less than workbook E. Workbook B ranked second in Organization, Content and Materials and second in Reviewing and Testing; in the other two main divisions its rank was very near the bottom.

Fourth in rank was workbook A with 739 points. It ranked second in its provision for Individual Differences, although clearly below workbook D which ranked first place. It was last in Reviewing and Testing and next to the last in Format and Mechanical Features.

Workbook C ranked fifth. It was good as workbooks E and F in Format and Mechanical Features, receiving a score of 112, whereas the first rank received only 113 points. It ranked low in its Provision for Individual Differences, and was fourth and sixth, respectively, in Organization, Content, and Materials, and in Reviewing and Testing.

Sixth place was assigned to workbook H. With workbook G it ranked fifth place in Organization, Content, and Materials, and fourth place in Reviewing and Testing. Its rank in Format and Mechanical Features was average, and it was only one point above the lowest score in its Provision for Individual Differences.

With a score of 712, workbook G ranked seventh. It was clearly the least desirable in Format and Mechanical Features, and ranked low in all other respects.

Workbook F was rated last with a total score of 699 points out of a possible 1000 points; although ranking first along with workbook E in Format and Mechanical Features, it ranked last in Organization, Content, and Materials and in its Provision for Individual Differences. It was seventh in Reviewing and Testing. This workbook seemed to be organized on a basis entirely different from the others which may account for its low rating.

Little essential difference could be found in Format and Mechanical Features of all workbooks with the exception of workbook G which omitted two features entirely and was rated very low in three other features.

With respect to Organization, Content, and Materials, workbook E was clearly superior to the other workbooks. As between workbooks D, F, G, and H, there was but little essential difference. All of these workbooks were considered to be less desirable with respect to Organization,

TABLE IX
Total Points for Each Main Division and
for Each Workbook

Workbooks	Division I	Division II	Division III	Division IV	Total Points
MAXIMUM	139	500	179	182	1000
1. Workbook E	113	426	123	155	817
2. Workbook D	108	372	153	140	773
3. Workbook B	105	407	98	145	755
4. Workbook A	105	395	130	109	739
5. Workbook C	112	394	98	131	735
6. Workbook H	106	378	93	137	714
7. Workbook G	93	378	104	137	712
8. Workbook F	113	367	92	127	699

Content, and Materials than the other workbooks.

In its Provision for Individual Differences, workbook D was clearly superior to the other workbooks. There was little to choose between workbooks B, C, F, G, and H in this respect. All of these workbooks ranked relatively low and decidedly lower than either workbooks A or E which ranked second and third, respectively. More features were entirely lacking in this division than in any other division.

With the exception of workbook A, which was rated much below the other workbooks in Reviewing and Testing, all workbooks seemed to be fairly satisfactory. The difference of 26 points between workbook E,

with the top score of 155, and workbook F, seventh in the list with 127 points, indicates that of these seven workbooks one is not decidedly superior in this feature to another.

Summary

The score card developed in Chapter II was applied to eight workbooks in Elementary Business Training. The rating was made by a joint committee of three commercial teachers, inexperienced in teaching Elementary Business Training.

Each of the 46 workbook features included in the score card was considered and discussed by the committee. Division I, Format and Mechanical Features, was applied first, and each of the 11 features was considered and discussed one at a time. A rating was then given each item.

Division II, Organization, Content, and Materials, was considered next. This division consisted of 18 features. Divisions III and IV, Provisions for Individual Differences with ten features and Reviewing and Testing with seven features, were rated in their respective order.

The eight workbooks, A, B, C, D, E, F, G, and H, were rated one at a time with total scores 739, 755, 735, 773, 817, 699, 712, and 714 points, respectively. A separate score card was used for each workbook.

CHAPTER IV

SUMMARY

As far as can be determined there are at present only eight workbooks available for use in Elementary Business Training. These workbooks, together with literature in the field, were analyzed to determine the content, characteristics, and objectives which were included in workbooks, or which were believed to be desirable for such workbooks.

From this preliminary study, a tentative questionnaire was devised and submitted to a committee of teachers in order to determine its clarity and completeness. The questionnaire contained 50 items with a provision for rating each item in accordance with the following scale: essential 7, 3, 9 points; desirable 4, 5, 6 points; of little or no value 1, 2, 3 points; and undesirable 0 points.

The questionnaire was then sent to a jury of 25 teachers of Elementary Business Training, experienced and competent, who had been recommended by publishers and authors of the eight workbooks and who had agreed to serve as members of the jury for determining the relative importance and weight of the items included on the questionnaire. Twenty teachers returned the questionnaire with the values indicated for every item. Very few additional items or changes in wording or arrangement were suggested.

The jury then was asked to determine the relative value of each of four main divisions on the basis of 100 points into which the 50 features had been classified.

- I. Format and Mechanical Features
- II. Organization, Content, and Materials
- III. Provision for Individual Differences
- IV. Reviewing and Testing

Tabulation and computation of the returns from questionnaire resulted in the elimination of four features and in the re-arrangement of none into other divisions. The score card itself was then devised, assigning values to each of the 46 items in accordance with the average weight of each item in relation to the total value of each main division under which the item was classified in accordance with the following formula:

$$\frac{MW_f}{\sum MW_D} \cdot MP_D \quad (M = \text{Mean, } W = \text{Weight, } f = \text{Feature, } P = \text{Points, } D = \text{Main Division})$$

A committee of three teachers, none of whom was a member of the jury applied the score card, which had been devised, to each of the eight workbooks.

With a total possible score of 1000 points, the range was from 817 points for workbook E to 699 for workbook F. Workbook E had 44 points more than workbook D, second in rank, with 773 points. These 44 points were the largest number of points separating the ranking of any two consecutive workbooks. Thus, workbook E seems to be superior to the other workbooks in meeting the criteria set up by the score card. Workbook F was rated last, and workbook G ranked seventh with only 13 more points than workbook F. Workbook E ranked first in three of the four main divisions, only in its Provision for Individual Differences was it not deemed to be the best workbook. It ranked third in this respect. Strangely enough, it shared first place in Format and Mechanical Features with workbook F, which ranked last in Organization, Content, and Materials.

Generally speaking, the workbooks rated relatively higher in Format and Mechanical Features than in any other main division. Only 20 points separated the highest and the lowest ranking workbooks in Format and Mechanical Features. Workbook D was superior to all other workbooks with

respect to its Provisions for Individual Differences. It was rated 153 points out of a possible 179 points. Workbooks F and H were poorest in respect to Individual Differences with total ratings of 92 and 93 points, respectively.

In provision for Reviewing and Testing, most of the workbooks were relatively satisfactory, although workbook A with 109 points was clearly the least desirable in this respect, next to the lowest score.

Thus, it seemed that the best workbook is superior on three of the four main divisions, and that the poorest workbook was lowest in two of the four and next to the lowest in a third division. The differences in total scores of the other six workbooks are negligible, although in certain features there is clearly a difference between them.

The value of this score card lies in providing persons who are desirous of selecting Elementary Business Training workbooks with objective criteria by which to rate the workbooks under consideration. It may be that the values assigned to the various features may not coincide with the objectives of individual teachers or the school. Indeed, the varying importance attached to the features by different members of the jury is indicative of a divergence of opinion on several points. Although the score card apparently includes all important features, as evidenced by the lack of further suggestions from members of the jury, nevertheless it is believed that an objective method of selecting workbook materials is superior to the subjective judgment of a single individual, which is based upon mere examination and observation.

The rating of the several workbooks would undoubtedly have been different if it had been undertaken by a different committee, for the scores assigned to each feature are admittedly subjective, even though

it was a rating arrived at after joint consideration by the members of the committee. Therefore, any teachers desiring to select Elementary Business Training workbooks apply the score card themselves to the workbooks rather than depend upon the rating as reported in this study.

May 13, 1938

Dear _____

I am making an analytical study of workbooks in Junior Business Training which I hope will be helpful to you as well as to others who teach this course. A select group of teachers has been chosen to act as a jury in checking a short questionnaire.

Mr. John G. Kirk, Director of Commercial Education, Philadelphia, has suggested that you, as a teacher of Junior Business Training, would possibly like to profit from this study by serving as a member of the jury.

Should you desire to assist in this study, please sign and return the enclosed card. A copy of the questionnaire will be mailed to you immediately upon receipt of the card.

When I have completed my study, I shall be pleased to send you a report of my findings.

Very truly yours,

Ivy LaCour Moody

May 4, 1938

Dear _____

I am working on a problem from which I hope to determine the status of workbooks in Junior Business Training. I plan to ask a limited number of teachers to act as a jury to help set up a criterion for a score card from which to judge these workbooks.

May I have the names and addresses of five teachers whom you consider successful in teaching Junior Business Training and who use your workbooks?

I am making an analytical study of workbooks and workbook materials and should like to have teachers' opinions of this device of teaching.

Very truly yours,

Ivy LaCour Moody

May 3, 1938

Gentlemen:

I am making an analytical study of workbooks and related materials for use in Junior Business Training. I should like very much to enlist the cooperation of publishers in order to make the study as comprehensive as possible.

May I have sample copies of workbooks and workbook materials which you publish for Junior Business Training, together with descriptive literature or advertising materials used in connection with these publications. These materials will be returned to you at the completion of the study if you wish them returned.

Very truly yours,

Ivy LaCour Moody

JURY

1. Ray Abrams, Maybin School, 153 Calliope Street, New Orleans, La.
2. Mary J. Allen, Jones Junior High School, Ann & Memphis Streets, Philadelphia, Pa.
3. H. J. Beach, Lincoln Junior High School, Dayton, Ohio
4. Sister Bringsjord, Baldwin High School, Baldwin, New York
5. James Burt, High School, Santa Cruz, California
6. Gertrude Collins, Penn Treaty Junior High School, Philadelphia, Pa.
7. Joseph Debrum, High School, Redwood City, California
8. Linnea M. Daniels, Randolph Central School, Randolph, N. Y.
9. Harriet G. Tenkyck, Altamont High School, Altamont, N. Y.
10. Thomas E. Fitz-Hugh, Holmes High School, Covington, Ky.
11. Frances Freeman, Elm Street, Stillwater, Oklahoma
12. W. M. Gates, High School, Phoenix, Arizona
13. Vineta Hollaway, Babylon High School, Babylon, N. Y.
14. Lillian N. Horne, John Marshall High School, Cleveland, Ohio
15. Fred Kane, Harding Junior High School, Philadelphia, Pa.
16. Edna Kellers, Irving Junior High School, Salt Lake City, Utah
17. Nellie E. Mulligan, Salem High School, Salem, Massachusetts
18. Lucy E. Rider, Oley Junior High School, Huntington, W. Va.
19. Earnest Shear, FitzSimons Junior High School, Philadelphia, Pa.
20. George L. Taylor, Harrison High School, Harrison, N. Y.

RATING COMMITTEE

1. Ivy LaCour Moody, 415 Duck Street, Stillwater, Oklahoma
2. John W. Rodgers, Hugo, Oklahoma
3. Lillie Sprague, Texarkana, Texas

July 15, 1938

Dear _____

In the construction of the score card for rating Elementary Business Training workbooks, it seems advisable to secure the judgment of the jury concerning the relative value of the four main divisions of the score card.

Will you please, by return mail, indicate on the attached card your rating? Use a total of 100 points, and indicate the value, in your judgment, which should be assigned to each of the sections.

Sincerely yours

Ivy LaCour Moody

1/15/38	Value
1. Format and Mechanical Features	_____
2. Organization, Content, and Materials	_____
3. Provisions for Individual Differences	_____
4. Reviewing and Testing	_____
Total	100 points

(Signed) _____

WEIGHTED AVERAGE FOR EACH FEATURE OF THE WORKBOOK

Features	Weighted Average
1. Format and Mechanical Features:	
1. Recency of Publication	7.2
2. Table of Contents	5.1
3. Good quality of unglazed paper that takes ink well	7.2
4. Clear, readable type	8.5
5. Printed on one side of paper only	5.2
6. Opens flat	6.5
7. Perforated sheets	6.1
8. Punched notebook holes	3.8
9. Provision for name and date on each exercise	6.5
10. Time saving devices for teacher and pupil	7.7
11. Extra blank paper	3.8
12. Envelope in which to file papers	5.5
13. Impressiveness of the make-up of the workbook as a whole	
Total	71.4
2. Organization, Content, and Materials:	
1. Exercises arranged and numbered to correlate with the text	6.8
2. No correlation with text book	0.4
3. Directions in use of workbook as a whole	5.5
4. Complete instructions for each exercise	7.2
5. Statement of problems makes reference to textbook unnecessary	3.5
6. Exercises in accordance with present experiences of the pupils	5.6

Features	Weighted Average
7. Additional problems other than those in text	6.4
8. Thought and discussion, as well as objective, questions	6.9
9. Variation of exercises to avoid repetition	6.6
10. Adequate and proper drill work	6.9
11. Provision for class and group work as well as individual work	6.6
12. Realistic business forms	8.1
13. Exploratory and pre-test materials	6.2
14. Recognition and use types of vocabulary study	6.1
15. Plans for business trips and vocabulary check lists	4.7
16. Devices for motivating legible handwriting	6.1
17. Application of one principle at a time	5.4
18. Encourage neatness	7.5
19. Emphasis on social as well as individualistic records	7.2
20. Workbook understandable to high school pupils	8.5
Total	118.3
 3. Provision for Individual Differences:	
1. Individual progress charts	5.5
2. Suggestions for study	5.8
3. Problems on varying (A, B, C) levels of achievement	5.7
4. Personality blanks for self-analysis	5.3
5. Periodic personality check lists	5.0
6. Functional guidance activities	5.4
7. Inclusion of new experience other than those in the workbook	5.7
8. Provision for student initiative	6.7

<u>Features</u>	<u>Weighted Average</u>
9. Error analysis of fundamental processes	5.6
10. Selected references in addition to the text	4.7
Total	55.4
4. Reviewing and Testing:	
1. Self-administering tests	5.2
2. Follow-up exercises after testing	6.1
3. Encouragement of and emphasis on correct spelling and grammatical construction	7.1
4. Arithmetical application of materials	6.6
5. Opportunity to use and develop judgment	7.2
6. Exercises requiring knowledge gained from class discussions	7.1
7. Summarizing problems which cover several units	6.9
Total	46.2

Following is a list of items and characteristics found in Elementary Business Training Workbooks. You are requested to note in the designated column whether you consider each of these items as essential, desirable, of little value, or undesirable in such workbooks. The degree of desirability, etc., may be noted by a numerical value. Numbers 7, 8 or 9 should be used in the column headed "essential"; numbers 4, 5 or 6 in the "desirable" column; 1, 2 or 3 in the column headed "of little or no value"; and 0 in the "undesirable" column. No item should be checked in more than one column. In determining in which column an item should be included it might be well to ask "Is (for example) a table of contents essential, desirable, of little value, or undesirable in an Elementary Business Training Workbook?" Space is provided for you to include any other items you wish.

FEATURES

YOUR OPINION

Essential	Desirable	Little or No Value	Undesirable
9, 8, 7	6, 5, 4	3, 2, 1	0

I. Format and Mechanical Features

1. Recency of publication	535	520	000	0
2. Table of contents	421	521	214	0
3. Good quality of unglazed paper that takes ink well	422	551	200	0
4. Clear, readable type	1530	200	000	0
5. Printed on one side of paper only	220	554	211	0
6. Opens flat	401	651	001	0
7. Perforated sheets	501	740	011	0
8. Punched notebook holes	110	242	354	0
9. Provision for name and date on each exercise	1012	012	112	0
10. Time saving devices for teacher and pupil	721	630	000	0
11. Extra blank paper	002	351	313	2
12. Envelope in which to file papers	100	521	534	0
13. Impressiveness of the make-up of the workbook as a whole	312	373	100	0
14. Other _____	:	:	:	:
_____	:	:	:	:
_____	:	:	:	:

II. Organization, Content, and Materials

1. Exercises arranged and numbered to correlate with the text	1020	520	000	1
2. No correlation with textbook	000	010	100	16
3. Directions in use of workbook as a whole	422	313	211	1
4. Complete instructions for each exercise	544	410	010	6
5. Statement of problems makes reference to textbook unnecessary	101	611	211	0
6. Exercises in accord with present experiences of the pupils	511	363	300	0
7. Additional problems other than those in text	332	731	010	0
8. Thought and discussion, as well as objective, questions	451	441	000	0
9. Variation of exercises to avoid repetition	443	430	020	0
10. Adequate and proper drill work	713	521	100	0
11. Provision for class and group work as well as individual work	512	651	000	0
12. Realistic business forms	1242	100	100	0
13. Exploratory and pre-test materials	315	531	110	0
14. Recognition and use types of vocabulary study	222	642	100	0

FEATURES

YOUR OPINION

Essential	Desirable	YOUR OPINION			Undesirable
		Little or No Value			
9, 8, 7	6, 5, 4	3, 2, 1			0

15. Plans for business trips and vocabulary check lists	:	:	:	:	:
16. Devices for motivating legible handwriting	:	:	:	:	:
17. Application of one principle at a time	: 233	: 333	: 300	:	: 0
18. Encourages neatness	1003	: 430	: 000	:	: 0
19. Emphasis on social as well as individualistic values	: 715	: 421	: 000	:	: 0
20. Workbook understandable to high school pupils	3332	: 100	: 000	:	: 0
21. Other _____	:	:	:	:	:
_____	:	:	:	:	:
_____	:	:	:	:	:

III. Provision for Individual Differences

1. Individual Progress Charts	: 310	: 463	: 210	:	: 0
2. Suggestions for study	: 142	: 255	: 100	:	: 0
3. Problems on varying (A, B, C) levels of achievement	: 133	: 452	: 100	:	: 1
4. Personality blanks for self-analysis	: 221	: 453	: 200	:	: 1
5. Periodic personality check lists	: 201	: 552	: 400	:	: 1
6. Functional guidance activities	: 041	: 463	: 100	:	: 1
7. Inclusion of new experience other than those in the book	: 224	: 423	: 200	:	: 1
8. Provision for student initiative	: 521	: 830	: 100	:	: 0
9. Error analysis of fundamental processes	: 513	: 243	: 111	:	: 0
10. Selected references in addition to the text	: 021	: 542	: 220	:	: 1
11. Other _____	:	:	:	:	:
_____	:	:	:	:	:
_____	:	:	:	:	:

Reviewing and Testing

1. Self-administering tests	: 112	: 353	: 130	:	: 1
2. Follow-up exercises after testing	: 151	: 462	: 100	:	: 0
3. Encouragement of and emphasize on correct spelling and grammatical construction	: 723	: 341	: 000	:	: 0
4. Arithmetical application of materials	: 435	: 134	: 000	:	: 0
5. Opportunity to use and develop judgment	: 543	: 530	: 000	:	: 0
6. Exercises requiring knowledge gained from class discussions	: 641	: 441	: 000	:	: 0
7. Summarizing problems which cover several units	: 611	: 740	: 000	:	: 0
8. Other _____	:	:	:	:	:
_____	:	:	:	:	:
_____	:	:	:	:	:
_____	:	:	:	:	:

SCORE CARD FOR RATING ELEMENTARY BUSINESS
TRAINING WORKBOOKS

Directions for the use of the score card:

A separate score card should be used for each workbook. Each workbook is to be rated on the basis of a perfect score listed in the column headed perfect score. If in the judgment of the rater this particular feature could not be improved upon or is as near perfect as conditions will permit, the item should be given a perfect score. If the feature is entirely missing in the workbook or is included in such a way as would be detrimental to the learning activity of the pupil, the item should be rated zero. Any other score between the two extremes of zero and perfect may be allotted to each feature in accordance with the judgment and experience of the rater. When the rating is completed, the scores should be added to find the total for the workbook, for each section, and for the workbook as a whole.

Name of workbook rated Workbook A

<u>Features</u>	<u>Perfect Score</u> <u>or</u> <u>Maximum Score</u>	<u>Score Allowed</u>
I. <u>Format and Mechanical Features</u>		
1. Recency of publication	14	<u>12</u>
2. Table of contents	10	<u>10</u>
3. Good quality of unglazed paper that takes ink well	14	<u>14</u>
4. Clear, readable type	17	<u>17</u>
5. Printed on one side of paper only	10	<u>0</u>
6. Opens flat	13	<u>5</u>
7. Perforated sheets	11	<u>11</u>
8. Provision for name and date on each exercise	13	<u>13</u>
9. Time-saving devices for teacher and pupil	15	<u>12</u>
10. Envelope in which to file pages	11	<u>0</u>
11. Impressiveness of the make-up of the workbook as a whole	<u>11</u>	<u>11</u>
Total	139	105

	<u>Perfect Score</u> or Maximum Score	<u>Score Allowed</u>
II. <u>Orga nization, Content, and Materials</u>		
1. Exercises arranged and numbered to correlate with the text	29	<u>27</u>
2. Directions in use of workbook as a whole	23	<u>22</u>
3. Complete instructions for each exercise	30	<u>27</u>
4. Exercises in accord with present experiences of the pupils	24	<u>20</u>
5. Additional problems other than those in the text	27	<u>27</u>
6. Thought and discussion, as well as objective, questions	29	<u>26</u>
7. Variation of exercises to avoid repetition	28	<u>28</u>
8. Adequate and proper drill work	29	<u>25</u>
9. Provision for class and group work as well as individual work	28	<u>25</u>
10. Realistic business forms	34	<u>25</u>
11. Exploratory and pre-test materials	26	<u>20</u>
12. Recognition and use types of vocabulary study	26	<u>20</u>
13. Plans for business trips and check lists	20	<u>0</u>
14. Devices for motivating legible handwriting	26	<u>0</u>
15. Application of one principle at a time	23	<u>23</u>
16. Encourages neatness	32	<u>25</u>
17. Emphasis on social as well as individualistic values	30	<u>30</u>
18. Workbook understandable to high school pupils	<u>36</u>	<u>25</u>
Total	500	395

	<u>Perfect Score</u> or Maximum Score	<u>Score Allowed</u>
III. <u>Provision for Individual Differences</u>		
1. Individual progress charts	18	<u>0</u>
2. Suggestions for study	19	<u>15</u>
3. Problems on varying (A, B, C) levels of achievement	18	<u>15</u>
4. Personality blanks for self-analysis	17	<u>15</u>
5. Periodic personality check lists	16	<u>15</u>
6. Functional guidance activities	17	<u>15</u>
7. Inclusion of new experiences other than those in the book	18	<u>18</u>
8. Provision for student initiative	23	<u>22</u>
9. Error analysis of fundamental processes	18	<u>15</u>
10. Selected references in addition to the Text	<u>15</u>	<u>0</u>
Total	179	130
IV. <u>Reviewing and Testing</u>		
1. Self-administering tests	20	<u>14</u>
2. Follow-up exercises after testing	24	<u>16</u>
3. Encouragement of and emphasis on correct spelling and grammatical construction	28	<u>0</u>
4. Arithmetical application of materials	26	<u>26</u>
5. Opportunity to use and develop judgment	28	<u>28</u>
6. Exercises requiring knowledge gained from class discussions	29	<u>25</u>
7. Summarizing problems which cover several units	<u>27</u>	<u>25</u>
Total	182	109
V. Total	1000	739

SCORE CARD FOR RATING ELEMENTARY BUSINESS

TRAINING WORKBOOKS

Directions for the use of the score card:

A separate score card should be used for each workbook. Each workbook is to be rated on the basis of a perfect score listed in the column headed perfect score. If in the judgment of the rater this particular feature could not be improved upon or is as near perfect as conditions will permit, the item should be given a perfect score. If the feature is entirely missing in the workbook or is included in such a way as would be detrimental to the learning activity of the pupil, the item should be rated zero. Any other score between the two extremes of zero and perfect may be allotted to each feature in accordance with the judgment and experience of the rater. When the rating is completed, the scores should be added to find the total for the workbook, for each section, and for the workbook as a whole.

Name of workbook rated Workbook B

<u>Features</u>	<u>Perfect Score</u>	<u>Score Allowed</u>
	<u>or</u>	
	<u>Maximum Score</u>	
I. <u>Format and Mechanical Features</u>		
1. Recency of publication	14	<u>14</u>
2. Table of contents	10	<u>10</u>
3. Good quality of unglazed paper that takes ink well	14	<u>14</u>
4. Clear, readable type	17	<u>17</u>
5. Printed on one side of paper only	10	<u>0</u>
6. Opens flat	13	<u>5</u>
7. Perforated sheets	11	<u>11</u>
8. Provision for name and date on each exercise	13	<u>13</u>
9. Time-saving devices for teacher and pupil	15	<u>12</u>
10. Envelope in which to file pages	11	<u>0</u>
11. Impressiveness of the make-up of the workbook as a whole	<u>11</u>	<u>9</u>
Total	139	105

	Perfect Score <u> </u> or Maximum Score	Score Allowed <u> </u>
II. <u>Organization, Content, and Materials</u>		
1. Exercises arranged and numbered to correlate with the text	29	<u>27</u>
2. Directions in use of workbook as a whole	23	<u>20</u>
3. Complete instructions for each exercise	30	<u>28</u>
4. Exercises in accord with present experiences of the pupils	24	<u>20</u>
5. Additional problems other than those in the text	27	<u>25</u>
6. Thought and discussion, as well as objective, questions	29	<u>20</u>
7. Variation of exercises to avoid repetition	28	<u>27</u>
8. Adequate and proper drill work	29	<u>27</u>
9. Provision for class and group work as well as individual work	28	<u>22</u>
10. Realistic business forms	34	<u>30</u>
11. Exploratory and pre-test materials	26	<u>25</u>
12. Recognition and use types of vocabulary study	26	<u>15</u>
13. Plans for business trips and check lists	20	<u>10</u>
14. Devices for motivating legible handwriting	26	<u>0</u>
15. Application of one principle at a time	23	<u>20</u>
16. Encourages neatness	32	<u>30</u>
17. Emphasis on social as well as individualistic values	30	<u>28</u>
18. Workbook understandable to high school pupils	<u>36</u>	<u>33</u>
Total	500	407

	Perfect Score or Maximum Score	Score Allowed
III. <u>Provision for Individual Differences</u>		
1. Individual progress charts	18	<u>0</u>
2. Suggestions for study	19	<u>16</u>
3. Problems on varying (A, B, C) levels of achievement	18	<u>10</u>
4. Personality blanks for self-analysis	17	<u>0</u>
5. Periodic personality check lists	16	<u>0</u>
6. Functional guidance activities	17	<u>15</u>
7. Inclusion of new experiences other than those in the book	18	<u>15</u>
8. Provision for student initiative	23	<u>20</u>
9. Error analysis of fundamental processes	18	<u>12</u>
10. Selected references in addition to the Text	<u>15</u>	<u>10</u>
Total	179	98
IV. <u>Reviewing and Testing</u>		
1. Self-administering tests	20	<u>17</u>
2. Follow-up exercises after testing	24	<u>16</u>
3. Encouragement of and emphasis on correct spelling and grammatical construction	28	<u>20</u>
4. Arithmetical application of materials	26	<u>22</u>
5. Opportunity to use and develop judgment	23	<u>25</u>
6. Exercises requiring knowledge gained from class discussions	29	<u>20</u>
7. Summarizing problems which cover several units	<u>27</u>	<u>25</u>
Total	182	145
V. Total	1000	755

SCORE CARD FOR RATING ELEMENTARY BUSINESS

TRAINING WORKBOOKS

Directions for the use of the score card:

A separate score card should be used for each workbook. Each workbook is to be rated on the basis of a perfect score listed in the column headed perfect score. If in the judgment of the rater this particular feature could not be improved upon or is as near perfect as conditions will permit, the item should be given a perfect score. If the feature is entirely missing in the workbook or is included in such a way as would be detrimental to the learning activity of the pupil, the item should be rated zero. Any other score between the two extremes of zero and perfect may be allotted to each feature in accordance with the judgment and experience of the rater. When the rating is completed, the scores should be added to find the total for the workbook, for each section, and for the workbook as a whole.

Name of workbook rated Workbook C

<u>Features</u>	<u>Perfect</u>	<u>Score</u>
	<u>Score</u>	<u>Allowed</u>
	<u>or</u>	
	<u>Maximum</u>	
	<u>Score</u>	
I. <u>Format and Mechanical Features</u>		
1. Recency of publication	14	<u>14</u>
2. Table of contents	10	<u>10</u>
3. Good quality of unglazed paper that takes ink well	14	<u>14</u>
4. Clear, readable type	17	<u>17</u>
5. Printed on one side of paper only	10	<u>2</u>
6. Opens flat	13	<u>10</u>
7. Perforated sheets	11	<u>11</u>
8. Provision for name and date on each exercise	13	<u>13</u>
9. Time-saving devices for teacher and pupil	15	<u>12</u>
10. Envelope in which to file pages	11	<u>0</u>
11. Impressiveness of the make-up of the workbook as a whole	<u>11</u>	<u>99</u>
Total	139	112

	Perfect Score <u>or</u> Maximum Score	Score Allowed
II. <u>Organization, Content, and Materials</u>		
1. Exercises arranged and numbered to correlate with the text	29	<u>27</u>
2. Directions in use of workbook as a whole	23	<u>20</u>
3. Complete instructions for each exercise	30	<u>28</u>
4. Exercises in accord with present experiences of the pupils	24	<u>21</u>
5. Additional problems other than those in the text	27	<u>25</u>
6. Thought and discussion, as well as objective, questions	29	<u>20</u>
7. Variation of exercises to avoid repetition	28	<u>25</u>
8. Adequate and proper drill work	29	<u>24</u>
9. Provision for class and group work as well as individual work	28	<u>22</u>
10. Realistic business forms	34	<u>28</u>
11. Exploratory and pre-test materials	26	<u>20</u>
12. Recognition and use types of vocabulary study	26	<u>20</u>
13. Plans for business trips and check lists	20	<u>0</u>
14. Devices for motivating legible handwriting	26	<u>10</u>
15. Application of one principle at a time	23	<u>20</u>
16. Encourages neatness	32	<u>25</u>
17. Emphasis on social as well as individualistic values	30	<u>23</u>
18. Workbook understandable to high school pupils	<u>36</u>	<u>25</u>
Total	500	<u>334</u>

	<u>Perfect Score</u>	<u>Score Allowed</u>
III. <u>Provision for Individual Differences</u>	or Maximum Score	
1. Individual progress charts	18	<u>0</u>
2. Suggestions for study	19	<u>10</u>
3. Problems on varying (A, B, C) levels of achievement	18	<u>15</u>
4. Personality blanks for self-analysis	17	<u>0</u>
5. Periodic personality check lists	16	<u>0</u>
6. Functional guidance activities	17	<u>12</u>
7. Inclusion of new experiences other than those in the book	18	<u>14</u>
8. Provision for student initiative	23	<u>20</u>
9. Error analysis of fundamental processes	18	<u>15</u>
10. Selected references in addition to the Text	<u>15</u>	<u>12</u>
Total	179	98
IV. <u>Reviewing and Testing</u>		
1. Self-administering tests	20	<u>19</u>
2. Follow-up exercises after testing	24	<u>16</u>
3. Encouragement of and emphasis on correct spelling and grammatical construction	28	<u>25</u>
4. Arithmetical application of materials	26	<u>6</u>
5. Opportunity to use and develop judgment	28	<u>25</u>
6. Exercises requiring knowledge gained from class discussions	29	<u>20</u>
7. Summarizing problems which cover several units	<u>27</u>	<u>20</u>
Total	182	131
V. Total	1000	735

SCORE CARD FOR RATING ELEMENTARY BUSINESS

TRAINING WORKBOOKS

Directions for the use of the score card:

A separate score card should be used for each workbook. Each workbook is to be rated on the basis of a perfect score listed in the column headed perfect score. If in the judgment of the rater this particular feature could not be improved upon or is as near perfect as conditions will permit, the item should be given a perfect score. If the feature is entirely missing in the workbook or is included in such a way as would be detrimental to the learning activity of the pupil, the item should be rated zero. Any other score between the two extremes of zero and perfect may be allotted to each feature in accordance with the judgment and experience of the rater. When the rating is completed, the scores should be added to find the total for the workbook, for each section, and for the workbook as a whole.

Name of workbook rated Workbook D

<u>Features</u>	<u>Perfect Score</u> or <u>Maximum Score</u>	<u>Score Allowed</u>
I. <u>Format and Mechanical Features</u>		
1. Recency of publication	14	<u>12</u>
2. Table of contents	10	<u>8</u>
3. Good quality of unglazed paper that takes ink well	14	<u>14</u>
4. Clear, readable type	17	<u>17</u>
5. Printed on one side of paper only	10	<u>4</u>
6. Opens flat	13	<u>7</u>
7. Perforated sheets	11	<u>11</u>
8. Provision for name and date on each exercise	13	<u>13</u>
9. Time-saving devices for teacher and pupil	15	<u>12</u>
10. Envelope in which to file pages	11	<u>0</u>
11. Impressiveness of the make-up of the workbook as a whole	<u>11</u>	<u>10</u>
Total	139	108

	<u>Perfect Score</u>	<u>Score Allowed</u>
II. <u>Organization, Content, and Materials</u>	or Maximum Score	
1. Exercises arranged and numbered to correlate with the text	29	25
2. Directions in use of workbook as a whole	23	20
3. Complete instructions for each exercise	30	28
4. Exercises in accord with present experiences of the pupils	24	19
5. Additional problems other than those in the text	27	26
6. Thought and discussion, as well as objective, questions	29	22
7. Variation of exercises to avoid repetition	28	25
8. Adequate and proper drill work	29	25
9. Provision for class and group work as well as individual work	28	25
10. Realistic business forms	34	30
11. Exploratory and pre-test materials	26	25
12. Recognition and use types of vocabulary study	26	0
13. Plans for business trips and check lists	20	0
14. Devices for motivating legible handwriting	26	24
15. Application of one principle at a time	23	20
16. Encourages neatness	32	0
17. Emphasis on social as well as individualistic values	30	25
18. Workbook understandable to high school pupils	<u>36</u>	23
Total	500	372

	Perfect Score OR Maximum Score	Score Allowed
III. <u>Provision for Individual Differences</u>		
1. Individual progress charts	18	<u>18</u>
2. Suggestions for study	19	<u>15</u>
3. Problems on varying (A, B, C) levels of achievement	18	<u>15</u>
4. Personality blanks for self-analysis	17	<u>17</u>
5. Periodic personality check lists	16	<u>16</u>
6. Functional guidance activities	17	<u>15</u>
7. Inclusion of new experiences other than those in the book	18	<u>15</u>
8. Provision for student initiative	23	<u>20</u>
9. Error analysis of fundamental processes	18	<u>12</u>
10. Selected references in addition to the Text	<u>15</u>	<u>10</u>
Total	179	153
IV. <u>Reviewing and Testing</u>		
1. Self-administering tests	20	<u>19</u>
2. Follow-up exercises after testing	24	<u>21</u>
3. Encouragement of and emphasis on correct spelling and grammatical construction	28	<u>0</u>
4. Arithmetical application of materials	26	<u>25</u>
5. Opportunity to use and develop judgment	28	<u>25</u>
6. Exercises requiring knowledge gained from class discussions	29	<u>25</u>
7. Summarizing problems which cover several units	<u>27</u>	<u>25</u>
Total	182	140
V. Total	1000	773

SCORE CARD FOR RATING ELEMENTARY BUSINESS

TRAINING WORKBOOKS

Directions for the use of the score card:

A separate score card should be used for each workbook. Each workbook is to be rated on the basis of a perfect score listed in the column headed perfect score. If in the judgment of the rater this particular feature could not be improved upon or is as near perfect as conditions will permit, the item should be given a perfect score. If the feature is entirely missing in the workbook or is included in such a way as would be detrimental to the learning activity of the pupil, the item should be rated zero. Any other score between the two extremes of zero and perfect may be allotted to each feature in accordance with the judgment and experience of the rater. When the rating is completed, the scores should be added to find the total for the workbook, for each section, and for the workbook as a whole.

Name of workbook rated Workbook E

<u>Features</u>	<u>Perfect Score</u> or <u>Maximum Score</u>	<u>Score Allowed</u>
I. <u>Format and Mechanical Features</u>		
1. Recency of publication	14	<u>14</u>
2. Table of contents	10	<u>8</u>
3. Good quality of unglazed paper that takes ink well	14	<u>14</u>
4. Clear, readable type	17	<u>17</u>
5. Printed on one side of paper only	10	<u>10</u>
6. Opens flat	13	<u>5</u>
7. Perforated sheets	11	<u>11</u>
8. Provision for name and date on each exercise	13	<u>13</u>
9. Time-saving devices for teacher and pupil	15	<u>12</u>
10. Envelope in which to file pages	11	<u>0</u>
11. Impressiveness of the make-up of the workbook as a whole	<u>11</u>	<u>9</u>
Total	139	113

	<u>Perfect Score</u>	<u>Score Allowed</u>
II. <u>Orga nization, Content, and Materials</u>	OF Maximum Score	
1. Exercises arranged and numbered to correlate with the text	29	27
2. Directions in use of workbook as a whole	23	20
3. Complete instructions for each exercise	30	27
4. Exercises in accord with present experiences of the pupils	24	18
5. Additional problems other than those in the text	27	25
6. Thought and discussion, as well as objective, questions	29	20
7. Variation of exercises to avoid repetition	28	25
8. Adequate and proper drill work	29	25
9. Provision for class and group work as well as individual work	28	24
10. Realistic business forms	34	28
11. Exploratory and pre-test materials	26	22
12. Recognition and use types of vocabulary study	26	25
13. Plans for business trips and check lists	20	15
14. Devices for motivating legible handwriting	26	<u>22</u>
15. Application of one principle at a time	23	<u>20</u>
16. Encourages neatness	32	28
17. Emphasis on social as well as individualistic values	30	27
18. Workbook understandable to high school pupils	<u>36</u>	30
Total	500	<u>426</u>

	<u>Perfect Score</u> or Maximum Score	<u>Score Allowed</u>
III. <u>Provision for Individual Differences</u>		
1. Individual progress charts	18	<u>12</u>
2. Suggestions for study	19	<u>15</u>
3. Problems on varying (A, B, C) levels of achievement	18	<u>15</u>
4. Personality blanks for self-analysis	17	<u>0</u>
5. Periodic personality check lists	16	<u>8</u>
6. Functional guidance activities	17	<u>14</u>
7. Inclusion of new experiences other than those in the book	18	<u>15</u>
8. Provision for student initiative	23	<u>20</u>
9. Error analysis of fundamental processes	18	<u>12</u>
10. Selected references in addition to the Text	<u>15</u>	<u>12</u>
Total	179	123
IV. <u>Reviewing and Testing</u>		
1. Self-administering tests	20	<u>17</u>
2. Follow-up exercises after testing	24	<u>19</u>
3. Encouragement of and emphasis on correct spelling and grammatical construction	28	<u>20</u>
4. Arithmetical application of materials	26	<u>24</u>
5. Opportunity to use and develop judgment	28	<u>25</u>
6. Exercises requiring knowledge gained from class discussions	29	<u>25</u>
7. Summarizing problems which cover several units	<u>27</u>	<u>25</u>
Total	182	155
V. Total	1000	817

SCORE CARD FOR RATING ELEMENTARY BUSINESS

TRAINING WORKBOOKS

Directions for the use of the score card:

A separate score card should be used for each workbook. Each workbook is to be rated on the basis of a perfect score listed in the column headed perfect score. If in the judgment of the rater this particular feature could not be improved upon or is as near perfect as conditions will permit, the item should be given a perfect score. If the feature is entirely missing in the workbook or is included in such a way as would be detrimental to the learning activity of the pupil, the item should be rated zero. Any other score between the two extremes of zero and perfect may be allotted to each feature in accordance with the judgment and experience of the rater. When the rating is completed, the scores should be added to find the total for the workbook, for each section, and for the workbook as a whole.

Name of workbook rated Workbook F

<u>Features</u>	<u>Perfect Score</u> or <u>Maximum Score</u>	<u>Score Allowed</u>
I. <u>Format and Mechanical Features</u>		
1. Recency of publication	14	<u>14</u>
2. Table of contents	10	<u>10</u>
3. Good quality of unglazed paper that takes ink well	14	<u>14</u>
4. Clear, readable type	17	<u>17</u>
5. Printed on one side of paper only	10	<u>10</u>
6. Opens flat	13	<u>8</u>
7. Perforated sheets	11	<u>11</u>
8. Provision for name and date on each exercise	13	<u>13</u>
9. Time-saving devices for teacher and pupil	15	<u>10</u>
10. Envelope in which to file pages	11	<u>0</u>
11. Impressiveness of the make-up of the workbook as a whole	<u>11</u>	<u>6</u>
Total	139	113

	Perfect Score	Score Allowed
II. <u>Orga nization, Content, and Materials</u>	or Maximum Score	
1. Exercises arranged and numbered to correlate with the text	29	<u>27</u>
2. Directions in use of workbook as a whole	23	<u>20</u>
3. Complete instructions for each exercise	30	<u>25</u>
4. Exercises in accord with present experiences of the pupils	24	<u>20</u>
5. Additional problems other than those in the text	27	<u>20</u>
6. Thought and discussion, as well as objective, questions	29	<u>20</u>
7. Variation of exercises to avoid repetition	28	<u>25</u>
8. Adequate and proper drill work	29	<u>20</u>
9. Provision for class and group work as well as individual work	28	<u>25</u>
10. Realistic business forms	34	<u>25</u>
11. Exploratory and pre-test materials	26	<u>22</u>
12. Recognition and use types of vocabulary study	26	<u>0</u>
13. Plans for business trips and check lists	20	<u>0</u>
14. Devices for motivating legible handwriting	26	<u>20</u>
15. Application of one principle at a time	23	<u>20</u>
16. Encourages neatness	32	<u>28</u>
17. Emphasis on social as well as individualistic values	30	<u>20</u>
18. Workbook understandable to high school pupils	<u>36</u>	<u>30</u>
Total	500	367

	<u>Perfect Score</u> or Maximum Score	<u>Score Allowed</u>
III. <u>Provision for Individual Differences</u>		
1. Individual progress charts	18	<u>0</u>
2. Suggestions for study	19	<u>16</u>
3. Problems on varying (A, B, C) levels of achievement	18	<u>15</u>
4. Personality blanks for self-analysis	17	<u>0</u>
5. Periodic personality check lists	16	<u>0</u>
6. Functional guidance activities	17	<u>5</u>
7. Inclusion of new experiences other than those in the book	18	<u>12</u>
8. Provision for student initiative	23	<u>20</u>
9. Error analysis of fundamental processes	18	<u>14</u>
10. Selected references in addition to the Text	<u>15</u>	<u>10</u>
Total	179	92
IV. <u>Reviewing and Testing</u>		
1. Self-administering tests	20	<u>15</u>
2. Follow-up exercises after testing	24	<u>6</u>
3. Encouragement of and emphasis on correct spelling and grammatical construction	28	<u>20</u>
4. Arithmetical application of materials	26	<u>16</u>
5. Opportunity to use and develop judgment	23	<u>25</u>
6. Exercises requiring knowledge gained from class discussions	29	<u>25</u>
7. Summarizing problems which cover several units	<u>27</u>	<u>20</u>
Total	182	127
V. Total	1000	699

SCORE CARD FOR RATING ELEMENTARY BUSINESS

TRAINING WORKBOOKS

Directions for the use of the score card:

A separate score card should be used for each workbook. Each workbook is to be rated on the basis of a perfect score listed in the column headed perfect score. If in the judgment of the rater this particular feature could not be improved upon or is as near perfect as conditions will permit, the item should be given a perfect score. If the feature is entirely missing in the workbook or is included in such a way as would be detrimental to the learning activity of the pupil, the item should be rated zero. Any other score between the two extremes of zero and perfect may be allotted to each feature in accordance with the judgment and experience of the rater. When the rating is completed, the scores should be added to find the total for the workbook, for each section, and for the workbook as a whole.

Name of workbook rated Workbook G

<u>Features</u>	<u>Perfect</u>	<u>Score</u>
	<u>Score</u>	<u>Allowed</u>
	<u>or</u>	
	<u>Maximum</u>	
	<u>Score</u>	
I. <u>Format and Mechanical Features</u>		
1. Recency of publication	14	<u>14</u>
2. Table of contents	10	<u>0</u>
3. Good quality of unglazed paper that takes ink well	14	<u>14</u>
4. Clear, readable type	17	<u>17</u>
5. Printed on one side of paper only	10	<u>5</u>
6. Opens flat	13	<u>5</u>
7. Perforated sheets	11	<u>11</u>
8. Provision for name and date on each exercise	13	<u>7</u>
9. Time-saving devices for teacher and pupil	15	<u>10</u>
10. Envelope in which to file pages	11	<u>0</u>
11. Impressiveness of the make-up of the workbook as a whole	<u>11</u>	<u>10</u>
Total	139	<u>93</u>

	Perfect Score <u>or</u> Maximum Score	Score Allowed
II. <u>Organization, Content, and Materials</u>		
1. Exercises arranged and numbered to correlate with the text	29	<u>27</u>
2. Directions in use of workbook as a whole	23	<u>20</u>
3. Complete instructions for each exercise	30	<u>26</u>
4. Exercises in accord with present experiences of the pupils	24	<u>20</u>
5. Additional problems other than those in the text	27	<u>25</u>
6. Thought and discussion, as well as objective, questions	29	<u>20</u>
7. Variation of exercises to avoid repetition	28	<u>26</u>
8. Adequate and proper drill work	29	<u>26</u>
9. Provision for class and group work as well as individual work	28	<u>28</u>
10. Realistic business forms	34	<u>30</u>
11. Exploratory and pre-test materials	26	<u>20</u>
12. Recognition and use types of vocabulary study	26	<u>20</u>
13. Plans for business trips and check lists	20	<u>0</u>
14. Devices for motivating legible handwriting	26	<u>5</u>
15. Application of one principle at a time	23	<u>20</u>
16. Encourages neatness	32	<u>10</u>
17. Emphasis on social as well as individualistic values	30	<u>20</u>
18. Workbook understandable to high school pupils	<u>36</u>	<u>35</u>
Total	500	<u>378</u>

	Perfect Score or Maximum Score	Score Allowed
III. <u>Provision for Individual Differences</u>		
1. Individual progress charts	18	<u>15</u>
2. Suggestions for study	19	<u>18</u>
3. Problems on varying (A, B, C) levels of achievement	18	<u>15</u>
4. Personality blanks for self-analysis	17	<u>0</u>
5. Periodic personality check lists	16	<u>0</u>
6. Functional guidance activities	17	<u>10</u>
7. Inclusion of new experiences other than those in the book	18	<u>15</u>
8. Provision for student initiative	23	<u>16</u>
9. Error analysis of fundamental processes	18	<u>15</u>
10. Selected references in addition to the Text	<u>15</u>	<u>0</u>
Total	179	104
IV. <u>Reviewing and Testing</u>		
1. Self-administering tests	20	<u>20</u>
2. Follow-up exercises after testing	24	<u>16</u>
3. Encouragement of and emphasis on correct spelling and grammatical construction	28	<u>20</u>
4. Arithmetical application of materials	26	<u>11</u>
5. Opportunity to use and develop judgment	28	<u>25</u>
6. Exercises requiring knowledge gained from class discussions	29	<u>20</u>
7. Summarizing problems which cover several units	<u>27</u>	<u>25</u>
Total	182	137
V. Total	1000	712

SCORE CARD FOR RATING ELEMENTARY BUSINESS

TRAINING WORKBOOKS

Directions for the use of the score card:

A separate score card should be used for each workbook. Each workbook is to be rated on the basis of a perfect score listed in the column headed perfect score. If in the judgment of the rater this particular feature could not be improved upon or is as near perfect as conditions will permit, the item should be given a perfect score. If the feature is entirely missing in the workbook or is included in such a way as would be detrimental to the learning activity of the pupil, the item should be rated zero. Any other score between the two extremes of zero and perfect may be allotted to each feature in accordance with the judgment and experience of the rater. When the rating is completed, the scores should be added to find the total for the workbook, for each section, and for the workbook as a whole.

Name of workbook rated Workbook H

<u>Features</u>	<u>Perfect Score or Maximum Score</u>	<u>Score Allowed</u>
I. <u>Format and Mechanical Features</u>		
1. Recency of publication	14	<u>12</u> 9
2. Table of contents	10	<u> </u>
3. Good quality of unglazed paper that takes ink well	14	<u>14</u>
4. Clear, readable type	17	<u>17</u>
5. Printed on one side of paper only	10	<u>6</u>
6. Opens flat	13	<u>5</u>
7. Perforated sheets	11	<u>11</u>
8. Provision for name and date on each exercise	13	<u>13</u>
9. Time-saving devices for teacher and pupil	15	<u>10</u>
10. Envelope in which to file pages	11	<u>0</u>
11. Impressiveness of the make-up of the workbook as a whole	<u>11</u>	<u>9</u>
Total	139	106

	<u>Perfect Score</u> or <u>Maximum Score</u>	<u>Score Allowed</u>
II. <u>Orga nization, Content, and Materials</u>		
1. Exercises arranged and numbered to correlate with the text	29	<u>25</u>
2. Directions in use of workbook as a whole	23	<u>20</u>
3. Complete instructions for each exercise	30	<u>28</u>
4. Exercises in accord with present experiences of the pupils	24	<u>18</u>
5. Additional problems other than those in the text	27	<u>25</u>
6. Thought and discussion, as well as objective, questions	29	<u>20</u>
7. Variation of exercises to avoid repetition	28	<u>25</u>
8. Adequate and proper drill work	29	<u>25</u>
9. Provision for class and group work as well as individual work	28	<u>22</u>
10. Realistic business forms	34	<u>28</u>
11. Exploratory and pre-test materials	26	<u>20</u>
12. Recognition and use types of vocabulary study	26	<u>22</u>
13. Plans for business trips and check lists	20	<u>0</u>
14. Devices for motivating legible handwriting	26	<u>0</u>
15. Application of one principle at a time	23	<u>20</u>
16. Encourages neatness	32	<u>20</u>
17. Emphasis on social as well as individualistic values	30	<u>25</u>
18. Workbook understandable to high school pupils	<u>36</u>	<u>25</u>
Total	500	378

	<u>Perfect Score</u> or <u>Maximum Score</u>	<u>Score Allowed</u>
III. <u>Provision for Individual Differences</u>		
1. Individual progress charts	18	<u>0</u>
2. Suggestions for study	19	<u>18</u>
3. Problems on varying (A, B, C) levels of achievement	18	<u>15</u>
4. Personality blanks for self-analysis	17	<u>0</u>
5. Periodic personality check lists	16	<u>0</u>
6. Functional guidance activities	17	<u>10</u>
7. Inclusion of new experiences other than those in the book	18	<u>10</u>
8. Provision for student initiative	23	<u>20</u>
9. Error analysis of fundamental processes	18	<u>10</u>
10. Selected references in addition to the Text	<u>15</u>	<u>10</u>
Total	179	<u>93</u>
IV. <u>Reviewing and Testing</u>		
1. Self-administering tests	20	<u>19</u>
2. Follow-up exercises after testing	24	<u>21</u>
3. Encouragement of and emphasis on correct spelling and grammatical construction	28	<u>0</u>
4. Arithmetical application of materials	26	<u>22</u>
5. Opportunity to use and develop judgment	23	<u>25</u>
6. Exercises requiring knowledge gained from class discussions	29	<u>25</u>
7. Summarizing problems which cover several units	<u>27</u>	<u>25</u>
Total	182	<u>137</u>
V. Total	1000	<u>714</u>

Following is a list of items and characteristics found in Elementary Business Training Workbooks. You are requested to note in the designated column whether you consider each of these items as essential, desirable, of little value, or undesirable in such workbooks. The degree of desirability, etc., may be noted by a numerical value. Numbers 7, 8 or 9 should be used in the column headed "essential"; numbers 4, 5 or 6 in the "desirable" column; 1, 2 or 3 in the column headed "of little or no value"; and 0 in the "undesirable" column. No item should be checked in more than one column. In determining in which column an item should be included it might be well to ask "Is (for example) a table of contents essential, desirable, of little value, or undesirable in an Elementary Business Training Workbook?" Space is provided for you to include any other items you wish.

19

FEATURES

YOUR OPINION

Essential	Desirable	Little or No Value	Undesirable
9, 8, 7	6, 5, 4	3, 2, 1	0

I. Format and Mechanical Features

- 1. Recency of publication : _____
- 2. Table of contents : _____
- 3. Good quality of unglazed paper that takes ink well : _____
- 4. Clear, readable type : _____
- 5. Printed on one side of paper only : _____
- 6. Opens flat : _____
- 7. Perforated sheets : _____
- 8. Punched notebook holes : _____
- 9. Provision for name and date on each exercise : _____
- 10. Time saving devices for teacher and pupil : _____
- 11. Extra blank paper : _____
- 12. Envelope in which to file papers : _____
- 13. Impressiveness of the make-up of the workbook as a whole : _____
- 14. Other _____ : _____

Organization, Content, and Materials

- 1. Exercises arranged and numbered to correlate with the text : _____
- 2. No correlation with textbook : _____
- 3. Directions in use of workbook as a whole : _____
- 4. Complete instructions for each exercise : _____
- 5. Statement of problems makes reference to textbook unnecessary : _____
- 6. Exercises in accord with present experiences of the pupils : _____
- 7. Additional problems other than those in text : _____
- 8. Thought and discussion, as well as objective, questions : _____
- 9. Variation of exercises to avoid repetition : _____
- 10. Adequate and proper drill work : _____
- 11. Provision for class and group work as well as individual work : _____
- 12. Realistic business forms : _____
- 13. Exploratory and pre-test materials : _____
- 14. Recognition and use types of vocabulary study : _____

FEATURES

YOUR OPINION

Essential	Desirable	YOUR OPINION			Undesirable
		Little or No Value			
9, 8, 7	6, 5, 4	3, 2, 1		0	

- 15. Plans for business trips and vocabulary check lists
- 16. Devices for motivating legible handwriting
- 17. Application of one principle at a time
- 18. Encourages neatness
- 19. Emphasis on social as well as individualistic values
- 20. Workbook understandable to high school pupils
- 21. Other _____

III. Provision for Individual Differences

- 1. Individual Progress Charts
- 2. Suggestions for study
- 3. Problems on varying (A, B, C) levels of achievement
- 4. Personality blanks for self-analysis
- 5. Periodic personality check lists
- 6. Functional guidance activities
- 7. Inclusion of new experience other than those in the book
- 8. Provision for student initiative
- 9. Error analysis of fundamental processes
- 10. Selected references in addition to the text
- 11. Other _____

IV. Reviewing and Testing

- 1. Self-administering tests
- 2. Follow-up exercises after testing
- 3. Encouragement of and emphasize on correct spelling and grammatical construction
- 4. Arithmetical application of materials
- 5. Opportunity to use and develop judgment
- 6. Exercises requiring knowledge gained from class discussions
- 7. Summarizing problems which cover several units
- 8. Other _____

BIBLIOGRAPHY

Source of Materials

A. BOOKS

Brewer, John M., Hurlbut, Floyd, Caseman, Juvenilia, Elements of Business Training, Ginn and Company, New York, 1935

Crabbe, Ernest H., Slinker, Clay D., General Business, South-Western Publishing Company, Cincinnati, 1936

Greenstein, Max B., Smithline, Henry, Our Daily Contacts with Business, Lyons and Carnahan, Dallas, 1936

Good, Carter V., Barr, A. S., Scates, Douglas E., The Methodology of Educational Research, D. Appleton-Century Company, New York, 1936

Jones, Lloyd L., Our Business Life, The Gregg Publishing Company, New York, 1936

Kirk, John G., Buckley, Harold B., Waesche, Mary A., Introduction to Business, The John C. Winston Company, Dallas, 1932

Nichols, Frederick G., Junior Business Training for Economic Living, American Book Company, New York, 1936

Reed, Clinton A., Morgan, V. James, Introduction to Business, Allyn and Bacon, New York, 1936

Thorndike, Edward L., Education, A First Book, The Macmillan Company, New York, 1923

ZuTavern, A. B., Bullock, A. E., Business Principles Everyone Should Know, Commercial Textbook Company, Ltd., South Pasadena, 1933

B. WORKBOOKS

Brewer, John M., Hurlbut, Floyd, Caseman, Juvenilia, Workbook for Elements of Business Training, Ginn and Company, New York, 1935

Crabbe, Ernest H., Slinker, Clay D., Workbook for General Business, South-Western Publishing Company, Cincinnati, 1936

Greenstein, Max B., Smithline, Henry, Student's Workbook, Lyons & Carnahan, Dallas, 1936

Jones, Lloyd L., Everyday Problems in Our Business Life, The Gregg Publishing Company, New York, 1936

Kirk, John G., Buckley, Harold B., Waesche, Mary A., Introduction to Business Workbook, The John C. Winston Company, Philadelphia, 1935

Nichols, Frederick G., Workbook Junior Business Training for Economic Living, American Book Company, New York, 1936

Reed, Clinton A., Morgan, V. James, Business Workbook, Allyn and Bacon, New York, 1936

ZuTavern, A. B., Pearson, Martin L., The Pilot, The H. M. Rowe Company, Baltimore, 1935

C. PERIODICALS

Adams, Imogene, "An Analysis of Algebra Workbooks," Journal of Educational Research, The Public School Publishing Company, Bloomington, May, 1933, 116-131

Elliott, A. W., "This Workbook Craze," School Executives Magazine, September, 1931, 19-20

Gates, Arthur I., "The Workbook in Practice," School Executives Magazine, April, 1932, 349-350

Goodrich, T. V., "Is the Workbook a Necessity or a Luxury?," The School Executives Magazine, November, 1931, 359-361.

Hurd, A. W., "The Textbook Versus Work Sheets in Instruction," Educational Administration and Supervision, December, 1931, 663

Keliher, Alice, "A Critical Study of Homogeneous Grouping," Bureau of Publications, Columbia University, New York, 1931, 14

Kulp, C. L., "A Study of the Relative Effectiveness of Two Types of Standard Arithmetic Practice Materials," Journal of Educational Research, December, 1930, 381-387

COURSES OF STUDY

Commerce Course of Study for Senior High Schools, (Mimeographed), Denver, 1932

Commercial Course of Study for Florida High Schools, Tallahassee, 1935

Los Angeles City School District, Division of Instruction and Curriculum, Commercial Education Section, (Mimeographed), Los Angeles, 1937

Courses of Study in the Commercial Subjects of Louisiana High Schools, Baton Rouge, 1935

Program of Studies Recommended for the Public Schools of New Hampshire, Concord, 1932

Commercial Education in the High Schools of the City of New York, New York, 1933

Nevada State Course of Study, Carson City, 1933

Oregon State Course of Study, Salem, 1936

The Organization and Administration of Commercial Education in Secondary Education of the State of Pennsylvania, Harrisburg, 1937

State of South Carolina, High School Course of Study, Columbia, 1937

Commercial Course of Study for Secondary Schools of South Dakota, Pierre, 1933

Texas State Course of Study, Austin, 1938

Tentative Course of Study in Business Education for Virginia High Schools, Richmond, 1937

E. MISCELLANEOUS

"The Major Functions of the Workbook," (author unnamed) The Macmillan Company, New York, 1931, 5-6

M. Fred Tidwell, Typist