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AN EVALUATION OF SECONDARY SCHOOL BUSINESS TEXTBOOK COVERAGE OF MONEY MANAGEMENT

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AN EVALUATION OF SECONDARY SCHOOL BUSINESS TEXTBOOK

COVERAGE OF MONEY MANAGEMENT

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DEDICATION

This study is dedicated to the memory of my father,

MR. JESSE LEE VANCIL

whose love of education knew no bounds.

ACKNOWLEDGMENT

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CHAPTER I

THE PROBLEM

Introduction

In past centuries, education in the United States has been the privilege of the few; and only in the last generation has America stood firmly on the threshold of a period in which the masses have been the focal point of education. The dynamic culture of modern America presupposes the necessity of an educated citizenry if the nation is to survive.

Currently, the most fertile subject for discussion, analysis, and suggested reorganization is that of education. Education springs out of need--the modifiable needs of the present and the future. Education for the masses must be both liberal and utilitarian if it is to meet the diversified requirements of individual existence.

Education is affected by societal changes. The increased mobility of our population makes mandatory an awareness of regional differences and the social heritages therein. Education is vitally affected by revolutionary technological concepts, as well as by intensity of emphasis on international and intercultural problems. Acquisitions of knowledge and fundamental revisions in content demand increasing competence for educators.

Educators and society <u>en masse</u> have been somewhat deluded by the idea that economic literacy will be a spontaneous result of the educational process; and, consequently, a lack of basic economic understanding is prevalent in American society. The economic system of the United States is complex and requires definitive knowledge and some sophistication from every citizen as he participates in determining private and public policies.

The concept of education as portrayed in the early classical high school has changed as recognition was given to the fact that everyone should produce and earn. Today, "No program of general education is complete that does not make provision at all levels for opportunities for preparation that leads to economic productivity."[1]

The need for economic literacy has only recently gained recognition in society. Prior to the depression years of the 1930's, routine instability was anticipated and accepted as inevitable. Since World War II, however, a relatively successful effort has been made to maintain stability at all times; and, from this effort, the United States has had a period of extreme growth and prosperity. If this prosperity is to remain stable, the individual must become aware of his own limitations, gain insight into the complexity of his own behavior, and gain the ability to cope with the multitudes of decisions that he must make as he competes in this dynamic economy.

Everyone is a consumer, and everyone should have the opportunity to become a wise consumer. The American standard of living is at an all-time high, which rapidly converts the "extras" of yesterday into the "necessities" of tomorrow. As the standard of living rises, money becomes an expression

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[1]Elvin S. Eyster, "It Is Not 'Either . . . Or . . .'" <u>The Journal of Business Education</u>, Vol. XXXVIII, No. 2 (November, 1962), p. 51.

of the values of an individual. The use of money defines the value judgments of either an individual or a family.

Per capita income and consumption expenditures have been increasing during the last quarter century with astounding rapidity. The average annual per capita income increased from $1506 in 1950 to $2446 in 1963. Personal consumption expenditures increased from $1430 in 1950 to $1737 in 1963. Consumer spending for durable goods increased from $30.4 billion in 1950 to $51.5 billion in 1963, consumer spending for non-durable goods increased from $99.8 billion in 1950 to $167.1 billion in 1963, consumer spending for services increased from $64.9 billion in 1950 to $154.5 billion in 1963, and consumer spending for transportation increased from $24.7 billion in 1950 to $44.1 billion in 1962 (figures for 1963 were not available). The total personal consumption expenditure increased from $195.0 billion in 1950 to $355.4 billion in 1962 (figures for 1963 were not available).[1] As incomes and expenditures have ascended, the quality and the quantity of the labor force have changed. The need for additional income and the changes in societal patterns have caused more women to enter the labor force, and the need for additional education has resulted in an increase in the number of college degrees granted.

One of the important innovations in the American economy that must be recognized and carefully considered is the role of women in the economy. The woman is the head in one American family out of ten, and every third

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[1]U. S. Bureau of the Census, Statistical Abstract of the United States: 1964, Eighty-fifth edition (Washington, D. C., 1964), pp. 323-325.

worker is a woman.[1] The entrance of women into the labor force altered family income, thus initiating variations in emergent consumption patterns. Students must be prepared to cope with deviations in their own personal patterns of family finances. Students must be assisted in establishing a system of values appropriate to the world in which they live.

With economic expansion in the United States from a gross national product of $104.4 billion in 1929 to a gross national product of 504.4 billion in 1960, patterns of employment modulated. As automation gains prominence, the efficiency of the worker rises, and the types of workers needed in the economy change. This idea is supported by the retraining programs now being initiated throughout the country. Harlow believes that every student entering the first grade in 1964 will have to train for three different areas of employment during his lifetime.[2] It seems apparent, therefore, that job opportunities will be different in the future from those available in 1964. Two challenges for education, then, are to prepare future generations for diversity and to provide the opportunity for them to become intelligent voters, perceptive consumers, and wise managers of personal income.

A generation ago, young people were forced to meet economic problems at an early age as a necessary element of survival. The labor force included many young people as circumstances required them to earn not only their own spending money but also to make substantial contributions to the family

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[1]"Working Wives: A Roundup of Facts and Implications for Family Finance Educators," Topics, Vol. 13, No. 2, A Report Published by the Educational Division (New York: Institute of Life Insurance, Spring, 1964), p. 7.

[2]A speech delivered by Dr. James G. Harlow at the Family Finance Education Banquet at The University of Oklahoma, July 14, 1964.

income. Today, the opportunity and the necessity to earn spending money have decreased, and, at the same time, the opportunity to learn to deal adequately and effectively with money has decreased. Young people, therefore, are maturing with insufficient experience in economic matters. Consequently, the schools must assume responsibility for economic education previously provided by the home and the community.

The responsibility for family finance education is a relatively new one for the schools, which lack orientation for the responsibility. The development of materials and subject matter content to prepare students for life in, and dedication to, a system of free enterprise, demands the cooperation of teachers, administrators, heads of departments of business education, and textbook publishers.

The teachers and the textbooks are the pillars of instruction and the instruments of learning. Students meet the fundamental problems of life through the study of textbooks under the guidance of the teachers. Today's world is a practical one--one in which practice material is judged by its value in interpreting the ordinary experiences of life.

> Education, more and more utilitarian, is fighting to get upon a scientific basis, and the register of this change rests as much in the textbook as in the teacher . . . .[1]

In the teaching of personal and social economics, the problems of the teacher often correlate with the textbook coverage of topics. According to Giffin, much of the teaching should arise out of a need and the need is almost certain to be strong in its application to real life situations. He further says that, in order to meet the needs of a heterogeneous group in the classroom,

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[1]George Middleton, "The Textbook Game and Its Quarry," <u>The Bookman</u>, Vol. 33, No. 2 (April, 1911), p. 142.

many devices are needed for adequate instruction; and that the traditional idea of education, with its pattern of teacher preparation, has not provided the basic business teacher with sufficient learning to accept and proceed with this method of teaching.[1]

Heimerl reports that a study of general business, made in Minnesota, revealed that 39 percent of 460 questionnaires indicated that teachers used other textbooks for supplementary aids. Heimerl reports further that 89 percent of these teachers cover all topics included or discussed; 71 percent use most of the problems at the end of the chapters; 16 percent use all problems . . . .[2] This study seems to substantiate the statement by Freeman that too often teachers rush through the general business course with the intent of completing the course of study, and consequently teach many units superficially instead of teaching a few units thoroughly.[3]

Freeman indicates the belief that most teachers of the general business subjects follow the textbook closely and use the question-and-answer method.[4] Heimerl concurs in this belief and says that teachers are inclined to adhere too closely to textbooks . . . .[5]

Whether the teacher relies on textbooks as aids because of either the unavailability of other source material or lack of time to use other

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[1]James F. Giffin, "Basic Business Belongs," Business Education Forum, Vol. 7, No. 2 (November, 1951), pp. 35-36.

[2]Ramon P. Heimerl, "What is Happening to the Ninth Grade Business Course?" Business Education Forum, Vol. IV, No. 6 (March, 1950), p. 20.

[3]M. Herbert Freeman, "What We Say Compared with What We Do About Basic Business Education," Business Education Forum, Vol. IV, No. 6 (March, 1950), p. 14.

[4]*Ibid.*

[5]Heimerl, *op. cit.*, p. 21.

source material appropriately, the fact remains that textbooks are of prime importance to the majority of classroom teachers. So long as this situation exists, the responsibility lies with textbook authors and publishers to make available textbooks which will facilitate the instruction.

A textbook fulfills its purpose through its content. Teaching materials are improving but still remain inadequate. The Joint Council on Economic Education reports that better secondary textbooks on economics, as well as some means of assisting teachers in the selection of supplementary materials, are required by all but the most sophisticated instructors.[1]

Reese observed that the typical secondary textbook, when dealing with economic areas, contains too much description and not enough analysis; and, likewise that interest in economics can be killed by presenting economic analysis in the secondary school book in a manner similar to the presentation in a college textbook.[2]

Tonne believes that, in the desire to make material easy to teach and to learn, the teacher too frequently demands that textbooks contain lists of conclusions. According to Tonne, "These teachers do not want textbooks; they want catechisms, or worse yet, crutches."[3] Tonne further states,

> The publishers who demand of authors that textbooks be oversimplified are doing themselves a serious harm. And, the teachers who ask publishers for learning materials that can

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[1]National Task Force on Economic Education, Study Materials for Economic Education in the Schools, A Report on Materials Evaluation Committees, Supplementary Paper No. 12 (New York: The Committee for Economic Development, October, 1963), p. 76.

[2]Interview with Dr. Jim E. Reese, Department of Economics, The University of Oklahoma, May 11, 1964.

[3]Herbert A. Tonne, "'List Making' as Evidence of Learning," The Journal of Business Education, Vol. XXXV, No. 3 (December, 1959), p. 112.

> be learned by the moron without effort are simply asking for students who are morons.[1]

A textbook represents a "crystal ball" into which the teacher and the student may peer to gain a fundamental understanding of truth extending as far as intellect and imagination can penetrate. The genesis of learning is the result of seeing patterns of stimuli, and, if learning is achieved by establishing patterns of relationships, more effective learning will be forthcoming. The ideal textbook should develop initiative, and promote broad understanding and creative interest. Presented in life terms, textbook material becomes invaluable to the student.

> . . . Reading furnishes the mind only with materials of knowledge, it is thinking that makes what we read ours. We are the ruminating kind, and it is not enough to cram ourselves with a great load of collections; unless we chew them over, they will not give us strength and nourishment . . . .[2]

The Task Force Report on Economic Education reports that, although teaching materials in secondary school economics are improving, they remain generally inadequate. One of the surveys on which this report was based indicates that secondary school students are given a running glance at a wide array of economic topics, but only in rare instances are the teaching materials focused on developing fundamental economic understanding. The report further states that textbooks on economics are too frequently prosaic and uninteresting, devoted largely to facts and descriptions unrelated to major current public problems, lacking in careful analysis, and

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[1]Ibid., p. 113.

[2]Locke, Conduct of the Understanding, quoted in Alfred Lawrence Hall-Quest, The Textbook: How to Use and Judge It (New York: The Macmillan Company, 1920), p. 189.

full of policy prescriptions based largely on the unsupported views of the authors.[1]

The Task Force Report on Economic Education supports the belief that better teaching materials must be provided if education is to prepare the intelligent voters, perceptive consumers, and wise managers of personal incomes needed for the preservation of the American free-enterprise economy.

The literature has revealed the need for money management content in secondary school textbooks. It has further revealed the possible failure of textbook authors to utilize sufficiently the five significant teaching-learning steps leading to concept development. In discussing the fundamentals of concept development, Hall described the five significant teaching-learning steps as (1) gathering <u>facts</u>, (2) sorting facts to gain <u>knowledges</u>, (3) assimilating knowledge relationships to develop <u>understanding</u>, (4) reflecting on understandings to form <u>concepts</u>, and (5) applying those concepts through actions that reflect an <u>attitude</u>.

Hall has isolated and defined certain understandings, concepts, and attitudes which should be developed for six major areas of personal economics. Thus, his research provides a basis for analysis of the current textbook coverage of money management in the areas of (1) money, (2) credit, (3) insurance, (4) savings, (5) investment, and (6) taxation.[2]

Through this research study, the quantity and the quality of money management coverage can be made apparent to teachers, administrators, and

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[1]National Task Force on Economic Education, <u>Economic Education in the Schools</u>, A Report Prepared by the National Task Force on Economic Education (New York: The Committee for Economic Development, September, 1961), p. 9.

[2]E. Carl Hall, "Selected Areas of Personal Economics Conceptually Defined," (Unpublished Ed.D. dissertation, Department of Education, University of Oklahoma, 1964), p. 41-42.

textbook authors and publishers. An analysis which reveals such coverage can contribute to the economic literacy of the future generations of America.

Statement of the Problem

The problem of this study was to evaluate, through qualitative and quantitative analyses, secondary school business textbook coverage of the major aspects of money management.

The investigation consisted of two sub-problems:

1. Analysis of money management content. This analysis was concerned with philosophy, objectives, scope, and format.

2. Analysis of the extent of conceptual presentation which may result in the extension and the refinement of understandings and concepts based upon accurate facts and sound knowledges. This analysis included a careful search for coverage that emphasizes understandings, concepts, and attitudes.

Delimitation

The design of this study involves analysis in depth of a relatively small number of textbooks. The analysis was limited to the textbooks used in business classes in grades nine through twelve in secondary schools. More specifically, they were those eleven textbooks in business and economics on the 1964-1965 state adopted textbook list for Oklahoma.

A further limitation of this study is that the quantity and quality analyses are restricted to the six major aspects of money management.

Conceptually defined by Hall, the topics include (1) money, (2) credit, (3) insurance, (4) savings, (5) investment, and (6) taxation.[1]

Source of Data

Various types of information in addition to basic data were important to this study. A comprehensive search of the literature was necessary.

Background information was gleaned from numerous books, periodicals, unpublished dissertations, participation in the 1964 Family Finance Education Workshop conducted at The University of Oklahoma, and notes from speeches and from interviews with authorities.

Source material and data basic to the establishment of a criteria for measurement and evaluation of the textbooks utilized in this study were obtained from books and periodicals in the areas of audio-visual education, elementary and secondary education, and business education; from state and federal government studies and reports, and unpublished dissertations.

Primary data for this study came from the eleven textbooks on the Oklahoma state adopted textbook list for the subjects of general business, consumer education, and economics. A complete list of these textbooks can be found in Chapter II.

Procedure

The first step in this study involved a comprehensive search of the literature relative to personal economics and to the teaching of it in secondary schools. From the literature, basic ideas were developed for

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[1] Ibid.

further clarification of the problem and refinement of the procedures to be followed.

The second step involved consideration of each of the six selected major money management aspects of personal economics and a more concerted effort to determine how and to what extent those particular aspects should be handled in the business curriculum of the secondary school. This step was accomplished in large part, through participation in the Seventh Annual Workshop in Family Finance Education held at The University of Oklahoma from June 22 to July 24, 1964. Careful study of the voluminous materials provided in that workshop extended materially the background needed for completing this study.

The third step consisted of the development of a method of analysis to ascertain the quantity and the quality of secondary school business textbook coverage of money management. A comprehensive guide was developed for the analysis of content, determination of the techniques and devices used for promoting conceptual learning, and determination of the extent to which knowledges and understandings are presented to promote the development of concepts about money management.

The fourth step in this study provided the data most essential to the solution of the problem. Utilizing carefully established criteria, this step provided analytical information and data on each textbook. Those data pertain to the philosophy demonstrated in each textbook, the objectives of the author(s), the scope of money management coverage, the extent to which the technical form of the book contributes to the development of understandings, and the attempts by the author(s) to promote learning at the highest possible levels.

The fifth step involved the compilation of findings relative to each of the business textbooks, the interpretation of those findings, and the development of a composite view relative to textbook coverage of the six selected major money management aspects of personal economic subject matter.

The final step involved the preparation and presentation of this research report.

CHAPTER II

BACKGROUND INFORMATION

The educational process can be successful only when the learning process is understood. A person learns <u>something</u> that enables him to make either new or familiar responses to new situations. To be efficient and effective, the educational process must build upon student experiences.

From the cradle to the grave, individuals are faced with problems which demand solution, and, therefore, students need to be taught how to think and how to make intelligent decisions. They should learn to be as objective as possible in making judgments and to control their prejudices and emotions in making rational decisions.

Students will learn more effectively if they use whatever they have learned, if they know when to use what they have learned, and if their knowledges and understandings apply to life situations. The learning process is reinforced by good instruction. "The teachers set the pace of inquiry and select the areas for concentration and the important points of emphasis."[1] The textbook authors, in turn, have the responsibility for making available the materials that will promote such selection by the teachers.

In 1953, the U. S. Department of Health, Education, and Welfare said that,

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[1]Hall, *loc. cit.*, p. 41.

> . . . with respect to . . . academic development . . . the teachers . . . were emphasizing knowledge, skill, and techniques the pupils might need in the next higher grade. The teachers seemed to pay little attention to the knowledge children needed in everyday living.[1]

The survey pointed out especially that the children needed "ability to think, to plan, and to carry out ideas for themselves," but that the teachers were giving little attention to these needs. In 1959 Nolen and Goetz said that children learn more easily when the subject matter has meaning and when it deals with their own problems in a familiar environment,[2] and in 1961, Fowlkes said that ". . . it becomes increasingly evident that in many connections the material of learning determines to a high degree how much is learned within a given period of time . . . ."[3]

Economic education is meaningful. It deals with problems which every individual must face and it offers the opportunity to develop the powers of reflective thinking and the skills of problem solving.

Need for Economic Education

The opportunity for economic education should be made available to every citizen of the United States. From the Policies Commission for Business and Economic Education comes the statement that

> Economic activities are an indispensable part of the daily living of every person. Ample provision should be made through the curriculum for every student (1) to develop economic literacy,

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[1]U. S. Department of Health, Education, and Welfare, How Children Use the Community for Learning, Bulletin 1953, No. 6, p. 2.

[2]Barbara Nolen and Delia Goetz, Writers' Handbook for the Development of Educational Materials, (Washington: U. S. Department of Health, Education, and Welfare, Office of Education, Bulletin 1959, No. 19), p. 4.

[3]John Guy Fowlkes, "A Partnership in Learning Materials," Educational Screen and Audiovisual Guide, Vol. 40, No. 8 (August, 1961), p. 393.

> (2) to gain an understanding and appreciation of our economic system, (and) (3) to become an intelligent consumer of goods and services.[1]

The need for every person to gain understanding essential to efficient citizenship is becoming increasingly apparent. The business world of the future will be even more complex than that of today. If the student is to cope with the complexities of money management, he will need to gain greater understanding through course offerings in the business classrooms of the secondary schools. McGill says,

> Every person, no matter what he does in life, needs to have basic fundamental education in business so he can handle his personal financial affairs, banking services, tax matters, understand the free enterprise system and its place in American democracy.[2]

As each person reaches adulthood, his need for economic education becomes paramount. He casts economic votes for products and services provided by others. The votes cast through his purchases of goods and services will affect his own standard of living and ultimately that of the nation. The individual should have the opportunity to gain appreciation of his intrinsic role in the economy. He should have the opportunity to gain the understandings and skills that will allow him to function as an intelligent citizen.

Academic information (pre-college education) has traditionally been included in the curriculum of the secondary school. Education often has been thought of as possessing no practical consequences for the student, but

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[1]Policies Commission for Business and Economic Education, This We Believe About Business Education in the High School, A Bulletin Published Jointly by the United Business Education Association and Delta Pi Epsilon (Washington: United Business Education Association, 1961), p. 1.

[2]E. C. McGill, "High School Business Curricula," The Journal of Business Education, Vol. XXXV, No. 1 (October, 1959), p. 32.

being, instead, a matter of developing mental discipline. Such thinking is no longer valid. Subject matter that serves useful functions should receive consideration in curriculum planning of the modern schools. According to Wanous,

> It does not seem sensible or defensible that some schools can require all students to take three years of a foreign language which they might never use, and fail to include a single unit of instruction in economics and personal finance, which they would use throughout their lives.[1]

Since a large number of secondary school students terminate their formal education with the twelfth grade, one of the prime responsibilities of secondary education is the preparation of these students to fulfill their responsibilities as producers, consumers, and citizens.

Objectives for Business-Economic Education

There are two areas for business-economic education--the development of personal economic competencies and the development of social economic competencies. Business education is concerned with both areas and can be instrumental in the development of course content which will lead to better business-economic education for the student. Lomax says,

> If business teachers are actually to be real teachers of business rather than merely and mostly teachers of specialized skills and techniques, they need to accept and apply extensively a philosophy of business education which motivates them to relate their teaching specialities as much as possible to the functional operations of the business economy . . . it thus becomes a responsibility of every business teacher to help develop economic education in the learning accomplishments of his students, the same as it is his responsibility to teach correct use of the English language. Publishers of high school and junior college textbooks also have a similar responsibility to see that they

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[1]S. J. Wanous, "An Evaluation of Curriculum Practices and Trends in Business Education," Recent and Projected Developments Affecting Business Education, 1965 Yearbook of the National Business Education Association (Washington: National Business Education Association, 1965), p. 27.

> have built into the textbook an economic backbone to help make certain in every possible and practicable way that business students become really students of business--those who have business-economic understandings and appreciations which they vitally need as business workers and citizens.[1]

The change in thinking concerning the relative importance of personal and social economics is significant to the objectives of business education. Hanna's doctoral study of "Fundamental Issues in Business Education," in 1939, disclosed that of 78 leaders in business education, 61.5 percent considered the vocational objectives to be the basic one; 21.8 percent considered the general education objectives as basic; and 16.7 percent thought both objectives were of equal importance.[2] Hayden's study in 1950 revealed that of 38 leaders in business education, 95 percent considered both objectives to be of equal importance.[3]

Curricula in mathematics, science, languages, and other academic areas have been undergoing many basic changes to improve the educational quality of teaching materials and methods. Emphasis has been placed on conceptual understandings and application of underlying principles to functional problem situations.[4] Similar changes are occurring in the business education curriculum.

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[1]Paul S. Lomax, "An Urgent Call for Organized Leadership," The Journal of Business Education, Vol. XXXV, No. 5 (February, 1960), p. 16.

[2]J. Marshall Hanna, Fundamental Issues in Business Education, Monograph 48 (Cincinnati: South-Western Publishing Co., 1940), p. 13.

[3]Carlos K. Hayden, Major Issues in Business Education, Monograph 75 (Cincinnati: South-Western Publishing Co., 1951), p. 3.

[4]Wanous, op. cit., p. 33.

The Policies Commission recommends courses in both general business and advanced basic business (business economics). The bulletin, entitled Business and Economic Education, defines business education as

> . . . learning experience in those phases of business and economic activity in which all persons engage regardless of occupational interests and economic or social status, as well as learning experience designed to enable some persons to gain the competencies needed for satisfactory business employment.[1]

Two types of business fundamentals should be offered to assist in gaining personal and social economic competencies. The bulletin describes general business as a

> . . . study of planned spending, banking services, use of credit, sharing of economic risks, saving, travel services, communication, transportation, personal recordkeeping, and other topics designed to promote understanding of how business affects every person.[2]

Business economics is described as a

> . . . study of the role of business and industry in America; basic characteristics of the economic system; sources of income and costs of government; means by which economic growth is maintained; cost factors in production, inflation and deflation; labor-management relations; and management of personal economic affairs.[3]

The content focus of this subject is sharply differentiated from that in general business and is much more advanced. The emphasis is upon American business and how it is related to democracy, government, and the individual.

The above descriptions indicate that general business emphasizes those business and economic problems that are common to every person. Business economics, on the other hand, is specifically concerned with economic

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[1]The State Committee on the Improvement of Instruction in Business, Business and Economic Education (Oklahoma City: The Oklahoma State Department of Education, October, 1962), p. 3.

[2]*Ibid.*, p. 14.

[3]*Ibid.*, p. 17.

principles, business practices, and government business activities. The emphasis of the elements of personal business affairs in business economics is on how one may use his standard of living to gain more gracious, and more satisfactory, living.

Evaluation for Money Management Education

Economic materials offer limitless possibilities for evaluation. Personal and social economics as the two major areas, can be broken down into many smaller units. The amount of time and work involved in evaluation would render it impractical to attempt to evaluate both areas of economics simultaneously.

In considering the area of economics to be evaluated in this study, attention was given to the area of Family Finance since the most significant change in the American economy in recent years has occurred in family income.[1] The median family income increased from $3319 in 1950 to $5737 in 1961--both figured in current dollars. With a 34 percent adjustment for price increase, the net real increase in median family income was approximately 49 percent. With such significant changes in the national economy, a responsible and enlightened citizenry is mandatory for national welfare, for the attitudes of the people are reflected in policies adopted at the national level. Currently, the focus of economics is on economic growth, which is concerned primarily with higher employment, price stability, and exchange stability. As major questions arise in the economy, citizens express their opinions at the polls.

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[1]National Industrial Conference Board, "Road Map of Industry," No. 1398 (New York: The Conference Board, October 11, 1962).

If future citizens are to be economically literate, personal economic competencies must be developed through courses in the public school curriculum. Courses in personal economics also offer the opportunity to develop the powers of reflective thinking and the skills in problem solving needed for citizenship in a dynamic economy.

Many aspects of personal economics could be considered for evaluation, i.e., money management, consumer buying, legal aspects of personal economics, services offered to the consumer, and communication facilities. An attempt to cover all of the various aspects of personal economics could result in an inadequate evaluation. In order that time and effort could be more efficiently utilized, this study is devoted to the textbook coverage of money management aspects of personal economics.

A wealth of material is now available to individuals who need to strengthen their knowledges and understandings about money management. Although many of these publications can be used as source material in the secondary school, research has shown that the majority of teachers use textbooks as source material. Therefore, this study was limited to an evaluation of the business textbooks, rather than including all source material. Research further shows that textbooks in general business tend to be voluminous and that the total content in business economics is such that currently no single textbook can serve as an adequate guide to instruction. The business teacher who relies heavily on the textbook is faced with the problem of selecting one that contains most of whatever should be taught. There is a need then, to ascertain the extent to which textbooks cover the area of money management (both as to quantity and quality).

Evaluation of all business textbooks in use in the public schools throughout the United States would be a physical impossibility. To attempt to select those textbooks which are "most used" could result in technical problems which might be insurmountable. Any selection contains a certain amount of inappropriateness. The procedure of using a state-adopted textbook list seemed to be most appropriate for the selection of textbooks to be used. Through the use of a single state-adopted textbook list, attention could be given to a specific number of books chosen by the state adoption textbook committee as the most satisfactory books presented for use in that state. Since this study was done at The University of Oklahoma, the Oklahoma state-adopted textbook list was used.

The textbooks selected for evaluation in this study were limited to general business, consumer education, and economics because these subjects are commonly offered in secondary curriculums. The Oklahoma state-adopted textbook list[1] contained 12 textbooks for the three subject areas which permitted an adequate measurement and evaluation of the six selected areas of money management. In examining the textbooks to be used in this study, one textbook was found to have been written on the college level. The author specifically states that the approach used in this textbook is primarily "macro" and institutional. A letter to the publishing company resulted in a listing of the colleges now using this textbook throughout the United States (Appendix). Based upon this evidence, it was considered appropriate to eliminate this particular textbook from this study, leaving a total of eleven textbooks to be examined.

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[1]Annual Textbook Requisition and Inventory (Oklahoma City: State of Oklahoma, Department of Education, 1964-65), p. 34, 44.

The eleven textbooks, used with permission of the publishers, were:

Crabbe, Ernest H., Herman G. Enterline, and S. Joseph DeBrum. General Business, 8th ed. (South-Western Publishing Company, 1961).

Dodd, James Harvey, John W. Kennedy, and Arthur R. Olsen. Applied Economics, 6th ed. (South-Western Publishing Company, 1962).

Fancher, Charles and J. Francis Gallagher. Business Fundamentals for Everyone, 2nd ed. (Prentice-Hall, Inc., 1958).

Goodman, Kennard E. and C. Lowell Harriss. Economics. (Ginn and Company, 1963).

Klein, Jacob and Woolf Colvin. Economic Problems of Today. (Lyons and Carnahan, 1959).

Polishook, William M. Today's General Business. (Ginn and Company, 1959).

Price, Ray G., Vernon A. Musselman, and Edwin E. Weeks, Jr. General Business for Everyday Living, 2nd ed., (Gregg Publishing Division, McGraw-Hill Book Company, Inc., 1960).

Scott, Wesley E., Fred Kane, John G. Kirk, and Harold B. Buckley. Everyday Consumer Business. (Prentice-Hall, Inc., 1959).

Smith, Augustus H., Economics for Our Times, 3rd ed. (Webster Division, McGraw-Hill Book Company, 1963).

Wilhelms, Fred T. and Ramon P. Heimerl. Consumer Economics--Principles and Problems, 2nd ed. (Gregg Publishing Division, McGraw-Hill Book Company, Inc., 1959).

Wilson, W. Harmon and Elvin S. Eyster. Consumer Economic Problems, 6th ed. (South-Western Publishing Company, 1961).

The six selected areas to be examined in these textbooks were isolated and defined by Hall in his doctoral study.[1] Hall developed understandings, concepts, and attitudes which are appropriate at the secondary school level in the selected areas of economics. These materials constituted the frame of reference for determining whether a particular textbook author utilized conceptual learning patterns in his presentations.

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[1]Hall, loc. cit.

In no way is this evaluation to be interpreted as an evaluation of the total purpose or intent of the authors. The evaluation was not in terms of either a particular grade level or a subject for which a textbook might be used. A book which has limited content for money management could well have the type of content that makes it excellent in the course for which it is intended to be used. Business courses in the schools of Oklahoma afford an opportunity for the presentation of money management education and, consequently, this study is being completed to determine the quantity and the quality of the available textbook coverage for money management education.

The purpose of this study is not to be critical of the textbook as a whole, but is concerned only with those areas dealing primarily with money management. Each of these textbooks has very fine qualities--qualities which would be apparent in an analysis to determine the comprehension and meaningfulness to the particular course of study for which the textbook was prepared. Each of the books is colorful and appealing in appearance. Research of the data intrigued the researcher and led her to read and examine more than was essential to the analysis of each book.

Consideration was given to the problem of whether anonymity of textbooks and authors would be desirable. Books published for public consumption become a part of the public domain and are open to the criticism of the experts, and the authors are committed to their written word. Based upon a research of unpublished documents, Woolf[1] cited specific materials,

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[1]Donald Austin Woolf, "Behavioral Science Research and the Practicing Administrator, A Study of the Literature of Selected Management Journals," (Unpublished Ph.D. dissertation, Cornell University, 1963).

and Rogers[1] followed a similar pattern. An unpublished document, such as this study, is prepared for the purpose of research and is considered to be of a category that is different from published materials. Anonymity would be impossible to maintain in a research paper such as this because the very nature of the research would reveal the data necessary for the identification of each textbook. Anyone who took the trouble to follow the same pattern of measurement could identify each of the textbooks within a few minutes. A struggle to maintain an anonymity which is so readily identifiable would be absurd.

Anonymity was further deemed unnecessary because the concerns for the quantity and the quality of money management do not reflect adversely on any particular textbook. Identification allows references to specific books and makes it easier to present the data and easier for the reader to make his own interpretation of the findings and conclusions.

The development of criteria for evaluation of the quantity and quality of money management content, and the application of the criteria to the eleven textbooks evaluated in this study comprise the information presented in the subsequent chapters of this research study.

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[1]Rose Marie Rogers, "Development of American Textbooks in Business English and Correspondence in the Secondary Schools," (Unpublished dissertation, University of Pittsburgh, 1958).

CHAPTER III

DEVELOPMENT OF EVALUATIVE CRITERIA

The need to improve instructional materials has existed since the beginning of formal education. In this century, the need for critical and objective evaluation of textbooks has led educators to a concerted effort to develop scientific criteria for evaluation. For an evaluation to be successful, tools of measurement must be formulated and applied to the textbooks as objectively as possible.

> No score card can be devised which will weigh a book as automatically and objectively as scales weigh a sack of wheat . . . it will provide teachers with a broad, unbiased, comparatively objective and authoritative guide, which is desired by at least 93 percent of the teachers today.[1]

In 1923, Fowlkes said, "Administrators, teachers, and students of education all feel the need of a device that may be used for collecting and recording opinions in order that a textbook may be judged with equity."[2] He said, also, that textbook publishers were far from agreement as to the essential requirements that school textbooks should fulfill.

In 1955, Ebel indicated that this need was still present when he said,

> Evaluation is impossible in the absence of some kind of measurement. That measurement should be as precise as possible,

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[1]Willis O. Underwood, "A Guide for Textbook Analysis," The American School Board Journal, Vol. 102, No. 3 (March, 1941), pp. 23-24.

[2]John Guy Fowlkes, Evaluating School Textbooks (New York: Silver, Burdett and Company, 1923), p. 7.

> but it need not be perfectly precise, need not satisfy all the measurement criteria of the physical scientist . . . .
>
> Evaluation requires measurement, but adds to it a value judgment concerning worth of the thing measured. Measurement may tell "how much;" evaluation may tell "how good."[1]

The measurement and the analysis of textbooks present perhaps a more critical problem in 1965 than ever before.

The analysis of general business, consumer education, and economics textbooks is particularly pertinent at this time because every individual in American society is affected by either the presence or the absence of money. Changes in production, consumption, employment, and wages make mandatory a personal competence in money management. Textbooks dealing with personal economics must provide the opportunity for students to increase their skills in money management. Such an analysis must reveal not only a quantity analysis but also, if the society is to be more efficient economically, a quality analysis of content.

Background Material for Criteria

The development of criteria for the measurement of money management content necessitated a search of the literature to determine the qualities of a good textbook. Material of this type can be found in all areas of study. Elementary and secondary textbooks provide many ideas on textbook formation. Textbooks and periodical literature in business, audio-visual education, mathematics, psychology, and elementary and secondary education provide professional opinions about textbook construction. The governmental studies and the state guides for teachers provide additional material for evaluation.

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[1]Robert L. Ebel, "Using Tests for Evaluation," The National Elementary Principal, Vol. XXXV, No. 4 (December, 1955), p. 30.

Personal interviews with authorities and unpublished materials, such as doctoral dissertations, offer new evaluative techniques. These were the types of research materials used in this study to develop ideas for evaluative criteria.

A search of the literature divulged two aspects of evaluation--quantity (measurement) and quality (evaluation). Both are important to an evaluation of textbooks; neither will, in itself, be adequate. The quantity of material is measured in terms of the complete presentation, the selection of material to be presented, and the amount of space devoted to each area of the material presented. The quality of material presented affects the learning process of the student. The presentation of material should be in accord with the objectives of the author in his attempt to promote learning.

For centuries the presentation in textbooks has tended to be factual. As the economy of the United States began to rise, educators became aware of the need to provide not only factual material but also the opportunity for students to gain knowledges; and after the acquisition of knowledges, the student should be guided to a broader understanding of the subject. This pattern of education calls for a broader presentation of textbook material.

Periodically textbooks are revised to include additional material, eliminate material that is no longer considered to be pertinent at a particular level, and to incorporate new ideas developed through research. Shifts in curriculum patterns also cause textbook revision. Currently, many of the aspects of economic education formerly taught at the secondary level have been included in the elementary curriculum. With this new foundation upon which to build, textbook authors began to revise existing textbooks and to write new books which present additional information to the student with a minimum of repetition. These revisions provide the opportunity to expand the factual information into knowledges and understandings which promote the formation of concepts and attitudes toward economic problems.

At the same time, textbook authors encounter certain difficulties in breaking away from traditional writing patterns. The textbook must satisfy administrators, teachers, students, and publishers if it is to sell. The authors face the task of tedious revisions, introducing new ideas in textbook writing as fast as they can persuade acceptance of them.

Based upon this information, it became apparent that the criteria for this study must measure the amount of money management content and at the same time evaluate the quality of that content.

The literature was searched to determine ways of measuring and evaluating money management content. No established set of criteria was discovered that could be utilized in the quantitative and the qualitative analyses of money management material in the eleven textbooks in this investigation. The development of suitable criteria became a major task in this study involving a search of the literature with careful development of isolated items of information into ideas appropriate for measurement and evaluation. These items of information often were nebulous and vague, and formulation of ideas was difficult. After a painstaking, meticulous search of books, periodicals, reports, etc., in various subject areas, ideas were tentatively formed. The ideas were then classified into two groups--those related to the measurement of quantity and those related to the evaluation of quality. Each criterion was subjected to a study of applicability; then revised, edited, and refined until there were 32 criteria appropriate for use in this study of money management coverage. In the following pages, the criteria are presented for measuring quantity and for evaluating quality.

Quantitative Criteria and Supporting Documentation

There is evidence that a relationship exists between the problems encountered by teachers and the textbook coverage of topics. It is necessary, then, to determine the incidence of money management coverage in the textbooks examined. The six quantitative criteria are designed to be applied to such textbook parts as the preface, table of contents, descriptive content, etc., to assist in answering the question: What is the extent of the commitment of the textbook to personal and family money management as indicated by the amount of coverage given directly or indirectly to six essential aspects of money management?

Preface

Criterion 1: Does the author emphasize the importance of money management in the preface?

In the preface, the reader is usually informed of the author's purpose and his underlying principles. The presentation of material is further affected by the determination of the author to stress either the personal or social aspect of economics. The philosophy of the author, as expressed in the textbook material, directly affects the learning process; and it becomes necessary to examine the textbook to determine whether it has been written in conformance with the philosophy stated in the preface.

Table of Contents and Descriptive Content

Criterion 2: What is the extent of coverage of selected major aspects of money management in the headings of the table of contents?

Criterion 3: What is the extent of the coverage of selected major aspects of money management in the descriptive content (by total and percentage of pages)?

These criteria are important in determining relative values of subject matter. Tonne,[1] in discussing the importance of subject matter emphasis, indicated that an author interested in one aspect of an area of knowledge may become so imbued with its extreme importance that he will overemphasize the aspect in his textbook material. These criteria will reveal, also, whether the author has used money management terminology in the headings of the table of contents, thus emphasizing its importance in economic education.

Illustrations

Criterion 4: How many illustrations are used in the coverage of selected major aspects of money management?

Illustrations, including such visual aids as pictures, charts, graphs, narratives, case stories, and cartoons may clarify the written text, or they may be used to present technical information in a more comprehensible manner than is possible in the written text. Illustrations should be an indispensable part of the subject matter, or they fail to contribute to the textbook and could even lessen its effectiveness. They are, therefore, an important consideration for evaluation.

End-of-chapter Materials

Criterion 5: To what extent do the end-of-chapter materials emphasize the importance of selected major aspects of money management?

End-of-chapter materials offer the opportunity for the author to develop fundamental skills, such as reading, writing, listening, computation, and spelling. Fundamental skill development is considered one of the primary

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[1]Herbert A. Tonne, "Conant No Enemy of Business Education?" Journal of Business Education, Vol. XXXV, No. 1 (October, 1959), p. 11.

objectives of education. Crow discusses fundamental skill development as psychological. He says, "The prime objective of all organized teaching and learning is the gradual development of the individual's ability to communicate with his fellows in any one of the various modes of expression."[1] Fundamental skills are necessary for solving problems. To be skillful in problem solving, the student must (1) understand the language of the problem, (2) have the strength in the fundamental processes to be used in the solution, (3) have an understanding of the operations involved in finding a solution, and (4) have the ability to understand and evaluate the reasonableness of an answer. The first broad goal of instruction in the principles of business has been stated as follows:

> To enable students to review, extend and refine fundamental skills as they apply them to the solutions of personal and group business and economic problems.[2]

The end-of-chapter materials offer the opportunity for the author to develop a vocabulary of economic terms which will promote an understanding of money management. They also offer the opportunity for the authors to provide materials that would extend and refine skills already possessed by the student and to provide experiences and activities that would go beyond the textbook to promote curiosity and comprehension. It is important to determine the number of activities and the type of activities that relate to the selected major aspects of money management.

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[1]Rudolph Pintner, et. al. Educational Psychology, 5th ed. (New York: Barnes and Noble, Inc., 1963), p. 35.

[2]The State Committee on the Improvement of Instruction in Business, loc. cit., p. 4.

Glossary, Bibliography, and Index

<u>Criterion 6</u>: To what extent do the glossary, bibliography, and index emphasize money management education?

The glossary provides an extension of the vocabulary building activities and enables the students to ascertain quickly the meaning of a term as it is used in the descriptive content of the textbook. The glossary might well serve for additional vocabulary expansion.

A bibliography will indicate the extent to which the textbook relates itself to other materials and will allow the student to go beyond the textbook to satisfy his curiosity and to develop more comprehension. Shores makes the statement that

> Good bibliographies in textbooks can no longer always be limited to other readings. Viewings of pictures, films, filmstrips, and opaque and transparent projections are part of the multi-materials teaching. So also is listening to selected tapes and discs.[1]

An index indicates where specific material may be located within the descriptive content. Any mention of money management will be indexed for easy reference. It is important, then, to ascertain the number of money management terms which have been indexed for a particular textbook.

<u>Qualitative Criteria and Supporting Documentation</u>

Money management education should emphasize the development and application of conceptual understandings to reflect appropriate attitudes. The 26 qualitative criteria set forth below are designed to reveal data essential to answer the question: <u>What is the quality of the material relating to the six essential aspects of money management, the coverage of</u>

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[1]Louis Shores, <u>Instructional Materials</u> (New York: The Ronald Press Company, 1960), p. 52.

which was determined in the quantitative analysis of each textbook, as indicated by the presentation of material by each of the author(s)?

Preface

Criterion 1: Does the author indicate that the textbook is one that fits into a sequential curriculum pattern for instruction in personal economics, i.e., does it help to assure the student the opportunity to complete a sequence of study designed to formulate the understandings and concepts essential for efficient citizenship?

As more recognition is given to the importance of personal economic education, a wider span of economic learning will occur. It has now been recognized that phases of economic education can be taught in the kindergarten. As the educational curriculum incorporates economic learning into the elementary classrooms, it becomes even more important to have a series of textbooks designed to follow up the grade-by-grade curriculum pattern, so that a minimum of repetitious learning occurs, leaving time to develop new knowledges and understandings.

With three subject matter areas in the secondary school of today dealing with economic education, there should be some indication by the authors as to whether the textbook is written as one of a series. If students are to receive the benefits of broad economic education, it is important to ascertain whether textbooks are being prepared with this broader curriculum in mind.

Criterion 2: Are objectives for promoting conceptual learning stated in the preface?

The objectives of the author should support his philosophy and should indicate the manner in which he will attempt to promote learning. The Report of the National Task Force on Economic Education says that only in rare cases are the teaching materials focused on development of fundamental economic understanding.[1] Therefore, the objectives of the author are vital to the determination of whether his purpose was to promote conceptual learning.

The early business textbooks were written for the primary purpose of serving a general use in the business field. James R. Parks, speaking of the "Objectives of Introduction to Business Textbooks," says that as the primary purpose became that of promoting economic efficiency, the authors expressed their objectives timidly at first; then as the course became more readily accepted by business educators, they stated their objectives more boldly.[2] The objectives in a modern textbook should be designed to develop initiative and broad understanding, and to develop creative thinking.

> Criterion 3: Does the book contain topical emphasis on a particular aspect of money management, i.e., more emphasis on credit? If so, is this emphasis acknowledged in the preface?

This idea is supported by the National Task Force on Economic Education[3] as it states that value judgments of the authors, generally unidentified as such, abound.

Undue emphasis on any one area of a subject should be acknowledged in order that the reader may take this emphasis into consideration as the descriptive content is read. Failure to do so may result in biased education. It becomes important, then, to examine the quantity of material on any one area and to examine the preface for any indication that the author recognizes undue emphasis in any one area.

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[1]National Task Force on Economic Education, loc. cit.

[2]James R. Parks, "What are the Objectives of Introduction to Business Textbooks?" Business Education World, Vol. 40, No. 2 (October, 1959), p. 18.

[3]National Task Force on Economic Education, op. cit., p. 9.

Criterion 4: Does the author state in the preface the specific devices utilized to promote fundamental skill development?

Fundamental skill development is necessary for the development of problem solving techniques. The skill of reading, which is developed primarily in the elementary school, retains its importance as the student reaches the secondary school level. Excessive failures have occurred because of the lack of proper reading habits. Crow emphasized the need for reading ability when he said ". . . practically all progress in learning depends upon the individual's ability to read fluently and to understand what he is reading . . . ."[1]

The specific device used to promote writing skill is important as it contributes to the ability of the learner to organize and convey his ideas in a manner that can be deciphered by others. In discussing fundamental skill psychology, Crow says that the automatization of the writing process will free the writer to organize thoughts as he produces them in written form.[2]

The skill of listening is one that enables the student to interpret an accurate meaning from verbal instruction. It enables the student not only to interpret words used, but also to interpret tone of voice, gestures, and symbols used by the speaker to convey a message. The ability to listen affects the thinking process which depends on vocalization by teachers and students.

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[1]Pintner, op. cit., p. 177.

[2]Ibid., p. 183.

The skill of computation should promote an awareness of the need for and the use of computation in daily life. This skill becomes particularly important in the area of money management as the student learns to handle and to manipulate financial affairs. Crow says the function of arithmetic is the organization of ideas that have already been developed from perceptual experiences.[1] Computation is essentially abstract, and the student should be given the opportunity to practice the function as he will be expected to use it.

The English language includes many words that have similar pronunciations but different meanings. The learner must know the spelling of the precise word to prevent misinterpretation by the reader. Crow says, "Spelling habits must be so completely formed that the student, under normal conditions, will be free to give his attention to the organization of his thoughts . . . ."[2]

Morphological Analysis

A morphological analysis includes the study and description of patterns of word formation, including inflection, derivation, and composition. A study of research materials shows that a morphological analysis should be used to determine the manner in which content is presented.

Criterion 5: Is the reading level of the textbook in accord with the grade level of the student?

Some reading styles require higher levels of mental ability than others. Klare says that "readability" has come to be used in three ways:

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[1] Ibid., p. 186.

[2] Ibid., p. 180.

to indicate legibility, to indicate ease of reading, and to indicate ease of understanding or comprehension due to the style of writing.[1]

To be readable, a textbook must talk directly to the student in his language and at his level--sincerely, directly, understandably, and interestingly. Reading differs from other forms of communication because the reader controls the rate--he can pause to reread a passage, he can skim rapidly, he can read slowly, or he can stop reading. Parts of the textbook which are unappealing can be skipped altogether. Consideration must also be given to the fact that there is competition for the student's attention, and a textbook must hold the student's interest if communication is to result. According to Klare,

> The grade level at which the reader can read is not as precise as it sometimes sounds . . . the greater the reader's background and experience with a given topic and the greater the redundancy of the writing, the less effect an increase in readability will have. The reader must have a strong set to learn before the advantages of a more readable over a less readable version become apparent.[2]

Research shows, however, that reading ability corresponds fairly well to the number of years that the reader has gone to school. At the same time, reading ability should not be equated with intelligence, or reasoning ability, or maturity. Authorities in business report writing point out that "if we were given a choice between two (books) on the same subject, one slightly above our reading ability and one slightly below, we would prefer the latter."[3]

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[1]George R. Klare, The Measurement of Readability (Ames: Iowa State University Press, 1963), p. 1.

[2]Ibid., pp. 16-17.

[3]Chester Reed Anderson, Alta Gwinn Saunders, and Francis William Weeks, Business Reports, 3rd ed. (New York: McGraw-Hill Book Company, 1957), p. 135.

Nolen and Goetz[1] believe that reading obstacles should not be put in the path of the learner. It should not be necessary to master the skills of reading at the same time the reader is gaining new information and ideas. Such obstacles may deter the learner in his formations of understandings, concepts, and attitudes.

In an effort to measure reading ease, readability formulas have been developed. One of the main objections to the use of readability formulas, according to report writing experts, is that too much emphasis on readability by the author takes the art out of writing. Writing will always be an art--and studying the elements of writing which affect readability makes a better artist. Readability formulas will not provide interest, but they do provide a guide for checking writing to see that it is being prepared for the right level of audience. In Klare's opinion, the use of readability formulas to produce more readable material may or may not increase the reader's comprehension, learning, and retention of material,[2] for these are not necessarily the same thing. Pool says that readability formulas are only "partial indicators of source-receiver communality."[3] The Cloze Procedure is recommended by Pool because it

> . . . works where other methods won't, we assume, not because it is a better formula but because it is sensitive to just about all of the determinants (semantic, associational, grammatical, and syntactical) which affect encoding from a source to a receiver.[4]

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[1]Nolen, op. cit., p. 6.

[2]Klare, op. cit., pp. 15-16.

[3]Ithiel de Sola Pool (ed.), Trends in Content Analysis (Urbana: University of Illinois Press, 1959), p. 82.

[4]Ibid.

Pool explains that the Cloze Procedure tells how well a source is communicating to his receiver, but it does not tell anything about the source's motives, his dominant ideas, meanings, or associations--and these are the questions which are of concern to the content analysis. Report writers say that "the purpose of a formula is to provide a way to measure ease of reading, to tell whether a piece of writing will be easy or hard reading for a specified group of readers."[1] Anderson, Saunders, and Weeks report that the most widely used formula and the best known is the second of the three formulas developed by Rudolph Flesch,[2] with the next most popular form being that of Dale-Chall. The Dale-Chall formula gives similar results to Flesch, but takes longer to apply, since in addition to measuring average sentence length, words have to be checked against a list of 3000 common words to determine the proportion of easy to difficult words.[3] Klare substantiates the similarity of Dale-Chall and Flesch by stating that these two formulas yield the most nearly comparable scores.[4]

The Flesch formula is used in this study because of its popularity and simplicity. This formula consists of two parts: one which measures reading ease on the basis of two factors that have the highest correlation with tested readability--sentence length and word length; the other measures reading interest on the basis of "personal" words and sentences. The personal aspect in itself, according to Klare, "does not appear to contribute to the

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[1]Anderson, op. cit., p. 141.

[2]Rudolph Flesch, The Art of Readable Writing (New York: Harper and Brothers, 1949).

[3]Anderson, op. cit., p. 145.

[4]Klare, op. cit., p. 6.

understanding of the material, or to the efficiency of the reader. And it may even make the material less acceptable."[1] Since textbooks are written in an impartial and objective style, the second part of the Flesch formula has little applicability to the content analysis. The interest factor will be present if the student enjoys the subject being discussed. A simplification of the Flesch reading ease formula was published in the Journal of Applied Psychology in October of 1951.[2] Although it is not quite so precise as the original formula, it is accurate enough to indicate the reading grade level of the textbooks prepared for use by secondary school students to determine the ease of reading as measured by average sentence length and the number of one-syllable words in each sample.

> Criterion 6: Does the book develop a vocabulary of economic terms in developing the basic elements in business and economic operations, and are vocabulary building activities handled in such a way that students become interested in extending their own vocabulary to include the new words introduced?

In developing a vocabulary, the introduction of words and technical terms should be handled with care. Nolen and Goetz state that arbitrary repetition of new words should be avoided. The text should be so developed that new words can be used with meaning and increased comprehension. They further state that any vocabulary study should make due allowance for technical and unusual words of local usage.[3] Price says,

> It is difficult to think rationally or talk intelligently about any subject without some knowledge of the language peculiar to that subject. An excellent guide to vocabulary study in economic education would be a listing of the economic terms that are commonly used by the press. In other words, students should at

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[1]Klare, op. cit., p. 20.

[2]J. N. Farr, J. J. Jenkins, and D. G. Paterson, "Simplification of Flesch Reading Ease Formula," Journal of Applied Psychology, Vol. 35, No. 5 (October, 1951), p. 333.

[3]Nolen, op. cit., p. 110.

lease master such commonly used terms as economic growth, productivity, inflation, recession, capital depreciation, technological unemployment, GNP, etc.[1]

Criterion 7: Does the textbook contain a bibliography to provide the opportunity for the student to extend comprehension?

A good bibliography might include films, filmstrips, opaque and transparent projections, tapes, periodical literature, and other books. A good bibliography will offer the student the opportunity to seek opinions other than those stated in a particular textbook, and thus, gain the information needed to promote creative and logical thinking. According to Tonne, the teacher should

> . . . beware of the textbook which is cluttered with classification of research according to Jones, and another list of classification of research according to Smith, and a third one, obviously the best, according to the author himself . . . if taken as more than a point of departure, they also interfere with learning because we all know well that classifications never work out as such in actual practice.[2]

Criterion 8: Does the author avoid condescension of "talking down" to students?

This criterion is pertinent to evaluation because, in addition to the vocabulary, the very formation of words used by the author becomes important for comprehension. Shores,[3] in a discussion on evaluation of textbooks, indicates that an important criterion of evaluation is whether an author avoids condescension or "talking down" to students.

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[1]Ray G. Price, "What is Economic Education?" A Teacher's Guide to Economics in the Business Education Curriculum (New York: Joint Council on Economic Education and National Business Education Association, 1963), p. 8.

[2]Tonne, "'List Making' as Evidence of Learning," loc. cit.

[3]Shores, loc. cit.

The student may come either to "love" or to "hate" the subject matter depending on the effect of the printed word on his emotions. Condescension may arouse the emotions of the reader, which may interfere with skillful performance and accurate thinking.

> Criterion 9: Does the textbook avoid repetitious or excessive descriptive material either (1) that should have been previously studied, or (2) that is only slightly related to the major elements of the topic? Example: (1) Barter, counterfeiting, school banks, etc. (2) Writing of checks, record keeping, banking details, etc.

This criterion is important because of the change in curriculum patterns and subject matter emphasis. In the modern elementary school, students learn about many aspects of money management that were formerly taught elsewhere. Authors of textbooks repetitiously covering this type of material and material only slightly related to the major elements of money management could well use more space to promote the needed understandings, concepts, and attitudes needed for efficient economic citizenship.

Repetition is used to stress the importance of subject matter, but too much repetition can dull interest and be condescending to the student. The intelligence level of the classroom should be the determining factor in the need for repetition. The two most comprehensive reports on the growth and decline of intelligence with age[1] show that the peak of intelligence is attained in the late "teen" years. The study by Miles and Miles reports the peak of intelligence is reached at about 17 to 18. The Jones and Conrad report shows the peak reached between 18 and 21. Thus, the secondary student is approaching his intellectual peak and can reasonably be expected to be capable of dealing with abstraction of a high degree.

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[1]Pintner, *op. cit.*, p. 35.

Criterion 10: Is economic analysis introduced in terms which should be familiar to the secondary school student?

As previously pointed out, textbook presentation should not deter the learner. At the same time, new material must be presented to increase the student's comprehension and understanding of the subject. In economic education textbooks in the secondary school, word formation becomes particularly important to the development of understandings. The National Task Force on Economic Education states that the treatment in textbooks is mainly descriptive; economic analysis is almost entirely absent.[1] This same report makes the statement that textbooks on economics

> . . . are devoted largely to facts and descriptions unrelated to major current public problems, lacking in careful analysis and full of policy prescriptions based largely on the unsupported views of the authors.[2]

The key, according to Reese,[3] is to present the analysis as a problem-solving challenge for the student; but recognizing that problem-solving requires a fairly high level of reading skill, which may deter the slow student, the development of such a presentation is not easy. Crow reiterates by saying that "The pupils should have practical life-like material . . . Hypothetical situations, although more easily constructed, lack the interest-arousing factors which will lead the student to exert his best efforts."[4] Price says that practice in analysis involves four steps:[5]

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[1]The National Task Force on Economic Education, op. cit., p. 9.

[2]Ibid., p. 76.

[3]Interview with Dr. Jim E. Reese, Department of Economics, The University of Oklahoma, May 11, 1964.

[4]Pintner, op. cit., p. 219.

[5]Price, op. cit., p. 129.

1. Defining the problem, gathering and classifying pertinent facts.

2. Examining goals or values from the standpoint of relative importance.

3. Examining alternative choices of solution.

4. Weighing the consequences of each course of action and making personal decisions.

If the student is to benefit from the problem-solving technique, it will be necessary to have economic analysis introduced into the language of the textbook. Without an adequate understanding of economic principles, the author fails to promote an appreciation of the development of ideas.

Criterion 11: Is the presentation of technical information made interesting so that material "comes alive" for the student?

The presentation of material, as well as the material itself, becomes extremely important in economic education to promote recognition of the importance and significance of the areas studied. Authorities indicate that although the content may be impeccably accurate, the interest of the reader must be held and the content must be written with clarity. Technical material should be adapted to the reader, accurate, and interesting. Perception is enriched by attention, observation, and multiple-sense appeal. Consequently, a textbook should appeal to various senses and interest the student, so as to enhance the acquisition of understanding and formation of conceptual patterns. The resulting motivation is the very heart of the learning process, for it sets in motion the reflective thought process that aids the student in digesting technical information.

Illustrations

Criterion 12: Is there a unity between the illustrations and the written text?

Criterion 13: Does the color add a dimension to the illustrations?

To justify the use of an illustration, the author must relate the illustration directly to the text. Seth Spaulding discusses illustrations as follows:[1]

> An illustration as such has no educative value, and may even be a detracting influence, if the drawing content has not been presented in terms of the past experience of the intended audience.
>
> Illustrations that are intended to communicate specific ideas will be most effective if:
>
> a. the number of objects that must be seen to interpret the illustrations correctly should be kept to a minimum,
>
> b. the separate actions necessary to interpret the basic message correctly should be kept to a minimum,
>
> c. all objects and inferred actions are realistically portrayed and not open to dual interpretation or secondary inference.
>
> Color in illustrative material adds to the interest potential of the drawings. However, unless used realistically, color may detract from the communication potential of the drawings.
>
> Captions, in general, usually serve to add information which is difficult to depict pictorially. Captions, however, should usually not be used to explain the illustration, but rather to generalize, modify, relate, and extend the meaning of the illustration.

Huck[2] says that

> Attention should be given to the spacing of the pictures and the text so that they do not all appear monotonously in the same place, and illustrations should blend with the text. They should be accurate, large enough to show detail, spaced

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[1]Seth Spaulding, "Communication Potential of Pictorial Illustrations," Audio-Visual Communication Review, Vol. IV, No. 1 (Winter, 1956), p. 156.

[2]Charlotte S. Huck and Doris A. Young, Children's Literature in the Elementary School (New York: Holt, Rinehart and Winston, 1961), p. 132.

so the reader does not feel confused, and should seem to flow with the text.

East[1] says that

> Pictures can show the structure of an idea or the simplest expression of that idea. Cartoons are the best examples . . . through pictures students can be helped to build up conceptual understandings as well as to break down concepts into easily understood parts.

Statistical information presented in visual form can be comprehended quickly. Shores[2] indicates that graphs are more desirable than tables for statistical data, particularly when the data are numerous.

Criterion 14: Do illustrations depict characteristics that promote understanding?

Factual representations are illustrated easily; however, illustrations should be designed to secure attention and arouse interest in presenting characteristics that cannot be verbalized. Graphs, outlines, and charts should be used to enable the student to grasp the relationships among the present, the past, and the future.

Properly constructed, illustrations provide clear and accurate perception, without which understanding and application are virtually impossible. With such illustrations, the teacher's task of explaining difficult concepts is lightened.

Criterion 15: If narratives or case stories are used for illustrations to promote learning, are the characters authentic and true to life?

Criterion 16: Do the narratives or case stories illustrate both strengths and weaknesses of the characters?

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[1]Marjorie East, Display for Learning (New York: The Dryden Press, 1952), p. 77.

[2]Shores, op. cit., p. 52.

Huck[1] states that illustrations not only aid in creating the basic mood of a story, but also portray character development convincingly. Such character development is possible only if the characters are true to life and allow the student to identify himself with them. According to Nolen, although the characters and circumstances of the story may be fictional, their problems and solutions must be true to life and accurate in every detail.[2] The identification achieved between the student and the character clarifies and extends information and makes the content more vivid and meaningful. This criterion is important because a student will identify himself more readily with a character who exhibits strengths and weaknesses than with a "model citizen."

Concept Formation

In discussing concept formation, Ryan says,

> When the common or essential element of a number of experiences has been recognized and abstracted from the multitude of individuating or accidental qualities, a concept has been formed: generalization has taken place.[3]

A concept, then, becomes a standard of reference, allowing a transfer of knowledge to new situations. The first step in the process of concept formation is the gathering of facts and sorting those facts to gain knowledge. This first step has constituted the traditional approach to textbook writing.

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[1]Huck, op. cit., p. 91.

[2]Nolen, op. cit., p. 129.

[3]Pintner, op. cit., p. 56.

Assimilating Knowledge Relationships to Develop Understandings

After knowledges have been gained, the next step in the process of concept formation is the assimilation of knowledge relationships to develop understanding. Measurement of the success of the author in achieving this step involves various considerations.

Criterion 17: Does the book utilize the creative potential of the student in the development of leadership qualities?

By utilizing the creative potential of the student and by developing qualities of leadership, the interest of the student can be aroused and sustained. Wolf[1] and Hasken[2] indicated the importance of maintaining student interest in the textbook material in order to establish principles for logical thought. If interest is at a high level, reflective thinking occurs, allowing the student to produce ideas.

Criterion 18: Does the textbook provide for viewpoints of other experts in the area?

Viewpoints of experts in the area, other than the author, are necessary to the formation of logical habits of thought. The student must recognize conflicting viewpoints before he can utilize the process of reflective thought. Reflective thought consists of five phases--activity, problem, data, hypothesis, and testing. Ryan indicates that there is no specific order to the process and often the five phases overlap.[3] Thus, the student must be given the opportunity to compare the viewpoints of the experts with his own experience,

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[1]William C. Wolf, "Creativity: The Concept on a Hot Tin Roof," The National Elementary Principal, Vol. XL, No. 6 (April, 1961), p. 4-9.

[2]Laurence D. Hasken, "The Principal's Role in Instructional Improvement," The National Elementary Principal, Vol. XXXV, No. 7 (May, 1956), p. 25-27.

[3]Pintner, loc. cit.

meditate on these viewpoints to arrive at a hypothesis to be tested against his own experience and the experience of others.

> Criterion 19: Are items of knowledge unified to promote understanding and to utilize the capacities of mature ingenuity?

Barnes[1] says that mature ingenuity can be determined by the following four questions:

> a. Does the textbook provide for abstract thinking at both higher and lower levels in order to broaden and deepen knowledge?
>
> b. Does the textbook provide for manipulation of problems?
>
> c. Does it provide for recombining of mental images?
>
> d. Does it promote thinking in areas of the improbable?

Hasken[2] said that the student should be challenged to think about ideas related to, but different from, the discussed material. From this thought process, the student should then produce ideas.

> Criterion 20: Are economic laws or principles stated in the textbook and used to analyze various situations?

This criterion would determine whether the student is given the opportunity to use what he has learned. Price[3] says "it is only through practice in analyzing economic problems that students develop this ability."

Reflective thinking and the formation of ideas have intrinsic value in the problem-solving approach. Through logical analysis of problems, the student uses his past experiences, understandings, and conceptual ideas to generalize about the current problem under consideration.

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[1]Fred P. Barnes, "Audio-Visual Materials in the Learning Process," The National Elementary Principal, Vol. XL, No. 4 (January, 1961), p. 10.

[2]Hasken, loc. cit.

[3]Price, op. cit., p. 9.

To increase proficiency in problem solving, Reese[1] would organize material by steps. In presenting the principles and the problems, a very simple case would be presented first, then a more elaborate illustration, and finally a very sophisticated illustration. He believes that the secondary school economic textbook should draw upon a list of economic principles or laws, select a situation, and show the student the manner in which these principles and laws may be used in analyzing the situation.

According to Graves,

> Problem solving . . . does not lend itself to black and white answers. Solutions involve not only quantitative and analytical skills but also creative and intuitive. The student does not get involved in the subject matter, but rather lives on the periphery amidst a world of facts and figures.[2]

Spitzer[3] feels that one weakness of textbooks is the failure to develop genuine learning problems. As a result, the particular phase of the subject is often not clear to the pupil. A problem with several solutions increases the understanding of the student and contributes to his confidence. A textbook should point up (economic) hazards, develop an understanding of professional guidance, and promote intelligent decision making and citizenship.[4]

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[1]Reese, loc. cit.

[2]B. B. Graves, "The Involvement Process--A Teaching Technique," Collegiate News and Views, Vol. XVI, No. 2 (December, 1962), p. 17.

[3]Herbert F. Spitzer, The Teaching of Arithmetic, 2nd ed. (Cambridge: Houghton Mifflin Company, The Riverside Press, 1954), p. 320.

[4]Hendrik Zwarensteyn, "Objectives of the Course in Business Law," Collegiate News and Views, Vol. XIV, No. 4 (May, 1962), p. 11-12.

Reflecting on Understandings to Form Concepts

As explained by Ryan, the precept refers to a specific situation and the concept is general (universal).[1] The author should provide an opportunity for the student to reflect on understandings to form concepts which will lead the student forward in a spiraling learning process.

> Criterion 21: Does the book promote intuitive predictions of problems that will face the student as he deals with money management problems?

The textbook should promote intuitive predictions, for, as students learn the various ways of making knowledge work, they form concepts about the area being studied. Barnes[2] says that the textbook should encourage the student to develop ideas, to reflect and wonder, to explore the possibilities and limitations, to develop standards, and, eventually, to form conceptual ideas.

> Criterion 22: Does the book establish a link between the student and his community?

The relationships needed for unity between knowledges and understandings can be made more apparent to the student when problems link the subject matter to the community life of the student. If the problems are concerned primarily with metropolitan areas, the students from small cities, towns, and rural areas will glean little or no meaning from them; but, meaningful problem-solving will incorporate elements adaptable to any community and to conceptual development.

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[1]Pintner, *op. cit.*, p. 53.

[2]Barnes, *loc. cit.*

Applying Concepts Through Actions that Reflect an Attitude

A student forms attitudes, both good and bad, concerning subject matter. If the student is to develop a desirable attitude in relation to the society in which he lives, he must have some guidance toward this end.

Subject matter must be correlated with school life in all phases of associations that pupils enjoy if desirable attitudes are to be formed. Nolen[1] is firm in the statement that the material, as well as the way in which it is presented, is important to the development of attitudes. Huck[2] defines a "concept book" as one ". . . which describes the dimensions of an abstract idea through the use of comparisons."

Criterion 23: Are the major ideas of each chapter interwoven to promote the formation of attitudes?

Desirable attitudes can be promoted by encouraging reflective thinking on related understandings. From the Arden House Conference on Books in the Schools came the statement that the really bright adolescent is every bit the equal of the adult in dealing with abstraction. He can soak up ideas. At this conference Chase said, ". . . it is important to develop the ability of individuals to weigh evidence and to make choices in complex situations where knowledge is less than complete and where the ability to forsee the outcome is imperfect."[3]

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[1]Nolen, op. cit., p. 23.

[2]Huck, op. cit., p. 101.

[3]Books in the Schools, Arden House Conference of February 3-5, 1961 (Harriman, New York: Arranged by American Book Publishers Council, 1961).

> Criterion 24: Does the book provide for a follow-up through reflective analysis of the original attitude of the student?

Students at the secondary level have already formed many attitudes concerning money management. Reflection on his original attitude and on the information presented to him through the textbook may materially aid him either in forming attitudes or in substantiating his original attitude. Gumm[1] indicated the necessity for follow-up materials appropriate to grasp and retain ideas. Either complete or partial review and practice of problem-solving will aid pupil learning.

> Criterion 25: Does the book provide an opportunity to reflect on the relationship among personal, national, and world economics?

To help the student in understanding his relationship to national and world economics, the textbook should promote an appreciation of the subject and a realization that the course reveals unlimited sources and meanings. Students should be stimulated by problems and solutions not only of everyday life but also of the world.

Critical Dimension

> Criterion 26: Does the textbook have a critical dimension of helping the student to develop a discerning attitude which will culminate in the ability to make sound, logical judgments?

The critical dimension is indispensable in tipping the balance toward successful economic citizenship. The purpose of the textbook is to encourage and promote logical thinking. In the process of economic analysis

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[1]Ben Gumm, "How to Evaluate Your AV Program," Educational Screen and Audiovisual Guide, Vol. 40, No. 5 (May, 1961), p. 228.

and problem-solving, development of a critical dimension is vital to the determination of the extent of conceptual presentation of the material.

Summary

The determination of the extent and the quality of the money management coverage contained in the eleven textbooks on the Oklahoma state adopted textbook list for the subjects of general business, consumer education, and economics required the use of a set of criteria designed for measurement and for evaluation of textbook content. An extensive search of the literature to isolate ways of measuring and evaluating money management material did not reveal a usable set of criteria. The development of a set of criteria was a major task and involved formulating items of information into ideas appropriate for measurement and evaluation. Ideas, classified into two groups--quantity (6) and quality (26)--were then revised and refined until they were appropriate for use in this study of money management coverage.

The quantitative criteria designed to be applied to parts of the textbook, i.e., preface, table of contents, descriptive material, etc., determine the extent of coverage for six selected aspects of money management. A comprehensive evaluation of the textbooks, followed by composite data to provide unity to the analyses, is presented in Chapter IV.

The qualitative criteria are designed for application to parts of the textbook and to specific portions of the descriptive content to determine the emphasis on conceptual elements of learning. The resultant application of the qualitative criteria to the eleven textbooks used in this study is shown in the extensive analyses of the textbooks as revealed in Chapter V.

CHAPTER IV

PRESENTATION OF QUANTITATIVE DATA

Any quantitative analysis of the textbook coverage of money management content can only reveal whether that type of information has been included in a book, and if so, the extent of that coverage as determined by some measuring device or devices. By itself, a quantity analysis is not particularly indicative of the power of a textbook to deal with a subject. A limited coverage of money management in one textbook could be more meaningful, useful, and valuable than a much greater amount of coverage in another textbook. It is mandatory, then, that the merits of the money management material revealed through quantitative data be also judged through an analysis of its quality. Such an analysis is presented in Chapter V.

The amount of textbook coverage of a particular area of subject matter is at least a guide to the emphasis allocated to it by authors. Knowledge of the amount of space allotted to each aspect of money management may contribute to a better understanding of the intent, purpose, and approach of the author of a textbook. Certainly, one would not expect the same amount of coverage of money management in textbooks for different secondary school subjects, such as general business, consumer education, and economics. One should expect, however, to find some money management content in each of the books used in these subjects.

Analyses of Individual Textbooks

The textbooks fundamental to this research study are the textbooks on the Oklahoma state-adopted textbook list for 1964-1965 for general business, consumer education, and economics with the exception, noted in Chapter II, of the textbook written on a college level. To determine the extent of the coverage of six selected areas of money management, each of the textbooks was carefully analyzed. The overall analysis took the following forms:

1. The preface of each textbook was examined to determine the actual number of words either directly or indirectly related to money management and the need and the desirability of providing money management education at the secondary school level.

2. The table of contents of each textbook was scrutinized to determine the number of major headings and sub-headings pertinent to money management.

3. The amount of money management descriptive content was determined by a count of the number of pages devoted to each of the six selected aspects.

4. The illustrations pertinent to money management were counted as they appeared throughout each textbook.

5. The end-of-chapter materials (such as questions on the text, discussion questions, vocabulary building, problems, and such other activities included by the authors) were quantitatively enumerated to ascertain the amount of money management emphasis.

6. The glossary, the bibliography, and the index of each textbook were examined to determine the actual number of money management items which were included.

Some of the textbooks had additional features not mentioned above. Each of these was examined to determine the amount of coverage given to money management.

The individual analysis of each textbook is followed by a summary statement of the general characteristics of each book and a statement of the emphasis given to money management in each textbook. In order to show a comparison of emphases on money management, a composite percentage of the emphasis contained in each textbook was taken. While a composite percentage must be based on somewhat varied characteristics, i.e., number of illustrations, number of words, pages of descriptive content, etc., it shows a composite picture of the amount of coverage given to money management in any one textbook and allows a comparison of the same type of coverage in the other textbooks used in this study. Three ranks of emphasis are used in these comparisons. Textbooks having 35 percent or more are classified as having <u>extensive</u> money management emphasis, those having 21 percent to 34 percent are classified as having <u>considerable</u> money management emphasis, and those having 0 percent to 20 percent are classified as having <u>limited</u> money management emphasis. The emphasis placed on money management in each textbook is ranked in comparison to the other textbooks in this study.

The remainder of this chapter is devoted to the presentation of data relative to the extent of the commitment of the eleven textbooks to personal and family money management as indicated by the amount of coverage given either directly or indirectly to six essential aspects of money management. The quantitative data applicable to each of the eleven books are presented separately. To avoid cumbersome comparisons with fractional numbers of pages, figures are "rounded off" with one-half page or more being counted as a whole page, and less than one-half page being counted as none.

Quantitative Analysis -- Textbook Number 1

General Business for Everyday Living
Ray G. Price, Vernon A. Musselman, Edwin E. Weeks, Jr.
Gregg Publishing Division, McGraw-Hill Book Company, Inc.
Second Edition, 1960

Preface

Total number of words in preface	1,543
Number of words devoted to money management	237
Percentage of money management emphasis	15.3

Table of Contents

Total number of major titles	12
Number of major titles relating to money management	5
Percentage of money management emphasis	41.7
Total number of sub-titles	50
Number of sub-titles relating to money management	21
Percentage of money management emphasis	42.0

Descriptive content

Number of pages of descriptive material in this book . . .		342
Number of pages devoted to:		
Money	57	
Credit	26	
Insurance	45	
Savings	14	
Investment	14	
Taxation	6	162
Percentage of money management emphasis		47.0

Illustrations (pictures, charts, etc.)

Number of illustrations in this textbook		317
Number of illustrations devoted to:		
Money	43	
Credit	21	
Insurance	36	
Savings	13	
Investment	15	
Taxation	5	133
Percentage of money management emphasis		41.9

End-of-chapter Material

Vocabulary building. This textbook is designed with Units and Parts rather than Units and Chapters. The Part is equivalent to the chapter in other textbooks. At the end of each chapter, the vocabulary words are accompanied by statements that must be either completed or defined through use of the vocabulary words. The listing of words is handled in various ways--sometimes simply listed and sometimes listed in groups from which a selection is made.

Total number of words emphasized in vocabulary building . . 481
Number of words relating to:
Money 64
Credit 38
Insurance 48
Investment 44
Savings 10
Taxation 21 225
Percentage of money management emphasis 46.7

<u>Questions on textbook material</u>. At the end of each chapter of this textbook, there are from 10-20 questions to which students are expected to respond directly from the textbook.

Total number of questions on textbook material 899
Number of questions devoted to:
Money 115
Credit 64
Insurance 111
Savings 40
Investment 51
Taxation 18 399
Percentage of money management emphasis 44.3

<u>Questions and problems for discussion</u>. The discussion questions and problems are designed to draw upon student experiences and promote thinking.

Total number of questions designed to promote discussion . 381
Number of questions devoted to:
Money 38
Credit 22
Insurance 52
Savings 15
Investment 10
Taxation 10 147
Percentage of money management emphasis 38.5

<u>Problems for individual and/or group work</u>. This activity at the end of each chapter is varied in its makeup and contains problems to be solved, group activities, preparation of materials, reports, securing of speakers, etc.

Total number of recommended problems and activities 391
Number of problems and activities devoted to:
Money 43
Credit 20

Insurance 61		
Savings 15		
Investment 8		
Taxation 9		156
Percentage of money management emphasis		39.8

<u>Arithmetic building</u>. Although this textbook does not include an arithmetic building activity, computation is required in some of the problems for individual and/or group work.

Total end-of-chapter items (words, questions, problems, etc.) . . .	2,152
Total end-of-chapter items relating to money management	927
Percentage of money management emphasis	43.0

<u>Glossary</u>

At the end of this textbook, 8 pages are devoted to definition of terms.

Total number of terms	462
Number of terms related to:	
Money 71	
Credit 38	
Insurance 49	
Savings 4	
Investment 21	
Taxation 18	201
Percentage of money management emphasis	43.6

<u>Bibliography</u>

This textbook does not include a bibliography.

<u>Index</u>

At the end of this textbook, 10 pages are devoted to an index with a list of items contained in the textbook. No proper names are listed.

Total number of topics	569
Number of topics related to:	
Money 66	
Credit 32	
Insurance 52	
Savings 8	
Investment 25	
Taxation 18	201
Percentage of money management emphasis	35.3

All of the various aspects of <u>General Business for Everyday Living</u> that could be quantitatively measured or counted evidence concern for money management. The quantitative coverage on money management ranges from 15.3 percent in the preface to 47.0 percent in the descriptive content. Of the 342 pages of descriptive material contained in the textbook, 162 pages are devoted to the six selected aspects of money management; and of the 2,152 end-of-chapter items (vocabulary, questions, problems, etc.) used in the textbook, 927 relate to the selected aspects of money management. In the end-of-chapter materials, the greatest emphasis on money management is found to be in the vocabulary section, with 46.7 percent emphasis on money management terms. In the preface, the authors indicate that provision has been made for the fundamental skill development of computation; but arithmetic building activities were not found in the end-of-chapter materials. Some money management computations are included in some of the problems for individual and/or group work.

This textbook deals primarily with business enterprise and how it operates to serve the individual and community; and, in large measure, emphasizes the role of the individual in a business world, as opposed to any strong emphasis on social or aggregate economics. In the preface, the authors expressed a commitment to personal and family money management, and the evidence indicates that approximately 38 percent of the textbook material is devoted to this commitment. This coverage constitutes the second highest emphasis on money management found in this study, and it is apparent that quantitatively the money management coverage in this textbook is <u>extensive</u>.

Quantitative Analysis -- Textbook Number 2

Today's General Business
William M. Polishook
Ginn and Company
1959

Preface

Total number of words in preface	909
Number of words devoted to money management	51
Percentage of money management emphasis	5.6

Table of Contents

Total number of units	7
Number of units relating to money management	2
Percentage of money management emphasis	28.5
Total number of chapters	19
Number of chapters relating to money management	5
Percentage of money management emphasis	26.3
Total number of parts	58
Number of parts relating to money management	16
Percentage of money management emphasis	27.6

Descriptive Content

Number of pages of descriptive material in this textbook .		291
Number of pages devoted to:		
Money	31	
Credit	20	
Insurance	30	
Savings	0	
Investment	6	
Taxation	8	95
Percentage of money management emphasis		32.6

Illustrations (pictures, charts, etc.)

Number of illustrations in this textbook		312
Number of illustrations devoted to:		
Money	45	
Credit	19	
Insurance	27	
Savings	0	
Investment	9	
Taxation	10	110
Percentage of money management emphasis		32.3

<u>End-of-chapter Material</u>

This textbook is divided into units, chapters, and parts. The parts are equivalent to the chapter in other textbooks and will be handled as chapters in this analysis.

<u>Vocabulary building</u>. This textbook combines word building and handwriting. A list of handwritten words are presented with no provision for definition or use of the words. Instructions for writing the words in good penmanship style are given.

Total number of words emphasized in vocabulary building . .		562
Number of words relating to:		
Money	65	
Credit	29	
Insurance	51	
Savings	0	
Investment	16	
Taxation	17	178
Percentage of money management emphasis		31.6

<u>Questions on textbook material</u>. At the end of each chapter (part) in this textbook, there are from 10-15 questions to which students are expected to respond directly from the textbook.

Total number of questions on textbook material		668
Number of questions devoted to:		
Money	79	
Credit	34	
Insurance	61	
Savings	0	
Investment	14	
Taxation	12	200
Percentage of money management emphasis		29.9

<u>Questions and problems for discussion</u>. At the end of each chapter (part) of this textbook, there are from 1-5 questions designed to apply learning to simulated real-life situations.

Total number of questions designed to promote discussion .		91
Number of questions devoted to:		
Money	23	
Credit	8	
Insurance	21	
Savings	0	
Investment	3	
Taxation	3	58
Percentage of money management emphasis		63.7

Problems for individual and/or group work. This activity consists of individual and group projects, ranging in scope from the simple to the challenging--from report preparation to analyses of the skills and traits necessary to the earning of money and analyzing tax structure as it applies to income and property.

Total number of recommended problems and activities		287
Number of problems and activities devoted to:		
Money	32	
Credit	14	
Insurance	29	
Savings	0	
Investment	5	
Taxation	7	87
Percentage of money management emphasis		30.3

Arithmetic building. This textbook contains an activity which deals with fundamental processes and related arithmetic problems which provide for repeated use of these processes.

Total number of problems		584
Number of problems relating to:		
Money	74	
Credit	36	
Insurance	42	
Savings	0	
Investment	8	
Taxation	9	169
Percentage of money management emphasis		28.9

Total end-of-chapter items (words, questions, problems, etc.)	2,192
Total end-of-chapter items relating to money management	692
Percentage of money management emphasis	31.5

Glossary

At the end of this textbook, 10 pages are devoted to definition of terms.

Total number of terms		433
Number of terms related to:		
Money	72	
Credit	29	
Insurance	42	
Savings	4	
Investment	23	
Taxation	14	184
Percentage of money management emphasis		42.5

Bibliography

This textbook does not provide bibliographical materials.

Index

At the end of this textbook, 9 pages are devoted to an index with a complete listing of items contained in the textbook, and also containing proper names.

Total number of topics		774
Number of topics related to:		
Money	93	
Credit	29	
Insurance	83	
Savings	10	
Investment	35	
Taxation	20	270
Percentage of money management emphasis		34.8

In Today's General Business, five of the six selected aspects of money management were specifically covered; and the aspect of savings, which was not specifically covered, was partially discussed with the aspect of investment. The quantitative coverage on money management ranges from 5.6 percent in the preface to 42.5 percent in the glossary. Of the 291 pages of descriptive material contained in the textbook, 95 pages were devoted to the selected aspects of money management, with an emphasis of 32.6 percent. Of the 2,192 total end-of-chapter items (vocabulary, questions, problems, etc.), 692 are related to money management, with an emphasis of 31.5 percent. Today's General Business provides an arithmetic review which provides for the refinement of fundamental skills in computation, with a 28.9 percent emphasis on money management.

This textbook deals primarily with business enterprise and how it serves the individual and community; with emphasis on the role of the individual in a business world, as opposed to an emphasis on social or aggregate economics. In the preface, the author indicates that a course such as

General Business should be offered to all students to develop good habits of spending and saving of both time and money, with emphasis placed on the everyday business tasks. The quantitative analysis indicates that approximately 29 percent of this textbook is devoted to this money management commitment, constituting the fourth heaviest emphasis on money management of the eleven textbooks examined in this study, a <u>considerable</u> quantity of money management coverage.

Quantitative Analysis -- Textbook Number 3

<u>Business Fundamentals for Everyone</u>
Charles Fancher and J. Francis Gallagher
Prentice-Hall, Inc.
Second Edition, 1958

<u>Preface</u>

Total number of words in preface	270
Number of words devoted to money management	39
Percentage of money management emphasis	14.4

<u>Table of Contents</u>

Total number of major titles	17
Number of major titles relating to money management	3
Percentage of money management emphasis	17.6
Total number of sub-titles	43
Number of sub-titles relating to money management	12
Percentage of money management emphasis	27.9

<u>Descriptive Content</u>

This textbook contains one unit on business computation which is devoted to fundamental processes of arithmetic. This unit is analyzed elsewhere in this individual analysis and is not included in the descriptive content.

Number of pages of descriptive material in this textbook .	338

Number of pages devoted to:

Money	43
Credit	20
Insurance	28
Savings	0

Investment	0	
Taxation	0	91
Percentage of money management emphasis		26.9

Illustrations (pictures, charts, etc.)

Number of illustrations in this textbook		189
Number of illustrations devoted to:		
Money	30	
Credit	10	
Insurance	16	
Savings	0	
Investment	0	
Taxation	0	56
Percentage of money management emphasis		29.6

End-of-chapter Material

This textbook is divided into units and topics. The topic is equivalent to the chapter of other textbooks.

Vocabulary building. This activity is limited to a list of words sometimes designated as "word study" and sometimes as "business words," with no provision for the definition or use of the word list.

Total number of words emphasized in vocabulary building . .		440
Number of words relating to:		
Money	58	
Credit	41	
Insurance	23	
Savings	0	
Investment	1	
Taxation	0	122
Percentage of money management emphasis		27.7

Questions on textbook material. At the end of each topic (chapter), there are from 10-20 questions to which the students are expected to respond directly from the textbook.

Total number of questions on textbook material		631
Number of questions devoted to:		
Money	79	
Credit	55	
Insurance	42	
Savings	0	
Investment	0	
Taxation	0	176
Percentage of money management emphasis		27.9

Questions and problems for discussion. At the end of each topic (chapter), there are from 10-20 statements designed to draw upon student experiences and to promote thinking.

Total number of statements designed to promote discussion			469
Number of statements devoted to:			
	Money	60	
	Credit	40	
	Insurance	20	
	Savings	0	
	Investment	0	
	Taxation	0	120
Percentage of money management emphasis			25.5

Problems for individual and/or group work. At the end of each chapter, there are from 1-3 activities which are designed for the individual and/or the group. These activities may be projects designed for the individual or group; exercises such as letter writing, the writing of figures, or exercises involving computation; or there may be activities involving investigations with oral or written reports.

Total number of recommended problems and activities			513
Number of problems and activities devoted to:			
	Money	41	
	Credit	46	
	Insurance	36	
	Savings	0	
	Investment	0	
	Taxation	0	123
Percentage of money management emphasis			23.9

Arithmetic building. At the end of each chapter, there are from 5-12 written problems on the personal and community level to be computed by the students. These problems provide for the development of the fundamental processes of arithmetic.

Total number of problems			355
Number of problems relating to:			
	Money	56	
	Credit	29	
	Insurance	20	
	Savings	0	
	Investment	0	
	Taxation	0	105
Percentage of money management emphasis			29.2

Total end-of-chapter items (words, questions, problems, etc.)	2,408
Total end-of-chapter items relating to money management	646
Percentage of money management emphasis	26.8

Glossary

This textbook does not contain a glossary of terms either at the end of each topic or at the end of the textbook.

Bibliography

Bibliographical materials are not made available in this textbook.

Index

At the end of this textbook, 19 pages are devoted to an index with a complete listing of the items contained in the textbook. No proper names are listed in this index.

Total number of topics		905
Number of topics related to:		
Money	88	
Credit	39	
Insurance	64	
Savings	0	
Investment	17	
Taxation	5	213
Percentage of money management emphasis		23.5

Business Computations

Unit 17. The unit is devoted to business computations. Twenty-one pages are devoted to fundamental processes, and eight deal with such items as fractional parts of a dollar, percentages, and related money management problems.

Total number of pages	29
Number of pages devoted to money management	8
Percentage of money management emphasis	27.6

Business Fundamentals for Everyone gives coverage to only three of the six selected aspects of money management quantitatively measured in this study. The quantitative coverage on money management ranges from 14.4 percent in the preface to 29.6 percent in the illustrations. Of the 338 pages of descriptive content in the textbook, 91 are devoted to the three money management aspects of money, credit, and insurance, with an emphasis of 26.9 percent. Of the 2,408 total end-of-chapter items (vocabulary, questions, problems, etc.), 646 are related to money management. The greatest emphasis on money management in the end-of-chapter materials is found in the section on "Arithmetic Building" with an emphasis of 29.2 percent. This textbook is unique in that it does not provide a glossary of money management terms either at the end of each chapter or at the end of the textbook. Immediately following the other units of the book, there is a unit devoted to business computations, containing 21 pages, 8 of which deal with money management problems such as fractional parts of a dollar and percentages.

This textbook deals primarily with business enterprise and how it serves the individual in a business world, as opposed to any strong emphasis on social or aggregate economics. In the preface, the authors express a commitment to money management with particular emphasis on consumer buying, purchasing a home, and service industries; and the quantitative analysis indicates that approximately 25 percent of the book is devoted to this commitment. It is apparent that quantitatively the money management coverage in this textbook is considerable, constituting the sixth heaviest emphasis on money management in this study.

Quantitative Analysis -- Textbook Number 4

General Business
Ernest H. Crabbe, Herman G. Enterline, S. Joseph DeBrum
South-Western Publishing Company
Eighth Edition, 1961

Preface

Total number of words in preface	1,456
Number of words devoted to money management	261
Percentage of money management emphasis	17.9

Table of Contents

Total number of major titles	12
Number of major titles relating to money management	4
Percentage of money management emphasis	33.3
Total number of sub-titles	56
Number of sub-titles relating to money management	26
Percentage of money management emphasis	46.4

Descriptive Content

Number of pages of descriptive material in this textbook . 399
Number of pages devoted to:
Money 120
Credit 35
Insurance 46
Savings 11
Investment 16
Taxation 7 235
Percentage of money management emphasis 58.9

Illustrations (pictures, charts, etc.)

Number of illustrations in this textbook 252
Number of illustrations devoted to:
Money 44
Credit 17
Insurance 22
Savings 6
Investment 7
Taxation 2 98
Percentage of money management emphasis 40.8

End-of-chapter Material

This textbook is divided into units and parts; the parts are equivalent to the chapters of other textbooks.

Vocabulary building. This activity consists of word lists accompanied with sentences which require the use of the words through the selection of the correct word either for completion or for definition.

Total number of words emphasized in vocabulary building . . 396
Number of words relating to:
Money 53
Credit 40
Insurance 45
Savings 14
Investment 19
Taxation 14 185
Percentage of money management emphasis 46.6

Questions on textbook material. At the end of each chapter (part) of this textbook, there are from 10-15 questions to which students are expected to respond directly from the textbook.

Total number of questions on textbook material 699
Number of questions relating to:
Money 88
Credit 61

Insurance 89		
Savings 21		
Investment 25		
Taxation 20		304
Percentage of money management emphasis		45.0

Questions and problems for discussion. This textbook does not include an activity involving discussion questions although some discussion questions are found in the activities for individual and/or group work.

Problems for individual and/or group work. Problem situations are designed to give an opportunity for the student to apply knowledge and experience. Some of the situations and questions could be used for discussion. Some of the activities have been especially designed for the rapid learner and require investigation of sources of information outside of the textbook.

Total number of recommended problems and activities	521
Number of problems and activities devoted to:	
Money 74	
Credit 53	
Insurance 72	
Savings 23	
Investment 23	
Taxation 15	300
Percentage of money management emphasis	57.5

Arithmetic building. This activity consists of related business problems requiring computation.

Total number of problems	218
Number of problems relating to:	
Money 28	
Credit 28	
Insurance 31	
Savings 11	
Investment 9	
Taxation 5	112
Percentage of money management emphasis	51.8

Total end-of-chapter items (words, questions, problems, etc.) . . .	1,934
Total end-of-chapter items relating to money management	921
Percentage of money management emphasis	47.6

Glossary

At the end of this textbook, 12 pages are devoted to definition of terms.

Total number of terms		407
Number of terms related to:		
Money	91	
Credit	25	
Insurance	49	
Savings	8	
Investment	18	
Taxation	14	205
Percentage of money management emphasis		50.4

Bibliography

Bibliographical materials are not made available in this textbook.

Index

At the end of this textbook, 8 pages are devoted to an index with a complete listing of items contained in the textbook. No proper names are listed.

Total number of topics		626
Number of topics related to:		
Money	98	
Credit	42	
Insurance	58	
Savings	9	
Investment	27	
Taxation	15	249
Percentage of money management emphasis		39.8

Appendix

Consists of an arithmetic review. Of the eleven and one-half pages, two and one-half are devoted to fundamental processes of multiplication, division, and use of decimals. The remaining nine pages are devoted to money management calculations including the use of price figures, percentage and interest, interest on installment loans and purchases. This review is an illustration rather than a set of problems to be solved.

Total number of pages	12
Number of pages relating to money management	9
Percentage of money management emphasis	75.0

Each aspect of General Business, which was quantitatively examined, was found to contain some coverage relating to all six of the selected aspects of money management measured in this study. The quantitative coverage on money management ranges from 17.9 percent in the preface to 78.2 percent in the appendix. The appendix consists of an arithmetic review in which nine pages are devoted to calculations with money management emphasis. In addition, there is an arithmetic building activity at the end of each chapter consisting of business and money management problems requiring computation. Of the 399 pages of descriptive material in this textbook, 235 pages are devoted to the six selected aspects of money management, an emphasis of 58.9 percent. This emphasis represents the highest emphasis on descriptive material of the eleven textbooks used in this study. Of the 1,934 total end-of-chapter items (vocabulary, questions, problems, etc.), 921 are related to money management, an emphasis of 47.6 percent. The glossary contains a money management emphasis of 50.4 percent, the highest emphasis in the glossary of the eleven textbooks; and the index contains a money management emphasis of 39.8 percent, the highest emphasis in the index of the eleven textbooks.

In large part, General Business deals with business enterprise and how it serves the individual and community, and emphasizes the role of the individual in a business world, as opposed to any strong emphasis on social or aggregate economics. In the preface, the authors express a commitment to personal and family money management, and the quantitative analysis reveals that approximately 45 percent of the textbook material is devoted to this commitment. This coverage constitutes the heaviest commitment to money management of the eleven textbooks used in this study, with slightly less than half of the textbook devoted to the six selected aspects of money management. Quantitatively, the money management coverage in this textbook is very extensive.

Quantitative Analysis -- Textbook Number 5

Consumer Economic Problems
W. Harmon Wilson and Elvin S. Eyster
South-Western Publishing Company
Sixth Edition, 1961

Preface

Total number of words in preface	745
Number of words devoted to money management	134
Percentage of money management emphasis	17.9

Table of Contents

Total number of major titles	8
Number of major titles relating to money management	3
Percentage of money management emphasis	37.5
Total number of sub-titles	33
Number of sub-titles relating to money management	15
Percentage of money management emphasis	45.7

Descriptive Content

Number of pages of descriptive material in this textbook .		485
Number of pages devoted to:		
Money	44	
Credit	62	
Insurance	44	
Savings	62	
Investment	27	
Taxation	18	225
Percentage of money management emphasis		46.4

Illustrations (pictures, charts, etc.)

Number of illustrations in this textbook		310
Number of illustrations devoted to:		
Money	38	
Credit	42	
Insurance	11	
Savings	13	
Investment	46	
Taxation	14	164
Percentage of money management emphasis		52.9

End-of-chapter Material

Vocabulary building. This textbook does not provide an exercise on vocabulary building at the end of the chapter. Throughout each chapter, words and terms are italicized to draw the attention to the word or term as it applies in the context of the discussion.

Questions on textbook material. At the end of each chapter in this textbook, there are from 10-20 questions to which students are expected to respond directly from the textbook.

Total number of questions on textbook material		624
Number of questions devoted to:		
Money	52	
Credit	69	
Insurance	77	
Savings	20	
Investment	36	
Taxation	26	280
Percentage of money management emphasis		44.9

Questions and problems for discussion. At the end of each chapter in this textbook, approximately 10 problems or questions for discussion are made available to the student.

Total number of questions designed to promote discussion		351
Number of questions devoted to:		
Money	35	
Credit	35	
Insurance	40	
Savings	6	
Investment	17	
Taxation	17	150
Percentage of money management emphasis		42.7

Problems for individual and/or group work. At the end of each chapter in this textbook, problems and projects are provided for individual and/or group work. Some of the problems involve computation in which arithmetic processes are utilized.

Total number of recommended problems and activities		231
Number of problems and activities devoted to:		
Money	16	
Credit	25	
Insurance	28	
Savings	7	
Investment	13	
Taxation	7	96
Percentage of money management emphasis		41.5

Arithmetic building. This textbook does not specifically provide for arithmetic building, but there are problems in the individual and/or group work which provide for the use of fundamental arithmetic skills.

Total end-of-chapter items (words, questions, problems, etc.) . . .	1,206
Total end-of-chapter items relating to money management	466
Percentage of money management emphasis	38.6

Buying Guides

At the end of this textbook, the authors set forth an unique idea. There are five buying guides consisting of 74 pages of descriptive content and 12 pages of questions and projects. There are 65 illustrations, 79 questions, and 26 exploration projects all of which are indirectly related to money management but none of which emphasize the six selected aspects of money management in which this study is primarily interested.

Glossary

This textbook does not provide a glossary of terms.

Bibliography

Bibliographical materials are not made available in this textbook.

Index

At the end of this textbook, there are 12 pages devoted to an index of items contained in the textbook. No proper names are placed in the index.

Total number of topics		999
Number of topics relating to:		
Money	91	
Credit	58	
Insurance	80	
Savings	13	
Investment	32	
Taxation	28	302
Percentage of money management emphasis		30.2

Each aspect of Consumer Economic Problems that could be quantitatively examined was found to contain some money management coverage relating to each of the six selected aspects of money management measured in this study. The quantitative coverage ranges from 17.9 percent in the preface to 52.9 percent in the illustrations. Of the 485 pages of descriptive material in this textbook, 225 are devoted to the six selected aspects of money management, an emphasis of 46.4 percent. Of the 1,206 total end-of-chapter materials (vocabulary, questions, problems, etc.), 466 are related to the six selected aspects of money management, an emphasis of 38.6 percent. The heaviest emphasis on the selected aspects of money management in the end-of-chapter items is found in the "Questions and Problems for Discussion" with an emphasis of 42.7 percent. This textbook does not provide a glossary of money management terms, nor does it contain a vocabulary building activity containing money management terms at the end of each chapter. At the end of the textbook, there are five "Buying Guides" consisting of 74 pages of descriptive material and 12 pages of questions and projects. Each of the "Buying Guides" is related to money management but none of them emphasize the six selected aspects of money management in which this study is essentially interested.

Consumer Economic Problems primarily emphasizes the individual's role in business enterprise and economic issues rather than a strong emphasis on social or aggregate economics. The authors express a commitment to personal and family money management in the preface, and the quantitative analysis reveals that approximately 39 percent of the textbook material is devoted to this commitment. This coverage constitutes the third heaviest emphasis of the eleven textbooks used in this study, and it is apparent that quantitatively the money management coverage in this textbook is **extensive**.

Quantitative Analysis -- Textbook Number 6

Everyday Consumer Business
Wesley E. Scott, Fred Kane, John G. Kirk, Harold B. Buckley
Prentice-Hall, Inc.
1959

Preface

Total number of words in preface	264
Number of words devoted to money management	56
Percentage of money management emphasis	21.2

Table of Contents

Total number of major titles	8
Number of major titles relating to money management	1
Percentage of money management emphasis	12.5
Total number of sub-titles	49
Number of sub-titles relating to money management	12
Percentage of money management emphasis	24.5

Descriptive Content

Number of pages of descriptive material in this textbook .		281
Number of pages devoted to:		
Money	25	
Credit	12	
Insurance	20	
Savings	10	
Investment	0	
Taxation	0	67
Percentage of money management emphasis		24.0

Illustrations (pictures, charts, etc.)

Number of illustrations in this textbook		168
Number of illustrations relating to:		
Money	18	
Credit	5	
Insurance	9	
Savings	6	
Investment	0	
Taxation	0	38
Percentage of money management emphasis		22.6

End-of-chapter Material

Each chapter in this textbook terminated with different activities. The variety of these activities is one of the unique features of individuality expressed in this textbook. Many of the activities were repeated in several chapters, many of the activities appeared in only one chapter.

Vocabulary building. This exercise appears in most of the chapters of this textbook but not in all chapters. Wherever it appears, there is a list of words accompanied with a phonetic pronunciation guide and definitions. Provision is made for the students to use the words in sentence construction.

Total number of words emphasized in vocabulary building . .		424
Number of words relating to:		
Money	41	
Credit	20	
Insurance	40	

Savings 12
Investment 4
Taxation 2 119
Percentage of money management emphasis 28.2

Questions on textbook material. This exercise appears in many of the chapters in this textbook and does not appear in many other chapters. Where it appears, there are from 5-10 questions to which the students are expected to respond directly from the textbook. In some instances, the questions take the form of testing devices in which the student either tests himself or others on what has been read.

Total number of questions on textbook material 171
Number of questions relating to:
Money 18
Credit 26
Insurance 17
Savings 6
Investment 0
Taxation 0 67
Percentage of money management emphasis 39.2

Questions and problems for discussion. There were a number of exercises at the end of the chapters in this textbook which provide discussion opportunities for the students. Sometimes the exercises took the form of either debate or discussion questions, and at other times the students were urged to give their opinion on specific questions or problems.

Total number of questions designed to promote discussion . 44
Number of questions devoted to:
Money 0
Credit 11
Insurance 8
Savings 0
Investment 0
Taxation 0 19
Percentage of money management emphasis 43.1

Problems for individual and/or group work. The greatest variety of activities were found in this group. The students were asked to act out certain roles for other students; there were various projects involving both individual and group participation, there were exhibitions and displays, and reports and investigations to be completed by either the individual or the group.

Total number of recommended problems and activities 413
Number of problems and activities devoted to:
Money 13
Credit 18

Insurance	12	
Savings	20	
Investment	0	
Taxation	0	63
Percentage of money management emphasis		15.2

Arithmetic building. This textbook utilized the fundamental skills involved in arithmetic and expanded the use of these skills into related practical problem solving. In addition to these concerted efforts to build arithemtic skills, other problems in the textbook also involved arithmetic computations.

Total number of problems		549
Number of problems relating to:		
Money	3	
Credit	7	
Insurance	5	
Savings	15	
Investment	0	
Taxation	0	30
Percentage of money management emphasis		5.4

Handwriting improvement. A unique feature of this textbook is the provision for the improvement of the handwriting skill at the end of many of the chapters.

Total number of handwriting exercises in this textbook . .		45
Number of handwriting exercises relating to:		
Money	0	
Credit	1	
Insurance	0	
Savings	2	
Investment	0	
Taxation	0	3
Percentage of money management emphasis		6.6

Total end-of-chapter items (words, questions, problems, etc.) . . .	1,646
Total end-of-chapter items relating to money management	301
Percentage of money management emphasis	18.3

Glossary

At the end of the textbook, five pages are devoted to definition of selected terms, in addition to the definition of terms given in the vocabulary building acitivites at the end of most of the chapters.

Total number of terms		94
Number of terms relating to:		
Money	13	
Credit	5	
Insurance	7	
Savings	0	

Investment 2		
Taxation 3		30
Percentage of money management emphasis		31.9

Bibliography

This textbook does not make a bibliographical listing of materials available to the students.

Index

At the end of this textbook, 12 pages are devoted to indexed items appearing in the textbook material. Proper names are indexed in this textbook.

Total number of topics		572
Number of topics related to:		
Money	26	
Credit	18	
Insurance	21	
Savings	3	
Investment	12	
Taxation	3	83
Percentage of money management emphasis		14.8

Everyday Consumer Business contains quantitative coverage relating to four of the six selected aspects of money management measured in this study, with only brief attention given to investment and taxation in the glossary and index terms. The quantitative coverage ranges from 12.5 percent in the table of contents, major titles, to 31.9 percent in the glossary. Of the 281 pages of descriptive material in the textbook, only 67 pages are devoted to four of the selected aspects of money management, an emphasis of 24.0 percent. Of the 1,646 total end-of-chapter items (vocabulary, questions, problems, etc.) contained in the textbook, only 303 are related to four of the six selected aspects of money management measured in this study, an emphasis of 18.4 percent. In the end-of-chapter materials, the authors of this textbook provided for the development of the fundamental skills of arithmetic and handwriting and included these activities in the material relating to money management. This textbook is unique in the tremendous array of activities in the end-of-chapter materials, which accounted for approximately 30 percent of the total textbook material and approximately 26 percent of the material relating to money management.

Everyday Consumer Business primarily emphasizes the individual's role in business enterprise and economic issues rather than a strong emphasis on social or aggregate national economics. In the preface, the authors express a commitment to personal and family money management, and the evidence indicates that approximately 21 percent of the textbook material is devoted to this commitment. This coverage constitutes the seventh heaviest emphasis of the eleven textbooks used in this study, and, quantitatively, the money management coverage in this textbook is considerable.

Quantitative Analysis -- Textbook Number 7

Consumer Economics--Principles and Problems
Fred T. Wilhelms and Ramon P. Heimerl
Gregg Publishing Division, McGraw-Hill Book Company, Inc.
Second edition, 1959

Preface

Total number of words in preface	659
Number of words devoted to money management	57
Percentage of money management emphasis	8.6

Table of Contents

Total number of major titles	9
Number of major titles relating to money management	3
Percentage of money management emphasis	33.3
Total number of sub-titles	32
Number of sub-titles relating to money management	10
Percentage of money management emphasis	31.2

Descriptive Content

Number of pages of descriptive material in this textbook . 459

Number of pages devoted to:

Money 15

Credit 47

Insurance 53		
Savings 15		
Investment 0		
Taxation 0		130
Percentage of money management emphasis		28.3

Illustrations (pictures, charts, etc.)

Number of illustrations in this textbook	207
Number of illustrations devoted to:	
Money 13	
Credit 26	
Insurance 20	
Savings 6	
Investment 0	
Taxation 0	65
Percentage of money management emphasis	31.4

End-of-chapter Material

Vocabulary building. This activity consists of a list of words with instructions to construct a good definition of the word as it applies to the use in the chapter.

Total number of words emphasized in vocabulary building . .	288
Number of words relating to:	
Money 11	
Credit 37	
Insurance 42	
Savings 9	
Investment 0	
Taxation 0	99
Percentage of money management emphasis	34.3

Questions on textbook material. At the end of each chapter there are approximately 10 questions to which the students are expected to respond directly from the textbook.

Total number of questions on textbook material	304
Number of questions devoted to:	
Money 10	
Credit 40	
Insurance 35	
Savings 10	
Investment 0	
Taxation 0	95
Percentage of money management emphasis	31.2

Questions and problems for discussion. This activity is not included in the end-of-chapter materials in this textbook. Throughout the chapters, as a part of the descriptive content, the authors provided questions and problems for the students to discuss.

Problems for individual and/or group work. Throughout the chapters in this textbook, as part of the descriptive content, the authors provide problems that may be done either individually or in groups. In addition, there is an activity at the end of each chapter which recommends problems and projects to be completed either individually or by a group of individuals.

Total number of recommended problems and activities		293
Number of problems and activities devoted to:		
Money	11	
Credit	31	
Insurance	45	
Savings	10	
Investment	0	
Taxation	0	97
Percentage of money management emphasis		33.1

Arithmetic building. This textbook does not specifically provide for this activity although some of the questions and problems in the end-of-chapter activities involve some computation.

Total end-of-chapter items (words, questions, problems, etc.) . . .	885
Total end-of-chapter items relating to money management	291
Percentage of money management emphasis	32.8

Glossary

This textbook does not provide a glossary of terms.

Bibliography

Two pages of sources of consumer information are listed in the appendix of this textbook.

Total number of booklets listed	82
Number of booklets listed relating to money management . .	29
Percentage of money management emphasis	35.3

Index

At the end of this textbook, 12 pages are devoted to an index of items contained in the textbook. Proper names are not indexed.

Total number of topics		384
Number of topics related to:		
Money	21	
Credit	19	
Insurance	46	

Savings	2	
Investment	6	
Taxation	1	95
Percentage of money management emphasis		24.9

<u>Consumer Economics--Principles and Problems</u> contains coverage relating to four of the six selected aspects of money management measured in this study. The quantitative coverage ranges from 8.6 percent in the preface to 35.3 percent in the bibliography. Of the 459 pages of descriptive material in this textbook, 130 pages are devoted to four of the six selected aspects of money management, an emphasis of 28.3 percent. Of the 885 total end-of-chapter items (vocabulary, questions, problems, etc.) contained in this textbook, 291 relate to the four aspects of money management given coverage in this textbook, an emphasis of 32.8 percent. The authors also provide some money management discussion and problem activities as a part of the descriptive content rather than as end-of-chapter activities. This textbook is unique in that it is the only consumer education textbook which contains a bibliography. This bibliography contains money management references with an emphasis of 35.3 percent.

This textbook deals primarily with business enterprise and how it serves the individual and community, and emphasizes the role of the individual in a business world. The authors express a commitment to personal and family finance and economics in the preface, and the evidence indicates that approximately 28 percent of the textbook is devoted to this commitment, constituting the fifth heaviest emphasis of the eleven textbooks. It is apparent that quantitatively the money management coverage in this textbook is <u>considerable</u>.

Quantitative Analysis -- Textbook Number 8

<u>Economics for Our Times</u>
Augustus H. Smith
Webster Division, McGraw-Hill Book Company
Third Edition, rev., 1963

<u>Preface</u>

Total number of words in preface	713
Number of words devoted to money management	19
Percentage of money management emphasis	2.6

<u>Table of Contents</u>

Total number of major titles	10
Number of major titles relating to money management	2
Percentage of money management emphasis	20.0
Total number of sub-titles	42
Number of sub-titles relating to money management	8
Percentage of money management emphasis	19.0

<u>Charts, Tables, and Filmstrips</u>

Following the table of contents, three pages are devoted to a listing of charts, tables, and filmstrips. This is a feature which appears only in this one textbook.

Total number of charts, tables, and filmstrips	95
Number relating to money management	14
Percentage of money management emphasis	14.7

<u>Descriptive Content</u>

Number of pages of descriptive content in this textbook . .		510
Number of pages devoted to:		
Money	38	
Credit	8	
Insurance	11	
Savings	0	
Investment	13	
Taxation	15	85
Percentage of money management emphasis		16.5

<u>Illustrations</u> (pictures, charts, etc.)

Number of illustrations in this textbook		316
Number of illustrations devoted to:		
Money	21	
Credit	5	
Insurance	5	

Savings	0	
Investment	9	
Taxation	9	49
Percentage of money management emphasis		15.5

End-of-chapter Material

Vocabulary building. At the end of each chapter in this textbook, there are definitions in which the terms to be studied are italicized.

Total number of words emphasized in vocabulary building . .		378
Number of words devoted to:		
Money	37	
Credit	17	
Insurance	16	
Savings	0	
Investment	18	
Taxation	25	113
Percentage of money management emphasis		29.8

Questions on textbook material. The chapters in this textbook are divided into sections which are designated by Arabic numerals. At the end of each section there is a block of from 5-10 questions which can be answered from the textbook. The incorporation of these questions into the descriptive content is one of the unique features of this textbook. At the end of each chapter there are from 1-5 questions which follow up the questions at the end of each section in an attempt to review the major points of each chapter. The answers to the questions are given immediately following the questions so that the student has the correct answer before him as a concise summary of the chapter content.

Total number of follow-up questions at the end of each chapter		99
Number of questions relating to:		
Money	10	
Credit	3	
Insurance	2	
Savings	0	
Investment	3	
Taxation	3	21
Percentage of money management emphasis		21.2

Questions and problems for discussion. At the end of each chapter in this textbook, there are questions and statements which are designed to elicit information concerning student comprehension of material. These statements and questions cannot be answered from the textbook, but must be answered through other knowledge, experience, or research; thus, they provide the opportunity for student discussion.

Total number of questions designed to promote discussion			298
Number of questions devoted to:			
	Money	30	
	Credit	8	
	Insurance	8	
	Savings	0	
	Investment	6	
	Taxation	8	60
Percentage of money management emphasis			20.1

Problems for individual and/or group work. At the end of each chapter in this textbook, there are questions and problems which may be used for individual and/or group work.

Total number of recommended problems and activities			213
Number of problems and activities devoted to:			
	Money	20	
	Credit	4	
	Insurance	6	
	Savings	0	
	Investment	4	
	Taxation	6	40
Percentage of money management emphasis			18.7

Arithmetic building. This textbook does not provide for this activity, although some of the questions and problems involve some computation.

Total end-of-chapter items (words, questions, problems, etc.)	988
Total end-of-chapter items relating to money management	234
Percentage of money management emphasis	23.6

Glossary

At the end of this textbook, nine pages are devoted to a glossary of terms.

Total number of terms			290
Number of terms relating to:			
	Money	21	
	Credit	9	
	Insurance	15	
	Savings	0	
	Investment	9	
	Taxation	20	74
Percentage of money management emphasis			25.5

Bibliography

At the end of this textbook, four pages are devoted to bibliographical material. The bibliography is divided into Advanced General Texts; Books on Special Topics; Periodicals, Pamphlets, and Reports.

Total number of references	135
Number of references relating to money management	23
Percentage of money management emphasis	17.0

Index

At the end of the textbook, 15 pages are devoted to an index of items contained in this textbook, including proper names.

Total number of topics		654
Number of topics related to:		
Mondy	55	
Credit	17	
Insurance	20	
Savings	2	
Investment	20	
Taxation	32	146
Percentage of money management emphasis		22.3

Economics for Our Times contains coverage relating to five of the six selected aspects of money management measured in this study. This quantitative coverage ranges from 2.6 percent in the preface to 25.5 percent in the glossary. This textbook is unique in the provision of a list of Charts, Tables, and Filmstrips with a money management emphasis of 14.7 percent. Of the 510 pages of descriptive material contained in the textbook, only 85 are devoted to five of the six selected aspects of money management, an emphasis of 16.5 percent. Of the total end-of-chapter items (vocabulary, questions, problems, etc.) contained in this textbook, 234 relate to money management, an emphasis of 23.6 percent. The authors include money management questions on textbook material as a part of the descriptive material rather than as end-of-chapter activities.

Economics for Our Times emphasizes the problem of maintaining economic stability and growth, using the social or aggregate approach to economics. In the preface, the authors express a commitment to personal and family money management, and the evidence indicates that approximately 18 percent of the textbook material is devoted to this commitment, ranking as the tenth heaviest emphasis of the eleven textbooks. The quantitative emphasis on money management coverage in this textbook is <u>limited</u> in comparison with that found in other textbooks.

Quantitative Analysis -- Textbook Number 9

<u>Economic Problems of Today</u>
Jacob Klein and Woolf Colvin
Lyons and Carnahan
1959

<u>Preface</u>

Total number of words in preface	530
Number of words devoted to money management	0
Percentage of money management emphasis	0

<u>Table of Contents</u>

Total number of units	9
Number of units relating to money management	1
Percentage of money management emphasis	11.1
Total number of chapters	22
Number of chapters relating to money management	4
Percentage of money management emphasis	18.1
Total number of sub-titles	96
Number of sub-titles relating to money management	14
Percentage of money management emphasis	14.5

<u>Descriptive Content</u>

Number of pages of descriptive material in this textbook .		513
Number of pages devoted to:		
Money	44	
Credit	0	
Insurance	0	
Savings	0	
Investment	0	
Taxation	11	55
Percentage of money management emphasis		10.7

<u>Illustrations</u> (pictures, charts, etc.)

Number of illustrations in this textbook		182
Number of illustrations devoted to:		
Money	16	
Credit	0	

Insurance	0	
Savings	0	
Investment	0	
Taxation	1	17
Percentage of money management emphasis		9.3

<u>End-of-chapter Material</u>

<u>Vocabulary building</u>. This textbook does not make provision for this activity.

<u>Questions on textbook material</u>. At the end of each chapter in this textbook, there are from 10-32 questions to which the student is expected to respond directly from the textbook.

Total number of questions on textbook material		424
Number of questions devoted to:		
Money	49	
Credit	0	
Insurance	0	
Savings	0	
Investment	0	
Taxation	12	61
Percentage of money management emphasis		14.3

<u>Questions and problems for discussion</u>. At the end of each chapter in this textbook, there are from 10-46 questions designed for general discussion.

Total number of questions designed to promote discussion .		438
Number of questions devoted to:		
Money	32	
Credit	0	
Insurance	0	
Savings	0	
Investment	0	
Taxation	4	36
Percentage of money management emphasis		8.2

<u>Problems for individual and/or group work</u>. This textbook does not provide for this type of activity although some of the discussion questions could serve as projects.

<u>Arithmetic building</u>. This textbook does not provide for this activity, but some of the discussion questions involve some computation.

Total end-of-chapter items (words, questions, problems, etc.) . . .	862
Total end-of-chapter items relating to money management	97
Percentage of money management emphasis	11.2

Glossary

At the end of this textbook, 18 pages are devoted to a glossary of economic terms.

Total number of terms			322
Number of terms related to:			
	Money	27	
	Credit	5	
	Insurance	1	
	Savings	0	
	Investment	25	
	Taxation	7	65
Percentage of money management emphasis			20.1

Bibliography

References are found on pages 14 and 349. Page 14 consists of listings of groupings of reference sources and material such as economic education, films and filmstrips, business and industrial organizations, governmental publications, etc. Page 349 is devoted to monthly lists of publications for the United States Department of Agriculture.

Total number of references	88
Number of references relating to money management	10
Percentage of money management emphasis	11.3

Index

At the end of this textbook, seven pages are devoted to an index of terms contained in this textbook, including proper names.

Total number of topics			420
Number of topics related to:			
	Money	38	
	Credit	12	
	Insurance	7	
	Savings	0	
	Investment	15	
	Taxation	16	88
Percentage of money management emphasis			20.9

Most of the aspects quantitatively examined in Economic Problems of Today contain coverage relating to only two of the six selected aspects of money management measured in this study, with terms in the glossary and index relating to five of the six selected aspects. Of the 513 pages of descriptive material contained in this textbook, only 55 pages are devoted to money and taxation, an emphasis of 10.7 percent. Of the total end-of-chapter items (vocabulary, questions, problems, etc.) contained in this textbook, 97 are related to money management, an emphasis of 11.2 percent. The money management material in this textbook contains only two end-of-chapter activities--Questions on textbook material, and Questions and problems for discussion. The bibliography contained in this textbook has a money management emphasis of 11.3 percent.

Economic Problems of Today emphasizes economic institutions and important theories of economics, using the social or aggregate approach. The authors do not express any commitment to personal or family money management in the preface. There was no effort specifically to deal with money management in this textbook. Thus, as might be expected, it contains the least material on money management found in this study. Approximately 13 percent of the textbook material, however, is related to two of the six selected aspects of money management in this study. It is apparent that quantitatively the money management coverage in this textbook is limited in comparison with found in other textbooks.

Quantitative Analysis -- Textbook Number 10

Economics
Kennard E. Goodman and C. Lowell Harriss
Ginn and Company
1963

Preface

Total number of words in preface	1,074
Number of words devoted to money management	51
Percentage of money management emphasis	4.7

Table of Contents

Total number of major titles	9
Number of major titles relating to money management	2
Percentage of money management emphasis	22.2

Total number of sub-titles	32
Number of sub-titles relating to money management	8
Percentage of money management emphasis	25.0

Charts, Study Help Drawings, Tables, and Maps

Following the table of contents, this textbook devoted two pages to a listing of the charts, study help drawings, tables, and maps contained in this textbook. This is an unique feature of this textbook, occurring in no other textbook in this study.

Total number listed	149
Number relating to money management	35
Percentage of money management emphasis	23.4

Descriptive Content

Number of pages of descriptive material in this textbook .		434
Number of pages devoted to:		
Money	35	
Credit	11	
Insurance	16	
Savings	0	
Investment	15	
Taxation	33	110
Percentage of money management emphasis		25.3

Illustrations (pictures, charts, etc.)

Number of illustrations in this textbook		442
Number of illustrations devoted to:		
Money	28	
Credit	12	
Insurance	13	
Savings	0	
Investment	13	
Taxation	26	92
Percentage of money management emphasis		20.8

End-of-chapter Material

Vocabulary building. At the end of each chapter in this textbook, there is a word list with statements of identification. The student is to select the statement that best identifies the term.

Total number of words emphasized in vocabulary building . .		378
Number of words relating to:		
Money	39	
Credit	16	
Insurance	13	
Savings	0	

Investment 25		
Taxation 24		117
Percentage of money management emphasis		30.9

Questions on textbook material. Each chapter of this textbook is divided into sections designated by Arabic numerals. At the end of each chapter section, there is a block of questions designed to check reading comprehension. These questions are handled as descriptive content. At the end of each chapter, there is an activity which consists of summary statements of key points which draw together the main ideas of the chapter.

Total number of summary statements		358
Number of summary statements relating to:		
Money	34	
Credit	10	
Insurance	12	
Savings	0	
Investment	10	
Taxation	21	87
Percentage of money management emphasis		24.3

Questions and problems for discussion. At the end of each chapter, there are from 5-15 questions designed to promote discussion.

Total number of questions designed to promote discussion .		328
Number of questions relating to:		
Money	27	
Credit	8	
Insurance	11	
Savings	0	
Investment	11	
Taxation	20	77
Percentage of money management emphasis		23.4

Problems for individual and/or group work. At the end of each chapter in this textbook, there are problems, reports, and projects designed for the individual and/or the group.

Total number of recommended problems and activities		387
Number of problems and activities devoted to:		
Money	34	
Credit	14	
Insurance	12	
Savings	0	
Investment	15	
Taxation	30	105
Percentage of money management emphasis		27.4

Arithmetic building. No provision is made for this activity in this textbook.

Total end-of-chapter items (words, questions, problems etc.) . . .	1,451
Total end-of-chapter items relating to money management	386
Percentage of money management emphasis	26.6

Learning to Interpret Charts and Graphs

This unique feature consists of three pages immediately following the descriptive content of the textbook. Various types of charts and graphs are described, and the discussion is accompanied by illustrations.

Total number of illustrations	4
Number of illustrations relating to money management . . .	3
Percentage of money management emphasis	75.0

Glossary

At the end of this textbook, 18 pages are devoted to a glossary of terms.

Total number of terms		534
Number of terms devoted to:		
Money	39	
Credit	28	
Insurance	22	
Savings	3	
Investment	26	
Taxation	27	145
Percentage of money management emphasis		27.1

Bibliography

At the end of this textbook, eight pages are devoted to bibliographical materials. Advanced reading references are printed in color while other references are printed in black and white. Following the listing of references, the references are listed in briefer form by units. An asterisk identifies references recommended by the Joint Council on Economic Education.

Total number of references	116
Number of references relating to money management	17
Percentage of money management emphasis	14.6

Index

At the end of this textbook, 19 pages are devoted to an index of terms, including proper names.

Total number of topics		1,394
Number of topics related to:		
Money	81	
Credit	36	
Insurance	59	
Savings	5	

Investment 41		
Taxation 39		261
Percentage of money management emphasis		18.7

Economics contains coverage related to five of the six selected aspects of money management measured in this study. This quantitative emphasis ranges from 4.7 percent in the preface to 75.0 percent in the section on "Learning to Interpret Charts and Graphs," a unique feature of this textbook immediately following the descriptive content. This textbook contains a list of Charts, Study Help Drawings, Tables, and Maps with a money management emphasis of 23.4 percent. Of the 434 pages of descriptive material contained in this textbook, 110 are devoted to five of the selected aspects of money management, an emphasis of 25.3 percent. Of the 1,451 total end-of-chapter items (vocabulary, questions, problems, etc.) contained in this textbook, 386 relate to money management, an emphasis of 26.9 percent. Of the end-of-chapter items, the vocabulary building contained the greatest emphasis. This book also contains a bibliography with money management emphasis of 14.6 percent.

Although Economics principally deals with major essentials of economic principles based on modern economic theory and analysis, thus placing the major emphasis on social or aggregate economics, the authors express a commitment to personal and family money management. From the individual analysis, the evidence indicates that Economics has devoted approximately 20.0 percent of the textbook material to money management emphasis on five of the six selected aspects of money management measured in this study. It is apparent that quantitatively the money management coverage in this textbook is limited, constituting the ninth heaviest emphasis of the eleven textbooks used in this study.

Quantitative Analysis -- Textbook Number 11

Applied Economics
James Harvey Dodd, John Kennedy, Arthur R. Olsen
South-Western Publishing Company
Sixth Edition, 1962

Preface

Total number of words in preface	543
Number of words devoted to money management	0
Percentage of money management emphasis	0

Table of Contents

Total number of major titles	9
Number of major titles relating to money management	3
Percentage of money management emphasis	33.3
Total number of sub-titles	34
Number of sub-titles relating to money management	7
Percentage of money management emphasis	20.6

To the Student

Following the table of contents, this textbook contains an unique feature called "To the Student." This feature explains the importance of the study of economics, how this textbook is designed, and how to best study this textbook. Two pages are devoted to this feature in which there is no money management terminology.

Descriptive Content

Number of pages of descriptive material in this textbook .		425
Number of pages devoted to:		
Money	33	
Credit	9	
Insurance	14	
Savings	0	
Investment	12	
Taxation	29	97
Percentage of money management emphasis		22.8

Illustrations (pictures, charts, etc.)

Number of illustrations in this textbook		171
Number of illustrations devoted to:		
Money	15	
Credit	3	
Insurance	7	
Savings	0	

Investment	4	
Taxation	9	38
Percentage of money management emphasis		22.2

End-of-chapter Material

Vocabulary building. This activity is found at the end of each chapter in this textbook, and consists of a listing of new words. There are no definitions of the terms and there is no provision for the use of the terms.

Total number of words emphasized in vocabulary building . .		580
Number of words relating to:		
Money	58	
Credit	31	
Insurance	19	
Savings	0	
Investment	30	
Taxation	42	180
Percentage of money management emphasis		31.3

Questions on textbook material. At the end of each chapter, there are from 15-25 questions to which the students are expected to respond directly from the textbook.

Total number of questions on textbook material		526
Number of questions devoted to:		
Money	37	
Credit	12	
Insurance	15	
Savings	0	
Investment	20	
Taxation	30	114
Percentage of money management emphasis		21.6

Questions and problems for discussion. There is no provision in this textbook for discussion questions or problems.

Problems for individual and/or group work. At the end of each chapter in this textbook, there are activities for both individual and group work. This activity includes problems which might be used either for special reports or for extra credit.

Total number of recommended problems and activities		423
Number of problems and activities devoted to:		
Money	26	
Credit	15	
Insurance	12	
Savings	0	
Investment	13	
Taxation	25	91
Percentage of money management emphasis		21.5

Arithmetic building. This activity is not provided for in this textbook.

Total end-of-chapter items (words, questions, problems, etc.) . . .	1,529
Total end-of-chapter items relating to money management	385
Percentage of money management emphasis	25.2

Glossary

At the end of this textbook, there are 16 pages devoted to a glossary of terms.

Total number of terms		534
Number of terms related to:		
Money	44	
Credit	13	
Insurance	12	
Savings	2	
Investment	20	
Taxation	21	112
Percentage of money management emphasis		20.9

Bibliography

At the end of this textbook, six pages are devoted to bibliographical materials. This section consists of book references which are divided into units with a special listing for pamphlets and magazines.

Total number of references	81
Number of references relating to money management	6
Percentage of money management emphasis	7.4

Index

At the end of this textbook, 13 pages are devoted to an index of terms contained in the textbook, including proper names.

Total number of topics		886
Number of topics related to:		
Money	50	
Credit	24	
Insurance	18	
Savings	2	
Investment	32	
Taxation	34	160
Percentage of money management emphasis		18.0

Applied Economics contains coverage related to five of the six selected aspects of money management measured in this study. This quantitative coverage ranges from 0 percent in the preface to 33.3 percent in the table of contents, major titles. Of the 425 pages of descriptive material contained in this textbook, 97 pages are devoted to the five aspects of money management, an emphasis of 22.8 percent. Of the 1,529 total end-of-chapter items (vocabulary, questions, problems, etc.) contained in this textbook, 385 are related to the five aspects of money management, an emphasis of 21.5 percent. Of these end-of-chapter items, vocabulary building contained the heaviest emphasis. This textbook contains a bibliography with money management emphasis of 7.4 percent.

Applied Economics deals primarily with the social or aggregate aspect of economics. The authors make no commitment in the preface to personal or family money management. The individual analysis indicates that approximately 20 percent of the textbook is devoted to money management material, constituting the eighth heaviest emphasis of the eleven textbooks used in this study. It is apparent that quantitatively the money management coverage in this textbook is limited.

Composite Data Relative to Coverage of Money Management

Each of the eleven textbooks fundamental to this study contains some money management information that can be used to promote understanding of personal and family money management. Grouping of the data from the individual analyses is necessary to show where the greatest quantitative coverage exists.

To present a composite of the money management coverage, the textbooks in each of the subjects (general business, consumer education, and economics) are first compared. The composite is completed with a comparison of coverage of the three subject offerings.

The similarity of the titles of the textbooks used in this study required that each textbook title be followed by the number of the individual analysis. A double identification for each textbook assists the reader to identify more easily each textbook and refer to the specific individual analysis in the foregoing pages.

General Business

The composite information of money management coverage in the general business textbooks is revealed in Figure 1. The coverage with the percentage of money management emphasis found in each part of the textbook, i.e., preface, table of contents, illustrations, etc., is shown in this figure.

Money management material in General Business (4) constitutes 58.9 percent of the descriptive content of that textbook. A heavy emphasis is evident when attention is focused on the material in the preface, headings and sub-headings of the table of contents, illustrations, etc. It is obvious that General Business (4) contains the greatest quantity of money management coverage in the four general business textbooks.

General Business for Everyday Living (1) also contains a large quantity of money management coverage, relating approximately 47 percent of the total descriptive content to elements of money management education. A relatively heavy emphasis on money management is contained in the preface, table of contents, illustrations, and so forth.

Two of the textbooks contain an extensive money management emphasis of over 35 percent. The other two general business textbooks contain considerable money management emphasis, with as much as 21-34 percent of books relating to money management material.

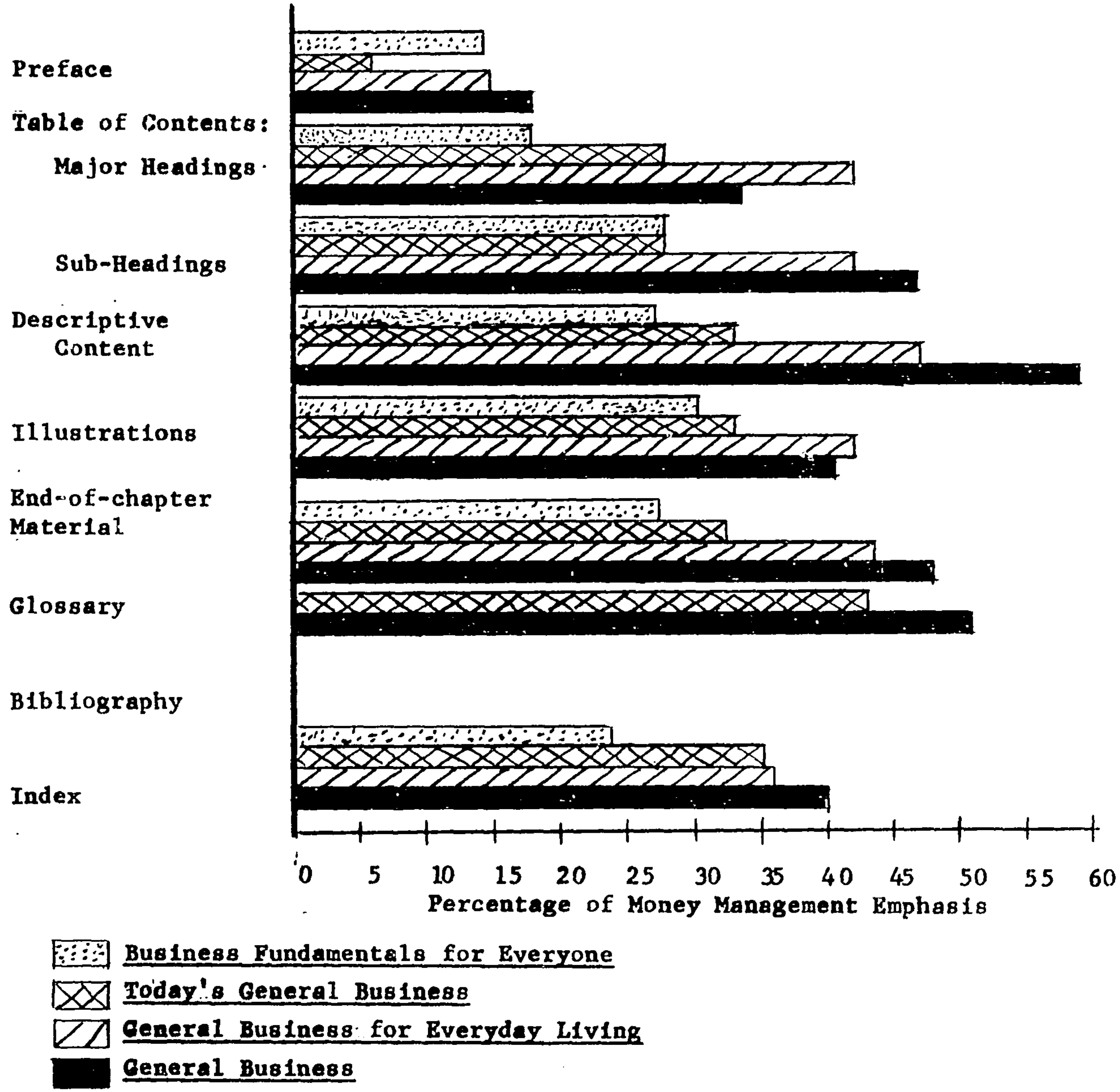

Figure 1.--Money Management Coverage in Four General Business Textbooks

Consumer Education

The composite information pertaining to money management education in the consumer education textbooks is revealed in Figure 2. This figure provides the opportunity for comparison of the material comprising money management coverage in the three consumer education textbooks.

Consumer Economic Problems (5) apparently contains more extensive coverage of money management than the other two consumer education textbooks. Money management education comprises approximately 46 percent of the descriptive content of this textbook. The other parts of this textbook, the preface, illustrations, etc., place a heavier quantitative emphasis on money management than do the other two consumer education textbooks.

One of the consumer education textbooks contains an overall emphasis of approximately 38 percent, an extensive coverage of money management. The other two textbooks contain a considerable quantity of money management coverage with from 21-34 percent of the textbooks relating to money management material.

Economics

The economic textbooks exhibit the most limited emphasis on money management content. The money management coverage in the four economic textbooks, as indicated by the percentage of money management emphasis for each of the parts of the textbooks, the preface, table of contents, descriptive content, etc., is shown in Figure 3. This presentation offers a comparison of the amount of money management material included in the four textbooks.

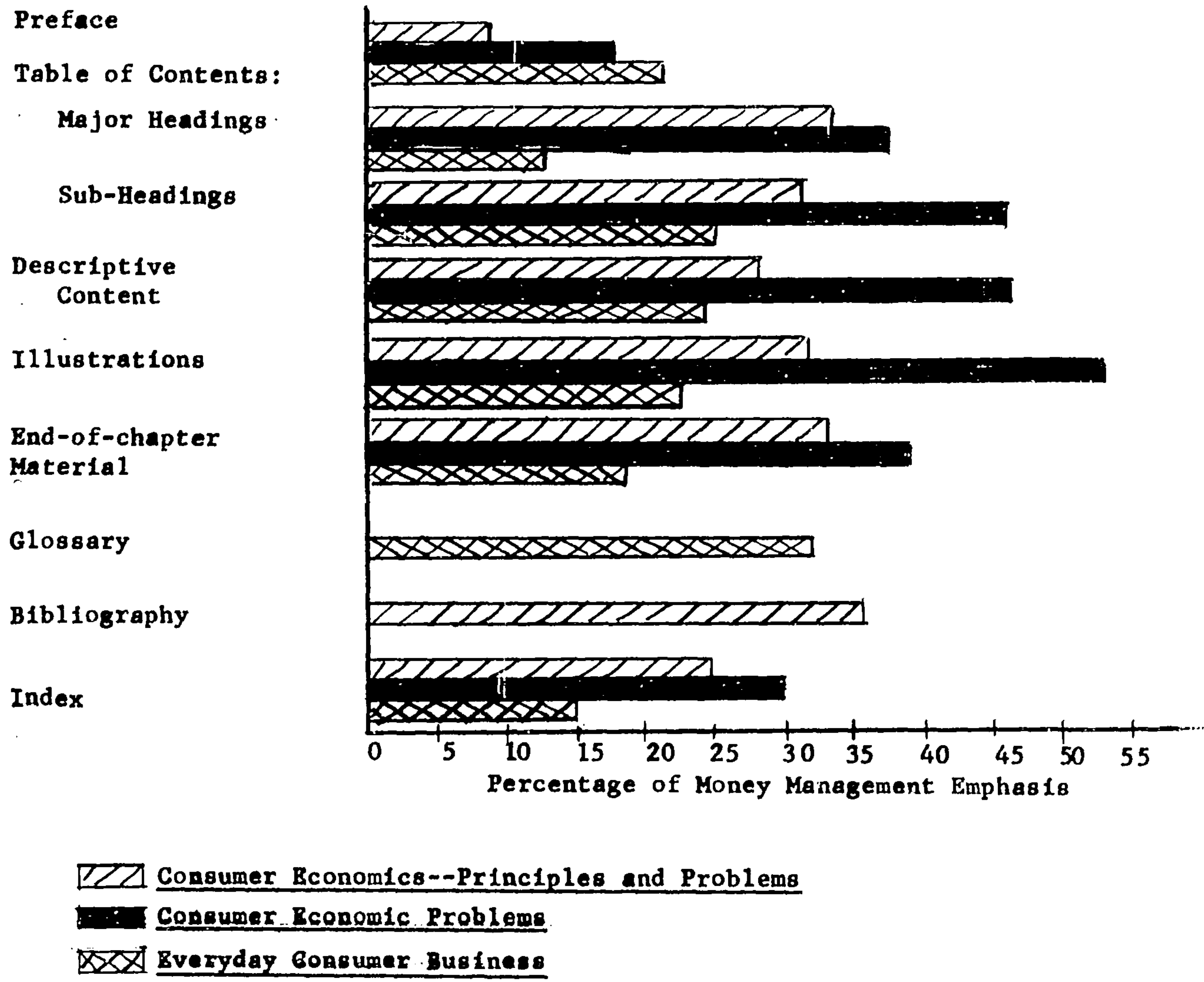

Figure 2.--Money Management Coverage in Three Consumer Education Textbooks

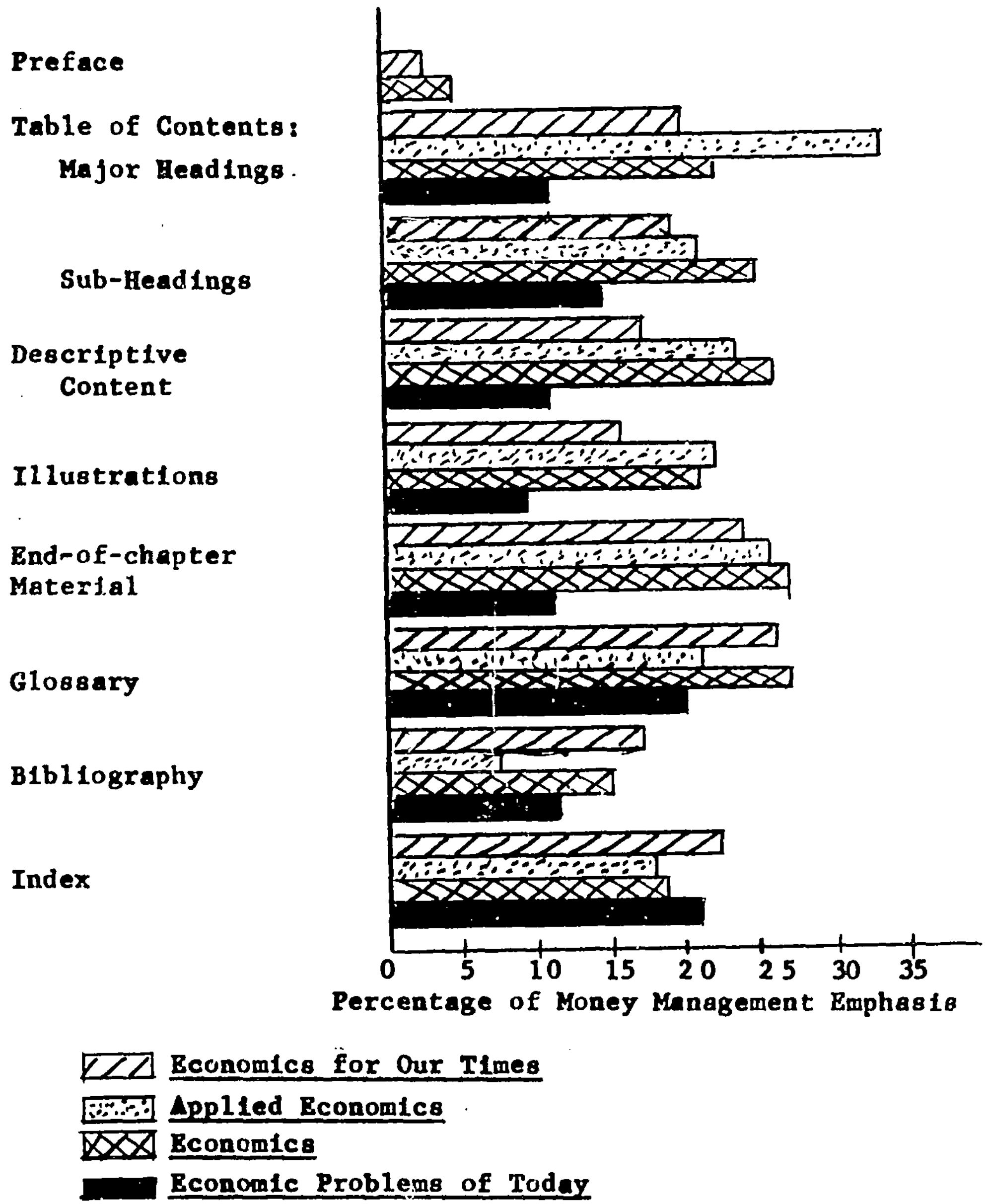

Figure 3.--Money Management Coverage in Four Economic Textbooks

All four economic textbooks relate from 0-20 percent of the textbook material to money management coverage, constituting a limited emphasis on money management.

Comparative Coverage

A comparison of money management coverage in the three subjects of general business, consumer education, and economics evaluated in this study is shown in Figure 4 by the average of the percentages of money management emphasis in Figures 1, 2, and 3. Clearly, the general business textbooks contain the most extensive money management coverage. The descriptive content is illustrative of this coverage. Money management coverage of the general business textbooks approximates 41.3 percent of the total descriptive material in the four books, in comparison to 32.9 percent in the three consumer education textbooks and 18.8 percent in the four economics textbooks.

The textbooks containing extensive money management coverage include two general business textbooks, General Business (4) and General Business for Everyday Living (1), and one consumer education textbook, Consumer Economic Problems (5). The textbooks containing considerable money management coverage include two general business textbooks, and two consumer education textbooks. Four of the economic textbooks contain limited money management coverage.

Primary emphasis of four of the books is on social or aggregate economics. The role of the individual in a business world, as opposed to social or aggregate national economics, is emphasized by the other textbooks.

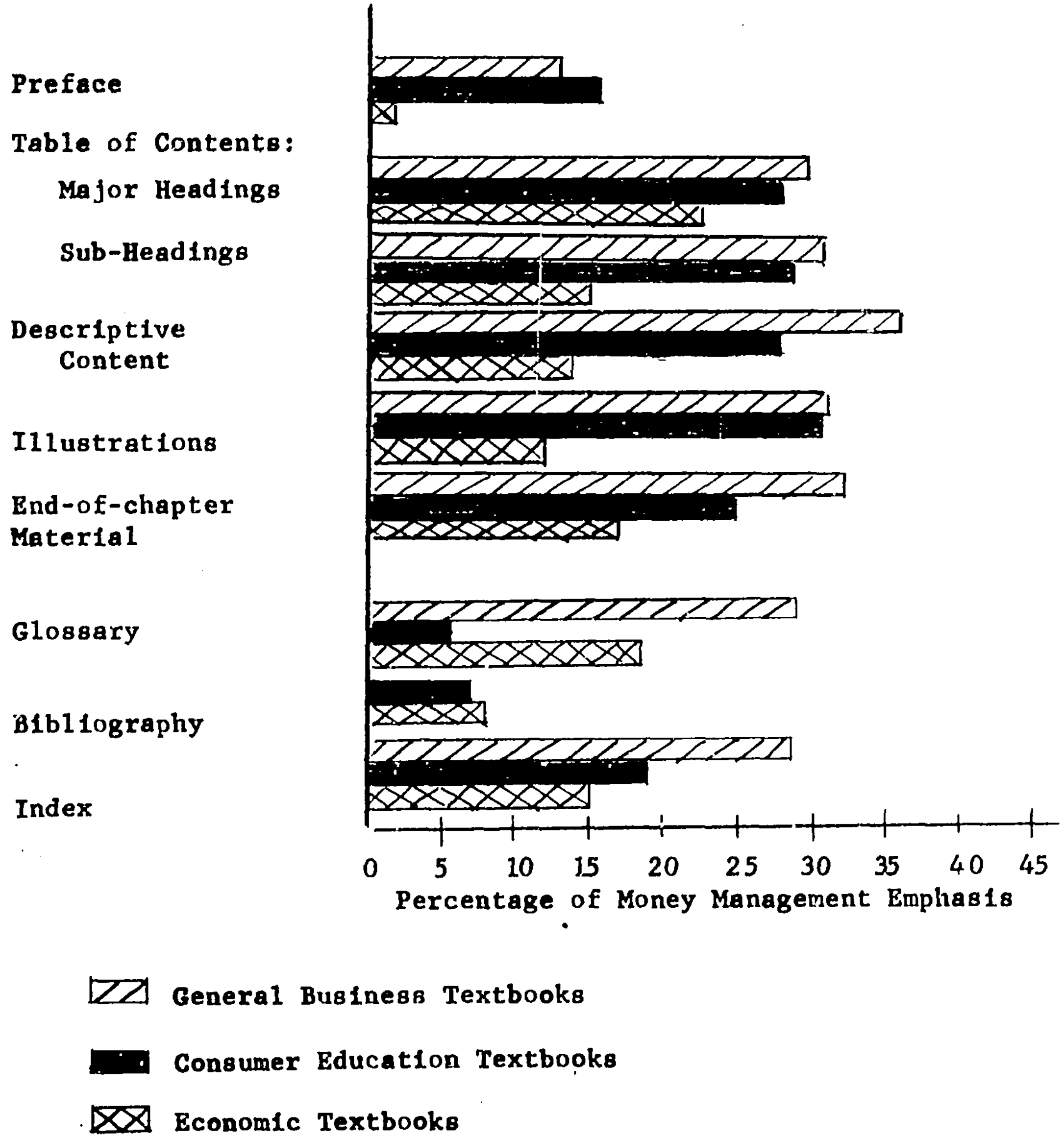

Figure 4.--Comparison of Money Management Coverage in Three Areas of Business Education

Summary

In this chapter eleven textbooks utilized in instruction in general business, consumer education, and economics in the State of Oklahoma, have been analyzed in detail in terms of the quantity of coverage allocated to money management education. The individual textbook analysis and the composite analysis reveals that each of the eleven textbooks covers various aspects of money management--some extensively, others only to a limited degree.

It is evident at this point that a teacher should not attempt to exercise a choice with regard to the use of one or another of these books merely on the basis of the quantitative coverage in money management. It is quite possible that limited coverage in one book might be more effective than extensive coverage in another. For that reason, Chapter V of this study is devoted to an intensive and extensive analysis of the qualitative coverage in the eleven textbooks.

CHAPTER V

PRESENTATION OF QUALITATIVE DATA

The quantitative analysis in Chapter IV reveals how much and what kind of money management material is available in certain business textbooks. Unless such a quantitative analysis is accompanied by a qualitative analysis, the information is limited in its usefulness. Thus, the merits of the material available on money management should also be judged through a qualitative analysis. Such an analysis is necessarily subjective, but to limit subjectivity as much as possible, the criteria for judging the quality of textbook coverage developed in Chapter III were used as a guide to evaluation of the money management material in the eleven textbooks on the Oklahoma state adopted textbook list for 1964-1965 for the subjects of general business, consumer education, and economics.

Analysis of Individual Textbooks

Each textbook in this study was carefully analyzed to determine the quality of the money management material discovered in the quantitative analysis. The individual analyses took the following form:

1. The preface of each textbook was examined to determine:

    a. Whether the textbook had been prepared in a sequential curriculum pattern,

    b. whether the authors stated objectives for promoting conceptual learning,

    c. whether the authors acknowledged any excessive emphasis on any one aspect of money management, and

d. whether the authors provide specifically for the development of fundamental skills.

2. The descriptive content of each textbook was analyzed to determine the manner in which the content was presented. This morphological analysis was concerned with reading level, presentation of economic terms, bibliographical materials, condescension, excessive descriptive materials, and presentation of economic analysis and technical information.

3. The illustrations were analyzed to determine the extent of unity with the written text, characteristics, and authenticity.

4. Each textbook was analyzed to determine the types of devices used to promote conceptual thinking, following the steps of concept formation set forth by Hall.[1]

At the end of each individual textbook analysis presented in this chapter, a summary statement is made concerning the quality of the money management material found in a particular textbook. This evaluation of quality does not, of course, apply to the entire textbook; but only to that portion of the textbook allocated to the six selected aspects of money management evaluated in this study. These summary statements form a basis for comparison of the eleven textbooks, with respect to the quality of money management coverage.

Following the presentation of the eleven analyses, there are composite data relative to the quality of money management coverage in the eleven textbooks. These data reveal where the highest quality of money management content may be found. These comparative data are applicable _only_ to the eleven textbooks of this study. Those textbooks that meet, either in full or in part, as many as 70 percent of the criteria established in Chapter III for the evaluation of the quality of money management content are rated as _excellent_ in quality of money management content. The quality of money management

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[1]Hall, _loc. cit._

material in those textbooks meeting between 50-69 percent of the criteria is rated as <u>good</u>. The money management content in those textbooks meeting as many as 25-49 percent of the criteria is considered <u>fair</u> quality; and in those textbooks meeting less than 25 percent of the criteria, the quality of money management content is considered <u>poor</u>.

The remainder of this chapter is devoted to the presentation of data relative to the quality of personal and family money management content in the textbooks of this study. The qualitative data applicable to each of the eleven books are presented separately in the pages that follow. The reader may want to review at this point the qualitative evaluative criteria set forth in Chapter III.

Qualitative Analysis -- Textbook Number 1

<u>General Business for Everyday Living</u>
Ray G. Price, Vernon A. Musselman, Edwin E. Weeks, Jr.
Gregg Publishing Division, McGraw-Hill Book Company, Inc.
Second Edition, 1960

<u>Preface</u>

<u>Sequential curriculum pattern</u>. The authors state that ". . . the text will provide the background needed for advanced basic business courses . . ." but do not indicate how it correlates with content in subjects taught at higher levels. The authors indicate a recognition of the increasing contribution of elementary teachers to business education and that, as a result of this contribution, they have upgraded much of the material in this textbook. They do not, however, indicate that this book is designed for instruction in a sequential pattern designed to promote economic literacy, nor do they indicate that this particular textbook is one of a series designed for this purpose.

Objectives for promoting conceptual learning. The authors profess to promote conceptual learning through the ". . . development of concepts, attitudes, and appreciations rather than (presenting only) specific details and skills." They indicate that some of the questions in the end-of-chapter materials are designed to help students develop the ". . . ability to interpret and exchange ideas . . . to encourage self-expression, to motivate students to think, analyze, reason, use judgment, and to share their experience with other students." Twelve objectives of the textbook are listed, five of which relate directly to the six essential aspects of money management. The nature of these objectives is to promote understanding, create awareness, show need, show emphasis, and encourage an interest in the subject matter presented. Thus, it appears to be the authors' objective to promote conceptual learning through the development of fundamental economic understanding.

Topical emphasis. In the preface, the authors state, "Topics deserve little emphasis are given little space; those that are more important, in the opinion of leaders in this field, have been expanded." This statement indicates to the reader that consideration has been given to what, in the opinion of the authors, is appropriate emphasis on particular topics. Such emphasis in connection with money management is illustrated by the fact that this textbook devotes 57 pages of descriptive material to the types of money and the use of money and banking services in contrast to 45 pages of descriptive material relating to insurance, 14 pages of descriptive material relating to savings, and 6 pages of descriptive material relating to taxation.

Provision for fundamental skills. The authors indicate that provision is made for fundamental skill development in computation and also that, although the arithmetic materials areas are designed to sharpen arithmetic skills, ". . . their primary purpose is to implement the concepts developed in the text," affording the opportunity for application of computation to simulated real-life problems. Provision for the development of fundamental skills in reading, writing, listening, and spelling is not mentioned in the preface, and no special materials are made available in the textbook for the improvement of these skills.

Morphological Analysis

Reading level. The average reading level of this textbook (measured by the Flesch Reading Formula) is classified as "fairly difficult: some high school." Descriptive material relating to money, savings, investment, and insurance is written on the "fairly difficult: some high school" level; credit and taxation is presented at the "standard: 7th-8th grade" reading level. Since general business is a subject normally taught at either the ninth or the tenth grade, this reading level could be beyond the comprehension of the average student. The reading experts indicate that material presenting new information and ideas should be written on a reading level that will not be challenging to the reader because in this manner reading obstacles will not deter the formation of understandings, concepts, and attitudes. The reading ability of the students in the classroom, as well as their background leading to the study of general business, would be the determining factor in the selection of this textbook for use at either the ninth or the tenth grade.

Vocabulary extension. The authors italicize new terms introduced in each chapter. These terms are then presented in the vocabulary building activity at the end of the chapter with the opportunity for the student to use the vocabulary words through the selection of appropriate terms to be used to complete statements or definitions. A glossary is provided at the end of the textbook and defines many of the terms used in the textbook. The opportunity is thus afforded the student to use the terms, thereby developing a more extensive and definitive vocabulary. However, this textbook does not introduce an adequate number of the technical terms that should be used in developing understandings of money management. For example, in connection with money matters, the student should be conversant with such terms as disposable income; discretionary personal income; inflation; deflation; depreciation; gross investment; tangible and intangible wants and needs; overextension; economic security; short-term and long-term securities; technological unemployment; planning protection; investment planning; taxable income; tax liability, tax incidence; proportional, regressive, and progressive taxation; and similar terms. These terms are not to be found in either the vocabulary lists or in the glossary.

Bibliography. This textbook does not provide bibliographical materials which might be used to stimulate research for classroom discussions and to obtain other viewpoints which will promote creative and logical thinking patterns as the student strives to gain comprehension of the money management material.

Evidence of Condescension. Parts of the textbook are written primarily in the first and second person style, which to some student, might appear to be condescending. Since research indicates that personal words do not seem to contribute to either the understanding of content material or to the efficiency of reading, sentences such as the following may appear to be condescending to the student: "This is what we meant earlier when we said . . . ." The authors sometimes assign actions to inanimate objects (such as a bank), and such a discussion might be condescending to the reader, and it might encourage his thinking about a bank as an impregnable block item rather than as segmented parts administered by individuals who are also consumers in the community.

Extent of either repetitious or excessive descriptive material. The descriptive content related to the six essential aspects of money management is excessive to the extent of approximately 15 percent. This 15 percent constitutes 25.5 pages which conceivably could have been devoted to the expansion of understandings in the area of money management.

An example of this excessive descriptive material is found in the discussion of Series E Government savings bonds, even though the purchase of Series E bonds has lessened substantially in recent years. This textbook devoted two pages to the discussion of Series E bonds as investments, but does not devote this much detail to other types of investments. Another example of descriptive material that is more extensive than necessary is found in a discussion of "Using a Checking Account" which contains seven pages of descriptive material. The material was excessive to the degree that approximately three pages might have been eliminated, and the remaining four pages could have been discussed in much briefer form.

Economic analysis. Economic analysis is presented in the charts and graphs of this textbook in which students must interpret data presented for the extension of understanding; however, very little economic analysis or data are introduced into the descriptive material of this textbook. The discussions involving economic elements utilizes the descriptive rather than the problem-solving approach. A special reading analysis was completed for a representative number of discussions involving economic elements, and the reading level varied from "fairly easy: 6th grade" to "high school or some college", averaging "standard: 7th-8th grade." This reading level probably would not greatly interfere with the learning process in some of the discussions, although difficulty might be encountered in other discussions. The economic content follows the descriptive approach rather than the problem-solving approach, but end-of-chapter activities sometimes provide the opportunity to carry the knowledge gleaned from the descriptive content into a problem-solving situation.

Technical information. Many of the discussions in this textbook are realistic and interesting. Much of the material is adapted to the reader, allowing him to associate himself with the material--develop empathy with the material--thus, arousing and sustaining interest.

In some instances, however, discussions may be too detailed and repetitious to hold the interest of the reader; thus, causing him to skip over material, possibly omitting information that would be important to him. For example, three pages are devoted to how checks should be written. Certainly it is true that students should be introduced to checks and the use of checks as money, but to devote three pages to the writing of a check seems to be unrealistic and unnecessary.

Throughout the descriptive material, statements are made for which no background has been laid. This type of presentation lends itself to dogmatism in that a statement must be accepted at its face value. For example, in the discussion of "Who Makes Our Money" the statement, "A sound money system is essential to the continued development of an efficient business system," is made with no explanation of either what a sound money system is or why a sound money policy is essential to the individual welfare in our economy--how it affects the individual consumer.

Many of the explanations and discussions are incomplete and might cause the student to raise questions which he would have difficulty in solving, particularly since there is no bibliographical material to use to extend his knowledge. For example, in discussing the reconciliation of a bank statement, the authors tell "how" to reconcile but not "why" a bank statement should be reconciled with the individual's check record. In discussing taxation, the authors combine personal and corporate income taxes and the discussion is not complete enough for the individual to understand either taxation procedures or the services he receives in return for his tax dollar. Such incomplete discussions could result in confusion which lends itself to emotional conflict and, thus, could interfere with logical thinking and performance of the student in decision making.

From the analysis, it appears that some portions of the technical information are presented in a manner which would tend to increase comprehension while other portions of the technical material lack interest arousing factors and the completeness of presentation necessary to promote the extension of comprehension.

Illustrations

Unity. Illustrations should be related to but different from the textbook material, and the illustrations in this textbook fulfill this criterion of unity with the content. There are 317 illustrations in this textbook, and 133 of these illustrations relate to money management material. This means that there are sometimes two, three, or four illustrations on the double page confronting the reader and are many times adjacent to one another. According to experts on illustrative material, illustrations which are placed in close proximity can be confusing to the reader. There is, in this textbook, only limited use of cartoons, heralded by the experts as probably the best way to promote an idea. Most of the illustrations are pictures and charts providing the opportunity for assimilating knowledges.

Utilization of color. Use of color is restricted to charts, graphs, and introductory unit material, with little splashes to introduce end-of-chapter activities. Wherever color is used, careful planning is evident. Whenever color is used it is effective and adds a dimension to the illustration increasing communication potential.

Character of illustrations that promotes understanding. The majority of illustrations in this textbook are based on facts and knowledges and do not promote the broader kind of understanding. Color draws attention to the charts and graphs in this textbook and interest is aroused by the symbolism used to promote comprehension. The pictures used for illustrative purposes, however, are black and white reproductions and are so filled with detail that the ordinary experiences of life are read in at a glance, lessening the interest potential of the illustration. While most of the illustrations present factual information that promotes knowledge assimilation, there are a few illustrations in this textbook that contain characteristics that promote understanding. On page 424, for example, there is an illustration of the hidden taxes on a new car. The reader is drawn to the illustration because (1) bold letters proclaim the car as "Your New Car", (2) there are five money bags shown under the drawing of the car, and (3) the price tag on the car is fluttering in the breeze. Curiosity is aroused because through the interest created the reader notices that "Taxes Account for 27% of its price." This curiosity leads the reader to examine the money bags with closer scrutiny to find out what these taxes are. By the time the illustration has been thoroughly examined, the reader has a more nearly complete knowledge of how hidden taxes account for much of the price of a car, and with this knowledge reflective thinking can occur concerning the prices of many other articles and whether they contain hidden taxes. Thus, while this illustration is based on the development of knowledges, it promotes the development of understanding.

Case stories. Case stories are used in this textbook to introduce the topic of each chapter. Each story presents a problem situation, followed by several questions to stimulate discussion and thinking. The characters used in the stories are familiar types with which secondary students can identify, but the illustrations introducing the case stories are not always in absolute accord with the story.

In the stories using the same characters, both strengths and weaknesses are apparent in the characters. In one story the strength is apparent and in another story the weakness becomes apparent. A large number of the case stories utilize characters differing in each instance and the characters bear no relationship to one another. In these instances either strength or weakness is illustrated, but not both.

Use of Knowledge Relationships

Creative potential. In this textbook, the questions provided at the end of each case story introducing a chapter offers the student the opportunity to think creatively concerning the specific problem at hand. This opportunity also allows the student to be creative in the discussion resulting from the questions, and self-expression is always creative based upon certain guidelines of behavior. The end-of-chapter activities, particularly the "Questions for Discussion" and "Problems for Individual and/or Group Work", provide additional opportunity for creativity. Here the student is given the opportunity to be creative in a number of ways, i.e., creative thinking, participating in panel discussions, engaging in committee work, obtaining speakers for the classroom, and similar activities.

Viewpoints of experts. This textbook does not contain the opinions of experts other than the authors. There is no attempt to either present conflicting viewpoints or to show that other experts hold the same opinion as the authors of this textbook. There is opportunity provided for the student to use his own experiences in discussing problem situations.

Mature ingenuity. The descriptive content does not provide for abstract thinking, but such thinking is incorporated in some of the questions in the end-of-chapter materials where problem situations are created. The authors have not provided analytical problems that would provide for the recombining of mental images and for thinking in the areas of the improbable.

Economic principles and laws. Theoretical economic principles or laws are applicable only to a limited extent in the study of personal money management. Those that are applicable are not clearly presented in this textbook although it is apparent that the textbook has been written in accordance with such theoretical principles and laws.

Development of Understandings

Intuitive predictions. The questions following the case story at the beginning of each chapter offer the opportunity for the student to draw on past experiences and knowledges, but cannot be considered as promoting intuitive predictions, since drawing on experience is only one of the steps in exploring the possibilities and limitations of a problem area. There are no other apparent attempts to promote intuitive predictions in this textbook.

Community link. The descriptive content does not establish a link between the student and his community; but there are some problems in the end-of-chapter activities which do so. These problems are of such a nature that they can be adapted to any type of community, i.e., "Name six establishments in your community that sells goods or services on credit. Name six that sell for cash only. Give reasons why you think the second group does not extend credit."

Formation of Concepts

Interweaving of major ideas. Each chapter in this textbook is treated as an isolated segment of the book and there is no visible attempt to draw the major idea from one chapter and relate it to the major idea of another chapter or chapters. There are no summary statements either at the beginning or at the end of the chapters which draw together ideas promoted elsewhere as a basis for the current discussion.

There is no apparent attempt to draw the major ideas together to promote the formation of a total picture of money management. Each unit is allowed to stand by itself.

Original attitude followed up. This textbook contains a feature that makes it extremely easy to determine the original attitude of the student. Each chapter is introduced with a case story followed immediately by questions to be discussed by the class to determine how the students think about a specific problem. Handled properly by the teacher, the original attitude of the student could be determined, i.e., in the chapter on "Planning the Use of Money" the questions following the case story are: "Who do you say was a better money manager, Ted or Jim? Does the description of either of them fit the way you handle your money?"

This textbook does not, however, make provision for following up this information. There are no questions which encourage the student to reflect on his attitude following the study of the textbook material in comparison to his original thinking.

Reflection on personal, national, and world economics. This textbook makes no provision for the discussion of national or world economics, and there is no attempt to relate the fundamental personal aspects of money management to collective national or world aspects of money management or other economic affairs.

Critical Dimension

This textbook does not appear to develop a critical dimension in relation to the promotion of logical, critical, and reflective thinking on the part of the student; nor does it appear to develop a critical dimension in cultivating the ability to analyze and understand the relationships among personal, national, and world economics.

Summary of Analysis

The preface of General Business for Everyday Living fully meets two of the criteria set forth in Chapter III for the evaluation of the quality of money management coverage and partially meets the other two criteria. Objectives for promoting conceptual learning are stated, and the topical emphases are recognized. A sequential curriculum pattern is not specifically revealed, although recognition is given to the fact that economic education takes place at all levels of education; and there is provision for the fundamental skill development of arithmetic, although no mention is made of the other fundamental skills evaluated in this study.

In the morphological analysis, this textbook fully meets one of the criteria, partially meets two of the criteria, and fails to meet four of the criteria. The vocabulary activity in this textbook affords the opportunity to develop a more extensive and definitive vocabulary, although the use of technical terms is limited. Economic analysis is presented to a very limited degree, and technical information is sometimes presented in a manner that would tend to "come alive" for the student while at other times the material lacks the interest arousing factors necessary to promote the extension of comprehension. The reading level of this book could conceivably be substantially above the reading level of the ninth and tenth grade students. There are neither bibliographical materials nor references to extend knowledge through research. There is evidence of condescension to the student, as well as repetitious and excessive descriptive material.

The analysis of the illustrations reveals that this textbook fully meets two of the criteria and partially meets the other two criteria. Unity between the illustrations and the descriptive content is apparent, and color is utilized effectively to add a dimension to those illustrations. A few of the illustrations contain characteristics that promote understanding, but most of the illustrations are based on facts and knowledges and do not promote the broader kinds of conceptual learning. Case stories are used in this textbook and the characters are familiar types with which the student can identify. The strengths and the weaknesses of the characters are identifiable but both strengths and weaknesses are not presented in the same case story; whenever a character is not used in two case stories, either the strength or weakness is apparent, but not both.

Evaluation of the use of knowledge relationships reveals that this textbook fully meets one criterion but fails to meet three of the criteria. This textbook provides for the utilization of the creative potential of the student. Viewpoints of experts other than the authors are not expressed, there is no provision for the exercise of mature ingenuity, and theoretical economic principles and laws are not stated in this textbook.

Analysis of the development of understanding reveals that this textbook meets one of the criteria and fails to meet the other. This textbook does establish a link between the student and his community but does not develop the analytical ability to make intuitive predictions.

Evaluation of the formation of concepts reveals that this textbook fails to meet any of the criteria stated in Chapter III. There is no attempt to draw the major ideas together to promote the formation of a total picture of money management. There is no attempt to follow up the original thinking of the student in specific areas of money management, and there is no attempt to relate the personal, national, and world aspects of money management.

There is no apparent critical dimension to this textbook that would promote the analysis and understanding of the important relationships among personal, national, and world economics.

<u>General Business for Everyday Living</u> fully meets 7, or 28.0 percent, of the applicable criteria, partially meets 6, or 24.0 percent, of the applicable criteria, and fails to meet 12, or 48.0 percent, of the applicable criteria. This textbook meets, in whole or in part, 62 percent of the applicable criteria, which represents <u>good</u> quality of money management coverage.

Qualitative Analysis -- Textbook Number 2

Today's General Business
William M. Polishook
Ginn and Company
1959

Preface

Sequential curriculum pattern. There is no indication in the preface that the author prepared this textbook to fit a sequential curriculum pattern in the preparation for efficient citizenship.

Objectives for promoting conceptual learning. The author states that the values to be gained from using this textbook include "The development of good habits in the spending and saving of both time and money." The author further states that "Factual material has been carefully selected to develop important economic concepts . . . ." From these statements it appears that the author prepared this textbook according to objectives established to promote conceptual learning.

Topical emphasis. There is no indication that the author of this textbook recognizes specific topical emphasis in the preparation of material relating to money management. Emphasis in this textbook is illustrated by the fact that 31 pages of descriptive content have been devoted to money management aspects of money and banking, and 30 pages have been devoted to insurance; in contrast, eight pages of descriptive content are devoted to taxation, and six pages to investment. Such emphasis should be explained to avoid misconceptions by the student.

Provision for fundamental skills. In the preface, the author states, "Systematic review of handwriting and arithmetic skills are provided." At the end of each chapter, there is provision for handwriting skills included with the vocabulary building activity where the student uses handwriting skills to develop answers to questions that incorporate the word list. Arithmetic skills are promoted by practice exercises that are then carried into related business problems. The skills of reading, listening, and spelling are not mentioned and there is no provision for the development and extension of these fundamental skills.

Morphological Analysis

Reading level. The reading level of this textbook (measured by the Flesch Reading Formula) varies from "fairly easy: 6th grade" to "high school or some college." The average reading level is "fairly difficult: some high school." When this textbook is used at the ninth- or tenth-grade level, it is quite possible that portions of the descriptive content will be either scanned or skipped altogether because of the difficulty of the reading level, which could be substantially above the reading level of the average ninth- and/or tenth-grade students. The average reading ability of the students in the classroom would, of course, be the determining factor for selection of an appropriate reading level.

Vocabulary extension. At the end of each chapter, the author provides a list of words and instructions for the use of these words. A glossary is available at the end of the textbook that the student may use to increase his comprehension of word meanings. The student is thus afforded the opportunity to use these terms to develop a more extensive and definitive vocabulary. This textbook does not, however, introduce a sufficient number of the technical terms needed by the student for the development of money-management understandings.

Bibliography. No bibliographical materials are provided in this textbook to stimulate research and to suggest contrasting viewpoints that the student needs in the development of logical patterns of thought.

Evidence of condescension. The author states in the preface that "The basic vocabulary of the subject is presented without talking-down to students," and this textbook seems to avoid condescension.

Extent of repetitious or excessive descriptive material. The descriptive content related to the six essential aspects of money management is excessive to the extent of approximately 5.7 percent. This 5.7 percent constitutes approximately five pages of descriptive content that could have been devoted to the expansion of understandings in the area of money management. Excessive descriptive content includes such items as making change, Christmas club accounts, and other similar items. Such items either receive excessive description or could possibly be completely eliminated from the descriptive content because of the opportunity afforded elsewhere to gain knowledge concerning them.

Economic analysis. Economic analysis is presented in the charts and graphs used in this textbook. The descriptive content of this textbook primarily utilizes the descriptive approach with little, if any, economic analysis. In a few instances, the descriptive content follows the problem-solving approach that utilizes analytical abilities. Economic analysis is utilized in some of the end-of-chapter problems in which the student must utilize his problem-solving techniques.

A special reading analysis was completed for representative samples of descriptive content containing economic elements. The reading level varied from "fairly difficult: some high school" to "high school or some college", averaging "fairly difficult: some high school." When this textbook is used at either the ninth- or tenth-grade level, the student would probably have considerable difficulty in comprehending the material.

Technical information. The technical information in this textbook is sometimes incomplete and could frustrate the student in his attempt to develop understandings relating to his own personal problems of money management. No reason is given for the use of the bank number when depositing checks to a personal account; only the statement is made that the bank number "must be" written. There is no explanation of the purpose of the Federal Reserve number and the reason why it may be omitted from the deposit record. Although the author describes the reconciliation of the bank statement, he does not explain the reason why a reconciliation is desirable. The discussion of taxation gives no background of the income tax law so that the student may understand why and how he personally contributes to the economy of his country. No explanation is given of the way in which the individual benefits from the services provided by the federal, state, and local income taxes.

In many instances the technical presentation would tend to "come alive" for the student; in other instances, confusion instead of greater understanding might result.

Illustrations

Unity. The illustrations in this textbook are related to but are different from the descriptive content. Of the 312 illustrations in this textbook, 110 relate to the area of money management and consist of cartoons, pictures, graphs, charts, and maps.

Color. Color in some of the illustrations in this textbook adds a dimension to the illustrations, while in others it does not. Color seems to have been used principally for a change of pace because there are a large number of illustrations in close proximity.

Character of illustrations that promotes understanding. The majority of the illustrations in this textbook are based on facts and knowledges and do not promote the broader kinds of understanding. Charts and graphs promote understanding because of the analysis required to obtain a total picture of activity. A few illustrations contain characteristics that promote understanding. For example, a cartoon on page 315 concerning accidents requires the student to draw upon facts and knowledges to interpret the events depicted so as to understand the relationships among liability, risk, and risk sharing aspects of insurance.

Case stories. Case stories are not used in this textbook.

Use of Knowledge Relationships

Creative potential. In this textbook, questions are asked at the beginning of each chapter which offers the opportunity for the student to think creatively. The opportunity is also offered for creative self-expression in the discussion concerning these questions. The opportunity for creative thinking is also promoted in some of the questions at the end of each chapter. Creative potential is further utilized in the end-of-chapter activities, in such areas as the writing of reports, making collections of various items, interviewing people in the community, arranging displays, and similar activities which allow for the use of varying degrees of creativity. Thus, the opportunities to develop leadership capacities and to recognize individual potential are provided.

Viewpoints of experts. This textbook does not contain the opinions of experts other than the author. The student needs to become aware of contrasting viewpoints if he is to develop the ability to weigh these viewpoints against other elements in problem-solving to arrive at decisions through logical thinking.

Mature ingenuity. The descriptive content allows for some abstract thinking, and more abstract thinking is promoted in some of the end-of-chapter problems requiring analytical ability. Such activities as developing displays of local services might encourage the recombining of mental images and thinking in terms of future problems but do not appear to be specifically designed for these purposes.

Economic principles and laws. Theoretical economic principles and laws are not specifically stated in this textbook, although the descriptive content is apparently based on these laws and developed from the basic premises. However, it would seem that the student would be better able to transfer understanding from one problem to another if he were conversant with the language of the theoretical principle or law and particularly if the statement of the theoretical principle is followed by a problem-solving explanation.

Development of Understandings

Intuitive predictions. In this textbook, the opportunity is presented for the student to draw on his own experiences in problem-solving and to use analytical skills necessary for problem-solving. Some of the end-of-chapter activities provide the opportunity for the student to relate and extend his knowledge of problem-solving, and some problems at the end of each chapter provide the opportunity for the student to develop problem-solving skills.

The problems are of such a nature, however, that intuitive predictions are not promoted because the problems are not "open ended" to allow for more than one correct solution.

Community link. This textbook does encourage the student to relate the descriptive content and problem-solving techniques to the community. This technique allows the student an opportunity to understand more readily personal and family money management problems.

Formation of Concepts

Interweaving of major ideas. There is no apparent attempt in this textbook to relate major ideas from one chapter to another. Unity is not apparent among the aspects of money management discussed in this textbook. Major ideas need to be drawn together if the student is to obtain a total picture of the money management aspects in relation to the problems that he will face in his personal and family responsibilities.

Original attitude followed up. The questions at the beginning of each chapter in this textbook offer the opportunity to ascertain the original attitude of the student concerning a specific aspect of money management. There is no apparent attempt, however, either to follow up on this original attitude or to encourage the student to reflect on his own changing patterns of thought and ideas.

Reflection on personal, national, and world economics. This textbook makes no provision for the discussion of national and world economics, and there is no apparent attempt to relate the problems of the individual to national and world economic problems and affairs.

Critical Dimension

This textbook does not appear to develop a critical dimension in cultivating the ability to analyze and understand the relationships among (1) the various aspects of money management and (2) among personal, national, and world economics.

Summary of Analysis

The preface of Today's General Business appears to meet one of the criteria, partially to meet one of the criteria, and fail to meet two of the criteria developed in Chapter III for the evaluation of the quality of money management content. Objectives for the promotion of conceptual learning are indicated in the preface. There is some provision for the development and extension of fundamental skills. There is no indication of a sequential curriculum pattern and no recognition of topical emphasis.

The morphological analysis reveals that this textbook meets one of the criteria, partially meets three of the criteria, and fails to meet three of the criteria. The author seems to avoid "talking down" to the students. There is opportunity for extension and refinement of the vocabulary although insufficient technical terms are presented in this textbook, economic analysis is limited in use, and technical information is sometimes presented in such a way that it tends to "come alive" for the student at either the ninth- or the tenth-grade level. The reading level of this textbook apparently is substantially above that of the ninth- and tenth-grade students, there are no bibliographical materials, and there is repetitious and excessive descriptive material contained in this textbook.

An analysis of the illustrations reveals that two of the criteria are not applicable inasmuch as case stories are not used in this textbook.

Of the remaining criteria, this textbook meets one, and partially meets two. Unity is apparent between the illustrations and the descriptive content. Color sometimes adds a dimension to the illustrations and some of the illustrations tend to promote understanding.

Evaluation of the use of knowledge relationships reveals that this textbook meets one of the criteria and fails to meet three of the criteria. Creative potential is utilized. Viewpoints of experts other than the author are not presented, mature ingenuity is not specifically provided for, and theoretical economic principles and laws are not stated.

Analysis of the development of understandings reveals that this textbook meets one of the criteria and fails to meet one of the criteria. The author provides for a link between the student and his community, but does not promote intuitive predictions.

Evaluation of the formation of concepts reveals that this textbook fails to meet the three criteria. There is no apparent interweaving of major ideas; there is no apparent attempt to follow up on original thinking; and there is no apparent opportunity to relate personal, national, and world economic problems.

This textbook does not appear to formulate a critical dimension in the ability to understand and relate fundamental aspects of money management information to personal, national, and world problems.

In the evaluation of the quality of money management content, this textbook meets 5, or 20.8 percent, of the applicable criteria, partially meets 6, or 25.0 percent, and fails to meet 13, or 54.2 percent of the applicable criteria. <u>Today's General Business</u> meets, in full or in part, 46 percent of the applicable criteria and represents <u>fair</u> quality of money management coverage.

Qualitative Analysis -- Textbook Number 3

Business Fundamentals for Everyone
Charles Fancher and J. Francis Gallagher
Prentice-Hall, Inc.
Second edition, 1958

Preface

Sequential curriculum pattern. There is no indication in the preface that the authors prepared this textbook to fit into a sequential pattern of learning.

Objectives for promoting conceptual learning. The authors state, "The units are organized and written in a manner to facilitate teaching and learning . . ." but the authors do not indicate the manner in which learning will be facilitated, because no statement of objectives is included in the preface.

Topical emphasis. The authors state that the textbook has been reorganized and expanded ". . . with emphasis on consumer buying and on purchasing a home, and more space has been given to the service industries." It would seem from this statement that the emphasis on money management content would be greater on the descriptive content concerning the purchase of a home. In actuality, home ownership consists of seven pages of descriptive content and is discussed under the topic of credit. Concerning money management, the topical emphasis is apparent from the fact that 43 pages of descriptive content are devoted to money, 20 pages to credit, and 28 pages to insurance.

Provision for fundamental skills. Fundamental skills are not mentioned in the preface of this textbook. There is, however, provision for the extension and refinement of the fundamental skill of computation. Exercises include practice in writing figures and the fundamental principles of arithmetic computation. These skills are then carried into problems that are related to business computations.

Morphological Analysis

Reading level. The reading level of this textbook (measured by the Flesch Reading Formula) averages "fairly difficult: some high school." The descriptive content on money and insurance is presented on the "fairly difficult: some high school" level, and the descriptive content on credit is written on the "standard: 7th-8th grade" level. When this textbook is used at the ninth- and tenth-grade levels, it is possible that the reading level might cause difficulty in the formation of understandings of money and insurance because the reading level might be challenging to the average either ninth- or tenth-grade student.

Vocabulary extension. This textbook contains a list of words at the end of each chapter with no provision for the use of the words. There is no glossary provided at the end of the textbook to extend the vocabulary of the student. In the preface the authors state, ". . . the language has been kept nontechnical." According to educational authorities, technical terminology must be mastered if complete understanding is to be gained and guided into problem-solving techniques applicable to related problems. The authors of this textbook have not introduced a sufficient number of technical terms with which the student should be familiar to develop understandings of money management. It appears that there has been no attempt to aid the student in developing a more extensive and definitive vocabulary.

Bibliography. This textbook does not contain bibliographical material which would encourage the student to search for additional information and contrasting opinions concerning certain aspects of money management. Through such research, the student probably would be better prepared to formulate his own ideas and for this reason bibliographical materials are important in the development of conceptual learning.

Evidence of condescension. Sometimes the authors of this textbook give inanimate objects living qualities, and this technique might be condescending. Otherwise, condescension in the preparation of the textbook material seems to have been avoided.

Extent of repetitious and excessive descriptive material. The descriptive content related to the six essential aspects of money management is excessive to the extent of approximately 6.07 percent of the selected areas. This 6.07 percent constitutes 5.5 pages which conceivably could have been devoted to the expansion of understandings in the area of money management.

An example of this excessive descriptive material is found in the discussion on "How to Write a Check." Almost two pages have been devoted to this topic, which seems to be excessive inasmuch as the student may easily obtain the knowledge necessary to perform this task through the actual writing of a check as an exercise completed under the supervision of the teacher.

Economic analysis. Some economic analysis is presented in this textbook through charts and graphs which must be analyzed for comprehension. The descriptive content follows the descriptive approach rather than the problem-solving approach, and the questions in the end-of-chapter activities do not seem to promote analytical, problem-solving ability. A special reading analysis of the material containing economic elements revealed that such material is written on a "high school or some college" level. This reading level would be difficult for the ninth- and tenth-grade students striving to comprehend the material. Thus, it appears that this textbook contains an insufficient amount of economic analysis to aid the student in gaining problem-solving ability and the analytical thinking necessary to transfer knowledge from one money management problem situation to another.

Technical information. This textbook utilizes the factual and descriptive approach in the presentation of technical information. Many of the discussions concerning money management content are incomplete and could result in either scan reading or frustration on the part of the student. For example, there is no explanation of how and why bank numbers are used. There is no mention of why a reconciliation should be made of the bank statement. Another example is the discussion of home ownership. The authors discuss the down payment and the carrying charges but fail to explain how the carrying charges are computed--they simply explain how to determine the amount that has been charged according to a table of payments. Throughout the discussion of the six essential aspects of money management, much pertinent information has been omitted. Thus, it would seem that, although there are some technical presentations which might tend to "come alive" for the student, the majority of these discussions probably would not.

Illustrations

Unity. Unity is apparent between the illustrations and the descriptive content in this textbook. Of the 189 illustrations in the textbook, 56 relate to money management content. The placement of the illustrations adds to the interest potential of the descriptive content.

Utilization of color. No color is used in this textbook.

Character of illustrations that promotes understanding. The majority of the illustrations in this textbook are based on facts and knowledges that do not promote the broader kinds of understanding. A few illustrations contain characteristics that may promote understanding, however. For example, on page 297 an illustration is captioned "Typical Risks in Modern Living." This illustration should promote the understanding that everyone faces risks of varying sorts in the process of daily living. The authors of this textbook do not utilize cartoons in the promotion of ideas.

Case stories. Case stories are not used in this textbook.

Use of Knowledge Relationships

Creative potential. Provision is made for the utilization of the creative potential of the student through encouraging self-expression and poise in the discussions promoted through the end-of-chapter discussion questions; through activities involving interviewing of community people; through the preparation of reports; through classroom presentations, and student lectures. This textbook provides for committee work which offers the opportunity for the student to develop group leadership. This textbook does make provision for the utilization of the creative potential in the development of leadership qualities.

Viewpoints of experts. There are no bibliographical materials to which the student may turn to obtain contrasting viewpoints on various aspects of money management which are needed to promote logical and analytical thinking patterns. The authors do not provide for the statement of other viewpoints in the development of the descriptive content.

Mature ingenuity. The descriptive content does not provide for abstract thinking, and provision for abstract thinking does not seem to appear in the end-of-chapter activities. Through abstract thinking the student is encouraged to form various mental images and to seek numerous solutions to a problem situation.

Economic principles and laws. The descriptive content of this textbook is based on certain theoretical economic principles and laws that are not stated specifically. The descriptive content follows the discussion method rather than the problem-solving method of presentation in which the ability to think logically and analyze the various possibilities and limitations of a problem area result from the use of principles or laws which are applicable to particular sets of circumstances.

Development of Understanding

Intuitive predictions. There are a few end-of-chapter activities which encourage the student to develop the ability to predict an answer through intuition. For example, "What kind of life insurance would you recommend for the father of a family of three children, two of whom are married? Explain." This encourages the student to think in terms of future problems which he will meet as an adult. It seems unlikely, however, that the student would be supplied with the background of knowledges and analytical exercise necessary to determine variations in the possible solutions.

Community link. This textbook does provide the opportunity for the student to relate the knowledge gained from the textbook to the community in which he lives. This is primarily accomplished through some of the questions at the end of each chapter which encourage the student to think in terms of his own community. These questions are of such a nature that they can be adapted to any type of community.

Formation of Concepts

Interweaving of major ideas. There is no apparent attempt in this textbook either to draw the major ideas from one chapter to another or to promote the assimilation of ideas to promote concept formation.

Original attitude followed up. There is no provision in this textbook for ascertaining the original attitude of the student concerning a specific aspect of money management, and there is no apparent attempt to follow up on original thinking of the student.

Reflection on personal, national, and world economics. Some of the questions in the end-of-chapter activities provide the opportunity for the student to relate knowledge both to personal and national economic problems. There is, however, no apparent provision for the consideration of world problems.

Critical Dimension

This textbook does not appear to develop a critical dimension in relation to the promotion of logical, critical, and reflective thinking on the part of the student; nor does it appear to develop a critical dimension in cultivating the ability to analyze and understand the relationships among personal, national, and world economics.

Summary of Analysis

The preface of Business Fundamentals for Everyone appears to partially meet one of the criteria and fail to meet three of the criteria for the evaluation of the quality of money management material which were developed in Chapter III. There is a statement of emphasis of the textbook but it is not specifically indicative of a recognition of emphasis in relation to the money management content. There is neither an indication of a sequential curriculum pattern, nor objectives for the promotion of conceptual learning. There is no statement of the provision for fundamental skill development, although the fundamental skill development of arithmetic principles is provided for in the end-of-chapter activities.

The morphological analysis reveals that three of the criteria are partially met and four of the criteria are not met. In this textbook, very little material could be construed as condescending, some economic analysis is apparent, and the technical information in some discussions might tend to "come alive" while in others it probably would not. The reading level of this textbook is substantially above either the ninth- or the tenth-grade level. There is apparently no provision for the extension of the student vocabulary, no bibliographical materials are made available to the student, and there is some repetitious and excessive descriptive material.

An evaluation of the illustrations in this textbook reveals that three of the criteria are not applicable to this textbook because color and case stories are not utilized. Of the remaining two criteria, one is met and the other is partially met. Unity is apparent between the illustrations and the descriptive content, and some of the illustrations contain characteristics which tend to promote understanding.

An analysis of the use of knowledge relationships reveals that one of the criteria is met and three are not met. Provision is made to utilize the creative potential of the student. There is no provision for the opinion of experts other than the authors, there is no apparent provision for the development of mature ingenuity, and economic principles and laws are not specifically stated in this textbook.

The evaluation of the development of understandings reveals that both of the criteria are met by this textbook. This textbook provides opportunity for the promotion of intuitive predictions although background material may be too meager and for relating knowledge to the community of the student.

The analysis of the formation of concepts reveals that one criterion is partially met while this textbook fails to meet two of the criteria. There is some provision for reflection on personal and national economic problems, but no provision for reflection on world problems. There is no apparent attempt to interweave the major ideas of the textbook, and there is no provision for following up the original attitude of the student.

This textbook appears not to develop a critical dimension relating to the ability to analyze and understand economic problems at all levels.

Of the 23 applicable criteria, this textbook meets 4, or 17.3 percent, partially meets 6, or 26.2 percent, and fails to meet 13, or 56.5 percent, of the evaluative criteria. Business Fundamentals for Everyone meets, in full or in part, 43 percent of the applicable criteria, representing fair quality of money management coverage.

Qualitative Analysis -- Textbook Number 4

General Business
Ernest H. Crabbe, Herman G. Enterline, S. Joseph DeBrum
South-Western Publishing Company
Eighth edition, 1961

Preface

Sequential curriculum pattern. In the preface, the authors state,

> While the content of the textbook is of immediate value to all students in their personal, family, and community living,

> they acquire in addition a foundation of the study of advanced business and economics courses, whether such study is undertaken in the later high school years or in college.

This statement indicates that this textbook might serve as the first in a sequence of study, but is not planned to fit into a particular sequence of textbooks designed to promote efficient economic citizenship.

Objectives for promoting conceptual learning. In the preface, the authors have listed 12 purposes of the textbook. These purposes include developing appreciations and understandings in the areas of money management information with four of the purposes devoted to this area.

Topical emphasis. There is no recognition of topical emphasis stated in the preface. Topical emphasis is evidenced in this textbook, however, by the fact that 120 pages of descriptive content have been devoted to money and banking procedures in contrast to 46 pages devoted to insurance, 12 pages devoted to savings, and 7 pages devoted to taxation. Such emphasis should be recognized to help the student to understand the emphasis given to a particular topic and to prevent misinterpretation of the emphasis by the student.

Provision for fundamental skills. The authors of this textbook state, ". . . the student receives additional practice in arithmetic processes that will be of great value in solving the business problems he encounters in his personal, social, and citizenship activities." In the appendix, the authors have provided an arithmetic review which consists of 12 pages of material. Six pages of this material develop fundamental skill in handling figures, and six deal with handling of figures related to percentage and interest problems. Thus, the fundamental skill of arithmetic computation is provided, but other fundamental skills of spelling, reading, listening, and writing are not mentioned. Provision for these fundamental skills should free the mind of the student for the thinking process and the development of ideas.

Morphological Analysis

Reading level. The reading level of this textbook (measured by the Flesch Reading Formula) varies from "fairly easy: 6th grade" to "high school or some college." The average reading level is "standard: 7th-8th grade." From this analysis it appears that the major portion of this textbook is written on a reading level that should be commensurate with the reading level of the average ninth- or tenth-grade student, the level at which general business is normally taught.

Vocabulary extension. Throughout the chapters in this textbook, the authors have italicized words and terms. These words and terms are then repeated in the vocabulary section of the end-of-chapter activities. Provision is made for the student to choose the correct word or term to complete the sentences provided in the vocabulary drills. A glossary is provided at the end of this textbook and defines most of the terms used within the descriptive content. This textbook does not, however, introduce an adequate number of technical terms that should be used in developing understandings of money management, so that the student would have an opportunity to review and extend his vocabulary of money management terminology.

Bibliography. This textbook does not provide bibliographical materials which might be used to promote understanding through the process of logical and creative thought usually stimulated by the research procedure.

Evidence of condescension. The authors of this textbook have used an informal style of writing which, according to reading experts, might be construed as condescending, inasmuch as personal words do not seem to contribute to the understandings of the content or to the efficiency of reading. The authors sometimes give animation to institutionalized structures, such as banks, and such treatment might be considered condescending because it is unrealistic.

Extent of repetitious or excessive descriptive material. The descriptive content related to the six essential money management aspects is excessive an repetitious to the extent of approximately 6.57 percent. This 6.57 percent constitutes approximately 20.7 pages which could conceivably be devoted to the expansion of understandings in the areas of money management. An example of excessive material is found in the discussion on "How to Write Checks." Seven pages of descriptive content, and three pages of end-of-chapter activities are devoted to this discussion, which is extremely detailed. It would seem that this type of material could be presented in a more condensed form which, with the actual experience of writing a check, might be even more meaningful to the student. Another example of excessive descriptive material is found in the discussion of Series E Government Bonds. Approximately two pages are devoted to this discussion while other types of investments are not as thoroughly discussed. The emphasis on saving through government bonds has decreased as the need for additional funds to support a full-scale war has decreased and as other safe investments have become available.

Economic analysis. Economic analysis is presented in the charts and graphs of this textbook which require the students to interpret data presented for the extension of understanding; however, very little economic analysis is introduced into the descriptive material in this textbook. The descriptive content involving economic elements utilizes the descriptive rather than the problem-solving approach. A special reading analysis was completed for a representative number of discussions involving economic elements, and the reading level varied from "fairly easy: 6th grade" to "high school or some college." The average reading level for these discussions was "fairly difficult: some high school." This reading level might conceivably cause difficulty in comprehension when the textbook is used at the ninth- or tenth-grade level, and might interfere with the interpretation of the economic elements. Reading experts indicate that material requiring logic and concentration should be presented at a reading level that will not be unduly challenging to the student because this could interfere with the learning process. The end-of-chapter activities contain some problems which would allow the opportunity for the student to practice problem-solving through the use of elements of economic analysis.

Technical information. Many of the discussions in this textbook are realistic and interesting. Presentations which are adapted to the reader arouse and sustain interest, and many of the discussions are of this nature.

In some instances, however, discussions seem to be superficial and incomplete. For example, this textbook contains only two short paragraphs on the Federal Reserve System and does not depict the most significant service--that of controlling the money supply. There is no explanation of the use of reserve requirements to control the creation of bank credit. There is no discussion of the use of bank numbers on individual deposit slips. This textbook follows the approach used to advertise services of banking institutions--that banks have had much experience in the handling of money. This type of approach does not seem to be sufficient for the promotion of broad understandings in the area of banking. Another example of incomplete presentation is found in the discussion on taxation. The authors provide no history or background of the taxing procedure, and there is no indication of what the individual receives for his tax dollar. Personal and corporate income taxes are discussed together with insufficient detail for the novice in this area to gain comprehension of his own personal duty and responsibility as a citizen in a democratic society.

From the analysis, it appears that portions of the technical information are presented in a manner which would tend to increase understanding and comprehension while other portions of the technical material lack detail necessary to promote the extension of comprehension.

Illustrations

Unity. Unity is apparent between the descriptive content and the illustrations, but some of the illustrations are used merely to explain what has already been verbally stated in the text and are, therefore, repetitious.

Utilization of color. All picture illustrations are black and white, with color used only on charts and graphs. Main headings are printed in color. There is relatively little use of color in this textbook; but wherever used, it does not detract from the meaning conveyed by the illustrations and does add a dimension which makes the illustration more meaningful.

Character of illustrations that promotes understanding. Almost all of the illustrations in this textbook are based on facts and knowledges, which do not promote the broader kinds of understanding. There are a very small number of illustrations which might promote understanding, and these are primarily in the form of charts and graphs. An example of such an illustration is found on page 535 with the caption "Federal Taxes for one year--where they come from and what they are used for." This illustration shows where the budget dollar is obtained and for the general areas in which it will be spent. This illustration might promote the understanding that the individual income tax is used to support government activities throughout the country, and thus the individual might be able to comprehend the extent to which his tax dollar contributes to the economy.

Case stories. Narratives and case stories are not used in this textbook.

Use of Knowledge Relationships

Creative potential. Creative thinking is promoted in some of the problems presented at the end of each chapter. In the presentation of written reports, students are given the opportunity to develop the ability to write creatively. Creative self-expression is promoted through interviews and classroom discussions. These and other types of activities provide the opportunity to develop the creative potential of the student.

Viewpoints of experts. This textbook does not contain the opinions of experts other than the authors. There is no attempt to present confict-ing viewpoints or to show that other experts hold similar opinions to those presented by the authors. Therefore, the opportunity for the student to utilize varying viewpoints in the process of creating ideas is not offered to the student through this textbook.

Mature ingenuity. Mature ingenuity is promoted through some of the problem-solving activities at the end of each chapter. An example of the types of problems calling for the student to analyze a situation, apply knowledge to new situations and to think creatively is found in one of the chapters on insurance:

> Paul Helferd is not in favor of carrying insurance of any kind. He believes that the insurance companies collect premiums from those who have policies, use a part of the premiums to pay

the expenses of operating their companies, and pay back only the balance to the persons insured. He says that those who have policies receive less than they pay in and therefore insurance is a waste of money for them.

Do you believe Mr. Helferd is correct?

Economic principles and laws. Although the information in the descriptive content of this textbook is evidently based on the theoretical principles and laws governing the economic progress of our society, these economic principles and laws are not specifically stated in the development of knowledge and understanding concerning the six essential aspects of money management. Therefore, the student does not have the specific theoretical principle or law which he might use to transfer knowledge and understanding from one problem to another; thus, the formation of ideas might be inhibited.

Development of Understandings

Intuitive predictions. There is no apparent attempt in this textbook to develop the powers of intuition as applied to determining possible solutions to problem-solving situations similar to those the student will encounter as an adult.

Community link. This textbook does offer the opportunity for the student to link the knowledge gained from the textbook to elements of community life, although not to so great an extent as might be desirable in the development of understanding. In one section of the end-of-chapter activities, Optional Questions, students are directed to conduct interviews with various community leaders, write reports about the community, utilize community newspapers to determine various kinds of information, etc. Such activities provide opportunities for the student to apply knowledge to new situations, thereby increasing and broadening areas of understanding.

Formation of Concepts

Interweaving of major ideas. Each chapter in this textbook is treated as a separate body of knowledge. There is no visible attempt to draw major ideas together from one chapter to another nor to draw the major ideas from one aspect of money management to another to promote the formation of a total picture of money management content.

Original attitude followed up. There is no apparent attempt in this textbook to determine the original attitude of the student concerning any aspect of money management. There is no apparent attempt to challenge the student to consider his attitudes before and after studying the textbook content. There is, therefore, no effort to encourage the student to reflect on his own changing patterns of thinking.

Reflection on personal, national, and world economics. This textbook is primarily concerned with the individual and family relationships with business enterprise in the community, but there is no apparent attempt to offer the opportunity for the student to relate the personal aspects of money management to national and world aspects of money management and other economic affairs.

Critical Dimension

This textbook does not appear to develop a critical dimension in promoting logical, critical, and reflective thinking nor in cultivating the ability to analyze and understand the relationships among personal, national, and world economic affairs.

Summary of Analysis

In the preface, General Business apparently meets one of the criteria, partially meets one of the criteria, and fails to meet two of the criteria set forth in Chapter III for the evaluation of the quality of money management content. The authors of this textbook do set forth objectives for promoting conceptual learning. There is some provision for fundamental skill development, but only for arithmetical computation. There is no evidence that this textbook was prepared to fit into a sequential curriculum pattern, and the topical emphasis is not recognized.

The morphological analysis reveals that this textbook meets two of the criteria, partially meets two of the criteria, and fails to meet three of the criteria. The reading level averages "standard: 7th-8th grade" and thus should be comprehensible to the average ninth- or tenth-grade student, and there is some provision for the extension and refinement of the student vocabulary. There is some economic analysis present in this textbook, principally in the charts and graphs. Some of the technical information might tend to "come alive" for the student while other presentations of technical information might not have this tendency. There are no bibliographical materials in this textbook, condescension is present, and there is some repetitious and excessive descriptive material.

The evaluation of the illustrations of this textbook reveals that two of the criteria are not applicable because case stories are not used. Of the remaining three criteria, this textbook apparently meets two of them and partially meets one. Unity is apparent between the illustrations and the descriptive content and, wherever used, color is effective in adding dimension and meaning to the illustration. Most of the illustrations are based on facts and knowledges which do not promote the broader kinds of understandings, but there are a few illustrations which do contain characteristics that might promote understanding.

An analysis of the use of knowledge relationships reveals that this textbook apparently meets two of the criteria and fails to meet two of the criteria. Creative potential is encouraged and mature ingenuity is promoted through end-of-chapter activities. There are no expressions of viewpoints of experts other than the authors, and there are no statements of theoretical principles and laws of economics.

An evaluation of the development of understanding reveals that one criterion is apparently met and one criterion is not met by this textbook. There is an opportunity for the student to relate his acquired knowledge to his own community, but intuitive predictions are not specifically encouraged.

With regard to the formation of concepts, this textbook apparently fails to meet any of the criteria. There is no apparent attempt to weave major ideas together, to follow up on original thinking and attitudes, nor to reflect on relationships among personal, national, and world economic affairs.

This textbook does not develop a critical dimension in the promotion of money management concepts nor in the relationships among the individual, the nation, and the world.

Of the 24 applicable criteria for evaluation, General Business meets 8, or 33.3 percent, of the criteria, partially meets 4, or 16.7 percent, of the criteria, and fails to meet 12, or 50.0 percent, of the criteria. This textbook meets, in full or in part, 50 percent of the applicable criteria, representing good quality of money management coverage.

Qualitative Analysis -- Textbook Number 5

Consumer Economic Problems
W. Harmon Wilson and Elvin S. Eyster
South-Western Publishing Company
Sixth edition, 1961

Preface

Sequential curriculum pattern. There is no indication in the preface that this textbook has been developed to fit into a sequential curriculum pattern which would allow the student the opportunity to complete a sequence of study for efficient economic citizenship.

Objectives for promoting conceptual learning. The authors of this textbook state that one of the objectives of Consumer Economic Problems is

> To understand the application of the principles and procedures of business to personal and family problems relating to earning an income; to wise management of money and savings; to protection from loss through insurance; to procurement of a home; and to personal expenditures.

It is evident, therefore, that the authors purport to provide a conceptual learning pattern through the development of fundamental economic understandings.

Topical emphasis. There is no indication of recognition of topical emphasis in this textbook. Emphasis in connection with money management is illustrated by the fact that 62 pages of descriptive content are devoted to credit and 59 pages are devoted to insurance in contrast to 18 pages of descriptive content devoted to taxation and 15 to saving. The reader might conclude that taxation and saving were the least important elements of money management if judged by the amount of descriptive content. To avoid such miscomprehension, topical emphasis should have been acknowledged and explained.

Provision for fundamental skills. There is no statement in the preface concerning provision for the development and/or extension of fundamental skills to allow the student to free his mind of details in order to concentrate on developing processes of logical thinking.

Morphological Analysis

Reading level. The reading level of this textbook (measured by the Flesch Reading Formula) varies from "fairly difficult: some high school" to "high school or some college." Consumer education might be taught at any level in the secondary curriculum. When the book is used at the ninth- or tenth-grade level, the average reading level might be considerably above the reading ability of the average student, and thus the communication potential may be lessened. When the book is used at a higher level, however, the reading level could be commensurate with the reading ability of the upper secondary school students.

Vocabulary extension. A vocabulary of economic terms is not specifically provided in this textbook, but new terms are italicized in the text material to draw the attention of the student. There is no glossary at the end of this textbook through which the student might extend his knowledge of the word meaning. There is no specific provision for the student to use new terms and, thereby, develop a more extensive and definitive vocabulary.

Bibliography. There are no bibliographical materials in this textbook to which the student might turn to obtain contrasting viewpoints on the various aspects of money management.

Evidence of condescension. This textbook sometimes utilizes second person writing style that may be considered condescending. However, the authors seem to avoid condescension in the presentation of the descriptive content.

Extent of either repetitious or excessive descriptive material. This textbook seems to avoid repetitious and excessive descriptive material completely in the development of money management information.

Economic analysis. Economic analysis is present in the charts and graphs of this textbook, but the general content primarily follows the descriptive approach which does not involve problem-solving. There is some provision for problem-solving in the end-of-chapter activities where problem situations are created. A special reading analysis of portions of the material dealing with economic elements revealed that the reading level varied from "standard: 7th-8th grade" to "high school or some college", averaging "fairly difficult: some high school." Thus, when this textbook is used at the ninth and tenth grades, the reading level probably interferes with the development of understandings because, as the reading experts point out, it is difficult to comprehend new information at the same time one is struggling with the vocabulary of the material. Portions of the material could conceivably interfere with the learning process for the average student when the book is used at the eleventh- and twelfth-grade levels.

Technical information. Many of the discussions in this textbook are realistic, interesting, and are adapted to the reader, thus allowing him to associate himself with the material. This method of arousing and sustaining interest is not, however, carried into all portions of the presentation of technical information. In some instances, the technical information presented in this textbook is incomplete and might leave the student with questions to which he would have difficulty finding answers, particularly because no bibliographical material is available to assist him in obtaining additional information. For example, this textbook explains the organization of the Federal Reserve System but gives no background information. The functions of the Federal Reserve System are stated but there is no indication that the FRS controls the money supply in the economy. No mention is made of bank numbers or their use, and there is no reason given for the desirability of reconciling the bank statement with the individual's check record. In the discussion of credit, the textbook discusses unpaid balances, but fails to define an unpaid balance. In the discussion of installment buying, the verbal illustrations are realistic, but the transition from one illustration to another is not clearly defined and might cause confusion as the student strives to gain knowledge and understanding. In the discussion of taxation, individual and corporate income taxes are discussed together, thus the individual does not have the opportunity to gain sufficient information concerning his own understanding of the procedures of individual income taxes. This discussion contains no explanation of exemptions and there is no explanation of what the individual receives for his tax dollar.

Many aspects of the technical presentation would tend to "come alive" for the student with a high reading level, but there are also many areas where it is possible for confusion and frustration to creep in as the student reads, and thus the material would not tend to "come alive" for the student.

Illustrations

Unity. The illustrations are related to the material in this textbook. Of the 310 illustrations in this textbook, 164 are concerned with money management. This is a little over half of the total number of illustrations.

In order to utilize so many illustrations, it was necessary that some of them be placed in close proximity which, according to visual materials experts, is not good because in this kind of presentation the illustrations tend to become distracting rather than helpful. The authors utilize quite a number of cartoons to promote understandings, which, according to the visual materials experts, is the best way to promote ideas.

Utilization of color. Color was not used in this textbook.

Character of illustrations that promotes understanding. Most of the illustrations in this textbook are based on facts and knowledges which do not promote the broader kinds of understanding. There are some illustrations which are repetitious of the textbook, and according to the visual materials experts, captions of the illustrations should not be restatements of the material in the descriptive content, but should be related to it. There are a few illustrations in this textbook that might promote understanding, and these are usually in the form of cartoons. For example, there is an illustration on page 283 which could lead to the understanding that savings can work for the individual and for the entire economy if they are properly utilized. The illustration is in cartoon form consisting of a man with a bag labeled "Savings." In addition, there is a tellers window with the title "Savings Bank" over it, and a picture of Uncle Sam with bonds in his hand. The caption is as follows:

> In deciding where to put savings, one must consider such factors as safety of savings, rate of interest, availability of savings, and frequency of which (sic) interest is compounded.

Although this illustration is grounded in facts and knowledges, the utilization of the symbol of the government contributes substantially to the understanding stated above.

Case stories. Case stories are not used in this textbook.

Use of Knowledge Relationships

Creative potential. The authors have provided for limited utilization of creative potential. Opportunities for self-expression and creative thinking are provided by the questions at the beginning and at the end of each chapter to which students may respond in discussion sessions. Limited opportunities for committee work and interviews of local people offer opportunity for self-expression. No opportunities are specifically provided for either utilization of creative art and design work, display techniques, debate techniques, or similar activities which would promote leadership qualities.

Viewpoints of experts. There are no bibliographical materials from which the students are encouraged to obtain viewpoints of experts other than the authors. No such viewpoints are provided in the descriptive content. In the end-of-chapter activities, there are some problems which urge students to obtain the opinion of local people, i.e., the banker, but such problems are limited in number.

Mature ingenuity. This textbook provides for the development of mature ingenuity in the end-of-chapter activities with questions such as the following:

> Many people like to keep up with the Joneses; therefore, they borrow money and buy many things on the installment account in order to live like their neighbors and friends who may have larger incomes. What advice would you give to a person of this kind?

There is some opportunity for the utilization of mature ingenuity although this textbook does not provide problems which would encourage the student to think in terms of the improbable, one step in the utilization of mature ingenuity.

Economic principles and laws. In the preface, the authors state that "The emphasis is placed upon the application of economic principles to the solution of the problems of individuals and of society in general." The application of economic principles is evident in the descriptive content, but the principles are not specifically stated. When the economic principles or laws applicable to money management are specifically stated, the student can gain complete understanding of the principle or law and can use it to analyze similar problem situations.

Development of Understandings

Intuitive predictions. This textbook provides for intuitive predictions through the problem situations created at the end of each chapter. These problems require decisions similar to those which the student will face in his own future money management. An example of this type of problem is as follows:

> Why do you think it might be advisable for a certain family to borrow money in order to buy a washing machine instead of buying it on an installment plan?

Community link. This textbook provides the opportunity for the student to relate knowledge to his own community and thus promotes ease of developing understanding. Students are encouraged to investigate community sources, utilize sections of the community newspaper, utilize interviews in the community, analyze family money management practices, etc. In this way, the student can relate the knowledge and understanding gained from the study of this textbook to problems which will be similar to the ones he will face after he enters adult life.

Formation of Concepts

Interweaving of major ideas. This textbook utilizes a summary at the end of each chapter to draw the major ideas from the chapter. There is no apparent attempt, however, to draw together the major ideas from one chapter to another in the promotion of ideas by the student.

Original attitude followed up. Questions at the beginning of each chapter indicate the kind of material which will be covered in the descriptive content. These questions might also provide the opportunity to ascertain the student's original attitude concerning a specific aspect of money management. There is no attempt, however, to follow up on the original attitude of the student and to allow the student to reflect on the change in his own thinking or behavior as a result of the study of this textbook.

Reflection on personal, national, and world economics. This textbook makes use of community problems which involve business activities of the community as well as individual and family problems. A limited number of problems in the end-of-chapter activities concern national economic problems. This textbook does not seem to make sufficient provision for the student to reflect on national and world problems of money management to build a solid understanding of his role in the economy.

Critical Dimension

This textbook does not appear to develop a critical dimension in relation to the promotion of ideas; nor in cultivating the ability to analyze and understand the relationships among personal, national, and world economics.

Summary of Analysis

The preface of Consumer Economic Problems meets one of the criteria stated in Chapter III for the evaluation of the quality of money management coverage, and fails to meet three of the criteria. Objectives for promoting conceptual learning are contained in the preface. There is no indication of a sequential curriculum pattern, there is no indication of recognition of topical emphasis, and there is no provision for the development and extension of fundamental skills.

The morphological analysis reveals that this textbook meets two of the criteria, partially meets three of the criteria, and fails to meet two of the criteria of evaluation. The authors have apparently avoided condescension and either repetitious or excessive descriptive material. Economic analysis is present in limited quantity and the technical information is sometimes of the nature that it would tend to "come alive" for the student. The reading level is probably substantially above the average reading level of the ninth- or tenth-grade student although adequate at the eleventh- or twelfth-grade level. There is no provision for the extension of student vocabulary of money management terminology, and there are no bibliographical materials to be utilized in research.

An evaluation of the illustrations reveals that three of the criteria are not applicable to this textbook. Of the other two criteria, this textbook meets one and partially meets one. Unity is apparent between the illustrations and the descriptive content, and there are a few illustrations that contain characteristics that promote understanding.

Evaluation of the use of knowledge relationships reveals that this textbook partially meets two of the criteria and fails to meet two of the criteria. There is some provision for the utilization of creative potential and mature ingenuity. There is no expression of viewpoints of experts other than the authors and no bibliographical materials that would promote the acquisition of other viewpoints. Theoretical principles and laws are not stated in this textbook although they are used as a basis for the descriptive content.

An analysis of the development of understandings reveals that this textbook meets both of the criteria. The authors provide for the promotion of intuitive predictions and for relating of knowledge to community life.

Evaluation of the formation of concepts reveals that this textbook fails to meet the three criteria of evaluation. There is no apparent attempt either to interweave the major ideas from one chapter to another, to follow up on original thinking, or to reflect on personal, national, and world economic problems.

This textbook apparently fails to develop a critical dimension in cultivating the ability to analyze problems and relate personal, national, and world economics.

Of the 23 applicable criteria, this textbook meets 6, or 26.1 percent, partially meets 5, or 26.1 percent, and fails to meet 11, or 47.8 percent, of the evaluative criteria for the quality of money management content. <u>Consumer Economic Problems</u> meets, in full or in part, 52.1 percent of the applicable criteria, representing <u>good</u> quality of money management coverage.

Qualitative Analysis -- Textbook Number 6

<u>Everyday Consumer Business</u>
Wesley E. Scott, Fred Kane, John G. Kirk, Harold B. Buckley
Prentice-Hall, Inc.
1959

<u>Preface</u>

<u>Sequential curriculum pattern</u>. There is no indication in the preface that this textbook was written to fit into a sequential curriculum pattern.

<u>Objectives for promoting conceptual learning</u>. The authors of this textbook state,

> Introduction of one concept at a time has necessitated short chapters . . . a selection of material for developing right attitudes and viewpoints for future buyers and consumers in the American democratic system of free enterprise.

From these statements, it appears that the authors are stressing the conceptual learning process in the development of personal economic competence.

<u>Topical emphasis</u>. The preface of this textbook contains no statement or indication of the awareness of a particular topical emphasis. Topical emphasis is apparent in money management content, however, as shown by the fact that 25 pages of descriptive content are devoted to money as compared with ten pages of descriptive content related to savings. The reasons for such emphasis should be made apparent to the reader if misconceptions are to be avoided.

<u>Provision for fundamental skills</u>. In the preface, the authors of this textbook make no statement concerning the development of fundamental skill. In some of the end-of-chapter material, however, the authors have provided for the opportunity to extend the skills involved in computation and for the opportunity to extend and improve the skill of handwriting.

In the vocabulary-building activities in the end-of-chapter activities for most chapters, the word lists are accompanied by pronunciation aids that provide the opportunity to further extend the skill of proper spelling habits, and by directions for utilizing the vocabulary activities.

Morphological Analysis

Reading level. The authors state in the preface that they have ". . . tried to maintain a low reading-ability level, without talking down; the experts say that people with high reading-ability level do not object to material written lower." The reading level of this textbook (measured by the Flesch Reading Formula) ranges from "fairly easy: 6th grade" reading level for material on saving to "fairly difficult: some high school" for material on insurance. The average reading level of this textbook is "standard: 7th-8th grade", which probably would present little or no difficulty to the average secondary school student, and should present no obstacles to the learning process.

Vocabulary extension. Vocabulary builders, accompanied by definitions, appear at the end of most of the chapters in this textbook. The directions for the use of the vocabulary words vary and include use of the words in sentences constructed by the student, to be able to spell and define the words in the list, to be able to pronounce all of the words in the list, etc. There is a glossary of terms at the end of this textbook that may be used by the student to extend his knowledge of words. The opportunity is thus afforded the student to extend his vocabulary through the use of the words, but this textbook does not seem to introduce an adequate number of the technical terms that should be used in developing understandings of money management.

Bibliography. There are no bibliographical materials provided for the extension of knowledge through research.

Evidence of condescension. This textbook is written in second person, and this style of writing may be considered as condescending to the reader. Statements such as "Banks also provide a book of blank checks . . ." indicates an action on the part of an inanimate object and may be misleading to the reader who has an incomplete understanding of the functions of the banking process. In some instances, the discussions in this textbook relating to money management are incomplete and could result in frustration on the part of the reader. According to experts on instructional material, emotions may interfere with logical reasoning; thus, discussions arousing emotions may be considered condescending.

Extent of either repetitious or excessive descriptive material. The descriptive content related to the six essential aspects of money management is excessive to the extent of approximately 4.7 percent, and constitutes approximately three pages of descriptive material. An example of the excessive material is found in the discussion on "Writing the Check." Approximately one page is devoted to this topic, which seems excessive for descriptive explanation. This type of material could perhaps be more meaningful to the student as either an end-of-chapter activity or a workbook problem in which the student gains the experience of actually writing a check under supervision. As a classroom project on banking, the actual writing, endorsing, and passing of a check could more forcibly illustrate the use of "checkbook" money.

Economic analysis. This textbook, for the most part, utilizes the descriptive approach rather than the problem-solving approach in developing the facts and knowledges needed for comprehension of the material. Some of the problems in the end-of-chapter activites provide an opportunity for the student to develop analytical abilities. However, in one instance, the authors do follow the problem-solving approach in the descriptive content by setting forth four different problems in the purchase of insurance. The student must follow the reasoning of each of the problems and analyze the insurance table in order to respond to the questions asked within the problems.

A special reading analysis was completed for a representative number of discussions involving economic elements, and the reading level varied from "easy: 5th grade" to "fairly difficult: some high school", resulting in an average reading level of "standard: 7th-8th grade." From this analysis, it appears that the reading level would probably not interfere with the learning process.

Technical information. Many of the discussions in this textbook are realistic and interesting. The approach to the descriptive material in this textbook is appealing to the various senses. For example, a verbal illustration of Damocles is interwoven with the intelligent person who is aware of the traffic risks he must face. The story of Franklin entitled "Apostle of Thrift" is used to introduce the discussion on saving. Interesting terms draw the attention of the students to discussions, i.e., "lazy money" and "Watchdog of Credit." Such presentation could result in motivation which would encourage reflective thinking and promote understanding of the technical information.

Much of the material in this textbook, however, is incomplete and might not be conducive to building personal economic competencies. Examples may be found in several areas of descriptive content relating to money management. The Federal Reserve System received only casual mention, and the Federal Deposit Insurance Corporation was limited to one sentence. The discussion of bank numbers did not identify the Federal Reserve Number, but merely indicated that the number is a code number which banks use in handling checks. The discussion on credit omitted the computation of interest charges to determine the actual cost of credit. The discussion on savings and investments failed to mention stocks, bonds, or other securities. Taxation was not discussed at all, and inasmuch as taxation is so much a part of the life of every individual, and since elements of taxation are dealt with by the individual in every purchase, withholding occurs from every paycheck, and the individual is constantly concerned with various types of deductions, the omission of a discussion on taxation would lessen the economic competencies of the students.

From the analysis, then, it appears that portions of the technical information are presented in a manner which would tend to "come alive" for the student and promote increased comprehension. It appears, also, that portions of the material lack the complete presentation necessary to promote the extension of comprehension.

Illustrations

Unity. Unity between the illustrations and the descriptive content is apparent in this textbook. Of the 168 illustrations contained in this textbook, 38 are related to the money management material contained in the book. The illustrations are well spaced to provide eye appeal. Some of the illustrations are extremely out of data and might decrease interest. The use of cartoons in this textbook is rather extensive and, according to experts on illustrative material, this is the best visual medium to help students to build conceptual understandings or to break concepts into easily understood parts.

Utilization of color. There is no use of color in this textbook.

Character of illustrations that promotes understanding. Most of the illustrations in this textbook are based on facts and knowledges and do not promote the broader kinds of understanding. However, the symbolism of the charts and graphs in this textbook and the analysis necessary to interpret them promotes understanding of the areas presented. There are also a number of illustrations which contain characteristics that might promote understanding and these are usually in the form of cartoons. For example, in an illustration on page 117 stick figures on seesaws are used to explain illustratively the relationship between safety and yield of investments. The caption for this illustations is, "The stick figures on seesaws are showing you something about investments. Can you explain?"

Case stories. Case stories are not used in this textbook, although there are occasional illustrative narratives such as the story about Franklin in "The Apostle of Thrift."

Use of Knowledge Relationships

Creative potential. This textbook provides for the utilization of the creative potential of the student through the end-of-chapter activities. Self-expression is provided by discussion statements, reports to the class, and exhibitions. The creative abilities of leadership are utilized as the students lead discussion groups. Students are provided the opportunity to prepare exhibits and demonstrations that utilize creative potential in areas such as art, writing, and research. Creative thinking is specifically utilized as the student is encouraged to define his answers to questions. The proper utilization of the creative potential can maintain a high level of interest which promotes the production of ideas through reflective thinking.

Viewpoints of experts. No provision is made in this textbook for the expression of viewpoints of experts other than the authors and opportunities for the promotion of logical thinking and the development of ideas are therefore limited.

Mature ingenuity. In general, the descriptive content of this textbook does not provide for abstract thinking. There was, however, at least one discussion which used the problem-solving approach that utilizes the abstract thinking process. Some of the problems in the end-of-chapter activities provide the opportunity for the student to use the problem-solving techniques. Questions such as "What could happen if no one spent money?" encourage abstract thinking and the utilization of the capacities of mature ingenuity.

Economic principles and laws. The theoretical economic principles and laws applicable to the study of personal money management are not presented in this textbook. While the elements of economics, such as the sharing of risk, are introduced, the student is not offered the opportunity to become conversant with the principle or law needed to transfer the reflective thought process from one problem situation to another.

Development of Understanding

Intuitive predictions. This textbook uses the end-of-chapter activities to promote intuitive predictions. For example, a discussion topic such as "Mountain climbers rope themselves together. Why is that like insurance?" encourages the student to reflect on his own knowledge and to develop ideas. Other discussion questions encourage the student to make decisions which will be similar to those that he will have to make as he deals with money management problems.

> Make a list of the various kinds of insurance of people and the features of each kind. Write a figure 1 in parentheses beside the kinds of insurance you believe should be owned by a young person starting out in life; write a figure 2 beside those a married couple should own; and write 3 beside those a young person with dependents should own.
>
> If an honest person finds he cannot make payments when due a. What is the worst thing he can do? Why? b. What should he do? Why?

Questions such as these promote the process of reflective thinking and promote intuitive predications of future problem-solving.

Community link. This textbook establishes a link between the student and his community through the end-of-chapter activities. The questions are of such a nature that they are adaptable to any type of community, i.e., "List five places in your community where part-time work might be found by school-agers." Questions of this type encourage the student to relate the material learned to his own community.

Formation of Concepts

Interweaving of major ideas. There is no attempt in this textbook to draw the major ideas from each chapter to relate to the major ideas of another chapter. Neither is there an apparent attempt to interrelate the major ideas of the various aspects of money management.

Original attitude followed up. This textbook contains no provision for ascertaining the original attitude of the student concerning a particular area of the subject matter, and there is no apparent attempt to follow on original thinking. Thus, the student is not afforded the opportunity to analyze his own thinking patterns as reflected by his original attitude.

Reflection on personal, national, and world economics. This textbook makes no provision for problems and solutions of a national or world nature, and there is, therefore, no attempt to relate the personal aspects of money management in economic affairs to broaden the student's base of understanding.

Critical Dimension

This textbook does not appear to develop the critical dimension so necessary to successful economic citizenship. Nor does it appear to develop a critical dimension in cultivating the ability to analyze and understand the relationships among personal, national, and world economics.

Summary of Analysis

In the preface, Everyday Consumer Business meets one of the criteria set forth in Chapter III for the evaluation of the quality of money management content, partially meets one of the criteria, and fails to meet two of the criteria. The authors state objectives for the promotion of conceptual learning patterns. The authors make no statement concerning fundamental skill development, but provision is made for the extension of the skills of arithmetic, handwriting, and spelling. There is no mention of recognition of a sequential curriculum pattern and there is no indication of topical emphasis.

The morphological analysis reveals that this textbook meets two of the criteria, partially meets two, and fails to meet three of the criteria for evaluation of quality. The reading level is "standard: 7th-8th grade" level, and the opportunity is afforded to the student to extend his own vocabulary of business terms although the number of technical terms presented is limited. There is limited presentation of economic analysis presented on a reading level of "standard: 7th-8th grade." Portions of the technical information would tend to "come alive" for the student while other portions lack this quality. There are no bibliographical materials for the extension of knowledge through research, the authors do not avoid condescension, and there is excessive descriptive material although the amount is minimal.

The analysis of illustrations reveals that two of the criteria are not applicable to this textbook since color and case stories are both absent. Of the remaining criteria, this textbook meets one, and partially meets one. There is unity between the illustrations and the descriptive content, and some of the illustrations contain characteristics which promote understanding.

Evaluation of knowledge relationships reveals that this textbook meets two of the criteria and fails to meet two of the criteria for evaluation. The creative potential of the student is utilized, and provision is made for the development of mature ingenuity. Viewpoints of other experts are not expressed in this textbook, and theoretical economic principles and laws are not stated to provide a base for problem solving.

The analysis of the development of understandings reveals that the two criterion for evaluation are fully met by this textbook. Intuitive predictions are promoted through the end-of-chapter activities, and the same activities are used to establish a link between the student and his community.

Evaluation of the formation of concepts reveals that the three criterion for evaluation were not met by this textbook. There was no visible attempt to draw major ideas together, to follow up on original attitudes, nor to provide the opportunity to reflect on the relationships among personal, national, and world economics.

The analysis reveals that this textbook does not appear to develop a critical dimension in the development of money management competencies.

Of the 23 applicable criteria, this textbook fully meets 8, or 34.8 percent, partially meets 4, or 17.4 percent, and fails to meet 11, or 47.8 percent. Everyday Consumer Business meets, in full or in part, 52 percent of the applicable criteria, representing good quality of money management content.

Qualitative Analysis -- Textbook Number 7

Consumer Economics--Principles and Problems
Fred T. Wilhelms and Ramon P. Heimerl
Gregg Publishing Division, McGraw-Hill Book Co., Inc.
Second edition, 1959

Preface

Sequential curriculum pattern. There is no indication in the preface of this textbook that the authors have designed this book to fit into a sequential curriculum pattern.

Objectives for promoting conceptual learning. In the preface, the authors indicate that the objectives of this textbook is to

> . . . point the way for the consumer to get the most out of life through the fullest use of his money, time, and energy. It accomplishes this objective by . . . giving him the practical knowledge and teaching him the skills to meet everyday problems of personal and family finance and economics . . . .

There are no specific statements of objectives for the promotion of conceptual learning, and such objectives are not apparent in the statements contained in the preface.

Topical emphasis. The preface of this textbook contains no recognition of topical emphasis. Such emphasis concerning money management content is illustrated by the fact that 53 pages of descriptive content are devoted to insurance and 47 are devoted to credit in contrast to 14 pages of descriptive content devoted to money and banking and 15 to saving. Such emphasis should be recognized and explained lest the student becomes imbued with the idea that the topics of money and saving are less important than insurance or credit.

Provision for fundamental skills. There is no indication that the authors made provision for the development of the fundamental skills which would free the mind of the student from tedious detail and allow the formation of ideas.

Morphological Analysis

Reading level. The reading level of this textbook (measured by the Flesch Reading Formula) varies from "standard: 7th-8th grade" on money and banking to "high school or some college" on savings. The average reading level is "fairly difficult: some high school." When this textbook is used at the ninth- or tenth-grade level, it would probably be substantially above the reading level of the average student. The reading level would probably be adequate at the eleventh- or twelfth-grade.

Vocabulary extension. In the end-of-chapter activities, there are word lists with the directions to write a good definition of the word as it applies to a particular chapter, using the dictionary if necessary. There is no glossary of terms for the student to utilize in the process of building a more extensive and definitive vocabulary, and there is an insufficient number of technical terms which are needed to build money management understandings. There is some provision, however, to encourage the student to use the terms presented and thus to become more familiar with them.

Bibliography. Bibliographical materials, as such, are not provided in this textbook, but there is a listing of "Sources of Consumer Information" in the Appendix. These materials could be helpful in the process of developing knowledge and understanding of personal economics.

Evidence of condescension. Parts of this textbook are written in the personal form which, according to reading experts, does not necessarily contribute to the effectiveness and readability of the book and may be condescending. Aphorisms are also used in this textbook and might contribute to a lessening of interest and thus be condescending. An example of these aphorisms is the expression, "The proof of the pudding is in the eating."

Extent of either repetitious or excessive descriptive material. This textbook seems to completely avoid repetitious or excessive descriptive material.

Economic analysis. Some economic analysis is present in the descriptive content as well as in some of the end-of-chapter questions. Economic analysis is also present in the charts and graphs of this textbook. Utilization of the problem-solving approach offers the opportunity for the student to gain understanding of the analysis he should use in solving similar problems. A special reading analysis completed for the descriptive content containing elements of economic analysis reveals that the reading level of these portions of the textbook averages "standard: 7th-8th grade" level. This reading level should provide no obstacles in the learning process.

Technical information. Much of the technical information in this textbook is presented in an interesting and realistic manner, which would tend to "come alive" for the average student of money management. There are other portions of the material, however, which for various reasons do not have this quality. In some instances, information lacks the detail necessary for the complete comprehension of the material. For example, the Federal Reserve System is mentioned only as creating the Federal Deposit Insurance Corporation. The textbook contains only one sentence concerning the FDIC, i.e., that it regulates various phases of banking activities. The technical information pertaining to credit is presented in an interesting fashion, but the discussion of "Hidden Costs of Installment Credit" contains an illustration that is confusing and probably unrealistic because it figures the interest on an average month instead of the true interest for the year. In checking the illustration, an error was detected in the figures; this error was confirmed by an accountant. Thus, while much of the material of a technical nature would tend to "come alive" for the student, some portions would not.

Illustrations

Unity. Unity is apparent between the illustrations and the descriptive content. The authors make use of cartoons, as well as pictures, charts, and graphs to supplement the descriptive content.

Utilization of color. Color is not used in this textbook.

Character of illustrations that promotes understanding. Most of the illustrations in this textbook are based on facts and knowledges that do not promote the broader kinds of understandings. A number of the illustrations, however, probably would promote understanding. Two of the illustrations in this textbook are apparently a duplication of the pen and ink copy prepared by the originator of the illustrations. They do contain characteristics which might promote understanding, but the appearance could detract from the purpose. The handwriting on illustrations of contracts, checks, etc., is poorly done, and this would not encourage the student to develop good writing habits. The narratives and case stories contain some characteristics that might promote understanding as various verbal illustrations are presented.

Case stories. The characters used in the case stories are true to life and authentic. These case stories do not illustrate the strengths of the characters, only the weaknesses.

Use of Knowledge Relationships

Creative potential. Utilization of creative potential is provided for in the end-of-chapter activities in which the student is given the opportunity to think creatively in formulating answers to some of the questions. Creative thinking and art work are provided in the preparation of charts, bulletin boards, etc. Creative self-expression is encouraged in the process of obtaining interviews with local businessmen, debating with classmates and presenting dramatizations. By the use of these activities, the students are given the opportunity to develop leadership qualitites.

Viewpoints of experts. Most of the "Sources of Consumer Information" are accompanied by a price tag. Thus, the information is not easily available or accessible to the average student. These sources do represent, however, a source from which contrasting viewpoints may be obtained. There is no opportunity in the descriptive content for the student to obtain contrasting viewpoints in the development of logical patterns of thinking.

Mature ingenuity. Following the problem-solving approach to writing, this textbook offers some opportunity for abstract thinking in the descriptive content, and there is some opportunity afforded for abstract thinking in the end-of-chapter activities. An example of such questions is, "Prepare a debate on 'Resolved: That consumer credit is responsible for our high standard of living.'" This type of question provides the opportunity for the student to think about knowledges already gained and apply them to another type of question or problem to gain understanding.

Economic principles or laws. Although this textbook is based on theoretical principles or laws of economics, these principles and laws are not specifically stated in a manner in which the student would be encouraged to use them in transferring knowledge and understanding to related situations involving problem-solving activities.

Development of Understandings

Intuitive predictions. In this textbook, the authors have provided a unique feature in the descriptive content that allows for the promotion of intuitive predictions. Throughout each chapter, the authors have provided an activity "For You to Think About" which contains such questions as,

1. Having heard the arguments on both sides, how do you feel about the use of charge accounts? What do you think will be the best policy for you? Can you tell why you feel as you do?

2. If you feel that using open-account credit is desirable for some purposes, undesirable for others, where do you draw the line?

Questions of this nature offer the opportunity for the student to develop the ability to use intuition in the process of problem-solving.

Community link. The student is encouraged to relate his knowledge to the life of his community in various ways. Community speakers are encouraged, interviews with businessmen in the community are encouraged, students are encouraged to visit local agencies to determine certain types of information about the community, and similar activities. These problems and projects allow the student to develop better and broader understanding of the aspects of money management as they apply to him in his own community life.

Formation of Concepts

Interweaving of major ideas. There is no apparent attempt to weave the major ideas of the chapters together in order to promote broader understanding of the relationships among the various aspects of money management.

Original attitude followed up. There is no apparent provision for a follow-up on the original thinking of the student, although such activities might materially aid the student in the process of grasping and retaining ideas.

Reflection on personal, national, and world economics. The concentration in this textbook is on the consumer, but there is no opportunity afforded in this textbook for the student to reflect on the relationships among personal, national, and world economic problems.

Critical Dimension

This textbook apparently does not develop a critical dimension in either the promotion of logical and critical thinking nor in the ability to analyze and understand the relationships among personal, national, and world economic problems.

Summary of Analysis

The preface of Consumer Economics--Principles and Problems fails to meet the criteria. There is no indication of a sequential curriculum pattern, there are no objectives for the promotion of conceptual learning stated in the preface, topical emphasis is not recognized, and there is no provision for the development of fundamental skills needed in the process of building knowledge and understanding of money management.

The morphological analysis reveals that this textbook meets two of the criteria, partially meets three, and fails to meet two of the criteria. This textbook seems to avoid repetitious and excessive descriptive material and economic analysis is apparent in this textbook. There is some opportunity for the extension of the student's vocabulary and some of the technical information might tend to "come alive" for the student. The reading level of this textbook is probably substantially above the reading level of the average ninth- and tenth-grade student, but adequate at the eleventh- or twelfth-grade, there are no bibliographical materials although there are some sources of consumer information, and there is some evidence of condescension.

An evaluation of the illustrations in this textbook reveals that one of the criteria is not applicable because color is not utilized in this textbook. Of the remaining four criteria, this textbook meets two and partially meets two. Unity is apparent between the illustrations and the descriptive content; the characters in the case stories are authentic and true to life. There are a few illustrations which might promote understanding, and the character weaknesses in the case stories are apparent although no strengths are apparent.

An analysis of the use of knowledge relationships reveals that this textbook meets two of the criteria and fails to meet two of the criteria. The authors provide for the utilization of creative potential and for the development of mature ingenuity. Viewpoints of experts other than the authors are not available for the student, and economic principles and laws are not specifically stated in the textbook.

An evaluation of the development of understanding reveals that this textbook meets both of the criteria. Intuitive predictions are encouraged and there is an opportunity for the student to utilize his community in the learning process.

An analysis of the formation of concepts reveals that this textbook fails to meet the criteria. There is no apparent attempt to weave major ideas together, there is no apparent attempt to follow up on the original thinking of the student, and there is no apparent opportunity to develop an understanding of the relationships among personal, national, and world economics.

This textbook apparently does not develop a critical dimension in either the promotion of conceptual learning or in the development of the ability to understand and analyze the relationships among personal, national, and world economics.

Of the 25 applicable criteria, this textbook meets 8, or 32.0 percent, of the criteria, partially meets 5, or 20.0 percent, and fails to meet 12, or 48.0 percent. Thus, <u>Consumer Economics--Principles and Problems</u> meets, in full or in part, 52.0 percent of the applicable criteria, representing <u>good</u> quality of money management content.

Qualitative Analysis -- Textbook Number 8

Economics for Our Times
Augustus H. Smith
Webster Division, McGraw-Hill Book Company
Third edition, rev. 1963

Preface

Sequential curriculum pattern. There is no indication in the preface that this textbook has been prepared to fit into a sequential pattern of learning to enable the student to formulate the understandings and concepts essential for efficient citizenship.

Objectives for promoting conceptual learning. In the preface the author states,

> The purpose is to lead the student to a deeper understanding of economic processes and problems. With this background, he will be better prepared for the responsibilities of enlightened economic citizenship.

Thus, it appears to be the author's objective to promote the conceptual kinds of learning, although no specific objectives are stated.

Topical emphasis. In the preface, the author indicates that the major emphasis of the textbook is on the problem of maintaining economic stability and growth. There is no recognition of topical emphasis. Such emphasis on money management is illustrated by the fact that 38 pages of descriptive content is related to money in contrast to eight pages of descriptive content related to credit.

Provision for fundamental skills. There is no indication in the preface that the author has made provision for the development and refinement of fundamental skills which allow automatic responses in these areas, freeing the mind for logical formation of ideas.

Morphological Analysis

Reading level. The reading level of this textbook (measured by the Flesch Reading Formula) varies from "standard: 7th-8th grade" to "high school or some college." The average reading level is "fairly difficult: some high school" which would be appropriate for the secondary school student since the study of economics is usually included in the curriculum in the senior year.

Vocabulary extension. This textbook italicizes words and phrases in the descriptive content with which the student should be familiar in order to more completely comprehend the material. At the end of each chapter, words and phrases are presented and defined in order that the student may understand the words or terms as they apply to business and economics. At the end of this textbook, there is a glossary containing terms and definitions for the extension of understanding of the words and terms. A notation at the beginning of the glossary states, "Terms that are starred are the top 51 economic terms found in the general magazines by the Council for the Advancement of Secondary Education." This textbook contains most of the technical terms in the development of the descriptive content relating to money management necessary to the development of understandings.

Bibliography. At the end of this textbook, there are bibliographical materials which can be used by the student to extend understanding through research to obtain contrasting viewpoints on aspects of money management. The bibliographical materials are divided into three groups: Advanced General Texts, Books on Special Topics, and Periodicals, Pamphlets, and Reports.

Evidence of condescension. This textbook sometimes uses an informal style of writing which might be considered condescending. However, this textbook seems to avoid condescension in the handling of the material.

Extent of either repetitious or excessive descriptive material. The extent of repetitious and excessive descriptive material in this textbook constitutes approximately 1.18 percent of the selected areas of money management, approximately one page, and consists of an extended discussion of barter--with which students are, most probably, already thoroughly familiar.

Economic analysis. In the preface is the statement,

> . . . the author has given a new emphasis to the descriptive, historical, and problem-centered features of the book by setting them off in separate chapters . . . At the same time, this new edition lays more stress than earlier editions on economic analysis.

Economic analysis is apparent in the descriptive content of this textbook. At the end of each chapter relating to money management in this textbook, the author provides for questions which call for economic reasoning to determine the possible solutions. The author also provides a problem situation with questions to guide the student in analyzing the problem to determine probable solutions. An example of this type of presentation is found in a problem dealing with banking as a career:

> Harry Hamilton has taken a commercial course in high school and will soon graduate. He has earned good marks and has been a leader in school activities. He has been offered a job in a large commercial bank. He will have to start as a messenger, and the salary is much less than he could earn as a factory worker or a truck driver. However, he is promised opportunity to advance rapidly.
>
> 1. What are the advantages of working in a bank?

2. If Harry later decides to go into another kind of work of to start his own business, of what benefit, if any, will his bank experience be?
3. As a bank messenger, what opportunities will Harry have to meet business leaders and see different kinds of business operations?
4. What are the disadvantages of working in a bank?

Technical information. The discussions in this textbook are primarily related to social economics and lack the detail necessary for the student of personal economics. The discussions are interesting and realistic and probably would hold the attention of the student in either the junior or the senior year of the secondary school; but technical information, to be meaningful, must include detailed explanations and illustrations.

Illustrations

Unity. The illustrations in this textbook are related to, although different from, the descriptive content; and the unity is readily apparent. Of the 316 illustrations in this textbook, 49 are related to the selected aspects of money management. The illustrations appear to be well-spaced to promote learning.

Utilization of color. The use of color seems to have been well planned to attract and hold the attention of the reader. The author was particularly concerned with the effect of color because he states, in the preface, "The printing of charts and graphs in color makes them more effective learning aids." Color was utilized in other illustrations for backing the captions.

Character of illustrations that promotes understanding. The author of this textbook makes extensive use of cartoons which, according to the visual material experts, is probably the best way to present an idea that is not easily verbalized. The author also makes extensive use of charts and graphs in the promotion of understanding. One such illustration is found on page 221 with the caption "Bear Markets and Bull Markets." This illustration is divided into two sections with a bear sliding down a red bar chart and men running from the area with stock certificates flying in all directions. The other half is illustrated by a bull climbing a black bar chart with men rushing to the market with dollar bills in their hands. The bear chart has the heading "Falling Prices" and the bull chart has the heading "Rising Prices." The explanation is, "Bears expect the market to fall and therefore tend to sell stocks, even to sell short. Bulls expect the market to rise and therefore tend to buy stocks."

Case stories. Case stories are not utilized in this textbook.

Use of Knowledge Relationships

Creative potential. The author has provided for the utilization of creative potential through the use of end-of-chapter activities. Such activities include conducting interviews, conducting community surveys, field trips, panel discussions, debating, etc., which allow the student to think creatively, express himself creatively, and to use initiative in obtaining information. There are also opportunities for creative writing in preparing reports, for exercising creativity in research, and for creative art work in preparing exhibits and cartoons. The author has provided for the utilization of creative potential which develops leadership qualities.

Viewpoints of experts. Through the bibliographical materials at the end of the textbook, the student may obtain contrasting viewpoints which he may utilize in the reflective thinking process. Viewpoints of experts other than the author are also sometimes offered in the descriptive content.

Mature ingenuity. The author of this textbook provides for the utilization of the capacities of mature ingenuity through the end-of-chapter activities which entail analytical problem solving.

Economic principles and laws. Some of the theoretical economic principles and laws are stated in the descriptive content of this textbook. Thus the student learns the theory or principle upon which a segment of the economy is based, and how this principle or law may be used to analyze an economic problem.

Development of Understandings

Intuitive predictions. Intuitive predictions are encouraged through the end-of-chapter activities in which the students are asked to solve problems which are similar in nature to the problems they will face as they begin to function as an adult citizen in the economy. An example of these questions following a problem situation at the end of each chapter is, "Which types of investment will require the smallest amount of attention and knowledge to maintain?" and "If you were Mr. Michaels, how would you invest the money? Why?"

Community link. The author provides the opportunity for the student to relate the knowledge gained from the study of the textbook to problems in his own community through the use of end-of-chapter activities such as interviewing, research, surveys, etc. This type of activity encourages the broader kinds of understanding.

Formation of Concepts

Interweaving of major ideas. There is no apparent attempt to interweave the major ideas from one chapter to another. There are introductory unit statements which sometimes draw together ideas from one unit of study to another.

Original attitude followed up. There are questions at the beginning of each chapter which stimulate the curiosity of the student, attract interest and indicate what is contained in a particular chapter. Thus the opportunity is afforded to ascertain the original attitudes of the students through classroom discussions. There is, however, no apparent attempt to follow up on the original thinking and to encourage the student to reflect on his original attitude and the extent to which it has been either changed or substantiated.

Reflection on personal, national, and world economics. This textbook primarily emphasizes the social aspect of economics and does offer the opportunity for the student to reflect on personal and national problems of economics. There is some mention, in the discussion of various aspects of money management, of world economic problems. This type of presentation offers the student the opportunity to reflect upon and to relate his knowledge to all areas of economic problems.

Critical Dimension

This textbook does seem to develop a critical dimension in the promotion of logical, critical, and reflective thinking, and to promote ability to analyze and understand the relationships among personal, national, and world economics. However, in relation to the personal economic aspects of the subject, the information is offered in such a way that it probably lacks the detail necessary for the individual to comprehend his own personal problems and responsibilities in the economic world.

Summary of Analysis

In the preface, Economics for Our Times apparently meets one of the criteria and fails to meet three of the criteria for evaluation of the quality of money management content. Objectives for promoting the conceptual kinds of learning are stated in the preface. There is no indication of a sequential curriculum pattern, topical emphasis is not recognized, and there are no provisions for fundamental skill development.

The morphological analysis reveals that this textbook meets five of the criteria, partially meets one, and fails to meet one of the criteria. There is provision for the extension of vocabulary through the use of technical terms, bibliographical materials are available, there is little, if any, condescension, and this textbook includes some economic analysis in the descriptive content as well as in the end-of-chapter activities. The reading level of this textbook is probably quite adequate for the junior and senior in the secondary school. Technical information is sometimes presented in a manner which would interest the student, but the material lacks the detail necessary to promote comprehension of personal economic problems. There is repetitious and excessive descriptive material in this textbook although the amount is minimal.

An evaluation of the illustrations in this textbook reveals that two of the criteria are not applicable inasmuch as case stories are not used in developing the descriptive content. Of the remaining three criteria, this textbook apparently meets all three. Unity is apparent between the illustrations and the descriptive content, color is effectively utilized to add a dimension in developing knowledges and understandings, and there are illustrations that might promote understandings, and there are illustrations that might promote understanding, usually either in the form of cartoons or charts and graphs, and sometimes both.

Analysis of the use of knowledge relationships reveals that this textbook meets all four criteria. There is provision for the utilization of the creative potential which develops leadership qualities, there is the opportunity for the student to obtain contrasting viewpoints to promote logical and critical thinking, there is provision for the development of mature ingenuity, and some of the economic principles and laws are developed in the descriptive content.

Evaluation of the development of understandings reveals that this textbook meets the two criteria listed in Chapter III. Intuitive predictions are promoted through the use of problem solving activities at the end of each chapter and there is an opportunity for the student to relate his knowledge to his own community and thus to promote understanding.

Analysis of the formation of concepts reveals that this textbook partially meets two of the criteria and fails to meet one of the criteria. There is evidence that the author has related major ideas of units, but there is apparently no effort to relate major ideas from one chapter to another. There is opportunity for the student to relate the personal and national aspects of economics, and some opportunity to reflect on world economic problems. There is apparently no attempt to follow up on original attitudes of the students.

This textbook appears to develop a critical dimension in the promotion of logical and critical thinking and in the ability to analyze and understand the relationship among personal, national, and world economic problems.

Of the 24 applicable criteria, 16, or 66.7 percent, are met, 3, or 12.5 percent, are partially met, and 5, or 20.8 percent, are not met. Economics for Our Times meets, in full or in part, 79.1 percent of the applicable criteria, representing an excellent quality of money management content.

Qualitative Analysis -- Textbook Number 9

Economic Problems of Today
Jacob Klein and Woolf Colvin
Lyons and Carnahan
1959

Preface

Sequential curriculum pattern. There is no indication in the preface that the authors have prepared this textbook to fit into a sequential curriculum pattern in preparation for efficient economic citizenship.

Objectives for promoting conceptual learning. In the preface, the authors state that

> The purpose of this book is to give students an understanding of the economic functions of modern society . . . a solid understanding of conditions which they will face in a dynamic world . . . to stimulate thought and discussion . . . (and) to go beyond the text . . . .

It seems that the authors of this textbook have provided for the promotion of conceptual learning.

Topical emphasis. In the preface, the authors state that

> . . . the treatment of the subject matter may be more extensive than required. The authors feel that a book is more useful if it contains more than is required, rather than less.

While this is an indication that some excessive descriptive material may be present, it is not an indication of the recognition of specific topical emphasis. Such emphasis is apparent in the money management content as illustrated by the fact that of the two money management aspects discussed, 44 pages of descriptive content are related to money and banking in contrast to 11 pages of descriptive content related to taxation. Thus, it might appear that money and banking is much more important than taxation. The reader should be informed of the authors' thinking concerning the importance of subject matter so that he can establish guidelines for his own thinking.

Provision for fundamental skills. In the preface the authors make no statement concerning a provision for fundamental skill development, and there are no specific devices throughout the textbook designed to sharpen fundamental skills so that the mind is free to devote itself to creative and logical thought processes.

Morphological Analysis

Reading level. The average reading level of this textbook (measured by the Flesch Reading Formula) is "fairly difficult: some high school." Samples of the descriptive material indicate a variation in reading level from "standard: 7th-8th grade" to "high school or some college." This textbook is written with the social approach to economics, and would probably be used at the eleventh- or twelfth-grade level. At this level, the average reading level of the textbook would probably not cause difficulty in the learning process.

Vocabulary extension. This textbook does not make provision for an extension of the vocabulary at the end of each chapter. The book does provide a glossary of terms at the end of the book which contains some of the technical terms with which the student should be familiar in order to become economically efficient. This textbook does not seem to introduce a sufficient number of the technical terms needed by the individual to develop understandings of personal money management.

Bibliography. There is no bibliography at the end of this textbook. In the preface the authors indicate that reference materials are found at the end of each unit. In actuality, there are only two lists of reference materials in this textbook, and these are found on pages 14 and 349. Those references on page 349 are limited to agricultural bulletins. Those references found on page 14 constitute five pages of references and include books, films and filmstrips, business and industrial publications, and governmental publications. These reference materials offer the student the opportunity to obtain contrasting viewpoints in order that he may base his own decisions on logical thinking.

Evidence of condescension. The only evidence of condescension found in this textbook is that the personal words are sometimes used, which might appear to be condescending. Such evidence of condescension is minimal.

Extent of either repetitious or excessive descriptive material. This textbook devoted approximately two pages to discussions of barter and the beginning of money which might be considered as excessive or repetitious, since this information is introduced at the elementary levels of education. Two pages constitutes approximately three percent of the descriptive material relating to money management in this textbook.

Economic analysis. Economic analysis is presented in this textbook and the problem-solving approach is evidenced in the descriptive content as well as in the end-of-chapter activities. A special reading analysis from a representative number of discussions reveals that the reading level varied from "easy: 5th grade" in one instance to "high school or some college" in four instances. The higher reading levels might possibly deter the learning process when new ideas are being initiated.

Technical information. The technical information in this textbook is approached from the viewpoint of business. For example, "Deposit of 'Checkbook' Money" discusses deposit money created when a businessman borrows from a bank, rather than discussing the subject on a personal or family level. The descriptive examples of credit instruments (discussed under money) uses business firms rather than individual credit. The discussion concerning "The Consumer as a Borrower" is from the viewpoint of the finance company or the bank. "Principles of Taxation" would require considerable sophistication from the reader for comprehension. "The Progressive Income Tax" discussion is concerned with the wealthy versus the poor rather than presenting information which the individual student could use to build comprehension concerning the substance of progressive income tax. "Inheritance, Estate, and Gift Taxes" is discussed in relation to government revenue rather than in relation to the individual.

The technical information is presented in a manner which probably would not tend to "come alive" for the student as he seeks to develop an understanding of his own personal or family money management problems.

Illustrations

Unity. Of the 182 illustrations contained in this textbook, 17 are related to money management content. Unity is apparent between the illustrations and the written text, but this unity is not always readily apparent. For example, the discussion of "Paper Money" is on page 384 and discusses

Treasury money and the Federal Reserve notes, while the illustration of the Bureau of Engraving and Printing with its caption concerning representative and credit money is found on page 386; and the illustrations of the Bureau of Engraving and Printing concerning the currency printing room and the currency examining room are found on page 396 where the descriptive content discusses bimetallism and foreign trade and the gold standard.

Utilization of color. Color was not used in this textbook.

Character of illustrations that promotes understanding. The illustrations relating to money management material in this textbook are based on facts and knowledges and do not promote the broader kinds of understanding.

Case stories. Case stories are not used in this textbook.

Use of Knowledge Relationships

Creative potential. Creative potential is utilized through creative thinking and self-expression in the discussion questions in the end-of-chapter activities. This is the only utilization of the creative potential of the student.

Viewpoints of experts. Viewpoints of experts other than the authors appear in the descriptive content. In addition, bibliographical materials are available for the student so that he may obtain other viewpoints that will assist him in establishing patterns of logical thought.

Mature ingenuity. Analytical abilities are developed as the student studies the descriptive content and follows the solution of the problems set forth. Abstract thinking is encouraged in the discussion questions at the end of each chapter. An example of this type of question is as follows:

> If you wish to buy a piano or furniture and lack sufficient cash, would you be better off if you bought it on installments or if you borrowed the money and bought it for cash? Explain your answer.

The analytical ability necessary to the solution of such questions should help the student to produce ideas and standards upon which future problem-solving may be based.

Economic principles and laws. Theoretical principles and laws are stated in the descriptive material of this textbook and are used to analyze situations. An example of this is the use of the quantity theory of money which is explained in relation to the price of coffee, wheat, and sugar. In this presentation, the student is given the principle to be utilized in other problems relating to prices.

Development of Understanding

Intuitive predictions. Intuitive predictions are promoted in this textbook through the development of problem-solving abilities. This occurs both in the descriptive content and in the end-of-chapter activities in which the students apply knowledge gained from the descriptive content to a problem situation. For example:

a. If you were a farmer or a rural businessman, what would be your objections to branch banking?
b. State ways in which these objections may be overcome.

Community link. There is no apparent attempt in this textbook to encourage the student to relate his knowledge to his own community in developing understandings related to money management.

Formation of Concepts

Interweaving of major ideas. There is a summary at the end of each chapter which draws together the major ideas presented in the chapter. There is, however, no apparent attempt to draw major ideas together either from one chapter to another or from one aspect of money management to another.

Original attitude followed up. At the beginning of each unit, there are a number of questions to which the student can be called upon to respond. These questions would allow for the determination of the original attitude of the student. There is no apparent attempt, however, to follow up on this original attitude to determine modifications as a result of increased knowledge and understanding.

Reflection on personal, national, and world economics. This textbook presents material primarily on the national economic level, and, thus, provides the opportunity for the student to relate the fundamental personal aspects developed through the descriptive content to the national aspects of money management. There is no provision, however, for reflection on world economic problems.

Critical Dimension

Although analytical abilities are promoted, and although there is opportunity to develop problem-solving techniques, the material is insufficiently related to personal money management for the textbook to develop the critical dimension which would allow the student to analyze and understand his own personal money management problems.

Summary of Analysis

In the preface, Economic Problems of Today meets one of the criteria and fails to meet three of the criteria developed for the evaluation of the quality of money management material. Objectives are stated for the promotion of conceptual kinds of learning. There is no indication of a sequential curriculum pattern, and there is no recognition of topical emphasis, and no provision for the extension and refinement of fundamental skills.

The morphological analysis reveals that this textbook meets four of the criteria, partially meets one of the criteria and fails to meet two. Reference material is available for use by the student, the authors seem to avoid condescension, economic analysis is utilized in this textbook, and the reading level is appropriate for the eleventh or twelfth grades. There is opportunity for the development and extension of the vocabulary although this textbook contains an insufficient number of technical terms necessary for the comprehension of personal money management problems. There is repetitious and excessive descriptive material in this textbook, and technical information is presented in such a way that it probably would not tend to "come alive" for the student.

An analysis of the illustrations reveals that three of the criteria are not applicable to this textbook. Of the remaining two criteria, this textbook meets one and fails to meet one. Unity is apparent between the illustrations and the descriptive content, but none of the illustrations appear to contain characteristics that promote understanding.

Evaluation of the use of knowledges reveals that this textbook meets three of the criteria and partially meets one of the criteria. Viewpoints of experts other than the authors are contained in the descriptive content as well as bibliographical references, mature ingenuity is promoted, and economic principles and laws are introduced into the content of this textbook. There is limited utilization of the creative potential of the student.

Analysis of the development of understandings reveals that this textbook meets one of the criteria and fails to meet one. Intuitive predictions are promoted but the authors make no apparent attempt to relate the knowledge and understandings gained from the textbook to the community life of the student.

Evaluation of the formation of concepts reveals that this textbook partially meets one of the criteria, and fails to meet two of the criteria. There is opportunity for the student to relate personal money management knowledges and understandings to problems of a national nature but there is no apparent opportunity to relate these problems to problems of the world. There is no apparent attempt to draw major ideas together nor to follow up on original attitudes of the students.

This textbook concentrates primarily on the businessman and national problems and, consequently, there is an insufficient amount of personal and family money management content to develop a critical dimension.

Of the 23 applicable criteria, Economic Problems of Today meets 10, or 43.5 percent, partially meets 3, or 13.0 percent, and fails to meet 10, or 43.5 percent, of the criteria for the evaluation of money management content. This coverage indicates that 56.5 percent of the applicable criteria are met, in full or in part, representing a good quality of money management content.

Qualitative Analysis -- Textbook Number 10

Economics
Kennard E. Goodman and C. Lowell Harriss
Ginn and Company
1963

Preface

Sequential curriculum pattern. In the preface, the only statement bearing on a curriculum program is as follows:

> Only a minority of the students we expect to serve are likely to study any more economics as such. We do hope, of course, to stimulate interest enough to induce some to continue the study of economics--perhaps in college or adult education programs.

There is no statement of recognition of prior economic preparation for citizenship. It appears, therefore, that the authors have not prepared this textbook to fit into a sequential curriculum pattern.

Objectives for promoting conceptual learning. The authors state that the book

> . . . can help students to understand the essentially free, competitive, and dynamic American enterprise system . . . but in this book every attempt has been made to present accurate data and to encourage a respect for facts.

It appears, therefore, that the authors of this textbook have not utilized the conceptual approach to learning.

Topical emphasis. There is no indication in the preface that the authors recognize a topical emphasis in the presentation of descriptive content. Emphasis relating to money management material is illustrated by the fact that 35 pages have been devoted to the discussion of money, and 33 pages have been devoted to taxation in contrast to 15 pages of descriptive content for investment and 11 pages for credit. Thus, topical emphasis does exist, which might suggest to the reader that one area of study is much more important than another if one is to judge by the amount of material devoted to each.

Provision for fundamental skills. There is no statement in the preface indicating provision for fundamental skills, and there is no evidence that provision has been made in the textbook material for promoting the development and extension of fundamental skills.

Morphological Analysis

Reading level. The average reading level of this textbook (measured by the Flesch Reading Formula) is "fairly difficult: some high school." The range of reading level is from "standard: 7th-8th grade" for taxation to "fairly difficult: some high school" for money and investment and to "high school or some college" for credit, savings, and insurance. The discussions concerning taxation, money, and investment would probably cause no difficulty to the average secondary school student of economics. The discussions on credit, savings, and insurance might, however, be challenging to the student at the eleventh- or twelfth-grade if presentation of new information is included. Reading experts point out that reading obstacles should not be put in the path of the learner for they are likely to deter formations of understanding, concepts, and attitudes.

Vocabulary extension. Economic terms are presented as an end-of-chapter activity and the student is encouraged to match the term with the proper identification for a group of definitions. A glossary is provided at the end of the textbook and the terms are defined in the context in which they are used in the descriptive content. The opportunity is afforded, through the use of the vocabulary building activity and the glossary, for the student to develop a more extensive and definitive vocabulary. This textbook does not seem to introduce an adequate number of technical terms with which the student should be conversant in order to transfer problem-solving analysis from one money management problem to another.

Bibliography. This textbook provides a bibliography to promote research on the part of the student. The bibliography contains books written especially for high-school students who have had no special training in economics as well as books especially suitable for superior students, such as college textbooks. The references suitable for the superior student are printed in green so that they may be easily identified. In addition to a listing of books which may be used for research, there is a listing of the references; the same references are rearranged by unit to facilitate the use of the bibliographical materials by the student. Thus, the student is encouraged to seek opinions other than those stated in this particular textbook and thereby gain information needed to promote critical and logical thinking patterns.

Evidence of condescension. Occasionally the language of this textbook is informal. According to the reading experts, the use of personal words might be considered condescending. This textbook does, for the most part, completely avoid "talking down" to the student, and such presentation of the material would probably increase comprehension by the student.

Extent of either repetitious or excessive descriptive material. Repetitious or excessive descriptive material accounts for only about 0.04 percent of the descriptive material relating to the six essential aspects of money management. There is, therefore, essentially no repetitious or excessive descriptive material in this textbook.

Economic analysis. Economic analysis is apparent in this textbook, but the problem-solving techniques are not utilized in the descriptive content as suggested by the economic experts. Economic analysis is presented in the charts and graphs of this textbook. Analysis is necessary to interpret and understand some of the cartoons used for illustration. There is very little economic data and analysis introduced into the descriptive content of this textbook, and the discussions involving economic elements utilize the descriptive rather than the problem-solving approach. Some of the problems in the end-of-chapter activities include economic analysis and others utilize a graph or chart from which students must find the answers to questions and explain why their particular answer might be correct.

A special reading analysis was completed for the descriptive content containing economic elements, and this analysis reveals that the reading level varies from "fairly difficult: some high school" to "very difficult: college", averaging "high school or some college." From this analysis it appears that the reading level in these areas could present difficulties to the eleventh- or twelfth-grade student and might interfere with the learning process.

Technical information. Many of the discussions concerning the presentation of technical information are interesting and stimulating. For example, this textbook explains the function of the reserve requirements to control the creation of bank credit by the Federal Board through the discount rate. This textbook explains the background of the Federal Reserve System and the creation of the Federal Deposit Insurance Corporation. In many areas, however, the technical presentation lacks detail sufficient for promoting an understanding of personal money management activities. There is no discussion concerning the use of bank numbers to identify checks deposited to an individual account, and there is no discussion of the desirability of reconciling the bank statement with the individual check record. In the discussion of credit, this textbook does contain an explanation on the computation of the actual interest rate paid by the individual when he uses consumer credit. In the discussion on taxation, the explanations of the tax system are handled in a more general manner and give an excellent background on taxation. However, the discussion omits detailed explanations necessary to the novice in economic study which he needs to gain an understanding of his own tax situation.

Illustrations

Unity. The illustrations in this textbook extend information developed in the descriptive content, and the unity is apparent. There are 442 illustrations contained in this textbook, and 92 of these illustrations relate to the six essential aspects of money management. The illustrations are well-spaced to create interest. The authors have made extensive use of cartoons to stress understandings and conceptual ideas. According to the experts on illustrative material, this is probably the best way to express an idea which cannot be easily verbalized.

Utilization of color. There was a good deal of color used in the illustrative materials, but the color is limited to various shades of black and green. While the photographic materials are black and white, they also contain bits of color, usually in the caption, to draw attention to the illustrations. The use of color was evidently well planned to add meaning and dimension to the illustrative material.

Character of illustrations that promotes understanding. While the majority of illustrations in this textbook are based on facts and knowledges which do not promote the broader kinds of understandings, there are a good number of illustrations which do contain characteristics that promote understanding, usually cartoons. For example, on page 226 there is a cartoon reprinted from This Week Magazine showing an elderly lady seated before a stock quotation board speaking, evidently, to a stock broker. The caption of the cartoon is, "And please don't refer to me as a common stockholder!" Understanding of this cartoon involves the use of facts and knowledges presented in the descriptive content as well as the facts and knowledges the student has gained through his own and family experiences. Thus, some reflective thinking must occur which allows the extension of knowledge and promotion of ideas.

Case stories. Case stories are not used in this textbook.

Use of Knowledge Relationships

Creative potential. The authors have provided for the utilization of creative potential. The student is encouraged to do research, through interviews and reading, and to report on the findings. Opportunities are provided in the end-of-chapter activities for committee work. Self-expression is encouraged in classroom discussions so that students express their opinions and opportunity for creative thinking is provided. Preparation of displays provides the opportunity for creative art work as well as creative thinking in design. These types of activities should promote interest and aid the student in developing qualities of leadership to the extent of which he is capable.

Viewpoints of experts. This textbook encourages the student to obtain viewpoints of experts other than the authors. In addition to the bibliographical material to which the student may refer, the authors encourage interviews with people in the student's own community to obtain their ideas on a particular topic. Thus, the opportunity is provided for the students to obtain contrasting viewpoints to stimulate the thought process.

Mature ingenuity. This textbook provides the opportunity for the student to produce ideas from abstract thought processes. The end-of-chapter activities include problems requiring analysis for the solution. These activities call upon the student's ability to interpret charts, graphs, and cartoons to determine specific answers. There are questions which encourage the student to think in terms of improbabilities to find a possible solution to the question. An example of this type of question is,

> What direct exchanges do you think your family could make to supply its basic needs if our money suddenly became unacceptable? How does your answer show the importance of a monetary system?

Such questions provide the opportunity for the student to think about ideas related to but different from the descriptive content of the textbook and from this thought process, the student should produce ideas.

Economic principles and laws. There is an occasional statement of a theoretical principle or law. When this occurs, the theory is usually set apart from the descriptive material in an illustrative format. The authors use the terminology of principles and laws in the descriptive content and the discussion is based on theoretical principles and laws. Thus, the problem-solving analysis required in the end-of-chapter activities affords the student the opportunity to utilize the basic elements of analysis which are derived from the theoretical principles and laws of economics. The student is provided the opportunity to develop analytical ability as he becomes conversant with the actual statement of theory.

Development of Understanding

Intuitive predictions. Intuitive prediction is promoted in such questions as quoted in the analysis of mature ingenuity. Other examples of the opportunity afforded for the student to deal with problems similar to those which will confront him in adult life are questions such as the following:

> If you were going to invest some of your own money in a business undertaking, to whom would you go for advice? Why?

> Write a report in which you tell some of the reasons why you would choose (or have chosen) a particular bank in your community as "your" bank.

Questions such as these encourage the student to sharpen the analytical skills of problem-solving and to develop the ability to use these skills in making predictions concerning other problems.

Community link. This textbook provides activities at the end of each chapter that involve interviews, reports, and illustrations of community activities relating to specific areas of descriptive content. Thus, the authors encourage the student to relate his knowledge to his community life in the process of developing understanding of the various aspects of money management.

Formation of Concepts

Interweaving of major ideas. At the beginning of each chapter there is a brief introductory statement. Some of these statements draw the major ideas from another chapter and show the relationship of these ideas to those that will be explained in the chapter to be studied. This process is not apparent among the various aspects of money management.

Original attitude followed up. There is no provision in this textbook either for identifying the original attitude of the student or following up original thinking. Thus, the student is not encouraged to recognize either a modification or a strengthening of an original attitude.

Reflection on personal, national, and world economics. This textbook concentrates primarily on the social aspect of economics and encourages students to relate personal and national problems. This is primarily accomplished through the end-of-chapter activities involving discussion and analysis. There is no apparent attempt, however, to relate these problems with world problems in the chapters relating to individual and family money management.

Critical Dimension

The authors of this textbook seem to have developed a critical dimension in the areas of logical thinking and analysis that will promote decision making abilities needed for efficient economic citizenship. While the authors have professed to "Encourage a respect for facts," they have built upon those facts and developed a presentation which is conceptual in nature, and which has resulted in providing a critical dimension in the ability to analyze and understand relationships between various economic problems.

Summary of Analysis

In the preface, Economics fails to meet any of the criteria established in Chapter III for the evaluation of the quality of money management material. The authors make no commitment to a sequential curriculum pattern, state no objectives for promoting conceptual learning, recognize no topical emphasis, and make no statement concerning the development and extension of fundamental skills.

The morphological analysis reveals that this textbook meets three of the criteria, partially meets four. The authors provide a bibliography, avoid condescension, and avoid repetitious and excessive descriptive material. The vocabulary building activities do provide the opportunity for the student to extend his own vocabulary but do not contain a sufficient number of technical terms needed by the individual for the comprehension of money management material, economic analysis is present but is not included in the descriptive material, and technical information is sometimes too lacking in detail for application to individual and family money management problems. The average reading level would be appropriate for the average student of the eleventh- or twelfth-grade, but some difficulty might be encountered in the discussions on credit, savings, and insurance although probably not to a great extent.

An analysis of the illustrations reveals that two of the criteria are not applicable because case stories are not used in this textbook. Of the remaining three criteria, this textbook meets two and partially meets one. Unity is apparent between the illustrations and the descriptive material, and color adds a dimension where it is used. Some of the illustrations contain characteristics that promote understanding, while the majority are based on facts and knowledges that do not promote the broader kinds of understanding.

Evaluation of the use of knowledge relationships reveals that this textbook meets three of the criteria and partially meets one of the criteria. Creative potential is utilized, viewpoints of experts other than the authors are provided, and the capacities of mature ingenuity are utilized. Economic principles and laws are sometimes stated.

Analysis of the development of understanding reveals that both of the criteria are met by this textbook. Intuitive predictions are promoted and the textbook provides for a relating of knowledge to the community to promote understanding.

Evaluation of the formation of concepts reveals that this textbook partially meets two of the criteria and fails to meet one of the criteria.

Major ideas are sometimes woven together from one chapter to another, but this unity is not apparent between one aspect of money management and another. There is an opportunity for the student to relate personal and national problems, but the authors do not extend this opportunity to world problems. There is no apparent attempt to follow up on original attitudes held by the students concerning a particular topic.

Analysis of a critical dimension reveals that this textbook apparently does not develop a critical dimension in the promotion of logical thinking and analysis which would promote the acquisition of decision-making abilities.

Of the 24 applicable criteria, this textbook meets 11, or 45.9 percent, partially meets 8, or 33.3 percent, and fails to meet 5, or 20.8 percent, of the criteria. Thus, Economics, in full or in part, meets 79.1 percent of the applicable criteria, representing an excellent quality of money management content.

Qualitative Analysis -- Textbook Number 11

Applied Economics
James Harvey Dodd, John W. Kennedy, Arthur R. Olsen
South-Western Publishing Company
Sixth edition, 1962

Preface

Sequential curriculum pattern. There is no statement in the preface of this textbook concerning a sequential curriculum pattern, and there is no indication that the authors have written this textbook to fulfill a place in a sequential study of economics.

Objectives for promoting conceptual learning. The authors state that in this textbook,

> Economic analysis and logical reasoning are stimulated. Appropriate end-of-chapter questions and exercises challenge the student to analyze effectively situations and problems by the use of the facts and principles presented in the chapter . . . To whet the student's curiosity and interest, a few questions are raised at the beginning of each chapter . . . The essence and significance of the topics in each chapter are presented in summary form at the end of the chapter . . . Following the summary are (2) a list of new terms, (b) questions on the chapter, and (c) two groups of problems and activities that challenge the understanding and analytical ability of the student.

From these statements, it appears that the authors have indicated objectives for the promotion of conceptual types of learning through the development of fundamental economic understanding.

Topical emphasis. In the preface the authors state that "This edition contains a new emphasis on the possibilities for stabilizing and promoting the growth of the economy, including the use of monetary and fiscal policies." An acknowledgment of the topical emphasis in the area of money management is not included in this statement, although emphasis is illustrated by the fact that 33 pages are devoted to the discussion of money while only nine pages are devoted to a discussion of credit.

Provision for fundamental skills. The authors make no indication that provision has been made for the development of fundamental skills, and no specific devices were utilized in the textbook for this purpose.

Morphological Analysis

Reading level. The reading level of this textbook (measured by the Flesch Reading Formula) varied from "standard: 7th-8th grade" for insurance and taxation, and "fairly difficult: some high school" for money to "high school or some college" for credit, and saving and investment;

establishing the average reading level of "fairly difficult: some high school." It is quite possible that portions of this textbook would present difficult reading to the average eleventh- or twelfth-grade student. It appears that such reading could deter the formation of understandings, concepts, and attitudes.

Vocabulary extension. At the end of each chapter, the authors have provided a list of new words. There is no provision for the definition or use of the words. At the end of the textbook there is a glossary in which "most" (to use the authors' terminology) of the terms used in the textbook are defined. There is no specific provision for the student to use the terms provided either in the vocabulary list or in the glossary to develop a more extensive and definitive vocabulary.

Bibliography. There is a bibliography provided for the student at the end of this textbook which contains six references relating to money management. This gives the student the opportunity for limited research during which he may uncover other sources of additional information.

Evidence of condescension. Parts of this textbook are written in informal style which, according to the experts, may not contribute to the effectiveness of the textbook and might even be condescending. Analogous expressions are occasionally used, which could be condescending. An example of an analogous expression appearing in this textbook is as follows:

> As someone has said, "He who does not stretch himself according to the coverlet finds his feet uncovered," and he who does not first determine the probable amount of his income before he plans his expenditures is likely to find himself financially embarrassed.

The condescension evidenced in this textbook probably would not interfere with the formation of understandings and concepts as the student strives to identify himself with the learning process.

Extent of either repetitious or excessive descriptive material. There is virtually no repetitious and excessive descriptive material in this textbook. Such material relating to money management content is limited to one page, approximately one percent of the descriptive content relating to the selected areas of money management. The authors have not repeated information which should have been learned at an earlier educational level, and evidently have not been prone to dwell on a specific topic.

Economic analysis. Economic analysis is apparent in the use of charts and graphs of this textbook which students must interpret to gain understanding. The descriptive content of this book, however, uses the descriptive approach rather than the problem-solving approach required for effective analysis; but technical terms and economic data are used in the descriptive content. A special reading analysis, completed for a representative number of discussions involving economic elements, varied from "standard: 7th-8th grade" to "high school or some college", an average reading level of "fairly difficult: some high school." This reading level might be challenging at the same time new material is being learned, and could possibly interfere with the learning process. Some of the end-of-chapter activities appear to provide an opportunity for the student to carry the information gleaned from the descriptive content into problem-solving situations.

Technical information. Many of the discussions in this textbook are interesting and are adapted to the reader, thus arousing and sustaining interest in the discussion. Other discussions, however, lack the detail essential to building personal competency in money management. For example, this textbook discusses the functions of the Federal Reserve System but does not provide background material needed by the student for the comprehension of the functions of the system. The authors speak of "banks" as animate beings, and this might create a confused and illogical conception of the banking procedures. Check identification by bank numbers is not discussed, nor is the reconciliation of the bank statement. While the discussion on taxation does give an illustration of where the federal government gets its tax dollar, it does not explain what the individual receives in return for his portion of the federal tax dollar.

The descriptive material containing technical information is written with emphasis on the social aspects of economics; and the discussions, therefore, are often lacking in enough detail to allow the student to apply the information to his own situation, even when the discussion is related to individual or family money management.

Illustrations

Unity. There are 171 illustrations in this textbook, and 38 of these relate to money management. These illustrations are well spaced and are representative of various types of illustrations. There is some use of cartoons--the best way, according to visual communication experts, to build conceptual understandings.

Utilization of color. The use of color was apparently well planned to add dimension to the illustrations, although all reproduced photographs are black and white. Color was also used for some of the headings to focus attention and develop interest. The use of color in the illustrations of this textbook adds to their interest potential.

Character of illustrations that promotes understanding. Most of the illustrations in this textbook are based on facts and knowledges and do not promote the broader kinds of understandings. Some of the illustrations, however, do have characteristics that promote understanding; and these illustrations are usually in the form of cartoons. An example of this type of illustration on page 172 depicts the "Travels of a $5 Bill." This cartoon uses the $5 bill as the principal character and shows the process of the bill from its manufacture to its demise in an interesting, humorous, and appealing way. The nature of the drawing stimulates interest in the printed material to see what is happening at each stage. This type of illustration increases knowledge about money and helps to promote understanding about money and its use.

Case stories. Case stories are not used in this textbook.

Use of Knowledge Relationships

Creative potential. In this textbook, each chapter is introduced by several questions geared to stimulate creative thinking on the part of the student. When these questions are used to promote classroom discussion, they would offer the opportunity for the student to be creative in self-expression. The end-of-chapter activities contain projects, reports, research, etc., which offers the student the opportunity to use creative talents and/or to develop creativity by sharing ideas and abilities with others.

Viewpoints of experts. In the end-of-chapter activities, there is occasional reference to a specific research project containing the name of the specific reference. The descriptive content occasionally refers to the noted economists, such as Adam Smith and Wealth of Nations, and draws the view expressed in the content together with that held by the expert. In addition, there is a bibliography which lists other references for advanced reading and study. This bibliography is divided into units so that it may be more easily used by the student at the proper time, with pamphlets, magazines, and journals contained in separate listings. This textbook provides an opportunity for the student to extend his knowledges through research and to compare contrasting viewpoints and thus provides a basis for logical and creative thought.

Mature ingenuity. The descriptive content does not provide for abstract thinking, but such thinking is incorporated in some of the end-of-chapter materials where problems are created. Abstract thinking is also encouraged through the use of the bibliographical materials provided for the extension of knowledge through research. There is, therefore, some opportunity provided for the development of mature ingenuity.

Economic principles and laws. There are some principles and laws of economics stated in the descriptive content of this textbook. It is through these principles and laws that students develop the background which affords the opportunity to develop analytical ability in problem solving. This textbook does not, however, carry the development of analytical ability into the descriptive content, although some problem solving situations are included in the end-of-chapter problems.

Development of Understandings

Intuitive predictions. Intuitive predictions are not specifically promoted in this textbook. This textbook provides the background needed to develop intuitive prediction, but it does not provide the problem solving challenges through which the student may reflect and wonder and evolve standards which may be used in other problem solving situations. Problem solving techniques used in the descriptive content would have allowed the student to gain insight into the problems utilized in the end-of-chapter materials.

Community link. This textbook does provide material which would encourage the student to link the knowledge gained from the textbook to his own community. Some of the Problems for Individual and/or Group Work include community projects which would be adaptable to any type of community. For example,

> Arrange for a panel discussion on the topic, "Private and Social Insurance." This panel should include a representative from Social Security, a representative of your local insurance underwriters association, a personnel representative of a large local business or industry, and a person to represent the general public.

Such problems encourage the student to apply his knowledge to his own community to develop understanding of his own individual, family, and community welfare.

Formation of Concepts

Interweaving of major ideas. There is no apparent attempt to draw major ideas of chapters and units together. The summary at the end of each chapter summarizes the main ideas of the chapter, but there is nothing that relates one chapter to another. To build a concept, the student must be encouraged to reflect on related understandings, and this textbook does not seem to specifically provide this opportunity for the student.

Original attitude followed up. This textbook does not provide either for ascertaining the original attitude of the student or for a follow-up of that attitude. The questions at the beginning of each chapter are factual types of questions that do not call for decision-making on the part of the student. Thus, the student is not provided with the opportunity to reflect on his own changing attitudes or for the acknowlegment of the strengthening of his original attitude concerning a specific area of thought.

Reflection on personal, national, and world economics. In some instances, this textbook provides an opportunity for the student to relate the areas of money management discussed on the personal level to the national levels of welfare. This textbook is primarily concerned with the social approach to economics, and other chapters in the textbook relate to national and world economics, but the application of world problems is not developed in the chapters related to money management. Thus, the relationships between the individual and the nation and world may cause confusion in the student's attempt to develop conceptual thinking patterns.

Critical Dimension

This textbook does not appear to develop either a critical dimension in the promotion of creative, logical thinking patterns or a critical dimension in cultivating the ability to analyze and understand the relationships among personal, national, and world economics.

Summary of Analysis

Applied Economics meets only one of the criteria developed for evaluating the preface of a textbook to determine the quality of money management material contained in the textbook. The authors do indicate the promotion of conceptual patterns of learning, although objectives are not specifically stated.

In the morphological analysis, this textbook fully meets three of the criteria, partially meets three, and fails to meet one. A bibliography is provided for the extension of knowledge through research, the textbook does avoid repetitious and excessive descriptive material, and the reading level is appropriate for the eleventh- or twelfth-grade student. A vocabulary is provided but no specific opportunity for the student to extend his own vocabulary; economic analysis is present only to a limited degree, and there is a minimal amount of condescension. Technical information is sometimes presented in a manner which characterizes the social rather than the individual approach to economics so that the presentation may fail to "come alive" for the student.

The analysis of illustrations reveals that case stories are not used in this textbook. In giving consideration to the other three criteria, this textbook fully meets two and partially meets the third. Unity is apparent between the illustrations and the textbook material, and color is used to develop interest. Although a few of the illustrations are designed to promote understanding, the majority are based on facts and knowledges and do not promote the broader kinds of understanding.

In the analysis of the use of knowledge relationships, this textbook fully meets two of the criteria and partially meets the other two.

Provision is made in this textbook to utilize the creative potential of the student; and viewpoints of experts other than the authors are provided for the extension of knowledge and understanding. There is limited opportunity for the student to utilize the capacities of mature ingenuity; and, while economic principles and laws are stated in this textbook, the analytical problem solving techniques are not fully developed.

The analysis of the development of understanding reveals that one criterion is fully met while the other is not. Intuitive predictions are not promoted in this textbook even though the background needed for the development of intuition is present. The textbook does establish a link between the student and his community.

The analysis of the formation of concepts reveals that one criterion is partially met and two are not met. There is no apparent unity of the major ideas presented in this textbook, and there is no apparent attempt to ascertain the original attitude of the student in conjunction with a particular subject nor an attempt to follow-up such an original attitude. In some instances, this textbook does provide an opportunity for the student to reflect on the relationships among personal and national economics, but not world economics.

This textbook apparently does not develop a critical dimension so vital to tipping the balance toward successful economic citizenship.

Concerning the 24 applicable criteria for the evaluation of the quality of money management material, Applied Economics fully meets 9, or 37.5 percent of the criteria, partially meets 6, or 25.0 percent, and fails to meet 9, or 37.5 percent, of the criteria. This coverage indicates that 63 percent of the applicable criteria are met, in full or in part, representing a good quality of money management content.

Composite Data Relative to Coverage of Money Management

In Chapter III, 25 criteria were established for the evaluation of the quality of money management content. These criteria were applied to eleven textbooks on the state adopted textbook list for the secondary schools of Oklahoma, in the subject areas of general business, consumer education, and economics. To show a composite view of the quality of money management content, each subject area is discussed. A comparative coverage of the data reveals the location of the highest quality of money management content in the textbooks evaluated in this study. The comparison of the quality of content is concerned not with the quantity of material available, but only with the quality of that material which is available in each textbook.

Two textbooks may meet the same number of criteria and yet result in different percentages of criteria met because of the number of applicable criteria. For example, two textbooks may meet 10 of the criteria. However, one book would show 41.2 percent with 24 applicable criteria, and the other would show 40.0 percent with 25 applicable criteria. Textbooks not utilizing case stories or color would have fewer applicable criteria.

General Business

General business is usually taught at the ninth- or tenth-grade level; therefore, when determining the quality of money management content, it would be logical to expect a reading level which would be comprehensible to this age group. Only one general business textbook, General Business (4), however, contains a standard reading level of 7th-8th grade. The other three general business textbooks maintain an average reading level of "fairly difficult: some high school."

Better quality of material is probably found in General Business (4) which fully meets 33.3 percent, partially meets 16.7 percent and fails to meet 50 percent of the applicable criteria as compared to General Business for Everyday Living (1) which meets fully 28.0 percent of the applicable criteria, partially meets 24.0 percent and fails to meet 48 percent of the applicable criteria. Both of these textbooks meet either fully or in part from 50-69 percent of the applicable criteria, which is considered good quality of money management content.

Today's General Business (2) fully meets 20.8 percent, partially meets 25.0 percent and fails to meet 54.2 percent of the criteria while Business Fundamentals for Everyone (3) fully meets 17.3 percent, partially meets 26.1 percent and fails to meet 56.5 percent of the applicable criteria. Both of these textbooks meet in full or in part from 25-49 percent of the applicable criteria, which is considered fair quality of money management content.

Further application of this pattern indicates that two of the general business textbooks contain good quality of money management content, and two contain fair quality of money management content.

Consumer Education

Consumer education may be taught at either the ninth-, tenth-, eleventh-, or twelfth-grade level, which presupposes a reading level that would be within the reading ability of the student at any of these grade levels. Everyday Consumer Business (6) contains an average reading level of "standard: 7th-8th grade." The other two consumer education textbooks maintain an average reading level of "fairly difficult: some high school."

Everyday Consumer Business (6) meets, either wholly or in part, 52 percent of the criteria and fails to meet 47.8 percent of the applicable criteria for evaluation of the quality of money management content. Thus, this textbook contains good quality of money management content.

Consumer Economic Problems (5) meets fully 26.1 percent, partially meets 26.1 percent, and fails to meet 47.8 percent of the applicable criteria; and Consumer Economics--Principles and Problems (7) fully meets 26.0 percent, partially meets 20.0 percent, and fails to meet 48.0 percent of the applicable criteria for qualitative evaluation. Such coverage is considered to be good quality of money management content.

The consumer education textbooks meet from 50-69 percent of the evaluative criteria for the determination of the quality of money management content. Thus, all of the consumer education textbooks contain good quality of money management content.

Economics

Economics is usually offered in the secondary school at the eleventh- and twelfth-grade levels; a concomitant assumption is that the reading level is appropriate. All four economic textbooks contain an average reading level of "fairly difficult: some high school."

Both Economics for Our Times (8) and Economics (10) meet either wholly or in part 79.1 percent of the applicable criteria, and fail to meet 20.8 percent of the applicable criteria, which is considered excellent quality of money management content. Economics for Our Times (8) contains higher quality coverage than Economics (1) because it fully meets 16 as opposed to 11 of the applicable criteria, and partially meets 3 as opposed to 8 of the applicable criteria.

Applied Economics (11) meets fully or in part 62.5 percent of the applicable criteria and fails to meet 37.5 percent of the applicable criteria; and Economic Problems of Today (9) meets in whole or in part 56.5 percent and fails to meet 43.5 percent of the applicable criteria. Both of these textbooks contain good quality of money management content.

Two of the economic textbooks meet as many as 70 percent of the qualitative criteria, and two of the textbooks meet from 50-69 percent of the criteria. Thus, following this pattern of thinking, two of the economic textbooks contain an excellent quality of money management content, and two contain good quality of money management content.

Comparative Coverage

The quality of the money management content in the 11 textbooks used in this study varies from fair to excellent; there are no poor ratings for these textbooks. The highest quality of money management content is found in Economics for Our Times (8) and in Economics (10).

There is fair quality of money management content in two of the textbooks used in this study, and good quality of money management content in seven of the textbooks used in this study.

As many as 50 percent of the criteria for evaluation of the quality of money management content were met by the four economic textbooks, two general business textbooks, and three consumer education textbooks.

Summary

The 26 qualitative criteria, developed in Chapter III for the evaluation of the money management content, were used to complete individual analyses for each of the 11 textbooks on the Oklahoma state adopted textbook list for the subjects of general business, consumer education, and economics. These analyses indicate that the quality of money management content ranges from <u>fair</u> to <u>excellent</u> in the 11 textbooks, and that the highest quality of content is found in the economic textbooks.

At this point, caution must be exercised in the choice of a textbook to provide background information for money management education. Before a textbook can be selected for use in presenting money management education, careful consideration must be given to the quantity and the quality of money management material. The relationships among the quantity and the quality of the money management materials in the 11 textbooks analyzed in this study is revealed in the Summary, Chapter VI.

CHAPTER VI

SUMMARY

The problem of this investigation was to evaluate, by means of quantitative and qualitative analyses, secondary school business textbook coverage of the major aspects of money management. This investigation dealt with eleven textbooks on the Oklahoma state adopted textbook list for 1964-1965 in the subjects of general business, consumer education, and economics.

Basic ideas for clarification of the problem and refinement of procedures were developed from a comprehensive examination of the literature relative to personal economics. The background for this study was obtained by participation in the 1964 Family Finance Education Workshop conducted at The University of Oklahoma, through a search of the literature, including state and federal government periodicals and reports, and a review of unpublished materials, such as doctoral dissertations.

No established criteria were discovered which could be utilized in an analysis of the quantity and quality of money management material in secondary school textbooks. Therefore, it became necessary to devise a method of analysis with specific criteria for evaluation. Literature pertaining to textbook construction and the elements which comprise good methods of procedure in the learning process was carefully studied; ideas were noted. These ideas were then organized into criteria that would measure the quantity of money management coverage, and criteria that would evaluate the quality of money management content.

The evolved criteria for measurement and evaluation of money management material were then applied to eleven textbooks on the Oklahoma state adopted textbook list in the subjects of general business, consumer education, and economics. Individual analyses were completed for each textbook with composite data relative to money management coverage to present a compilation of the available money management coverage and the quality of the money management material.

The findings relative to the individual analyses and the composite data are compiled and summarized in this chapter. Chart 1 is designed to show a comparison of the quantity and quality of money management coverage in the eleven textbooks analyzed in this study. The conclusions relative to the findings are then stated.

Findings

1. The quantitative coverage on money management in the general business textbooks ranges from 25-45 percent of the total textbook material.

2. The quantitative coverage on money management in the consumer education textbooks ranges from 21-39 percent of the total textbook material.

3. The quantitative coverage on money management in the economic textbooks ranges from 13-20 percent of the total textbook material.

4. Extensive coverage of money management is presented in two general business textbooks and one consumer education textbook. Considerable coverage of money management is contained in two general business textbooks,

CHART 1

QUANTITY AND QUALITY OF MONEY MANAGEMENT COVERAGE IN ELEVEN TEXTBOOKS ON THE OKLAHOMA STATE ADOPTED TEXTBOOK LIST FOR GENERAL BUSINESS, CONSUMER EDUCATION, AND ECONOMICS

Textbook Name and Number[1]	Quantity Rating	Rank[2]	Quality Rating	Rank[2]
General Business for Everyday Living (1)	Extensive	2	Good	8
Today's General Business (2)	Considerable	4	Fair	10
Business Fundamentals for Everyone (3)	Considerable	6	Fair	11
General Business (4)	Extensive	1	Good	6
Consumer Economic Problems (5)	Extensive	3	Good	9
Everyday Consumer Business (6)	Considerable	7	Good	5
Consumer Economics--Principles and Problems (7)	Considerable	5	Good	7
Economics for Our Times (8)	Limited	10	Excellent	1
Economic Problems for Today (9)	Limited	11	Good	3
Economics (10)	Limited	9	Excellent	2
Applied Economics (11)	Limited	8	Good	4

[1] See complete reference material on these textbooks in Chapter II.

[2] Rank refers to the relationship of quantitative and qualitative coverage of the 11 textbooks.

two consumer education textbooks, and one economic textbook. Limited money management coverage is present in three of the economic textbooks.

5. The quality of money management content is manifested by the fact that the general business textbooks meet from 43.5-52.0 percent of the qualitative criteria, the consumer education textbooks meet from 52.0-52.2 percent of the criteria, and the economic textbooks meet from 56.5-79.1 percent of the qualitative criteria.

6. Excellent quality of money management content is apparent in two of the economics textbooks. Good quality of money management content exists in two general business textbooks, three consumer education textbooks and two economics textbooks. Fair quality of money management content is contained in two general business textbooks.

Generalizations

1. All textbooks for general business, consumer education, and economics evaluated in this study include coverage of money management. However, only in the general business textbooks does the coverage of money, credit, insurance, savings, investment, and taxation approach adequacy.

2. Although the textbooks for general business, consumer education, and economics evaluated in this study include elements of good quality, the quality of material offered for money management education approaches adequacy only in the textbooks for the subject of economics.

3. The relationship between quantity and quality of money management coverage in the eleven textbooks is not consistent. In the textbooks where the quantity is extensive, the quality is only fair to good. In the textbooks where the quantity is limited, the quality is relatively high.

Conclusion

The major conclusion to be drawn from this study is that improvement in both quantity and quality of money management material is urgently needed.

This study reveals that there is no one business textbook adequate in terms of both quantity and quality for the teaching of money management. This investigation further discloses that no sequential pattern is provided for the acquisition of money management understandings. Thus, if the student selects only one of the subjects incorporating the elements of money management education, he would probably want to choose general business inasmuch as the greatest quantity of information is presented in the textbooks for that subject. Should the student later study either consumer education or economics, a considerable amount of repetitious material would be encountered.

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APPENDIX

Designed to provide evidence that

Introductory Economics by Keiser

should not be included in this study.

JOHN WILEY & SONS, INC., PUBLISHERS, NEW YORK, LONDON & SYDNEY
605 THIRD AVENUE, NEW YORK, N.Y. 10016 212 TN 7-9800 CABLE ADDRESS: JONWILE

December 11, 1964

Mrs. Evelyn Brunson
Graduate Assistant
The University of Oklahoma
Norman, Oklahoma 73069

Dear Mrs. Brunson:

As requested in your letter of November 5th, I am enclosing a list of the schools presently using Keiser's INTRODUCTORY ECONOMICS.

Sincerely yours,

Diana Gillis

Diana Gillis
Sales Department

COLLEGES

Alcorn A. & M. College, Alcorn, Mississippi

Allan Hancock College, Santa Maria, California

American University of Beirut, Beirut, Lebanon

Asbury College, Wilmore, Kentucky

Baldwin Wallace College, Berea, Ohio

Bethany Lutheran College, Mankato, Minnesota

Briarcliff College, Briarcliff Manor, New York

University of Bridgeport, Bridgeport, Connecticut

University of California, Berkeley, California

California State Polytechnic College, San Luis Obispo, California

Campbell College, Buies Creek, North Carolina

Catholic University of Puerto Rico, Ponce, Puerto Rico

Christian Brothers College, Memphis, Tennessee

Colby College, New London, New Hampshire

Concordia College, St. Paul, Minnesota

De Very Technical Institute, Chicago, Illinois

Drake University, Des Moines, Iowa

Fairmont State College, Fairmont, West Virginia

Fordham University, New York, New York

Goshen County Community College, Torrington, Wyoming

Hamline University, St. Paul, Minnesota

Hartford State Technical Institute, Hartford, Connecticut

University of Hawaii, Honolulu, Hawaii

Illinois College of Pharmacy, Chicago, Illinois

Los Angeles Pierce College, Woodland Hills, California

Los Angeles State College, Los Angeles, California

Cont'd

-Cont'd

COLLEGES

Luther College, Decorah, Iowa

Manchester College, North Manchester, Indiana

Marshall University, Huntington, West Virginia

Mississippi Southern College, Hattiesburg, Mississippi

Montclair State College, Upper Montclair, New Jersey

Monterey Peninsular College, Monterey, California

University of Nevada, Reno, Nevada

New Bedford Insitute of Technology, New Bedford, Massachusetts

New York City Community College of Applied Arts and Science, Brooklyn, New York

New York State A. & T. Institute, Canton, New York

New York State A. & T. Institute, Delhi, New York

North Idaho Jr College, Couer D'Alene, Idaho

Norwalk State Technical Institute, Norwalk, Connecticut

Ohio State University, Columbus, Ohio

Orange Coast College, Costa, Mesa, California

Paul Smith College, Paul Smith, New York

University of Rhode Island, Kingston, Rhode Island

Sacred Heart Jr Coll, Belmont, North Carolina

San Jose State College, San Jose, California

St. Petersburg Jr College, St. Petersburg, Florida

University of Southern Mississippi, Hattiesburg, Mississippi

Southwestern University, Georgetown, Texas

State Teachers College, Geneseo, New York

State Teachers College, Oneonta, New York

State Teachers College, Oswego, New York

University of Puerto Rico, Mayaguez, Puerto Rico

University of Puerto Rico, Rio Piedras, Puerto Rico

Villa Madonna College, Covington, Kentucky

Western Michigan University, Kalamazoo, Michigan