

A QUANTITATIVE DOCUMENTARY FREQUENCY
STUDY OF THE CONTENT OF 27 GENERAL
BUSINESS TEXTBOOKS PUBLISHED FROM 1900 to 1940

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BUSINESS TEXTBOOKS PUBLISHED FROM 1900 to 1940

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1935

Submitted to the Department of Business Education
Oklahoma Agricultural and Mechanical College
In Partial Fulfillment of the Requirements
for the Degree of
MASTER OF SCIENCE

1949

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ACKNOWLEDGMENT

The writer wishes to express his appreciation to Dr. J. Andrew Holley for his guidance and assistance in making this study, and to his wife, Doris Ann Whitehair for her encouragement and understanding, and her many hours of tireless effort to make its completion possible.

TABLE OF CONTENTS

LIST OF TABLES	Page
Chapter	vi
I. INTRODUCTION	1
Need for Study	
Statement of Problem	
Purpose	
Scope and Limitations	
Assumptions	
Definition of Terms	
Sources of Data	
Procedure	
II. CHRONOLOGICAL ANALYSIS OF TRENDS	18
Travel Facilities	
Communication	
Finance	
Buying and Selling	
Vocational Training and Guidance	
Miscellaneous	
Pupil Aids and Illustrative Materials	
Summary of Trends	
III. SUMMARY OF STATUS OF CONTENT BY PERIODS	39
First Period, 1900 to 1920, Inclusive.	
Second Period, 1921 to 1926, Inclusive	
Third Period, 1927 to 1932, Inclusive	
Fourth Period, 1933 to 1940, Inclusive	
IV. FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS	52
BIBLIOGRAPHY	61
APPENDIX	65

LIST OF TABLES

Table	Page
1. Average Number of Pages and Per Cent of an Average Book in Each Period Devoted to Sub-topics and Special Features Related to Travel Facilities	20
2. Average Number of Pages and Per Cent of an Average Book in Each Period Devoted to Sub-topics and Special Features Related to Communication.	23
3. Average Number of Pages and Per Cent of an Average Book in Each Period Devoted to Sub-topics and Special Features Related to Finance	25
4. Average Number of Pages and Per Cent of an Average Book in Each Period Devoted to Sub-topics and Special Features Related to Buying and Selling.	28
5. Average Number of Pages and Per Cent of an Average Book in Each Period Devoted to Sub-topics and Special Features Related to Vocational Training and Guidance.	31
6. Average Number of Pages and Per Cent of an Average Book in Each Period Devoted to Sub-topics and Special Features Related to Miscellaneous Materials.	33
7. Average Number of Pages and Per Cent of an Average Book in Each Period Devoted to Pupil Aids and Illustrated Materials Related to All Topics	35
8. Status of Content by Periods	41

CHAPTER I
INTRODUCTION

This study is concerned primarily with determining and pointing out trends and emphases in content in general business textbooks published during the years 1900 to 1940, inclusive.

As a background to this study, a brief section is devoted to the development of textbooks in general business.

Although the business training needs of adolescent youth had been recognized prior to 1915, there had been no move to develop a new subject to meet those needs prior to that date.¹

Teller and Brown were pioneers in the field of business training textbooks. Their book, A First Book in Business Methods,² was published in 1903. However, this type of training had not yet been incorporated into the public school curriculum; hence, the book alone probably accomplished little.

Twelve years later, with the establishment of junior high schools, a new problem arose. Educators began to recognize the need of business training of some kind. Why was this training needed?

At the end of the ninth grade, many boys and girls left school to seek employment. Hence, these students needed preparation for those jobs which today we call "junior clerical" jobs. Too, it was deemed wise to allow some

¹Frederick G. Nichols, Teachers' Handbook, Junior Business Training for Economic Living (New York: American Book Company, 1937). p. 1.

²William P. Teller, and Henry E. Brown, A First Book in Business Methods (New York: Rand McNally Company, 1903).

pupil-exploration in the commercial field to reveal pupils' aptitudes and abilities for their senior high school vocational training.

Feeling that a basic training course was the answer to this pertinent problem, Frederick G. Nichols, in 1915, started the first junior business training course ever offered in Rochester, New York.

In a personal letter to the author of this study, Mr. Nichols states the original basis for junior business training.

Junior business training was incorporated into the high school curriculum as early as 1915 because the junior high school was established at that time and it was necessary, according to the administration of the public school system, to include some provision for business education as well as industrial, academic, home economics, etc. We had no choice; we either had to develop a new type of training more appropriate for children at fourteen and fifteen years of age or bring down the vocational business subjects from the regular high school. The latter choice was made by a very large number of schools.³

While Mr. Nichols was making his contributions in the East, Mr. A. B. ZuTavern was coming to the same conclusions in the western part of our country. Their philosophies and objectives were dissimilar because of vastly different economic conditions existing at that time between the East and West; these required different types of business training.⁴

Mr. ZuTavern, in a letter to the author of this study, stated why this training was needed at this early time.

Up until 1915, bookkeeping was the only subject of a business nature offered in the high schools of our country. Most high schools offered bookkeeping in the ninth grade, some even in the eighth grade,

³ A personal letter from Frederick G. Nichols to the author, November 9, 1940.

⁴ A personal letter from Mr. A. B. ZuTavern to the author, November 5, 1940.

While teaching bookkeeping in the high school at that time, I discovered that the failure mortality was tremendous; not because the textbooks were inadequate or the teacher unable to teach bookkeeping, but because the pupils at that age were too immature to comprehend the scientific accounting methods which were just then coming into vogue. Previous to 1915 the bookkeeping in the average business was very simple and easy to learn. I discovered that by giving the ninth-year pupil only business training (which we called bookkeeping) he was much better prepared the following year to pursue a course in formal bookkeeping. He had at least a little background on which to build.⁵

In 1918, three years after junior business training was first begun in New York and California, another text was published. This book entitled Elements of Business⁶ was written by Schoch and Gross.

In 1919, "A Junior Commercial Survey" planned by Mr. Frederick G. Nichols was conducted by the Federal Board for Vocational Education. In 1920, the results of this survey were published in a bulletin entitled A Survey of Junior Commercial Occupations.⁷ This bulletin advised against the teaching of shorthand and bookkeeping in the junior high school, because of the fact that junior workers were not employed as bookkeepers and stenographers in their first jobs. It stated that guidance for future commercial workers was important, and that considerable attention should be given to preparation of general office workers and sales persons.

The first attempt to carry out in a textbook the ideas expressed in the Survey Bulletin was made by Mr. Nichols in 1923, in his book entitled Junior Business Training.⁸

⁵Ibid.

⁶Parke Schoch, and Murray Gross, Elements of Business (Chicago: American Book Company, 1918).

⁷Bulletin No. 54 (Commercial Education Series, No. 4) Survey of Junior Commercial Occupations (Washington, D. C.: Federal Board for Vocational Education, 1920).

⁸Frederick G. Nichols, Junior Business Training (New York: American Book Company, 1923).

The first half of this book was designated as "informational" and essayed to give pupils an understanding of thrift, investments, banking procedure, insurance, use of reference books, travel information, filing, use of the telephone and telegraph, and postoffice services, and other business information of general interest.

The second half is labeled as "vocational" and had as its aims the development of knowledge, attitudes, and skills commonly needed by young clerical and office workers, such as messengers, cashiers,⁹ mail clerks, file clerks, order clerks, stock clerks, and the like.⁹

After the publication of this textbook by Mr. Nichols in 1923, two or more general business textbooks were published each year up to 1926, the majority of which followed a plan similar to that used in Junior Business Training. In 1924, Elementary Training for Business¹⁰ was written by Wilkes, York, and Terrell; and in the same year, Elementary Business Training¹¹ by Carkin and Haynes was copyrighted. In 1925, two more books were written: namely, Junior Training for Modern Business¹² by Kirk and Waesche and Fundamentals of Business¹³ by Birch.

It is interesting to note here a statement by Elizabeth Starbuck Adams, concerning the teaching fields of these writers and the influence these fields had on the content of these early junior business training textbooks.

The writers of most of these early junior business training texts were bookkeeping teachers, penmanship teachers, and arithmetic teachers. Few of them were actually trained in business. Each one put into the

⁹Albert Ernest Bullock, "Present Trends in Elementary Business Training," The Balance Sheet, XII (September, 1930) 8.

¹⁰Frederick Wilkes, George M. York, and Terrell, Elementary Training for Business (New York: Ronald Press, 1924).

¹¹Seth B. Carkin and Benjamin R. Haynes, Elementary Business Training (Rochester: Rochester Public Schools, 1924).

¹²John G. Kirk and Mary A. Waesche, Junior Training for Modern Business (Chicago: John C. Winston Company, 1925).

¹³C. E. Birch, Fundamentals of Business (Chicago: Gregg Publishing Company, 1925).

textbook the things he thought the student needed training in.

There seemed literally no end to the objectives or extent of the content of junior business. It must teach etiquette of all sorts, thrift, successful home living, successful business administration, banking, law, billing, insurance, investments, rapid calculation, elementary bookkeeping, shorthand, typewriting, penmanship, salesmanship, business English—indeed practically all subjects of the curriculum and life were included except science, foreign language, and religion. The course was apparently to be the panacea for all educational ills there are.¹⁴

A realization of the inadequacy of coordination between the junior commerce curriculum and the junior high school objectives led to a cooperative study, in 1926, of the content of junior business courses in the city of Cleveland, Ohio. The public school officials and teachers, assisted by a group of business men's organizations, were directed in this study by William L. Connor and Lloyd L. Jones.

This survey investigated the duties of clerks in commercial occupations, the causes of promotion, the occupational follow-up of students beyond the ninth year of schools. Out of every 100 boys and girls who enter the ninth year, 60 drop out before graduation from senior high school. Thirty of these go into factories and 30 go into offices. Of the 40 who graduate, 20 go into industry, colleges, and trades. The other 20 go into offices. Of the 20 who go into offices, five go into stenography, typing, and bookkeeping, and 15 go into general clerical jobs. To summarize these figures—out of the original 100 in the ninth year—45 will begin in general clerical jobs, 50 go into industry, colleges, and trades, and 5 go into shorthand, bookkeeping, and typewriting.¹⁵

Some leading educators connected with this survey conceded, after their remarkable findings, that shorthand, bookkeeping, and typewriting were being efficiently taught; thus, the problem was to provide for the 46 per cent who

¹⁴Elizabeth Starbuck Adams, "The Evolution of Objectives and Possibilities in Junior Business Training," American Shorthand Teacher, XII (May, 1932) 386.

¹⁵Ibid., p. 387.

went into clerical jobs. These general clerical workers were performing the astonishing total of 441 duties. It was obvious that a more purposeful course was needed—a course that would develop new concepts of business life—a course that would cultivate knowledge common to many of these 441 duties.

During the year of this study, 1926, Mr. A. B. ZuTavern wrote his book, Introduction to Business.¹⁶ In its preface he stated his new philosophy.

Practically all business training in the past has prepared the student only for service as an employee and in a line which might be said to be purely clerical routine. Nowhere has it been suggested to him what he will need to know in order to properly manage his own personal business affairs, or the possibilities of building a business of his own.

In the junior high school instead of boys and girls being taught to run errands, answer the telephone and wrap packages it is believed that some business preparation of a fundamental and educational nature will be of greater value throughout their lives. General principles must come before specialization.¹⁷

This book was accompanied by the first laboratory practice set entitled The Goodman Store at Palmdale.¹⁸

One year later, General Business Training¹⁹ by Crabbe and Slinker was copyrighted. Its aims and objectives expressed in part the new philosophy of non-vocational training, rather than adhering strictly to a detailed study of highly specialized positions in large organizations.

¹⁶A. B. ZuTavern, Introduction to Business (Cincinnati: South-Western Publishing Company, 1926).

¹⁷Ibid., p. 5.

¹⁸Personal letter from ZuTavern, Op cit.

¹⁹Ernest H. Crabbe and Clay D. Slinker, General Business Training (Cincinnati: South-Western Publishing Company, 1927).

Of the three books published in 1930, two still featured training for junior clerical jobs. These were New Junior Business Training²⁰ by Nichols, and General Business Science²¹ by Jones and Bertschi. The findings in the Cleveland Survey were incorporated into the latter book. The third book Business Training²² by ZuTavern, was intended as a foundational work and not as a course in office practice.

Many educators were not satisfied with the content of the course in 1930. Some of their most common objections were:

Much of the content is too vocational in nature; it is almost exclusively a job-training course; it trains mostly for positions which offer limited promotional possibilities such as stock clerk, shipping clerk, file clerk, and entry clerk. Its content is a mass of unrelated heterogeneous material lacking in continuity of thought, integration and unity.²³

The course had been written largely to care for the ninth-grade drop-out group--those who quit school to obtain jobs. That content was not the most desirable for those students who would remain in school several years. Then, as the compulsory school attendance laws in the various states lengthened the period in school, the number of ninth-grade drop-outs diminished. Business and industry necessarily could not take the very young worker. In business, especially, they were now preferring the beginning workers to be older--to be high school graduates. Business workers needed a better general business education and more training in business fundamentals. Thus, as business became

²⁰Frederick G. Nichols, New Junior Business Training (New York: American Book Company, 1930).

²¹Lloyd L. Jones and Lloyd Bertschi, General Business Science (Chicago: Gregg Publishing Company, 1930).

²²A. B. ZuTavern, Business Training (South Pasadena: Commercial Text Book Company, 1930).

²³Albert Ernest Bullock, op cit, p. 8.

more complicated, mature workers were found to be more satisfactory. For the most part, the so-called junior commercial occupations were out-moded.²⁴

It became apparent that it was not the purpose of junior business training to prepare ninth-grade drop-outs for immediate employment. Writers of textbooks then began to stress the common business practices and fundamentals which are of use to every citizen. Less attention was devoted to the routine applicable only to clerical workers. Thus grew the tendency to emphasize general business, or non-vocational training, in the junior high school, and special vocational education in the senior high school.²⁵

The philosophy which favors fundamental general business training, rather than vocational training, has been accepted, and since 1936 has gained in popularity among educators. A number of textbooks are now available, most of which devote an increased amount of attention to general knowledge of business as it is experienced in everyday living.

Needs for Study

No record is available of any extensive studies involving a quantitative analysis of the content of general business textbooks published between 1900 and 1940. There is, therefore, a need for this type of research.

To be of most value, condensed information about trends in scope and emphases in content should be shown through a systematic analysis of the topics appearing in textbooks, and should be summarized chronologically by year-periods.

²⁴Albert Ernest Bullock, op. cit., p. 9.

²⁵Albert Ernest Bullock, op. cit., p. 9.

That form of information is given in this study.

This analysis may serve to make authors conscious of the quantitative aspects of their product.²⁶ Through quantitative studies emphases can be determined and trends noted.

Individuals who are interested in writing textbooks should find the study of trends in content of general business textbooks valuable.

It is assumed that authors rely to an extent on past experiences and results of writing in their field in determining the content of any new textbook. Then, from a historical standpoint, the tracing of trends should be of value.

Teachers who are participating in programs of curriculum revision may find the study to be of value. This study indicates a possible basis for preparing or revising courses of study, and for selecting and evaluating textbooks by enabling school officials to check or compare their courses of study and textbooks with the trends as indicated herein.

Statement of Problem

The problem in this quantitative documentary frequency study of 27 general business textbooks, published from 1900 to 1940, is to make a count of the number of pages devoted to each major unit or topic of instruction, illustrative materials, and pupil aids contained therein; and, on the basis of these findings, to indicate the major trends and emphasis in content.

Purpose

The purpose of the study of the trends and emphases in content in general business textbooks is to determine the answers to the following questions:

²⁶Carter V. Good, A. S. Barr, and Douglas E. Scates, The Methodology of Educational Reserach (New York: D. Appleton Company, Inc., 1936). p. 345

(1) What are the major trends in content of general business as revealed by a quantitative documentary frequency study based on the analysis of general business textbooks for the junior high school? (2) What changes in emphases of content have occurred in general business by year-periods since 1900 as shown by quantitative analysis? (3) What is the present status of content as revealed by a study of general business textbooks.

Scope and Limitations

This study is confined to a quantitative documentary frequency study based on the analysis of content, illustrative materials, and pupil aids in 27 general business textbooks published from 1900 to 1940 inclusive, for use in the junior high school.

In this study the relative emphases and trends in content were determined by a quantitative documentary frequency analysis.

This study takes no account of the authors' abilities nor of the quality of the content of the textbooks.

Assumptions

It is assumed (1) that trends in content can be traced by a quantitative documentary frequency analysis, and (2) that trends and relative emphases in content can be determined in a subject by the number of pages devoted to the various topics and phases.

Definition of Terms

1. A trend is any prevailing tendency or general change in emphasis based on increase or decline of material in content in general business.

2. The content is defined as all major topics or units of instruction, illustrative materials, and pupil aids as presented in the 27 general business textbooks analyzed in this study.

3. An analysis refers to the breaking down and separation of the content into parts and making a thorough study of such parts for comparative purposes or for the purpose of making conclusions as to relative emphases.

4. Pupil aids include questions, problems, projects, related mathematics, vocabulary drills, and reading, writing, and spelling exercises found in each topic or unit of instruction.

5. Illustrative materials include business forms, photographs, drawings, maps, and tables found in connection with each topic or unit of instruction.

6. The term "page" or "average page" refers to a calculated page of uniform length containing 36 lines of printed matter, averaging 10 words to the line.

7. An "average Book" refers to the arithmetical mean of the total number of pages included in the textbooks printed in a given period.

Sources of Data

The chief sources of information were the 27 textbooks, related literature in the field, and personal letters from leaders in business education.

Procedure

This study employs a type of normative-survey research, known as a quantitative documentary frequency procedure.

Among the simpler examples of documentary frequency studies may be mentioned textbook analyses. A student may choose any set of objective characteristics which he considers significant in a book and note the extent to which they occur. For example, he may count

the number of words which appear to be difficult, the number of pictures, the number of exercises at the end of chapters, the number of different topics taken up, the number of lines (pages) devoted to each topic, etc.²⁷

The first step in the solution of this problem was to compile, as nearly as possible, a complete bibliography of available related materials including pamphlets, magazines, monographs, and books. Then a list, as complete as possible, of general business textbooks published from 1900 to 1940 inclusive, was made through library research and through correspondence with textbook companies and authors of books.

The Library of Congress, Washington, D. C. in reply to a personal letter, sent a list of books and names and addresses of libraries from which these books could be obtained. The local college library cooperated with out-of-state libraries by the means of the inter-library loan system in providing a number of these books. Publishing companies responded generously to the requests for copies of other books.

The books were classified roughly by business-economic periods.²⁸ These periods were: (1) 1900 to 1920, inclusive, a period of industrial expansion; (2) 1921 to 1926, inclusive, the immediate post-war period; (3) 1927 to 1932, inclusive, a period dominated by inflation and business depression; and (4) 1933 to 1940, inclusive, the "New Order."

With all material at hand, a general tabulation of topics contained in tables of content were made and recorded on a Table of Frequency in order to

²⁷Carter V. Good, A. S. Barr, and Douglas E. Scates, op cit, p. 344.

²⁸Leonard P. Ayres, Turning Points in Business Cycles (New York: Macmillan Company, 1939), pp. 147-148.

learn what topics were most often presented. This is not meant to imply that only topics most frequently presented were considered in this study, but this was a means of arriving at a possible basis for selection of major topics. The major topics on the basis of frequency proved to be: Travel Facilities, Means of Communication, Finance, Buying and Selling, and Vocational Training and Guidance. Other discussions appearing only occasionally and seemingly unrelated to any other major heading were classified as Miscellaneous. Then, on the basis of the findings in the frequency table, subheads of these major topics were formulated. The above-mentioned classification of major topics and subtopics was discussed with a committee of graduate students in Business Education²⁹ at Oklahoma A and M College, Stillwater, Oklahoma. After making some minor changes, the committee approved the classification as satisfactory for the purpose intended.

Cardboard tables measuring 14 by 22 inches were constructed on which to record the number of calculated pages in each book devoted to the major topics and subtopics. These copies provided the pattern for those tables found in the appendix of this study.

The next step was to set up a device for measuring pages—to establish a uniform calculated page in terms of which the content of all textbooks could be analyzed and stated. The following procedure was used:

1. In textbook N, for example, the number of letter-spaces actually counted in lines chosen at random beginning at the front and proceeding to the back of this book were: 48, 52, 51, 47, 46, 49, 50, 54, 45, 46, 53, 46, 54, 53, 52, 50, 49, 47, 53, 52, 48, 53, 48, 52, and 52. Letter-spaces in lines were counted

²⁹The Committee was composed of C. L. Littlefield, Ft. Worth, Texas; G. Elwood Hockley, Brazil, Indiana; Esby C. McGill, Springfield, Missouri; and Klemen L. Holcomb, Welsch, Oklahoma.

until there was a constant repetition of numbers in the range from 45 to 54. Thus, it appears that a sufficient sampling was obtained for this particular textbook. The total number of letter-spaces in these 25 lines was 1250. The average was 50 letter-spaces per line. When divided by 5, which is the accepted number of spaces per average word,³⁰ an average of 10 words per line was obtained. The same steps in this procedure were applied to each of the remaining textbooks to determine the average number of words in a line for each book.

2. The sum of the word-space lines of the 27 books was obtained and the average computed to find a line of uniform length applicable to all textbooks. In this study 10 words per line was the average.

3. The actual lines on several full printed pages in each of the 27 textbooks were counted and the average computed to find the number of lines on an average printed page for each book. The sum of the lines on an average page of each book was obtained and divided by 27 to find the number of printed lines on an average page of uniform length applicable to all text-books. The average page was found to contain 36 lines. Thus a calculated page of uniform length contained 36 lines of printed matter averaging 10 words to the line, or a total of 360 words. This calculated page served as a uniform measuring device which determined the number of pages devoted to each topic in the 27 textbooks analyzed in this study.

4. In the actual analysis, the number of printed lines on a page was multiplied by the number of words in an average line for that particular book to determine the number of words printed. That total number of printed words was divided by 360 to find the number of calculated pages. Where illustrative material or pupil aids appeared, the letters in any short lines were actually

³⁰D. D. Lossenberry, *College Typewriting* (Cincinnati: South-Western Publishing Company, 1941). Inside title page.

counted and the number of words computed. Also in the case of deviation in the size of print, the letter-spaces were counted and the number of words computed.

5. Determining the number of calculated pages devoted to Illustrative Materials presented a new problem due to the fact that this feature was measured by a ruler on the basis of square inches, rather than by the number of lines of printed matter. A measuring device applicable to Illustrative Materials was set up in the following manner:

A study was made of the tabulated data used in determining an average page of each of the 27 textbooks to find which books contained average pages which conformed most nearly to the uniform calculated page containing 36 lines of 10 words to the line.

A few textbooks were found to have actual pages which approximately conformed to the uniform calculated page used in this study. By measuring the printed matter on these pages, it was found that the lines most frequently measured $\frac{1}{4}$ inches in length; and the printed space from the top to the bottom of the page measured 6 inches.

The Illustrative Materials were measured with a ruler, and the number of calculated pages devoted to this feature were computed on the basis of a $\frac{1}{4}$ -by-6-inch page. The total number of pages and fractional parts were recorded under their proper headings on the cardboard tables previously mentioned. In final recording, fractional parts were designated to the nearest one-half page.

6. The last step in setting up this device was to prove its efficiency. A sampling of the topics was analyzed and the results recorded on the tables. Then the procedure was explained to the committee of graduate assistants in Business Education who analyzed the same topics.³¹ Since the results of their

³¹Committee of Graduate Assistants, Ibid.

analyzation coincided to a high degree with the author's analysis, it was concluded that the device was quite satisfactory for the purpose intended.

The entire content of each of 27 textbooks was then analyzed by the author in accordance with the steps herein stated.

The derived data recorded in the tables related to the topics, Travel Facilities, Communication, Finance, Buying and Selling, Vocational Training and Guidance, and Miscellaneous, found in Chapter II were compiled in the following manner:

Because of the fact that this study is concerned with trends in scope and emphases in content by periods, it was necessary to establish a means by which comparisons could be made. The relative emphasis could not be determined by comparing the total number of calculated pages devoted to that same topic during another period, because all periods did not cover the same number of analyzed books. For example, for the first period, only two books were analyzed, as compared to thirteen analyzed books of the fourth period.

Therefore, it was necessary to find for each period the average number of calculated pages per book devoted to any topic with the total number of pages in the entire book, it was necessary to determine an average book for each period.

The average book was found by dividing the total number of calculated pages in all books of each period by the number of books analyzed for that period. For instance, of the first period, 1900 to 1920, two books were analyzed having a total of 287 pages. By dividing 287 pages by 2, an average book of 143.5 pages was obtained. By applying this procedure to the books of the other three periods, the following results were obtained: second period, 1921 to 1926, 197.0 pages in each book; third period, 1927 to 1932, 296.0 pages in each book; and the fourth period, 1933 to 1940, 449.5 pages in each book.

In the following discussions in this study, any mention of the term "book" will refer to an average book.

The total number of pages devoted to major topic or subtopic during a period was divided by the number of analyzed books of that period to determine the average number of calculated pages, in each book, devoted to that major topic or subtopic.

The average number of calculated pages in each book was divided by the number of pages in an average book of the period concerned to determine the per cent of the average book devoted to the major topic or subtopic.

The following textbooks were analyzed in this study:

- Beighey, Clyde, and Sapsbel, Elmer E. First Studies in Business, with Correlated Studies in Arithmetic. New York: Ginn and Company, 1936.
- Birch, C. E. Fundamentals of Business. Chicago: Gregg Publishing Company, 1925.
- Brewer, John M., Marlbut, Floyd, and Caseman, Juvenilia. Introductory Business Training. New York: Ginn and Company, 1940.
- Cartin, Seth B., and Haynes, Benjamin R. Elementary Business Training. Rochester: Rochester Public Schools, 1924.
- Crabbe, Ernest H., and Slinker, Clay D. General Business Training. Cincinnati: South-Western Publishing Company, 1927.
- Crabbe, Ernest H., and Slinker, Clay D. General Business Training. Cincinnati: South-Western Publishing Company, 1931.
- Crabbe, Ernest H., and Slinker, Clay D. General Business. Cincinnati: South-Western Publishing Company, 1936.
- Goodfellow, Raymond Charles. The Fundamentals of Business Training. New York: Macmillan Company, 1940.
- Greenstein, Max D., and Smithline, Henry. Our Daily Contact with Business. Chicago: Lyons and Carnahan, 1936.
- Hamilton, C. W., and Gallagher, J. F. First Lessons in Business Training. New York: Prentice Hall, 1932.
- Jones, Lloyd L., and Bertschi, Lloyd. General Business Science. Chicago: Gregg Publishing Company, 1930.
- Jones, Lloyd L. Our Business Life. Chicago: Gregg Publishing Company, 1936.
- Jones, Lloyd L. Our Business Life. Chicago: Gregg Publishing Company, 1939.

- Kirk, John G., and Waesche, Mary A. Junior Training for Modern Business. Chicago: John C. Winston Company, 1925.
- Kirk, John G., Buckley, Harold B., and Waesche, Mary A. Introduction to Business. Chicago: John C. Winston Company, 1930.
- Nichols, Frederick G. Junior Business Training. New York: American Book Company, 1923.
- Nichols, Frederick G. New Junior Business Training. New York: American Book Company, 1930.
- Nichols, Frederick G. Junior Business Training for Economic Living. New York: American Book Company, 1936.
- Odell, William R., Clark, Harold F., Miller, Guy D., and Others. How Modern Business Serves Us. Chicago: Ginn and Company, 1937.
- Reed, Clinton A., and Morgan, James V. Introduction to Business. Boston: Allyn and Bacon, 1936.
- Reed, Clinton A., and Morgan, James V. Introduction to Business. Boston: Allyn and Bacon, 1940.
- Schock, Parke, and Gross, Murray. Elements of Business. New York: American Book Company, 1918.
- Teller, William P., and Brown, Henry E. A First Book in Business Methods. Chicago: Rand McNally Company, 1903.
- Wilkes, Frederick, York, George H., and Terrill. Elementary Training for Business. New York: Ronald Press, 1924.
- ZuTavern, A. B. Introduction to Business. Cincinnati: South-Western Publishing Company, 1926.
- ZuTavern, A. B. Business Training. South Pasadena: Commercial Text Book Company, 1930.
- ZuTavern, A. B., and Bullock, Albert Ernest. The Business of Life. South Pasadena: Commercial Text Book Company, 1936.

CHAPTER II

SUBJECT-CHRONOLOGICAL ANALYSIS OF TRENDS

Trends in the amount of space allotted to topics of content and to Pupil Aids and Illustrative Materials in general business texts published from 1900 to 1940, inclusive, will be shown in this analysis. This study is concerned chiefly with the trends determined by the number of average pages of an average book which are devoted to each of the major topics of content and their related subtopics.

It is assumed that the continuance of any major topic or subtopic indicates that it is deemed by textbook writers to be of value in general business. It is also assumed that an increase in the number of pages devoted to a topic denotes an increase in emphasis on that topic. For instance, the increased space devoted to Air Travel in textbooks published since the 1927-1932 period, when this topic was first introduced, parallels remarkably the general growth of interest in traveling by air. Other subtopics are discussed in terms of increasing or decreasing emphasis, as determined according to the corresponding increase or decrease in numbers of average pages devoted to each particular subject.

Each of the Tables I to VII shows the number of average pages devoted to one of the six major topics and its related subtopics. The term "page" or "average page" refers to a calculated page of uniform length, which contains 36 lines of printed matter, averaging 10 words to the line. This uniform page is the same, regardless of the year-period to which it is applied, since the average was obtained for all 27 books examined in this study. On the other hand, the "average book" is calculated for individual periods, one for each

of the four periods, and is accomplished by taking an arithmetical mean of the number of pages included in each textbook printed in a given period. The books published in the first period from 1900 to 1920 averaged 143.5 pages a book; the books published in the second period from 1921 to 1926 had an average of 197.0 pages; an average book for the third period from 1927 to 1932 contained 296.0 pages; and the average book of the fourth period from 1933 to 1940 included 449.5 pages.

Travel Facilities

As shown in Table I, Travel Facilities as a major topic had no place in general business textbooks written during the first period from 1900 to 1920. Only 5.3 pages of an average book of 197.0 pages were devoted to Travel in the second period from 1921 to 1926. Railroad Travel was the only subtopic discussed in that period. A comparison of the second with the third period reveals that the number of pages devoted to Travel Facilities increased from 5.3 pages in the second period to 15.7 pages in the third period from 1927 to 1932. This represents an increase from 2.7 per cent of an average book of 197.0 pages to 5.3 per cent of an average book of 296.0 pages. During the fourth period from 1933 to 1940, the space devoted to Travel Facilities was increased to 41.3 pages, or to 9.2 per cent, of an average book of 449.5 pages.

Railroad Travel, the only subtopic mentioned in the second period from 1921 to 1926, occupied 4.5 pages, or 2.3 per cent, of an average book of 197.0 pages. A comparison of an average book of the second period with one of the third period reveals that the number of pages devoted to Railroad Travel increased from 4.5 pages to 8.7 pages of an average book of 296.0 pages; this is an increase of 93.3 per cent. During the fourth period from 1933 to 1940, the space devoted to Railroad Travel was increased to 12.8 pages of an average book of 449.5 pages. This is an increase of 47.1 per cent over the space

TABLE I
AVERAGE NUMBER OF PAGES AND PER CENT OF AN AVERAGE BOOK IN EACH PERIOD
DEVOTED TO SUB-TOPICS AND SPECIAL FEATURES
RELATED TO TRAVEL FACILITIES

SUB-TOPICS AND SPECIAL FEATURES	1900-1920		1921-1926		1927-1932		1933-1940	
	Pages	Per Cent	Pages	Per Cent	Pages	Per Cent	Pages	Per Cent
CONTENT								
History of Travel	-	-	-	-	1.1	0.4	2.4	0.5
Railroad Travel	-	-	4.5	2.3	8.7	2.9	12.8	2.8
Automobile Travel	-	-	-	-	1.3	0.4	5.6	1.2
Water Travel	-	-	-	-	2.3	0.8	4.9	1.1
Air Travel	-	-	-	-	1.5	0.5	3.5	0.8
Electric Trolley Transportation	-	-	-	-	-	-	1.2	0.3
Land	-	-	-	-	-	-	2.1	0.5
Water	-	-	-	-	-	-	1.8	0.4
Miscellaneous	-	-	0.8	0.4	0.8	0.3	7.0	1.6
TOTAL	-	-	5.3	2.7	15.7	5.3	41.3	9.2
PUPIL AIDS								
Questions, Problems, and Projects	-	-	0.9	0.4	2.4	0.8	5.7	1.2
Vocabulary	-	-	-	-	-	-	-	-
Mathematics	-	-	-	-	0.3	0.1	1.7	0.4
Writing	-	-	0.1	0.1	0.3	0.1	0.7	0.1
Spelling	-	-	-	-	-	-	0.1	0.1
Reading	-	-	-	-	-	-	0.1	0.1
TOTAL	-	-	1.0	0.5	3.0	1.0	8.3	1.9
ILLUSTRATIVE MATERIALS								
Business Forms	-	-	-	-	-	-	-	-
Colored	-	-	-	-	0.4	0.1	0.8	0.2
Plain	-	-	0.4	0.2	0.9	0.3	0.8	0.2
Photographs	-	-	-	-	-	-	0.1	0.1
Colored	-	-	-	-	-	-	0.1	0.1
Plain	-	-	0.2	0.1	3.4	1.1	7.5	1.6
Drawings	-	-	-	-	-	-	1.0	0.2
Graphs	-	-	-	-	-	-	0.7	0.1
Maps	-	-	-	-	-	-	1.7	0.4
Tables	-	-	0.1	0.1	1.1	0.4	2.0	0.4
TOTAL	-	-	0.7	0.4	5.8	1.9	14.6	3.2

allotted to the subject in the third period. However, this represents a slightly smaller percentage of the whole average book which was devoted to the topic of Railroad Travel than was the case in the third period. Such a result may not be unexpected, since competition in the form of other modes of travel had taken some of the emphasis from railroad travel by the beginning of 1933. In this case, space devoted to a topic in general business textbooks appears to be consistent with general interest in the topic.

Automobile Travel first appeared as a subtopic in the 1927 to 1932 period, during which time only 1.3 pages of an average book of 296.0 pages concerned this means of travel. By 1940, Automobile Travel occupied 5.6 pages, or more than four times as many pages as were given to its discussion in the preceding period.

Water Travel, also introduced in the third period, received an increase in emphasis as determined in pages and in percentage of pages devoted to the topic in an average book during the fourth period from 1933 to 1940. The increase was from 2.3 pages in the third period to 4.9 pages in the fourth period.

One and five-tenths pages of an average book for the third period were written on the subtopic Air Travel. During the 1933 to 1940 period, this topic was allowed an increased amount of space, with an average of 3.5 pages out of the 49.5 pages in an average book.

The subtopic Electric Trolley occupied 1.2 pages of an average book of 49.5 pages in the fourth period, when it was first introduced. Transportation by Land and Water, also first mentioned in the fourth period, covered 3.9 average pages.

Treatments of travel in general show a remarkable increase in space allotments by periods as follows: 1900 to 1920, no pages; 1921 to 1926, 5.3 pages, or a little less than 3 per cent of the content of an average book for that period; 1927 to 1932, 15.7 pages, or 5 per cent of an average book for the period;

1933 to 1940, 41.3 pages, or slightly more than 9 per cent of an average book for that period.

No Pupil Aids were suggested for use with the topic Travel Facilities during the first period, and only one page of such aids were found in the average book during the second period. By 1940 the number of pages of Pupil Aids provided in an average book for the fourth period had increased to 8.3 pages.

A noticeable increase occurred in regard to the space devoted to Illustrative Materials relative to Travel Facilities during the fourth period. Only 0.7 of a page of an average book of 197.0 pages was devoted to Plain Photographs, Plain Business Forms, and Tables during the second period. The addition of Maps, Graphs, Colored Photographs, Drawings, and Colored Business Forms in the fourth period brought the total devoted to Illustrative Materials to 14.6 pages of an average book of 449.5 pages.

Communication

The findings relative to the space devoted to Communication and its sub-topics, Correspondence, Telephone, Telegraph, Cable, Radio, Sources of Business Information, Filing and Recording, and Newspapers, Books, and Magazines, are revealed in Table II.

The space devoted to the topic of Communication was increased steadily from 19.8 pages of an average book in the first period from 1900 to 1920, to 93.0 pages of an average book in the fourth period from 1933 to 1940. This is an increase of 73.2 calculated average pages, or an increase of 369.7 per cent, during the 40 years covered by this study.

The following subtopics showed the greatest increases: History of Communication, which was not mentioned in textbooks of the first two periods, occupied 2.7 pages of an average book in the fourth period. Correspondence increased from 10 pages in the first period to 27.7 pages in the fourth period. The space

TABLE 11
 AVERAGE NUMBER OF PAGES AND PER CENT OF AN AVERAGE BOOK IN EACH PERIOD
 DEVOTED TO SUB-TOPICS AND SPECIAL FEATURES
 RELATED TO COMMUNICATION

SUB-TOPICS AND SPECIAL FEATURES	1900-1920		1921-1926		1927-1932		1933-1940	
	Pages	Per Cent	Pages	Per Cent	Pages	Per Cent	Pages	Per Cent
CONTENT								
History of Communication	-	-	-	-	2.4	0.0	2.7	0.6
Correspondence	10.0	7.0	6.8	3.4	10.4	5.5	27.7	6.2
Telephone	-	-	7.8	3.9	12.5	4.2	19.6	4.3
Telegraph	3.3	2.3	3.3	1.9	8.8	3.0	13.3	3.0
Cable	0.8	0.5	0.3	0.2	1.6	0.5	3.4	0.7
Radio	-	-	0.9	0.3	1.6	0.5	2.6	0.6
Sources of Business Information	-	-	3.7	1.9	4.6	1.6	3.5	0.8
Newspapers, Books, and Magazines	-	-	-	-	-	-	1.1	0.2
Filing and Recording	-	-	5.1	2.6	6.9	3.0	18.5	4.1
Miscellaneous	5.7	4.0	-	-	0.9	0.3	0.9	0.2
TOTAL	19.8	13.8	28.0	14.2	57.7	19.4	93.0	20.7
PUPIL AIDS								
Questions, Problems, and Projects	3.8	2.6	5.4	2.7	11.6	3.9	13.6	3.0
Vocabulary	-	-	0.2	0.1	0.4	0.1	6.3	0.2
Mathematics	-	-	-	-	1.2	0.4	4.8	1.0
Writing	-	-	-	-	0.3	0.1	0.6	0.1
Spelling	-	-	-	-	-	-	0.1	0.1
Reading	-	-	-	-	-	-	0.1	0.1
TOTAL	3.8	2.6	5.6	2.8	13.5	4.5	20.0	4.3
ILLUSTRATIVE MATERIALS								
Business Forms								
Colored	2.0	1.5	-	-	0.9	0.3	1.7	0.4
Plain	3.8	2.6	1.5	0.7	4.5	1.5	6.4	1.4
Photographs								
Colored	-	-	0.1	0.1	-	-	1.3	0.3
Plain	-	-	2.2	1.1	6.3	2.1	11.9	2.6
Drawings	-	-	2.1	1.0	1.6	0.5	2.4	0.5
Graphs	-	-	-	-	-	-	0.1	0.1
Maps	-	-	0.1	0.1	0.2	0.1	0.7	0.2
Tables	0.2	0.1	0.8	0.4	1.8	0.6	2.1	0.4
TOTAL	6.0	4.2	6.8	3.4	15.3	5.1	26.5	5.9

devoted to the Telephone increased from zero pages in the first period to 19.6 pages in the fourth period. Telegraph occupied only 3.3 pages of discussion in the first period, as contrasted with the 13.3 pages devoted to it in the fourth period. Cable increased from 0.8 of a page to 3.1 pages between the first and last periods. Radio increased from no pages in the first period to 2.6 pages in the fourth period. Filing and Recording increased from no pages in the first period to 18.5 pages of an average book in the fourth period. Small increases also were shown in the pages allotted to the subtopics of Sources of Business Information, and Newspapers, Books, and Magazines.

In the first period, the space devoted to Pupil aids related to Communication totaled 3.8 average pages. By the end of the fourth period in 1940, the space devoted to these aids had increased to 40 average pages, which represents an increase in number of actual average pages of 425.3 per cent.

The number of average pages or the amount of space covered by Illustrative Materials in the textbooks of the first period compared with the space allotted this feature in the fourth period, shows that the ratio of emphasis is almost 1 to 4, respectively. Only 6.0 average pages were devoted to Illustrative Materials in the first period; whereas, the fourth period showed 26.5 average pages devoted to this phase of Communication.

Finance

The space devoted to the discussion of Finance decreased to a greater extent, and more consistently, than that devoted to any other one of the six major topics included in this study. Subtopics concerned with Finance in its relation to individual and everyday finance problems were given increased space, while those which were likely to concern a company or a bank received a decreasing amount of space each period covered by this study.

TABLE III
 AVERAGE NUMBER OF PAGES AND PER CENT OF AN AVERAGE BOOK IN EACH PERIOD
 DEVOTED TO SUB-TOPICS AND SPECIAL FEATURES
 RELATED TO FINANCE

SUB-TOPICS AND SPECIAL FEATURES	1900-1920		1921-1926		1927-1932		1933-1940	
	Pages	Per Cent	Pages	Per Cent	Pages	Per Cent	Pages	Per Cent
CONTENT								
Thrift	-	-	2.3	1.2	6.0	2.0	17.8	4.0
Savings	-	-	0.5	0.3	1.0	0.3	6.8	1.5
Investments	15.5	10.8	3.5	1.8	11.7	3.9	11.5	2.6
Insurance	13.5	9.4	10.2	5.1	14.4	4.9	25.9	5.8
Banking	39.0	27.1	14.8	7.5	26.4	8.9	33.8	7.5
Money	13.5	9.4	6.8	3.4	14.6	4.9	21.5	4.8
Budgets and Records	3.5	2.5	6.7	3.4	14.2	4.9	15.7	3.5
Borrowing and Lending	-	-	-	-	-	-	5.2	1.1
Miscellaneous	-	-	-	-	-	-	1.5	0.3
TOTAL	85.0	59.2	44.8	22.7	83.3	29.8	139.7	31.1
PUPIL AIDS								
Questions, Problems, and Projects	9.3	6.4	9.6	4.8	17.6	6.0	23.0	5.1
Vocabulary	-	-	0.3	0.2	0.1	0.1	1.7	0.4
Mathematics	-	-	0.1	0.1	5.3	1.8	10.5	2.3
Writing	-	-	-	-	1.8	0.6	0.8	0.2
Spelling	-	-	-	-	-	-	-	-
Reading	-	-	-	-	-	-	0.2	0.1
TOTAL	9.3	6.4	10.0	5.1	24.8	8.5	36.2	8.1
ILLUSTRATIVE MATERIALS								
Business Forms								
Colored	9.0	6.2	0.3	0.2	6.0	2.0	7.5	1.7
Plain	7.3	5.1	6.9	3.5	8.6	2.9	7.1	1.5
Photographs								
Colored	-	-	-	-	-	-	0.3	0.1
Plain	-	-	0.4	0.2	2.4	0.8	9.5	2.1
Drawings	-	-	0.4	0.2	0.7	0.2	2.9	0.6
Graphs	-	-	0.1	0.1	0.2	0.1	-	-
Maps	-	-	-	-	-	-	0.1	0.1
Tables	2.0	1.4	1.0	0.4	1.7	0.6	3.8	0.8
TOTAL	18.3	12.7	9.1	4.6	19.6	6.6	31.2	6.9

During the first period from 1900 to 1920, the amount of space devoted to the topic of Finance was 85 pages of an average book of 143.5 pages. During the second period from 1921 to 1926, the amount of space decreased to 44.8 pages, while the space allotted to the subtopics under Finance, as a group, decreased during the second period. Three of the individual subtopics of Finance showed a growth in space allotment. Thrift, for example, received an increase from zero to 2.3 average pages from the first to the second period. Savings, not discussed in texts of the first period, received an average of 0.5 of a page in the textbooks published during the second period. The number of average pages allotted to Budgets and Records increased almost 100 per cent, from 3.5 pages to 6.7 pages.

In spite of the decrease in average pages devoted to Finance during the second period, there was a decided increase in emphasis on the topic during the third period, when the space allotted to Finance increased to 88.3 pages. Approximately one-third of an average book (149.5 pages) of the fourth period was devoted to the discussion of Finance.

The space devoted to the subtopic Thrift increased from 2.3 pages of an average book in the second period to 17.9 pages of an average book for the fourth period. The space given to Savings increased from 0.5 of an average page in the second period to 1.0 page in the third period, and to 6.9 pages in the fourth period. The space devoted to the subtopic on Investments varied from 15.5 average pages in the first period to 3.5 average pages in the second period, to 11.7 pages in the third period, and to 11.5 average pages in the fourth period. A slight decrease in emphasis on Investments was thereby indicated.

The subtopic Insurance underwent a decline in space from 13.5 pages in the first period to 10.2 pages in the second period. This was a decrease of 3.3 pages, but the subtopic Insurance was increased in the third period to 14.4 pages. It

was increased again in the fourth period; and by 1940, 25.9 average pages were devoted to Insurance, as contrasted to the 13.5 pages of an average book which had been devoted to it in the first period.

Banking was deemed worthy of more consideration in textbooks during the first period than in any of the subsequent periods. In round numbers, the following number of average pages were devoted to Banking: 39, 15, 26, and 34, respectively, for each of the four periods.

Discussions of Money occupied 13.5 average pages during the first period from 1900 to 1920, as compared to 21.5 average pages devoted to the topic in the general business textbooks of the fourth period from 1933 to 1940.

The space devoted to Budgets and Records increased steadily, as indicated by the following numbers of average pages allowed in each of the four periods: First period, 3.5 average pages; second period, 6.7 pages; third period, 14.2 pages; and during the fourth period, 15.7 average pages. Borrowing and Lending was not discussed until the fourth period, when 5.2 average pages were devoted to this subject.

There was a significant increase in the number of pages devoted to Pupil Aids for the topic of Finance during the 40-year period covered by this study. This feature was given 9.3 average pages in the first period from 1900 to 1920, 10 pages in the second period from 1921 to 1926, 24.8 pages in the third period from 1927 to 1932, and 36.2 pages in the fourth period from 1933 to 1940.

Illustrative Materials for the topic of Finance also received steadily increased space emphasis during the period from 1900 to 1940. This phase was given 18.3 pages of an average book in the first period and 31.2 pages during the fourth period. This represents an increase during the 40 year period of 70.5 per cent in actual number of average pages devoted to Illustrative Materials in general business textbooks.

TABLE IV
 AVERAGE NUMBER OF PAGES AND PER CENT OF AN AVERAGE BOOK IN EACH PERIOD
 DEVOTED TO SUB-TOPICS AND SPECIAL FEATURES
 RELATED TO BUYING AND SELLING

SUB-TOPICS AND SPECIAL FEATURES	1900-1920		1921-1926		1927-1932		1933-1940	
	Pages	Per Cent	Pages	Per Cent	Pages	Per Cent	Pages	Per Cent
CONTENT								
Salesmanship	-	-	0.6	0.3	6.4	2.2	11.2	2.5
General Shipping	-	-	-	-	-	-	-	-
Parcel Post	-	-	2.2	1.1	4.6	1.6	7.8	1.7
Freight	-	-	0.9	0.4	3.2	1.1	6.7	1.5
Express	-	-	1.9	0.5	2.8	1.0	6.7	1.5
Advertising	-	-	0.5	0.3	0.3	0.1	3.8	0.8
Billing	-	-	-	-	-	-	1.6	0.3
Receiving and Storing	-	-	-	-	0.6	0.1	7.0	1.6
Paying	-	-	-	-	-	-	1.7	0.4
Buying and Selling on Credit	-	-	-	-	2.2	0.7	4.4	1.0
Consumer Buying	2.0	1.4	0.6	0.3	4.1	1.4	17.1	3.8
Retail Selling	-	-	0.3	0.1	7.3	2.5	10.8	2.4
Purchasing Department	-	-	-	-	4.4	1.5	8.0	1.8
Miscellaneous	-	-	0.5	0.3	2.2	0.7	-	-
TOTAL	2.0	1.4	6.6	3.3	38.1	12.9	86.8	19.3
PUPIL AIDS								
Questions, Problems, and Projects	0.5	0.3	1.8	0.9	8.9	3.0	11.9	2.5
Vocabulary	-	-	0.3	0.1	0.1	0.1	1.2	0.3
Mathematics	-	-	0.6	0.3	0.8	0.2	4.7	1.0
Writing	-	-	-	-	0.3	0.1	0.3	0.1
Spelling	-	-	-	-	-	-	0.2	0.1
Reading	-	-	-	-	-	-	0.2	0.1
TOTAL	0.5	0.3	2.7	1.3	10.1	3.4	18.5	4.1
ILLUSTRATIVE MATERIALS								
Business Forms	-	-	-	-	-	-	-	-
Colored	-	-	-	-	2.7	0.9	4.5	1.0
Plain	1.0	0.7	0.3	0.1	4.9	1.7	4.8	1.0
Photographs	-	-	-	-	-	-	-	-
Colored	-	-	-	-	-	-	0.1	0.1
Plain	-	-	0.3	0.1	1.8	0.6	8.4	1.8
Drawings	-	-	0.2	0.1	0.8	0.3	1.4	0.3
Graphs	-	-	-	-	-	-	0.2	0.1
Maps	-	-	-	-	-	-	0.2	0.1
Tables	-	-	-	-	0.6	0.1	2.5	0.5
TOTAL	1.0	0.7	0.8	0.3	10.8	3.6	22.1	4.9

Buying and Selling

Findings relative to Buying and Selling are presented in tabular form in Table IV.

The space devoted to Buying and Selling in general business textbooks increased greatly from 1900 to 1940. During the first period, 2.0 average pages were devoted to Consumer Buying, the only phase of Buying and Selling mentioned. During the second period, other phases of the topic were introduced, with the result that a total of 6.6 average pages were devoted to the topic during the period from 1921 to 1926, inclusive. The space devoted to Consumer Buying increased sharply until 38.1 pages of an average book in the third period were allotted to it. This represents almost 13 per cent of an average book of the third period from 1927 to 1932. By 1940, 86.8 pages of an average book of 449.5 pages were devoted to the discussion of Buying and Selling; this was about 20 per cent of the average book of the fourth period.

Most of the subtopics under Buying and Selling were first introduced in the second period from 1921 to 1926. The increase in the number of average pages devoted to each of these subtopics is notable from the second to the fourth periods. Retail Selling and Consumer Buying received greater increases in space allotments than did any of the other subtopics. It is interesting to note definitely increased emphasis on Receiving and Storing during the 1933 to 1940 period. During the fourth period, Consumer Buying rated more average pages than did any other single subtopic under the major topic of Business and Selling.

The space devoted to the subtopics under Buying and Selling increased steadily from 1900 to 1940, as is indicated by the following page allotments of the subtopics as a group: first period, 2.0 average pages; second period,

6.6 average pages; third period, 36.1 pages, or an increase in space of 477 per cent over the preceding period; and fourth period, 86.8 average pages, or more than twice as many as were allotted during the preceding period.

It is interesting to trace the increase in space given to Pupil Aids relative to Buying and Selling. From 0.5 of a page in the first period, this feature advanced to 2.7 pages in the second period, 19.1 average pages in the third period, and to 18.5 average pages during the fourth period. The space devoted to Pupil Aids in each of the seven major topics increased steadily during the 40-year period covered by this study.

Only one page of Illustrative Materials relative to Buying and Selling appeared in the average book in the first period from 1900 to 1920. By the end of 1940, the space given to related Illustrative Materials increased to 22.1 average pages.

Vocational Training and Guidance

Table V, which deals with the space devoted to Vocational Training and Guidance, discloses that certain types of jobs which might be classed as "junior clerical" jobs were discussed to a relatively great extent during the second and third periods covered by this study; but they were not discussed in either the first or the last periods. Bookkeeping as a phase of general business was not discussed after 1926 in any of the textbooks used in this study; the same is true of shorthand.

The aim of Vocational Guidance was to acquaint the pupil with the nature and objectives of the commercial curriculum offered in the high school, so that he could elect courses wisely in view of his own aptitudes and abilities.

The amount of space given to the subtopic Guidance has shown a steady increase from 1921 to 1940. If present educational trends continue, it is

TABLE V
 AVERAGE NUMBER OF PAGES AND PER CENT OF AN AVERAGE BOOK IN EACH PERIOD
 DEVOTED TO SUB-TOPICS AND SPECIAL FEATURES
 RELATED TO VOCATIONAL TRAINING AND GUIDANCE

SUB-TOPICS AND SPECIAL FEATURES	1900-1920		1921-1926		1927-1932		1933-1940	
	Pages	Per Cent	Pages	Per Cent	Pages	Per Cent	Pages	Per Cent
<u>CONTENT</u>								
Order Clerk	-	-	3.8	1.9	3.3	1.1	-	-
Messenger Clerk	-	-	5.6	2.9	4.7	1.6	-	-
Mail Clerk	-	-	7.1	3.6	1.3	0.4	-	-
Filing Clerk	-	-	4.8	2.5	1.7	0.6	-	-
Billing Clerk	-	-	3.8	1.9	3.0	1.0	-	-
Payroll Clerk	-	-	4.1	2.1	1.5	0.5	-	-
Receiving and Stock Clerk	-	-	9.8	5.0	4.5	1.5	-	-
Shipping Clerk	-	-	8.9	4.5	5.0	1.7	-	-
Cashier and Assistant Cashier	-	-	10.2	5.1	3.0	1.0	-	-
Entry Clerk	-	-	0.7	0.3	1.3	0.4	-	-
Statement Clerk	-	-	0.7	0.3	1.5	0.5	-	-
Personnel	-	-	6.0	3.2	5.6	1.9	5.5	1.2
Shorthand	-	-	0.7	0.3	-	-	-	-
Bookkeeping	3.3	2.3	1.9	1.0	-	-	-	-
Personal Traits	-	-	5.3	2.7	11.4	3.9	4.9	1.1
Guidance	-	-	9.5	4.8	13.7	4.6	15.9	3.5
Miscellaneous	-	-	3.9	2.0	5.0	1.7	-	-
TOTAL	3.3	2.3	86.8	44.1	66.5	22.4	26.3	5.8
<u>PUPIL AIDS</u>								
Questions, Problems, and Projects	-	-	26.5	13.5	15.0	5.0	4.6	1.0
Vocabulary	-	-	0.5	0.2	0.2	0.1	0.5	0.1
Mathematics	-	-	-	-	1.1	0.4	0.8	0.2
Writing	-	-	-	-	0.7	0.2	0.5	0.1
Spelling	-	-	-	-	-	-	0.1	0.1
Reading	-	-	-	-	-	-	0.1	0.1
TOTAL	-	-	27.0	13.7	17.0	5.7	6.6	1.6
<u>ILLUSTRATIVE MATERIALS</u>								
Business Forms								
Colored	-	-	0.3	0.2	1.5	0.5	0.4	0.1
Plain	-	-	12.7	6.4	5.7	1.9	0.7	0.2
Photographs								
Colored	-	-	-	-	-	-	-	-
Plain	1.5	1.0	2.5	1.4	4.3	1.4	2.7	0.6
Drawings	-	-	1.3	0.6	0.2	0.1	1.1	0.2
Graphs	-	-	-	-	-	-	-	-
Maps	-	-	-	-	-	-	-	-
Tables	-	-	1.5	0.8	3.4	1.2	0.4	0.1
TOTAL	1.5	1.0	18.3	9.4	15.1	5.1	5.3	1.2

probable that even greater emphasis will be placed on Guidance in future textbooks in general business.

The major topic of Vocational Training showed a lessened emphasis, as indicated by the decrease in space allowed it in the general business textbooks studied. This may be due to the fact that training for "junior clerical" jobs was not thought feasible since the period beginning in 1933.

Table V reveals that the space devoted to Pupil Aids relative to Vocational Training and Guidance decreased from 27 pages in the average book of the second period to 5.6 pages of an average book of the fourth period. Illustrative Materials, however, as a phase of Vocational Training and Guidance, showed an increase of about 16 pages from period one to period two, with a sharp decline to 5.3 pages of the average book in the fourth period.

Miscellaneous

The data concerning Miscellaneous Materials, composed of topics which could not readily be classified under other topics, are presented in Table VI.

It is interesting to note the constant increase in emphasis on Business Organization and Management, and to compare this with the growing interest of the general public in business. The growth of the "Better Business" movement almost parallels the gains in importance of the subtopic on Business Organization and Management in general business textbooks.

Business Law was a part of general business textbooks from 1909 to 1940, but received varying amounts of emphasis, as measured by the pages allotted it. This seems to indicate that the real value of Business Law for general business students has not been determined, or has not been agreed upon by writers of textbooks.

The subtopics on Business Calculation, Traffic Laws, Business Ethics,

TABLE VI
 AVERAGE NUMBER OF PAGES AND PER CENT OF AN AVERAGE BOOK IN EACH PERIOD
 DEVOTED TO SUB-TOPICS AND SPECIAL FEATURES
 RELATED TO MISCELLANEOUS MATERIALS

SUB-TOPICS AND SPECIAL FEATURES	1900-1920		1921-1926		1927-1932		1933-1940	
	Pages	Per Cent	Pages	Per Cent	Pages	Per Cent	Pages	Per Cent
<u>CONTENT</u>								
Introduction to Business	-	-	7.1	3.6	5.9	2.0	9.4	2.1
Following Directions	-	-	0.4	0.2	-	-	0.5	0.1
Office Equipment	-	-	2.9	1.5	-	-	0.9	0.2
Business Law	10.0	6.9	6.9	3.5	10.8	3.6	5.6	1.2
Business Organization and Management	3.3	2.3	4.8	2.5	11.1	3.8	17.9	4.0
Home Owning and Management	-	-	3.3	1.7	-	-	3.5	0.8
Government and Business	-	-	-	-	2.3	0.8	4.2	0.9
Business Calculation	-	-	-	-	-	-	1.2	0.3
Property and Taxes	18.2	12.7	-	-	-	-	2.5	0.5
Surveying	2.0	1.4	-	-	-	-	-	-
Personal Development	-	-	-	-	-	-	7.0	1.6
Traffic Laws	-	-	-	-	-	-	1.4	0.3
Business Ethics	-	-	-	-	-	-	2.7	0.6
Conservation of Resources	-	-	-	-	-	-	1.2	0.3
Economic Living	-	-	-	-	-	-	4.4	1.0
TOTAL	33.5	23.3	25.4	13.0	30.1	10.2	62.4	13.9
<u>PUPIL AIDS</u>								
Questions, Problems, and Projects	3.9	2.6	3.5	1.8	6.3	2.1	9.8	2.1
Vocabulary	-	-	0.3	0.1	0.1	0.1	1.2	0.3
Mathematics	-	-	-	-	-	-	3.3	0.7
Writing	-	-	-	-	0.1	0.1	0.6	0.1
Spelling	-	-	-	-	-	-	0.1	0.1
Reading	-	-	-	-	-	-	0.1	0.1
TOTAL	3.8	2.6	3.8	1.9	6.5	2.3	15.1	3.4
<u>ILLUSTRATIVE MATERIALS</u>								
Business Forms								
Colored	5.0	3.5	-	-	-	-	0.3	0.1
Plain	4.8	3.3	-	-	2.4	0.8	2.7	0.6
Photographs								
Colored	-	-	-	-	-	-	-	-
Plain	-	-	1.2	0.6	2.8	0.9	7.0	1.6
Drawings	-	-	0.1	0.1	-	-	1.7	0.4
Graphs	-	-	-	-	-	-	-	-
Maps	-	-	-	-	-	-	-	-
Tables	1.5	1.0	0.3	0.1	0.1	0.1	2.6	0.5
TOTAL	11.3	7.8	1.6	0.8	5.3	1.8	14.3	3.2

Conservation of Resources, and Economic Living are of comparatively recent development, none having been mentioned before the fourth period from 1933 to 1940.

The number of pages allowed Pupil Aids in relation to these Miscellaneous subtopics ranged from 3.8 average pages in the first period to 15.1 average pages in the fourth period.

Illustrative Materials for the Miscellaneous subtopics occupied 11.3 pages during the first period from 1940 to 1920. They received their maximum emphasis in the fourth period from 1933 to 1940, when 14.3 pages were allotted to Illustrative Materials.

Pupil Aids and Illustrative Materials

In Table VII the data related to Pupil Aids and Illustrative Materials are grouped. The data show the total number of pages devoted to these features for all major topics in all four periods.

A striking increase is shown in the space devoted to Pupil Aids from 1900 to 1940. The range is from 17.4 average pages in the first period, to 104.7 average pages in the fourth period. The space devoted to Questions, Problems, and Projects increased from 17.4 pages during the first period from 1900 to 1920, to 68.6 pages in the fourth period from 1933 to 1940.

The spectacular increase of space devoted to Mathematics deserves recognition. No Mathematics Drills were used as Pupil Aids during the first period; but from the beginning of the second period in 1921 to the close of the fourth period in 1940, there is noted a relatively great increase in emphasis given to Mathematics Drills.

The total amount of space devoted to Pupil Aids increased from 50.1 pages of an average book in the second period from 1921 to 1926, to 74.9 pages of an

TABLE VII
 AVERAGE NUMBER OF PAGES AND PER CENT OF AN AVERAGE BOOK IN EACH PERIOD
 DEVOTED TO PUPIL AIDS AND ILLUSTRATIVE MATERIALS
 RELATED TO ALL TOPICS

FEATURES	1900-1920		1921-1926		1927-1932		1933-1940	
	Pages	Per Cent	Pages	Per Cent	Pages	Per Cent	Pages	Per Cent
<u>PUPIL AIDS</u>								
Questions, Problems, and Projects	17.4	11.9	47.7	24.1	61.8	20.8	68.6	14.9
Vocabulary	-	-	1.6	0.7	0.9	0.5	5.4	1.3
Mathematics	-	-	0.7	0.4	8.7	2.9	25.8	5.6
Writing	-	-	0.1	0.1	3.5	1.2	3.5	0.7
Spelling	-	-	-	-	-	-	0.6	0.5
Reading	-	-	-	-	-	-	0.8	0.6
TOTAL	17.4	11.9	50.1	25.3	74.9	25.4	104.7	23.6
<u>ILLUSTRATIVE MATERIALS</u>								
Business Forms								
Colored	16.0	11.2	0.6	0.4	11.5	3.9	15.2	3.5
Plain	16.9	11.7	21.8	10.9	27.0	9.1	22.5	4.9
Photographs								
Colored	-	-	0.1	0.1	-	-	1.8	0.6
Plain	1.5	1.0	6.8	3.5	21.0	6.9	46.9	10.3
Drawings	-	-	4.1	2.0	3.3	1.1	10.5	2.2
Graphs	-	-	0.1	0.1	0.2	0.1	1.0	0.3
Maps	-	-	0.1	0.1	0.2	0.1	2.7	0.8
Tables	3.7	2.5	3.7	1.8	8.7	3.0	13.4	2.7
TOTAL	38.1	26.4	37.3	18.9	71.9	24.1	114.0	25.3

average book in the third period from 1927 to 1932, and to 104.7 pages of an average book in the fourth period from 1933 to 1940. Six-tenths of an average page was devoted to Spelling, and 0.8 of an average page was devoted to Reading exercises during the fourth period; these topics had not been mentioned by textbooks published prior to the fourth period.

Illustrative Materials comprised approximately one-fourth of the total printed pages of an average book in all four periods. While Colored Business Forms appeared in textbooks in all the periods, this feature showed during the fourth period a 5 per cent decrease in space allotment, as compared with the space allotted by the books of the first period. On the other hand, Plain Business Forms showed during the fourth period an increase in space over the first period. Likewise, Plain Photographs increased in popularity a great deal faster than did the Colored Photographs, when judged by the amount of space devoted to these features.

The space allotted to Drawings in the general business textbooks in the second period from 1921 to 1926 amounted to 4.1 average pages. The space devoted to Drawings increased 156 per cent to total 10.5 average pages by the end of the fourth period.

The space given over to Graphs increased from 0.1 of a page of an average book in the second period to 1.0 page of an average book in the fourth period. Only 0.1 of a page was devoted to Maps in the second period from 1921 to 1926, while 2.7 pages were allotted to this feature in the fourth period from 1933 to 1940.

Three and seven-tenths pages were occupied by Tables in the first period, as compared with 13.4 pages of an average book which were devoted to Tables in the fourth period.

The total pages of an average book devoted to Illustrative Materials by

periods are as follows: First period, 1900 to 1920, 38.1 pages; second period, 1921 to 1926, 37.3 pages; third period, 1927 to 1932, 71.9 pages; and the fourth period, 1933 to 1940, 114 pages of an average book.

Summary of Trends

1. The topic Travel Facilities, although long mentioned in general business textbooks, ranked second lowest in the total space allotted to the major topics in this study. There is, however, an increasing tendency to include the study of Travel Facilities in general business courses. It is likely, for example, that travel by air will continue to increase, with a corresponding increase in general business textbook space allotted to the discussion of this mode of travel.

2. The topic Communication climbed steadily and rapidly in emphasis, according to textbook pages allowed this topic and its subtopics. Improved means of rapid and efficient communication may tend to encourage its study even more than in the past.

3. In a capitalistic nation, where money is recognized as being of considerable importance, it is not surprising to find that in the fourth period, from 1933 to 1940, by far the greatest amount of space was devoted to the topic of Finance. It is, however, encouraging to observe that the emphasis was on the wise use of money, thrift, economy, budgeting, careful buying, etc., rather than merely on making money.

From 1933 to 1940, an average of 140.0 pages out of 149.5 pages in the average book were devoted to the study of Finance.

4. The topic Buying and Selling, which is related to our consumer economy and which concerns training for retail selling, received increasing emphasis during the 40-year period covered by this study. Since both of these

phases of buying and selling are relatively new, it is difficult to say just what their future will be, and whether they will remain an important part of general business study or will be absorbed by other subjects or departments.

5. The topic Vocational Training and Guidance had during the fourth period, from 1933 to 1940, less space devoted to its discussion and explanation than any other of the six major topics. Only 5.8 per cent of an average book was devoted to the discussion of this topic. During the second period from 1921 to 1926, Vocational Training and Guidance discussions occupied 44.1 per cent of the average book; but the amount of space devoted to this topic decreased to 22.4 per cent of an average book in the third period from 1927 to 1932. These facts may indicate a growing trend toward a broader general business education, leaving vocational specialization until later school years.

It is evident, from fluctuations in the space allowed the various sub-topics from year to year, that many subtopics have not yet found their place in the general business curriculum, and that further experimentation will be necessary before educators can be sure of their value and of the most advantageous grade placement.

6. Pupil Aids and Illustrative Materials ranked second among the six classifications of content and materials in the number of pages devoted to them in the fourth period from 1933 to 1940. This emphasis is in keeping with the recognized value of visual education, which has the possibility of making an important contribution to ease and thoroughness of learning in general business.

Chapter III

STATUS OF CONTENT BY PERIODS

In summarizing this study of the trends in content of general business textbooks, it is evident that six major topics were treated in the 27 analyzed textbooks, published during the years 1900 to 1940 inclusive. These topics are listed alphabetically in Table VIII, and their rank order in accordance with the amount of space occupied by each is indicated for each of the four periods. For example, Buying and Selling, the first major topic listed in this table, ranked fifth in the first period, fifth in the second period, fourth in the third period, and third in the fourth period.

As also shown in Table VIII, 66 different subtopics were covered to various extents in the analyzed books published from 1900 to 1940. These subtopics are listed alphabetically, and their rank order in accordance with the amount of space devoted to each subtopic is indicated for each of the four periods. For example, the subtopic Advertising, not mentioned in the first period, ranked thirtieth in the second period, thirty-ninth in the third period, and again thirtieth in the fourth period.

In further analyzing the status of these six major topics and the 66 subtopics, it is interesting to review briefly the essential educational changes affecting the remarkable development in trends in the content of general business textbooks.

For clarity, the status of trends will be summarized by periods.

First Period, 1900 to 1920, Inclusive

Prior to 1915, few attempts had been made to meet the business training

needs of the adolescent. Bookkeeping was the only subject of a business nature offered in the high school. One of the earliest publications, A First Book in Business Methods by Teller and Brown, was published in 1903. However, since general business training was not incorporated in the curriculum of the public school at that time, the book alone probably accomplished little.

In 1915, Mr. Frederick G. Nichols started the first general business training course ever offered in Rochester, New York. About this same time, Mr. A. B. Zuffavern introduced a similar course in California.

In 1918, three years after general business training was first begun in New York and California, a textbook, Elements of Business, was written by Schoch and Gross.

With the establishment of junior high schools as early as 1915, the need for a business training course to prepare ninth-grade drop-out students for "junior clerical" jobs was recognized by educators. Too, these educators deemed it wise to allow some pupil exploration in the commercial field to reveal pupils' aptitudes and abilities for their senior high school vocational training.

The recognition of this need led to the Junior Commercial Survey conducted by the Federal Board for Vocational Education in 1919, under the direction of Mr. Frederick G. Nichols. The publication of the results of this survey provided the real impetus for the general business training course. No effort was made during the first period, however, to carry out in general business textbooks the ideas expressed in the Bulletin, Survey of Junior Commercial Occupations.

The two textbooks, A First Book in Business Methods published in 1903, and Elements of Business published in 1918, were the only books analyzed which were published during the first period from 1900 to 1920. The findings of this

Table VIII

STATUS OF CONTENT BY PERIODS

Topics	First Period	Second Period	Third Period	Fourth Period
	1900-1920	1921-1926	1927-1932	1933-1940
	Rank Order	Rank Order	Rank Order	Rank Order
Buying and Selling	5	5	4	3
Communication	3	3	3	2
Finance	1	2	1	1
Miscellaneous	2	4	5	4
Travel Facilities	-	6	6	5
Vocational Training and Guidance	<u>4</u>	<u>1</u>	<u>2</u>	<u>6</u>
Totals	5	6	6	6
Subtopics	First Period	Second Period	Third Period	Fourth Period
	1900-1920	1921-1926	1927-1932	1933-1940
	Rank Order	Rank Order	Rank Order	Rank Order
Advertising	-	30	39	30
Air Travel	-	-	35	31
Automobile Travel	-	-	36	23
Banking	1	1	1	1
Billing	-	-	-	38
Billing Clerk	-	18	28	-
Bookkeeping	7	25	-	-
Borrowing and Lending	-	-	-	25
Budgets and Records	6	10	5	11
Business Calculations	-	-	-	40
Business Ethics	-	-	-	33
Business Law	5	8	11	23
Business Organization and Management	6	15	10	7
Buying and Selling on Credit	-	-	32	27
Cable	9	32	34	32
Cashier and Assistant Cashier	-	2	28	-
Conservation of Resources	-	-	-	40
Consumer Buying	8	29	25	9
Correspondence	5	9	2	2
Economic Living	-	-	-	27
Electric Trolley	-	-	-	40
Entry Clerk	-	28	36	-
Express	-	26	29	21
Filing and Recording	-	14	12	6
Filing Clerk	-	15	33	-
Following Directions	-	31	-	43
Freight	-	27	27	22
Government and Business	-	-	31	28
Guidance	-	4	6	10

Table VIII Concluded

STATUS OF CONTENT BY PERIODS

	First Period	Second Period	Third Period	Fourth Period
	1900-1920	1921-1927	1927-1932	1933-1940
	Rank Order	Rank Order	Rank Order	Rank Order
History of				
Communication	-	-	30	33
History of Travel	-	-	37	36
Home Owning and				
Management	-	21	-	31
Insurance	4	2	4	3
Introduction to Business	-	7	18	17
Investments	3	20	8	14
Mail Clerk	-	7	36	-
Messenger Clerk	-	12	21	-
Money	4	9	3	4
Newspapers, Books,				
and Magazines	-	-	-	41
Office Equipment	-	22	-	42
Order Clerk	-	16	26	-
Parcel Post	-	24	22	19
Paying	-	-	-	37
Payroll Clerk	-	17	35	-
Personal Development	-	-	-	20
Personal Traits	-	13	9	25
Personnel	-	11	19	24
Property and Taxes	2	-	-	35
Purchasing Department	-	-	24	18
Radio	-	30	34	34
Railroad Travel	-	16	14	13
Receiving and Stock Clerk	-	3	23	-
Receiving and Storing	-	-	39	20
Retail Selling	-	32	15	16
Salesmanship	-	29	16	16
Savings	-	30	38	21
Shipping Clerk	-	5	20	-
Sources of Business				
Information	-	19	22	31
Statement Clerk	-	28	35	-
Surveying	8	-	-	-
Telegraph	7	18	13	12
Telephone	-	6	7	5
Thrift	-	23	17	8
Traffic Laws	-	-	-	39
Transportation by				
Land and Water	-	-	-	29
Water Travel	-	-	31	26
Totals	14	43	48	53

analyzation reveal that five major topics, including 14 subtopics, were discussed in the two books.

The five major topics discussed in the two textbooks published in the first period were listed here in their rank order, in descending order of emphasis based on the number of average pages devoted to each topic.

<u>Major Topic</u>	<u>Rank Order</u>	<u>Major Topic</u>	<u>Rank Order</u>
Finance	(1)	Vocational Training	
Miscellaneous	(2)	and Guidance	(4)
Communication	(3)	Buying and Selling	(5)

Since the major topic of Finance occupied more space in the textbooks than any other major topic, it is designated as number 1. There was no discussion of the major topic of Travel Facilities in the textbooks published during the first period from 1900 to 1920.

This analytical study reveals that fourteen subtopics were discussed in the two books of the first period. These subtopics, ranked in accordance with the amount of space devoted to each one, are as follows:

<u>Subtopic</u>	<u>Rank Order</u>	<u>Subtopic</u>	<u>Rank Order</u>
Banking	(1)	Business Organization	
Property and Taxes	(2)	and Management	(6)
Investments	(3)	Bookkeeping	(7)
Insurance	(4)	Telegraph	(7)
Money	(4)	Consumer Buying	(8)
Business Law	(5)	Surveying	(8)
Correspondence	(5)	Cable	(9)
Budget and Records	(6)		

Inasmuch as the subtopic Banking occupied more space in the textbooks than any other subtopic, it is designated as number 1. The subtopic Property and Taxes occupied the next greatest amount of space and is designated as number 2. Since the subtopic Insurance occupied the same amount of space as the subtopic Money, they both are given fourth place in the ranking.

Second Period, 1921 to 1926, Inclusive

The first attempt to carry out in general business textbooks the ideas expressed as a result of the Junior Commercial Survey conducted in 1919 was made by Mr. Frederick G. Nichols in 1923, in his book entitled Junior Business Training. This book was divided into two parts designated "Informational" and "Vocational." The purpose of the "Informational" portion was to give pupils an understanding of thrift, investments, banking procedures, insurance, etc.; the "Vocational" portion of the book had as its aim the development of knowledge, attitudes, and basic skills commonly needed by young clerical and office workers such as messengers, cashiers, mail clerks, file clerks, order clerks, stock clerks, and the like.

After the publication of this textbook by Mr. Nichols in 1923, two or more general business textbooks were published each year up to 1926. The majority of these books followed a plan similar to that used in Junior Business Training.

In 1926, a cooperative study of the content of junior business courses was made in the city of Cleveland, Ohio. This study concluded that out of every 100 boys and girls who entered the ninth grade, 60 dropped out before graduation from senior high school. Out of the original 100 in the ninth grade, 45 began in general clerical jobs; 50 went into industry, colleges, and trades; and 5 went into shorthand, bookkeeping, and typewriting positions. The general clerical workers were performing the astonishing total of 441 duties. It was obvious that a more purposeful course was needed—a course that would cultivate knowledge common to many of these 441 duties.

In 1926, the year of this Cleveland study, Mr. A. B. Zuffavern, in California, wrote his book, Introduction to Business, stating a new philosophy in general business training. His philosophy was based on the facts that practically all business training in the past had prepared the student only for

service as an employee and in a line which might be said to be purely clerical routine. Nowhere had it been suggested to the student what he would need to know in order to properly manage his own personal business affairs or to conduct the building of a business of his own. Mr. ZuTavern believed that some business preparation of a fundamental and educational nature would be of greater value throughout the student's life than the specialized courses of the traditional curriculum--that general principles must come before specialization.

The six major topics discussed in the six analyzed textbooks published in the second period from 1921 to 1926 are listed below in their rank order, in descending order of emphasis:

<u>Major Topic</u>	<u>Rank Order</u>	<u>Major Topic</u>	<u>Rank Order</u>
Vocational Training and Guidance	(1)	Miscellaneous	(4)
Finance	(2)	Buying and Selling	(5)
Communication	(3)	Travel Facilities	(6)

Forth-three subtopics composed the six analyzed textbooks published during the second period from 1921 to 1926. These subtopics, ranked in accordance with the amount of space apportioned to each one, are listed as follows, in descending order of emphasis:

<u>Subtopic</u>	<u>Rank Order</u>	<u>Subtopic</u>	<u>Rank Order</u>
Banking	(1)	Budget and Records	(10)
Cashier and Assistant Cashier	(2)	Personnel	(11)
Insurance	(2)	Messenger Clerk	(12)
Receiving and Stock Clerk	(3)	Personal Traits	(13)
Guidance	(4)	Filing and Recording	(14)
Shipping Clerk	(5)	Business Organization and Management	(15)
Telephone	(6)	Filing Clerk	(15)
Introduction to Business	(7)	Railroad Travel	(16)
Mail Clerk	(7)	Payroll Clerk	(17)
Business Law	(8)	Billing Clerk	(18)
Correspondence	(9)	Order Clerk	(18)
Money	(9)	Telegraph	(18)
		Source of Business Information	(19)

<u>Subtopic</u>	<u>Rank Order</u>	<u>Subtopic</u>	<u>Rank Order</u>
Investments	(20)	Statement Clerk	(28)
Home Owning and Management	(21)	Consumer Buying	(29)
Office Equipment	(22)	Salesmanship	(29)
Thrift	(23)	Savings	(30)
Parcel Post	(24)	Advertising	(30)
Bookkeeping	(25)	Radio	(30)
Express	(26)	Following Directions	(31)
Freight	(27)	Cable	(32)
Entry Clerk	(28)	Retail Selling	(32)

Twelve of the fourteen subtopics presented in the first period were also part of the general business textbooks of the second period. However, Property and Taxes, second in rank in the first period, and Surveying which ranked eighth were not even mentioned in the second period from 1921 to 1926. It is interesting to note that Banking maintained its number one position; and Insurance, in fourth rank in the first period, occupied the second highest number of textbook pages during the second period, a position shared with the new subtopic of Cashier and Assistant Cashier. Thus Banking and Insurance probably received greater emphasis over the first two periods than any other subtopic.

Eleven of the new subtopics introduced pertained to the so-called "junior clerical" jobs. These subtopics are: Cashier and Assistant Cashier, Receiving and Stock Clerk, Shipping Clerk, Mail Clerk, Messenger Clerk, Filing Clerk, Payroll Clerk, Billing Clerk, Order Clerk, Entry Clerk, and Statement Clerk. These 11 subtopics, plus the 12 subtopics carried over from the first period, account for 23 of the 43 subtopics included in the textbooks of this period.

The 20 subtopics which made their first appearance during the second period are: Guidance, Telephone, Introduction to Business, Personnel, Personal Traits, Filing and Recording, Railroad Travel, Sources of Business Information,

Home Owning and Management, Office Equipment, Thrift, Parcel Post, Express, Freight, Salesmanship, Savings, Advertising, Radio, Following Directions, and Retail Selling.

Third Period, 1927 to 1932, Inclusive

In 1927, General Business Training by Grabbe and Slinker was copyrighted. Its aims and objectives expressed in part the new philosophy of non-vocational training, rather than strictly adhering to a detailed study of "junior clerical" jobs.

Of the three books published in 1930, New Junior Business Training by Nichols and General Business Science by Jones and Bertschi still featured training for "junior clerical" jobs. The third book, Business Training by ZuTavern, was intended as a foundational work, and not as a course in office practice.

Many educators were not satisfied with the content of general business textbooks in 1930 primarily because much of it was vocational in nature, stressing entirely too much the preparation for minor messenger and clerical positions, and because much of the content was poorly integrated and lacked continuity of thought.

Despite the dissatisfaction about the content of general business training, some of the textbooks still adhered to the discussion of "junior clerical" jobs during the third period from 1927 to 1932.

Analysis of the six textbooks published during the third period from 1927 to 1932 shows the six major topics in the following rank order:

<u>Major Topic</u>	<u>Rank Order</u>	<u>Major Topic</u>	<u>Rank Order</u>
Finance	(1)	Buying and Selling	(4)
Vocational Training and Guidance	(2)	Miscellaneous	(5)
Communication	(3)	Travel Facilities	(6)

With the exception of Home Organization and Management, Office Equipment, Bookkeeping, and Following Directions, all the subtopics treated in the textbooks published during the second period were again treated in the textbooks published during the third period from 1927 to 1932. Nine new subtopics were introduced: Purchasing Department, History of Communication, Water Travel, Government and Business, Buying and Selling on Credit, Air Travel, Automobile Travel, History of Travel, and Receiving and Storing.

The 48 subtopics discussed in the six analyzed books published between 1927 and 1932, inclusive, are here listed, and ranked in descending order of emphasis in conformity with the amount of space allotted to each subtopic:

<u>Subtopic</u>	<u>Rank Order</u>	<u>Subtopic</u>	<u>Rank Order</u>
Banking	(1)	Purchasing Department	(24)
Correspondence	(2)	Consumer Buying	(25)
Money	(3)	Order Clerk	(26)
Insurance	(4)	Freight	(27)
Budget and Records	(5)	Billing Clerk	(28)
Guidance	(6)	Cashier and	
Telephone	(7)	Assistant Cashier	(28)
Investments	(8)	Express	(29)
Personal Traits	(9)	History of	
Business Organization		Communication	(30)
and Management	(10)	Water Travel	(31)
Business Law	(11)	Government in Business	(31)
Filing and Recording	(12)	Buying and Selling	
Telegraph	(13)	on Credit	(32)
Railroad Travel	(14)	Filing Clerk	(33)
Retail Selling	(15)	Cable	(34)
Salesmanship	(16)	Radio	(34)
Thrift	(17)	Air Travel	(35)
Introduction to		Statement Clerk	(35)
Business	(18)	Payroll Clerk	(35)
Personnel	(19)	Automobile Travel	(36)
Shipping Clerk	(20)	Entry Clerk	(36)
Messenger Clerk	(21)	Hall Clerk	(36)
Sources of Business		History of Travel	(37)
Information	(22)	Savings	(38)
Parcel Post	(22)	Receiving and Storing	(39)
Receiving and		Advertising	(39)
Stock Clerk	(23)		

Fourth Period, 1933 to 1940, Inclusive

A number of changes were made in the content of general business textbooks published in the fourth period from 1933 to 1940, inclusive. Up to this time, the course had been written largely to care for the ninth-grade drop-out group; but that content was not the most desirable for those students who would remain in school several years. Compulsory school attendance laws in the various states lengthened the period in school, and the number of ninth-grade drop-outs diminished. Business and industry could not take the very young worker and were preferring beginning workers to be older and to be high school graduates. Business workers needed a better general business education and more training in business fundamentals. As business became more complicated, mature workers were found to be more satisfactory than the very young workers. The so-called "junior clerical" occupations were outmoded.

The philosophy favoring fundamental general business training, rather than vocational training, seems to have been accepted since 1936 and has gained in popularity among educators.

Thirteen textbooks were analyzed for the fourth period from 1933 to 1940. The six major topics discussed in these books, and ranked in descending order of emphasis, are as follows:

<u>Major Topic</u>	<u>Rank Order</u>	<u>Major Topic</u>	<u>Rank Order</u>
Finance	(1)	Travel Facilities	(5)
Communication	(2)	Vocational Training	
Buying and Selling	(3)	and Guidance	(6)
Miscellaneous	(4)		

A general summary of the status of the major topics shows that the major topic Finance ranked first in the first, third, and fourth periods, and second in the second period. The major topic Communication ranked third in the first, second, and third periods, and second in the fourth period. The major topic

Vocational Training and Guidance ranked fourth in the first period, first in the second period, second in the third period, and sixth in the fourth period. Buying and Selling as a major topic ranked fifth in the first and second periods, fourth in the third period, and third in the fourth period. The major topic Travel Facilities, not mentioned in the first period, ranked sixth in the second and third periods, and fifth in the fourth period.

The twelve new subtopics discussed in the thirteen analyzed books published during the fourth period from 1933 to 1940, inclusive, are decidedly different in scope from those discussed in the second and third periods. These new subtopics are: Personal Development, Borrowing and Lending, Economic Living, Transportation by Land and Water, Business Ethics, Paying, Billing, Traffic Laws, Business Calculations, Conservation of Resources, Electric Trolley, and Newspapers, Books, and Magazines.

The subtopic Property and Taxes was reintroduced in the textbooks published during the fourth period, for the first time since the first period; Office Equipment, Following Directions, and Home Owning and Management were reintroduced after being omitted from the textbooks published during the third period.

The following subtopics were not found in the textbooks published after 1932, the close of the third period: Shipping Clerk, Messenger Clerk, Receiving and Stock Clerk, Cashier and Assistant Cashier, Filing Clerk, Statement Clerk, Payroll Clerk, Billing Clerk, Order Clerk, Entry Clerk, and Mail Clerk. In other words, no "junior clerical" jobs were discussed as such in books published from 1933 to 1940.

It is interesting to note here the status of content as indicated by the rank order of the subtopics that received attention during the fourth period from 1933 to 1940. These subtopics are ranked in descending order of emphasis in accordance with the amount of space each occupied:

<u>Subtopic</u>	<u>Rank Order</u>	<u>Subtopic</u>	<u>Rank Order</u>
Banking	(1)	Automobile Travel	(23)
Correspondence	(2)	Business Law	(23)
Insurance	(3)	Personnel	(24)
Money	(4)	Borrowing and Lending	(25)
Telephone	(5)	Water Travel	(26)
Filing and Recording	(6)	Personal Traits	(26)
Business Organization and Management	(7)	Buying and Selling on Credit	(27)
Thrift	(8)	Economic Living	(27)
Consumer Buying	(9)	Government and Business	(28)
Guidance	(10)	Transportation by Land and Water	(29)
Budget and Records	(11)	Advertising	(30)
Telegraph	(12)	Air Travel	(31)
Railroad Travel	(13)	Home Owning and Management	(31)
Investments	(14)	Sources of Business Information	(31)
Salesmanship	(15)	Cable	(32)
Retail Selling	(16)	Business Ethics	(33)
Introduction to Business	(17)	History of Communication	(33)
Purchasing Department	(18)	Radio	(34)
Parcel Post	(19)	Property and Taxes	(35)
Personal Development	(20)	History of Travel	(36)
Receiving and Storing	(20)	Paying	(37)
Savings	(21)	Billing	(38)
Express	(21)	Traffic Laws	(39)
Freight	(22)	Business Calculations	(40)
		Conservation of Resources	(40)
		Electric Trolley	(40)
		Newspapers, Books and Magazines	(41)
		Office Equipment	(42)
		Following Directions	(43)

Chapter IV

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Findings for First Period, 1900 to 1920, Inclusive

1. Teller and Brown with their book, A First Book in Business Methods, 1903, and Schoch and Gross with Elements of Business, 1918, were pioneers in the field of general business textbooks.

2. General business training was incorporated into the public school curriculum as early as 1915, to coincide with the establishment of Junior high schools. The reasons are: (1) After completing the ninth grade, many boys and girls left school to seek employment; hence, those students needed preparation for those jobs which today we call "junior clerical" jobs.

(2) It was deemed wise to allow some pupil exploration in the commercial training field to reveal pupils' aptitudes and abilities for senior high school vocational training.

3. In 1915, Frederick G. Nichols of New York and A. B. Zuffavern of California were the first in their respective states to introduce junior business training courses in the high school curriculum.

4. The status of content of the first period is shown by the following list of subtopics which were included in the textbooks published from 1900 to 1920, inclusive. These subtopics are listed in descending order of emphasis, based on the number of average pages devoted to each topic: Banking, Property and Taxes, Investments, Insurance, Money, Business Law, Correspondence, Budgets and Records, Business Organization and Management, Bookkeeping, Telegraph, Consumer Buying, Surveying, and Cable.

5. In 1919, the results of a Junior Commercial Survey conducted by the Federal Board for Vocational Education were published in a bulletin entitled A Survey of Junior Commercial Occupations. This bulletin advised against the teaching of shorthand and bookkeeping in junior high school; it also stated that guidance for future commercial workers was important, and that considerable attention should be given to the preparation of general office workers and sales persons.

6. The establishment of junior high schools in 1915 and the publication of the Junior Commercial Survey mark the beginning of the trend toward the development of knowledge, aptitudes, and skills commonly needed by young clerical and office workers— a trend that was to grow during the next two periods.

Findings for Second Period, 1921 to 1926, Inclusive

7. A majority of the general business textbooks published during the second period from 1921 to 1926, incorporated the ideas expressed in the Junior Commercial Survey Bulletin of 1919. The content of these books was vocational and informational in nature.

8. The trend toward preparing for "junior clerical" jobs was more definitely established by the introduction into the general business textbooks of these 11 new vocational subtopics: Cashier and Assistant Cashier, Receiving and Stock Clerk, Shipping Clerk, Mail Clerk, Messenger Clerk, Filing Clerk, Payroll Clerk, Billing Clerk, Order Clerk, Entry Clerk, and Statement Clerk.

9. The 20 informational subtopics introduced in the second period are: Guidance, Telephone, Introduction to Business, Personnel, Personal Traits, Filing and Recording, Railroad Travel, Sources of Business Information, Home Owning and Management, Office Equipment, Thrift, Parcel Post, Express, Freight,

Salesmanship, Savings, Advertising, Radio, Following Directions, and Retail Selling.

10. The status of content of the textbooks published during the second period from 1921 to 1926 is shown by the following facts: (1) Twelve of the 44 subtopics discussed in the first period from 1900 to 1920 were also part of the general business textbooks of the second period. The two omitted are Property and Taxes, and Surveying. (2) The 12 subtopics carried over from the first period plus the 11 new vocational subtopics and the 20 new informational subtopics account for the 43 subtopics of the second period.

These 43 subtopics are here listed in the order of decreasing emphasis, based on the number of average pages devoted to each subtopic: Banking, Cashier and Assistant Cashier, Insurance, Receiving and Stock Clerk, Guidance, Shipping Clerk, Telephone, Introduction to Business, Mail Clerk, Business Law, Correspondence, Money, Budgets and Records, Personnel, Messenger Clerk, Personal Traits, Filing and Recording, Business Organization and Management, Filing Clerk, Railroad Travel, Payroll Clerk, Billing Clerk, Order Clerk, Telegraph, Sources of Business Information, Investments, Home Owning and Management, Office Equipment, Thrift, Parcel Post, Bookkeeping, Express, Freight, Entry Clerk, Statement Clerk, Consumer Buying, Salesmanship, Savings, Advertising, Radio, Following Directions, Cable, and Retail Selling.

Findings for Third Period, 1927 to 1932, Inclusive

11. Some of the textbooks published during the third period still devote a part of their content to the discussion of "junior clerical" jobs.

12. Of the subtopics discussed in the textbooks published in the second period, all except Home Organization and Management, Office Equipment, Bookkeeping, and Following Directions were again discussed in the textbooks published during the third period from 1927 to 1932. Nine new subtopics were

introduced: Purchasing Department, History of Communication, Water Travel, Government and Business, Buying and Selling on Credit, Air Travel, Automobile Travel, History of Travel, and Receiving and Storing.

13. The status of content in general business textbooks published during the third period from 1927 to 1932 is shown by the following 48 subtopics listed in the order of decreasing emphasis, based on the average number of pages devoted to each subtopic: Banking, Correspondence, Money, Insurance, Budgets and Records, Guidance, Telephone, Investments, Personal Traits, Business Organization and Management, Business Law, Filing and Recording, Telegraph, Railroad Travel, Retail Selling, Salesmanship, Thrift, Introduction to Business, Personnel, Shipping Clerk, Messenger Clerk, Sources of Business Information, Parcel Post, Receiving and Stock Clerk, Purchasing Department, Consumer Buying, Order Clerk, Freight, Billing Clerk, Cashier and Assistant Cashier, Express, History of Communication, Water Travel, Government and Business, Buying and Selling on Credit, Filing Clerk, Cable, Radio, Air Travel, Statement Clerk, Payroll Clerk, Automobile Travel, Entry Clerk, Mail Clerk, History of Travel, Savings, Receiving and Storing, and Advertising.

14. By the close of the third period, writers of textbooks began to stress the common business practices and fundamentals which are of use to every citizen. Less attention was devoted to the routine applicable to clerical workers. Thus grew the tendency to emphasize general business, or nonvocational training, in the junior high school.

Findings for Fourth Period, 1933 to 1940, Inclusive

15. A number of changes are evident in the content of general business textbooks published during the fourth period from 1933 to 1940. These changes

reflected the new philosophy of general business which was much discussed during the third period from 1927 to 1932.

16. Twelve new subtopics discussed in the 13 analyzed books published from 1933 to 1940, the fourth period, are decidedly different in scope from those discussed in the textbooks published during the second and third periods. These new subtopics are: Personal Development, Borrowing and Lending, Economic Living, Transportation by Land and Water, Business Ethics, Paying, Billing, Traffic Laws, Business Calculations, Conservation of Resources, Electric Trolley, and Newspapers, Books, and Magazines.

17. The subtopic Property and Taxes was reintroduced during the fourth period, after having been omitted by textbooks published during the second and third periods. Office Equipment, Following Directions, and Home Owning and Management were reintroduced after being left out of the textbooks published during the third period.

18. The following subtopics were dropped after 1932, the close of the third period: Shipping Clerk, Messenger Clerk, Receiving and Stock Clerk, Cashier and Assistant Cashier, Filing Clerk, Statement Clerk, Payroll Clerk, Billing Clerk, Order Clerk, Entry Clerk, and Mail Clerk. In other words, no "junior clerical" jobs were discussed in books published from 1933 to 1940, inclusive.

19. The status of content for the fourth period from 1933 to 1940 is shown by this listing of the 53 subtopics in order of decreasing emphasis: Banking, Correspondence, Insurance, Money, Telephone, Filing and Recording, Business Organization and Management, Thrift, Consumer Buying, Guidance, Budgets and Records, Telegraph, Railroad Travel, Investments, Salesmanship, Retail Selling, Introduction to Business, Purchasing Department, Parcel Post, Personal Development, Receiving and Storing, Savings, Express, Freight,

Automobile Travel, Business Law, Personnel, Borrowing and Lending, Water Travel, Personal Traits, Buying and Selling on Credit, Economic Living, Government and Business, Transportation by Land and Water, Advertising, Air Travel, Home Owning and Management, Sources of Business Information, Cable, Business Ethics, History of Communication, Radio, Property and Taxes, History of Travel, Paying, Billing, Traffic Laws, Business Calculations, Conservation of Resources, Electric Trolley, Newspapers, Books, and Magazines, Office Equipment, and Following Directions.

20. The growth in scope of content may be shown by the following findings:

(1) There was a gradual growth in the number of subtopics from 14 in the first period, to 43 in the second period, to 48 in the third period, and to 53 in the fourth period.

(2) Twelve of the 14 subtopics discussed in the first period were included in the 43 subtopics discussed in the second period.

(3) Forty-eight subtopics were discussed in the third period; this included 39 of the 43 subtopics of the second period.

(4) In the fourth period, 53 subtopics were discussed; the 11 vocational subtopics discussed in the second and third periods were dropped; four subtopics of the six that were dropped in the second and third periods were reintroduced in the fourth period. Thus, with the exception of the 11 subtopics generally known as vocational, the content of the fourth period contained essentially all the content of the first, second, and third periods, plus 12 new subtopics which were introduced in the fourth period.

(5) The number of average pages devoted to content in an average book of each of the four periods is as follows: First period from 1900 to 1920, 143.5 pages; second period from 1921 to 1926, 197.0 pages; third period from 1927 to 1932, 296.0 pages; and the fourth period from 1933 to 1940 449.5 pages.

21. The philosophy favoring fundamental general business training, rather than vocational training, seems to have been accepted since 1936 and to have gained in popularity among educators. Writers of textbooks since 1933 have stressed the common business practices and fundamentals which are of use to every citizen.

22. At the close of the fourth period, the trend of textbook content was to place emphasis on actual life situations. Writers of general business textbooks were stressing a course patterned to prepare the student for his real life role which he would eventually face--that of worker, home manager, taxpayer, and consumer.

Conclusions

1. The content of general business textbooks has not been static. It has changed to meet business requirements and educational developments. It has constantly varied to meet the interests and needs of youth, as recognized by educators and the writers of general business textbooks.

2. The topics discussed in general business textbooks published during the first period from 1900 to 1920 were informational in character. They were written to give the student an understanding of such topics as banking, insurance, investments, and other such phases of business.

3. By 1921, junior business training content was fairly definitely established, largely due to the Junior Commercial Occupations Survey conducted by the Federal Board for Vocational Education in 1919. This survey marked the first real content change--the beginning of the vocational trend which reached its highest peak in the second period from 1921 to 1926. This vocational emphasis extended into the third period from 1927 to 1932, although with lesser emphasis.

4. The emphasis in content of general business textbooks began to shift away from the vocational character about 1930, as evidenced by the fact that the textbooks of the latter part of the third period and those of the fourth period reflected the new philosophy which advocated general business principles and practices, or nonvocational training, in the junior high school.

5. There was by the end of 1940 a decided trend toward placing in textbooks the topics which gave the student a general knowledge of business facts and skills needed in order to conduct his own everyday, personal business affairs.

6. It is evident from this study that general business training involves a large number of topics and subtopics covering a wide range of subject matter. By 1940, the end of the 40-year period covered by this study, there were 53 separate and distinct subtopics treated. It is evident that all these subtopics cannot be treated adequately in any one volume; that, undoubtedly, some of these subtopics have become impractical for the present-day student; and that the content of the course has become unwieldy in scope. Only through educational research can the content be effectively limited or expanded to meet the everyday, practical needs of the student.

Recommendations

1. Educators, authors, and businessmen should conduct frequent surveys to determine which topics most nearly meet the present needs of students in their daily contacts with business. These needs may vary according to geographical locations.

2. It would seem feasible to recommend that those responsible for textbook selection reject the publications of authors who fail to follow closely the findings of educational surveys and the patterns set by curriculum

builders. Thus, textbook authors would be challenged to put forth their very best efforts in meeting the needs of the student.

3. The author of this study recommends that a similar analytical study be made of textbooks published from 1941 to 1950, inclusive. The year-periods may reasonably be designated as World War II Period from 1941 to 1945, inclusive, and Post-War Period from 1946 to 1950, inclusive. An analytical study similar to this one should be made for each successive ten- or twelve-year period, so that a complete up-to-date analysis of content of general business textbooks would be available at all times.

4. Frequent analytical studies should be made to cover books published during a short, rather than a long period, because the study becomes somewhat involved when too many years and books are covered in one study.

5. No quantitative documentary frequency study of general business textbooks was found by this author prior to this study. The criteria, terminology, and procedures used may, therefore, be improved upon by the further research and experimentation of those who make future analytical studies.

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APPENDIX

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TABLE IX

NUMBER AND PER CENT OF PAGES DEVOTED TO SUB-TOPICS AND SPECIAL FEATURES
RELATED TO TRAVEL FACILITIES

SUB-TOPICS AND SPECIAL FEATURES	1900 to 1920				1921 to 1926								1927 to 1932											
	Textbook		Textbook		Textbook		Textbook		Textbook		Textbook		Textbook		Textbook		Textbook							
	A	B	C	D	E	F	G	H	I	H-I	J	K-I	Per	Per	Per	Per								
	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per							
	Pages	Cent	Pages	Cent	Pages	Cent	Pages	Cent	Pages	Cent	Pages	Cent	Pages	Cent	Pages	Cent	Pages	Cent						
CONTENT																								
History of Travel	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2.5	0.7	-					
Railroad Travel	-	-	-	-	11.0	4.1	6.0	2.2	-	-	10.0	3.8	-	-	-	-	8.0	3.4	11.0	3.1	13.0	3.7		
Automobile Travel	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2.5	1.1	3.5	1.0	-	-		
Water Travel	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4.0	1.7	5.0	1.4	-	-		
Air Travel	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4.5	1.9	3.0	0.9	-	-		
Electric Trolley Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Land	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Water	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Miscellaneous	-	-	-	-	-	-	-	-	-	-	3.0	3.0	1.5	0.8	-	-	-	-	-	-	-	-		
TOTAL	-	-	-	-	11.0	4.1	6.0	2.2	-	-	10.0	3.8	3.0	3.0	1.5	0.8	-	-	19.0	8.1	25.0	7.1	13.0	3.7
PUPIL AIDS																								
Questions, Problems, and Projects	-	-	-	-	2.5	0.9	1.0	0.4	-	-	1.0	0.4	1.0	1.0	-	-	-	-	2.5	1.1	2.5	0.7	5.0	1.4
Vocabulary	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1.0	0.4	-	-	-	-	-	-
Writing	-	-	-	-	0.5	0.2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1.5	0.4	-
Spelling	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Reading	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	-	-	-	-	3.0	1.1	1.0	0.4	-	-	1.0	0.4	1.0	1.0	-	-	-	-	3.5	1.5	2.5	0.7	6.5	1.8
ILLUSTRATIVE MATERIALS																								
Business Forms	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Colored	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Plain	-	-	-	-	0.5	0.2	-	-	-	-	2.0	0.8	-	-	-	-	-	-	1.0	0.4	1.0	0.3	0.5	0.1
Photographs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Colored	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Plain	-	-	-	-	-	-	-	-	-	-	1.0	0.4	-	-	-	-	-	-	4.5	1.9	5.0	1.4	1.0	0.3
Drawings	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Graphs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Maps	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tables	-	-	-	-	-	-	-	-	-	-	0.5	0.2	-	-	-	-	-	-	1.0	0.4	1.0	0.3	1.5	0.4
TOTAL	-	-	-	-	0.5	0.2	-	-	-	-	3.5	1.4	-	-	-	-	-	-	6.5	2.7	7.0	2.0	3.0	0.8

Page 1 of 2 pages.
Table IX continued on page 66.

1933 to 1940																													
Textbook I-1		Textbook K		Textbook I-2		Textbook H-2		Textbook L		Textbook M		Textbook O-2		Textbook J-1		Textbook N		Textbook O		Textbook F-1		Textbook J-2		Textbook L-1		Textbook P		Textbook Q	
Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per
Pages	Cent	Pages	Cent	Pages	Cent	Pages	Cent	Pages	Cent	Pages	Cent	Pages	Cent	Pages	Cent	Pages	Cent	Pages	Cent	Pages	Cent	Pages	Cent	Pages	Cent	Pages	Cent	Pages	Cent
2.0	0.5	2.6	0.7	-	-	-	-	2.5	0.6	-	-	3.0	0.5	1.5	0.4	-	-	18.5	4.3	1.5	0.4	1.5	0.4	2.5	0.6	-	-	-	-
12.5	3.3	8.0	2.0	11.0	1.8	16.5	3.2	19.5	4.7	13.0	2.6	12.0	2.2	13.0	3.1	9.5	2.7	12.5	2.8	8.0	2.0	13.0	3.2	17.5	4.1	0.5	2.2	12.5	2.9
-	-	1.5	0.5	3.0	0.5	13.0	2.5	8.0	1.9	3.5	0.7	3.0	0.5	4.5	1.1	2.0	0.6	13.0	2.9	4.0	1.0	4.5	1.1	7.0	1.6	3.5	1.4	1.5	0.4
4.5	1.2	-	-	5.5	0.9	7.0	1.4	3.0	0.7	4.0	0.8	2.0	0.4	3.0	0.7	4.0	1.1	16.0	3.6	4.5	1.1	3.0	0.7	3.0	0.7	5.5	1.4	3.0	0.7
-	-	1.5	0.5	3.0	0.5	2.0	0.4	2.5	0.6	1.5	0.3	2.0	0.4	1.5	0.4	3.5	1.0	13.5	3.0	1.5	0.4	1.5	0.4	2.5	0.6	5.5	1.4	4.5	1.1
-	-	-	-	-	-	-	-	2.5	0.6	-	-	2.0	0.4	2.0	0.5	-	-	-	-	2.0	0.5	2.0	0.5	2.5	0.6	2.5	0.6	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	27.5	6.2	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	24.0	5.4	-	-	-	-	-	-	-	-	-	-
2.5	0.7	2.5	0.9	9.0	1.5	8.5	1.6	7.0	1.7	8.0	1.6	5.5	1.0	6.5	1.6	2.0	0.6	17.0	3.8	5.0	1.2	5.5	1.3	6.0	1.4	6.0	1.5	5.5	1.3
21.5	5.7	15.5	5.4	31.5	5.2	47.0	9.1	45.0	10.6	30.0	6.0	29.5	5.4	32.0	7.8	21.0	6.0	142.0	32.0	26.5	6.6	31.0	7.6	41.0	9.6	33.5	8.5	27.0	6.4
3.5	0.9	1.0	0.4	4.5	0.8	4.5	0.9	6.0	1.4	3.5	0.7	6.0	1.1	6.5	1.6	1.5	0.4	22.0	4.9	0.5	0.1	5.5	1.3	6.0	1.4	4.5	1.2	4.5	1.1
1.0	0.3	-	-	2.0	0.3	-	-	1.5	0.4	2.5	0.5	3.0	0.5	1.5	0.4	4.0	1.1	1.5	0.3	1.5	0.4	1.5	0.4	1.5	0.4	1.5	0.4	1.5	0.4
-	-	0.5	0.2	1.5	0.3	1.0	0.2	0.5	0.1	0.5	0.1	1.0	0.2	0.5	0.1	0.5	0.1	1.0	0.2	0.5	0.1	0.5	0.1	0.5	0.1	0.5	0.1	1.0	0.2
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0.5	0.1	-	-	-	-	-	-	-	-	-	-
4.5	1.2	1.5	0.6	8.0	1.4	5.5	1.1	8.0	1.9	6.5	1.3	10.0	1.8	8.5	2.1	6.0	1.6	25.0	5.5	2.5	0.6	7.5	1.8	8.0	1.9	7.5	1.9	7.0	1.7
1.5	0.4	1.0	0.4	2.0	0.3	-	-	-	2.0	0.4	-	-	1.0	0.2	0.5	0.1	1.0	0.2	0.2	2.5	0.6	1.0	0.2	-	-	-	-	-	-
2.0	0.5	1.0	0.4	1.5	0.3	-	-	1.0	0.2	1.0	0.2	0.5	0.1	1.5	0.4	1.0	0.3	-	-	-	-	1.5	0.4	1.0	0.2	-	-	1.5	0.4
-	-	-	-	-	-	-	-	-	-	-	-	-	-	1.0	0.2	-	-	-	-	-	-	1.0	0.2	-	-	-	-	-	-
3.5	0.9	6.0	2.1	4.5	0.8	6.0	1.2	9.5	2.3	5.5	1.1	5.5	1.0	3.5	0.8	4.0	1.1	30.0	6.9	2.0	0.5	3.5	0.9	9.0	2.1	6.5	1.7	8.0	1.9
-	-	-	-	-	0.5	0.1	-	-	-	-	-	1.0	0.2	-	-	-	-	7.5	1.7	-	-	1.0	0.2	-	-	-	-	-	-
-	-	-	-	0.5	0.1	-	-	0.5	0.1	-	-	-	-	-	-	-	-	7.5	1.7	-	-	-	0.5	0.1	-	-	-	-	
-	-	-	-	0.5	0.1	3.0	0.6	1.0	0.2	1.5	0.3	1.0	0.2	0.5	0.1	2.0	0.6	3.5	1.9	0.5	0.1	0.5	0.1	1.0	0.2	0.5	0.1	1.5	0.4
1.5	0.4	1.5	0.5	1.0	0.2	1.5	0.3	3.5	0.8	2.0	0.4	4.5	0.8	2.0	0.5	1.0	0.3	1.0	0.2	1.0	0.3	2.0	0.5	3.5	0.8	-	-	2.5	0.6
8.5	2.2	9.5	3.4	10.0	1.8	11.0	2.2	15.5	3.6	12.0	2.4	12.5	2.3	10.5	2.2	8.5	2.4	55.5	12.6	6.0	1.5	10.5	2.5	15.0	3.4	9.0	2.3	13.5	3.3

TABLE X

NUMBER AND PER CENT OF CALCULATED PAGES DEVOTED TO SUB-TOPICS AND SPECIAL FEATURES
RELATED TO COMMUNICATION

SUB-TOPICS AND SPECIAL FEATURES	1900 to 1920				1921 to 1926								1927 to 1932								
	Textbook		Textbook		Textbook		Textbook		Textbook		Textbook		Textbook		Textbook		Textbook		Textbook		
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	
	Per Pages	Per Cent	Per Pages	Per Cent	Per Pages	Per Cent	Per Pages	Per Cent	Per Pages	Per Cent	Per Pages	Per Cent	Per Pages	Per Cent	Per Pages	Per Cent	Per Pages	Per Cent	Per Pages	Per Cent	
CONTENT																					
History of Communication	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	14.5	4.1	-
Correspondence	9.0	5.7	11.0	8.5	4.5	1.7	11.5	4.3	-	-	17.0	6.5	7.5	7.4	-	-	9.5	5.3	8.5	3.6	21.0
Telephone	-	-	-	-	9.5	3.6	11.0	4.1	10.5	9.4	10.5	4.0	5.0	4.9	-	-	8.5	4.8	10.5	4.5	12.0
Telegraph	4.5	2.9	2.0	1.5	7.5	2.8	2.5	0.9	6.0	5.4	4.5	1.7	2.5	2.5	-	-	9.0	5.1	6.0	2.6	5.0
Cable	-	-	1.5	1.2	-	-	-	-	-	-	2.0	0.8	-	-	-	-	1.5	0.8	2.5	1.1	2.5
Radio	-	-	-	-	-	-	-	1.5	1.3	1.5	0.6	-	-	-	-	1.5	0.8	2.0	0.9	2.5	
Sources of Business Information	-	-	-	-	6.5	2.4	-	-	6.5	5.8	9.0	3.4	-	-	-	-	-	-	-	-	8.0
Newspapers, Books, and Magazines	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Filing and Recording	-	-	-	-	7.5	2.8	8.5	3.2	-	-	9.5	3.6	5.5	5.4	-	-	8.0	4.5	-	-	10.5
Miscellaneous	11.5	7.3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5.5	1.6
TOTAL	25.0	15.9	14.5	11.2	35.5	13.3	33.5	12.5	24.5	21.9	54.0	20.6	20.5	20.2	-	-	38.0	21.3	29.5	12.7	63.0
PUPIL AIDS																					
Questions, Problems, and Projects	4.0	2.6	3.5	2.7	8.5	3.2	4.0	1.5	8.0	7.2	7.0	2.7	5.0	4.9	-	-	12.0	6.7	6.5	2.8	7.5
Vocabulary	-	-	-	-	1.0	0.4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2.0
Mathematics	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2.0
Writing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1.0
Spelling	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Reading	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	4.0	2.6	3.5	2.7	9.5	3.6	4.0	1.5	8.0	7.2	7.0	2.7	5.0	4.9	-	-	12.0	6.7	6.5	2.8	7.5
ILLUSTRATIVE MATERIALS																					
Business Forms	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Colored	4.0	2.6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1.0	0.6	-	-	-
Plain	3.0	1.9	4.5	3.5	1.5	0.6	1.0	0.4	1.0	0.9	3.5	1.3	2.0	2.0	-	-	3.0	1.7	2.0	0.9	6.0
Photographs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Colored	-	-	-	-	-	-	-	-	-	-	0.5	0.2	-	-	-	-	-	-	-	-	-
Plain	-	-	-	-	1.5	0.6	-	-	5.0	4.5	5.5	2.1	1.0	1.0	-	-	6.0	3.4	2.5	1.1	8.0
Drawings	-	-	-	-	-	-	4.0	1.5	1.5	1.3	6.0	2.3	1.0	1.0	-	-	-	1.0	0.4	2.0	0.6
Graphs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Maps	-	-	-	-	-	-	-	-	-	-	0.5	0.2	-	-	-	-	-	0.5	0.2	-	-
Tables	-	-	0.5	0.4	1.0	0.4	-	-	1.5	1.3	2.5	1.0	-	-	-	-	-	-	-	1.5	0.4
TOTAL	7.0	4.5	5.0	3.9	4.0	1.6	5.0	1.9	9.0	8.0	18.5	7.1	4.0	4.0	-	-	10.0	5.7	6.0	2.6	17.5

Page 1 of 2 pages.
Table X continued on page 68.

1933 to 1940																														
Textbook I-1	Textbook K	Textbook I-2	Textbook H-2	Textbook L	Textbook M	Textbook O-2	Textbook J-1	Textbook N	Textbook O	Textbook F-1	Textbook J-2	Textbook L-1	Textbook P	Textbook Q																
Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per			
Pages	Cent	Pages	Cent	Pages	Cent	Pages	Cent	Pages	Cent	Pages	Cent	Pages	Cent	Pages	Cent	Pages	Cent	Pages	Cent	Pages	Cent	Pages	Cent	Pages	Cent	Pages	Cent	Pages		
-	-	-	-	-	-	2.0	0.5	2.5	0.5	-	-	4.5	1.1	-	-	14.5	3.3	4.0	1.0	4.5	1.1	2.0	0.5	0.5	0.1	-	-	-	-	
27.5	7.2	21.5	7.6	33.5	6.6	22.0	4.2	24.0	5.8	26.5	5.4	33.5	7.0	29.5	7.1	15.5	4.4	23.5	5.3	15.5	3.8	39.5	7.2	35.0	8.2	22.5	5.7	39.5	9.0	
14.5	3.8	16.5	5.8	19.5	3.2	11.0	2.1	13.5	3.3	30.0	6.1	36.5	6.7	18.5	4.4	10.5	3.0	19.0	4.3	21.5	5.4	20.5	5.0	15.5	3.6	24.0	6.1	16.0	3.3	
11.5	3.0	12.0	4.2	17.0	2.9	9.5	1.8	11.0	2.6	12.5	2.9	26.0	4.8	11.0	2.6	6.0	1.7	14.0	3.1	18.0	4.5	11.0	2.7	13.0	3.1	13.5	3.4	10.5	2.5	
1.5	0.4	1.5	0.5	1.5	0.3	3.0	0.6	5.0	1.2	3.5	0.7	3.0	0.6	3.5	0.8	1.5	1.4	6.5	1.5	2.5	0.6	2.5	0.6	5.0	1.2	3.5	0.9	-	-	
1.5	0.4	2.0	0.7	1.5	0.3	4.0	0.9	2.0	0.5	3.0	0.6	2.5	0.5	1.5	0.4	1.5	0.4	10.5	2.4	2.0	0.5	1.5	0.4	2.0	0.5	1.5	0.4	-	-	
10.0	2.6	9.5	3.3	-	-	-	-	-	-	-	-	3.5	1.5	-	-	10.5	3.0	-	-	7.5	1.9	-	-	-	-	18.5	4.7	-	-	
-	-	-	-	-	-	2.5	0.6	-	-	-	-	-	-	-	-	-	-	7.0	1.6	-	-	-	-	2.5	0.5	2.5	0.6	-	-	
16.5	4.4	18.5	6.5	22.5	3.8	-	-	16.0	3.9	32.0	6.5	21.5	3.9	22.5	5.4	18.5	5.3	2.0	0.5	18.5	4.6	21.5	5.2	19.0	4.5	14.0	3.6	32.5	7.6	
-	-	-	-	-	-	-	-	-	-	5.0	1.0	-	-	-	-	-	-	7.0	1.6	-	-	-	-	-	-	-	-	-	-	
33.0	21.8	81.5	28.6	101.0	17.1	49.5	9.5	76.0	13.4	115.0	23.3	136.5	25.0	91.0	21.8	64.0	12.2	104.0	23.6	59.5	22.3	91.0	22.2	94.0	22.1	100.5	25.5	97.5	25.9	
16.0	4.2	16.5	5.8	20.0	3.4	12.0	2.3	8.0	1.9	16.5	3.3	19.5	3.6	14.5	3.5	4.0	1.1	18.5	4.2	11.0	2.7	14.5	3.5	14.5	3.4	10.0	2.6	14.0	3.3	
-	-	9.5	0.2	3.5	0.6	1.0	0.2	0.5	0.1	1.0	0.2	1.5	0.3	-	-	1.0	0.3	1.5	0.3	-	-	-	-	-	-	-	-	1.0	0.2	
5.0	1.3	-	-	-	-	1.0	0.2	2.0	0.5	10.0	2.0	7.5	1.4	2.5	0.6	18.5	5.3	5.0	1.1	2.5	0.6	2.5	0.6	2.5	0.6	3.0	0.8	5.0	1.2	
-	-	1.0	0.4	-	-	-	-	-	-	-	-	-	-	1.0	0.2	-	-	-	-	3.0	0.8	1.0	0.2	1.0	0.2	1.5	0.4	-	-	
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1.5	0.4	-	-
21.0	5.5	18.0	6.4	23.5	4.0	14.0	2.7	10.5	2.3	27.5	3.5	26.5	5.3	19.0	4.3	23.5	6.7	25.0	5.6	16.5	5.1	18.0	4.3	19.0	4.2	16.5	4.3	20.0	4.7	
2.0	0.5	2.5	0.9	2.5	0.4	-	-	2.0	0.5	3.0	0.6	-	-	2.5	0.6	1.0	0.3	1.0	0.2	4.0	1.0	2.5	0.6	2.0	0.5	-	-	1.5	0.4	
7.0	1.8	5.0	1.3	7.0	1.2	3.5	0.7	3.5	0.8	6.5	1.3	10.5	1.9	7.0	1.7	7.5	2.1	1.0	0.2	6.0	1.5	7.0	1.7	3.5	0.8	8.5	2.2	12.5	2.9	
-	-	-	-	-	-	-	-	-	-	-	-	-	-	6.0	1.4	-	-	-	-	5.0	1.2	6.0	1.5	-	-	-	-	-	-	
10.0	2.6	7.0	2.5	9.0	1.5	2.5	0.5	11.5	2.8	17.0	3.4	10.5	1.9	12.0	2.9	4.0	1.1	23.5	5.3	9.5	2.4	12.0	2.9	11.5	2.7	18.5	4.7	12.5	2.9	
-	-	4.5	1.6	1.5	0.3	1.0	0.2	3.0	0.7	3.0	0.6	3.0	0.5	1.5	0.4	1.5	0.4	3.0	0.7	3.0	0.8	1.5	0.4	3.0	0.7	2.5	0.6	3.5	0.8	
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0.5	0.1	0.5	0.1	-	-	-	-	-	-	-	-	
0.5	0.1	-	-	0.5	0.1	0.5	0.1	1.0	0.2	-	-	-	-	1.0	0.2	1.0	0.3	1.0	0.2	1.0	0.3	1.0	0.2	1.0	0.2	1.0	0.2	1.0	0.2	
2.5	0.7	5.5	1.9	1.5	0.3	1.0	0.2	1.0	0.2	4.5	0.9	4.5	0.8	3.5	0.8	1.5	0.4	1.5	0.3	-	-	3.5	0.9	1.0	0.2	2.0	0.5	1.5	0.4	
32.0	5.7	24.5	8.7	22.0	3.5	8.5	1.7	22.0	5.2	34.0	6.3	28.5	5.1	35.5	8.0	16.5	4.6	31.5	7.0	29.0	7.3	33.5	8.2	22.0	5.1	31.5	8.8	32.5	7.6	

TABLE XI

NUMBER AND PER CENT OF CALCULATED PAGES DEVOTED TO SUB-TOPICS AND SPECIAL FEATURES
RELATED TO FINANCE

SUB-TOPICS AND SPECIAL FEATURES	1900 to 1920				1921 to 1926								1927 to 1932											
	Textbook		Textbook		Textbook		Textbook		Textbook		Textbook		Textbook		Textbook		Textbook							
	A	B	C	D	E	F	G	H	I	H-I	J	C-I	Per	Per	Per	Per	Per	Per						
	Pages	Cent	Pages	Cent	Pages	Cent	Pages	Cent	Pages	Cent	Pages	Cent	Pages	Cent	Pages	Cent	Pages	Cent	Pages	Cent				
<u>CONTENT</u>																								
Thrift	-	-	-	-	-	-	-	-	-	10.5	4.0	-	-	4.0	2.4	-	-	6.5	2.8	-	15.0	4.3		
Savings	-	-	-	-	-	-	-	-	-	-	-	-	-	3.0	1.7	-	-	-	-	6.0	1.7	-		
Investments	13.0	8.3	13.0	13.8	-	-	-	-	-	6.5	2.5	-	-	14.5	8.5	14.5	8.1	16.0	6.8	4.5	1.5	-		
Insurance	11.0	7.0	16.0	12.3	14.0	5.3	25.0	9.3	-	8.0	3.0	-	-	14.0	8.2	10.0	5.6	15.5	6.6	22.5	6.4	16.0	4.6	
Banking	48.5	30.9	29.5	22.7	14.0	5.3	22.5	8.4	13.0	11.7	16.0	6.1	6.0	5.9	17.0	9.9	14.0	7.9	28.0	12.0	32.5	9.3	30.0	6.6
Money	10.5	6.7	16.5	12.7	18.5	7.0	11.0	4.1	-	-	-	-	-	11.0	6.4	14.0	7.9	-	-	5.0	1.4	23.5	6.7	
Budgets and Records	-	-	7.0	5.4	12.0	4.5	-	-	-	-	8.0	3.0	15.5	15.3	4.5	2.6	21.5	12.1	10.5	4.5	-	-	32.0	9.1
Borrowing and Lending	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Miscellaneous	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	83.0	52.9	87.0	66.9	58.5	22.1	58.5	21.8	13.0	11.7	49.0	18.6	21.5	21.2	69.0	39.7	74.0	41.6	76.5	32.7	79.5	26.1	116.5	33.3
<u>PUPIL AIDS</u>																								
Questions, Problems, and Projects	11.5	7.3	7.0	5.4	21.5	8.1	11.5	4.3	3.0	2.7	8.0	3.0	6.0	5.9	7.5	4.4	20.0	11.2	7.0	3.0	11.5	3.3	26.0	7.4
Vocabulary	-	-	-	-	1.5	0.6	-	-	-	-	-	-	-	-	0.5	0.3	-	-	-	-	-	-	-	-
Mathematics	-	-	-	-	-	-	-	-	-	-	1.0	0.4	-	-	-	-	-	-	1.5	0.6	1.0	0.3	19.5	5.6
Writing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	10.0	2.9
Spelling	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Reading	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	11.5	7.3	7.0	5.4	23.0	8.7	11.5	4.3	3.0	2.7	9.0	3.4	6.0	5.9	8.0	4.7	20.0	11.2	8.5	3.6	12.5	3.6	55.5	15.9
<u>ILLUSTRATIVE MATERIALS</u>																								
Business Forms																								
Colored	18.0	11.5	-	-	-	-	-	-	-	2.0	0.8	-	-	-	-	9.0	5.1	4.0	1.7	-	-	1.0	0.3	-
Plain	1.5	1.0	13.0	10.0	12.5	4.7	10.5	3.9	3.0	2.7	5.0	1.9	5.5	5.4	5.0	2.9	9.0	5.1	6.5	2.8	8.0	2.3	13.0	3.7
Photographs																								
Colored	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Plain	-	-	-	-	-	-	-	-	-	-	2.5	1.0	-	-	-	-	3.0	1.7	-	-	2.5	0.7	5.0	1.4
Drawings	-	-	-	-	1.0	0.4	-	-	-	-	1.5	0.6	-	-	-	-	-	-	2.0	0.9	-	-	2.0	0.6
Graphs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0.5	0.3	0.5	0.3	-	-	-	-	-	-
Maps	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tables	3.0	1.9	1.0	0.8	-	-	1.0	0.4	1.0	0.9	2.0	0.8	-	-	1.5	0.9	1.5	0.8	-	-	1.5	0.4	3.0	0.9
TOTAL	22.5	14.4	14.0	10.8	13.5	5.1	11.5	4.3	4.0	3.6	13.0	5.1	5.5	5.4	7.0	4.1	23.0	13.0	12.5	5.4	12.5	3.4	24.0	6.9

Page 1 of 2 pages.

Table XI continued on page 70.

1933 to 1940																													
Textbook I-1		Textbook K		Textbook I-2		Textbook H-2		Textbook L		Textbook M		Textbook G-2		Textbook J-1		Textbook N		Textbook O		Textbook F-1		Textbook J-2		Textbook L-1		Textbook P		Textbook Q	
Per	Par	Per	Par	Per	Par	Per	Par	Per	Par	Per	Par	Per	Par	Per	Par	Per	Par	Per	Par	Per	Par	Per	Par	Per	Par	Per	Par	Per	Par
Pages	Cent	Pages	Cent	Pages	Cent	Pages	Cent	Pages	Cent	Pages	Cent	Pages	Cent	Pages	Cent	Pages	Cent	Pages	Cent	Pages	Cent	Pages	Cent	Pages	Cent	Pages	Cent	Pages	Cent
7.0	1.8	7.5	2.6	7.0	1.2	29.0	5.6	46.0	11.1	11.5	2.3	22.5	5.2	16.5	4.0	-	-	6.0	1.3	14.5	3.5	14.5	3.5	46.0	10.8	12.0	3.1	-	-
-	-	-	-	-	-	16.5	3.2	-	-	-	-	13.0	2.4	11.5	2.8	-	-	10.5	2.4	-	-	10.5	2.5	-	-	15.0	3.8	12.0	2.8
22.0	5.8	13.0	4.6	42.5	7.1	-	-	5.0	0.7	18.5	3.7	-	-	11.0	2.6	17.5	5.0	10.0	2.2	10.0	4.5	9.0	2.2	3.0	0.7	5.5	1.4	11.5	2.7
22.5	5.9	-	-	30.0	5.0	41.5	8.0	15.5	3.7	21.5	4.4	51.5	9.4	25.0	1.0	29.5	8.4	21.5	4.8	19.0	4.7	21.0	5.1	14.0	3.3	22.0	5.6	29.0	5.9
34.0	9.0	20.0	7.0	42.0	7.0	39.0	7.5	42.0	10.1	60.0	12.1	44.0	8.0	30.0	7.2	19.0	5.4	22.0	4.9	18.5	4.6	26.0	6.3	41.0	9.6	28.5	7.3	27.5	6.5
45.0	11.8	-	-	42.0	7.0	40.0	7.7	3.0	0.7	17.0	3.4	58.5	10.2	13.5	3.3	19.5	5.5	-	-	17.0	4.2	9.5	2.3	3.0	0.7	30.5	7.8	26.0	6.1
21.0	5.5	-	-	32.0	5.4	9.5	1.8	-	-	10.0	2.0	46.5	8.5	10.5	2.5	18.0	5.1	22.0	4.9	13.0	3.2	7.5	1.8	-	-	19.0	4.6	16.5	3.9
-	-	-	-	21.0	3.5	-	-	-	-	-	-	-	-	16.5	4.0	17.0	4.8	-	-	-	-	12.5	3.0	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	20.0	5.7	-	-	-	-	-	-	-	-	-	-	-	-
151.5	39.3	40.5	14.2	216.5	36.2	175.5	33.8	109.5	26.3	133.5	27.9	242.0	44.2	134.5	32.4	140.5	39.9	92.0	20.5	100.0	24.8	110.5	26.7	107.0	25.1	131.5	33.6	113.5	27.9
36.0	9.5	7.0	2.5	55.5	9.3	33.0	6.4	15.0	3.6	35.0	7.1	40.5	7.4	23.5	5.7	6.5	1.9	14.0	3.1	8.0	2.0	23.5	5.7	14.5	3.4	10.5	4.7	11.5	2.7
-	-	0.5	0.2	8.0	1.3	3.5	0.7	-	-	2.0	0.4	-	-	-	-	1.5	0.4	1.0	0.2	1.0	0.3	-	-	-	-	2.0	0.5	2.5	0.6
9.5	2.5	-	-	9.5	1.6	-	-	7.0	1.7	12.0	2.4	41.0	7.5	5.5	1.3	28.5	8.1	1.5	0.3	2.5	0.6	5.5	1.3	7.0	1.6	8.5	2.2	8.0	1.9
-	-	1.0	0.4	-	-	-	-	1.0	0.2	-	-	-	-	2.5	0.6	-	-	-	-	2.0	0.5	2.5	0.6	1.0	0.2	2.0	0.5	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
45.5	12.0	3.5	3.1	73.0	12.2	36.5	7.1	23.0	5.5	49.0	9.9	81.5	14.9	31.5	7.6	36.5	10.4	16.5	3.6	14.5	3.7	31.5	7.6	22.5	5.2	32.0	8.2	22.0	5.2
16.0	4.2	6.0	2.1	24.0	4.0	-	-	7.5	1.8	17.0	3.4	5.0	0.9	1.0	0.2	9.5	2.7	4.5	1.0	11.5	2.9	1.0	0.2	7.5	1.8	-	-	8.5	2.0
8.5	2.2	7.0	2.5	7.5	1.3	6.0	1.2	1.5	0.4	8.5	1.7	7.0	1.3	14.5	3.5	9.5	2.7	2.0	0.5	2.0	0.5	14.5	3.5	1.5	0.4	7.5	1.9	10.5	2.5
-	-	-	-	-	-	-	-	-	-	-	-	-	-	2.0	0.5	-	-	-	-	-	-	2.0	0.5	-	-	-	-	-	-
4.0	1.1	-	-	4.5	0.8	3.5	0.7	14.5	3.5	5.0	1.0	9.5	1.7	9.5	2.3	10.0	2.8	9.0	2.0	7.5	1.9	9.5	2.3	14.5	3.4	13.5	3.5	12.5	2.9
0.5	0.1	-	-	1.0	0.2	4.0	0.8	-	-	2.5	0.5	9.0	1.6	2.0	0.5	-	-	3.0	0.7	5.5	1.4	2.0	0.5	-	-	9.0	2.3	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1.0	0.3	-	-	-	-	-	-	-	-	-	-	-	-
4.0	1.1	-	-	-	-	-	-	4.0	1.0	2.5	0.5	5.0	0.9	5.0	1.2	11.5	3.3	5.0	1.1	4.0	1.0	5.0	1.2	4.0	0.9	-	-	3.5	0.8
33.0	8.7	13.0	4.6	37.0	6.3	13.5	2.7	27.5	6.7	35.5	7.1	39.5	6.4	34.0	6.2	41.5	11.8	23.5	5.3	39.5	7.7	34.0	8.2	27.5	6.5	30.0	7.7	35.0	8.2

TABLE XII

NUMBER AND PER CENT OF CALCULATED PAGES DEVOTED TO SUB-TOPICS AND SPECIAL FEATURES
RELATED TO BUYING AND SELLING

SUB-TOPICS AND SPECIAL FEATURES	1920 to 1926				1921 to 1926								1927 to 1932													
	Textbook		Textbook		Textbook		Textbook		Textbook		Textbook		Textbook		Textbook											
	A	B	C	D	E	F	G	H	I	K-1	J	K-1	L	M												
	Per Pages	Per Cent	Per Pages	Per Cent	Per Pages	Per Cent	Per Pages	Per Cent	Per Pages	Per Cent	Per Pages	Per Cent	Per Pages	Per Cent												
CONTENT																										
Salesmanship	-	-	-	-	-	-	-	-	-	-	2.5	2.5	1.0	0.6	-	-	-	-	11.0	3.1	-	-				
General Shipping	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
Parcel Post	-	-	-	-	3.0	3.0	-	-	-	-	3.0	1.2	2.0	2.0	-	-	3.5	2.0	6.0	2.6	-	-	13.0	3.7		
Freight	-	-	-	-	2.5	0.9	-	-	-	-	2.0	0.8	1.0	1.0	-	-	3.5	2.0	8.0	3.4	-	-	3.5	1.0		
Express	-	-	-	-	3.0	1.1	-	-	-	-	2.0	0.8	1.0	1.0	-	-	3.5	2.0	5.0	2.1	-	-	4.5	1.3		
Advertising	-	-	-	-	-	-	-	-	-	-	-	-	2.0	2.0	1.0	0.6	-	-	-	-	1.5	0.4	-	-		
Billing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Receiving and Storing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Paying	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Buying and Selling on Credit	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Consumer Buying	-	-	4.0	3.1	-	-	-	-	-	-	4.0	1.5	-	-	-	-	-	-	21.5	9.2	3.0	0.9	-	-		
Retail Selling	-	-	-	-	-	-	-	-	-	-	-	-	-	1.5	0.9	3.0	4.5	11.0	4.7	8.5	2.4	-	-	-		
Purchasing Department	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6.5	3.6	-	-	9.0	2.6	-	-	-		
Miscellaneous	-	-	-	-	-	-	-	-	-	-	-	-	3.0	3.0	-	-	-	-	13.0	5.6	-	-	-	-		
TOTAL	-	-	4.0	3.1	15.5	5.0	-	-	-	-	11.0	4.3	11.5	11.5	3.5	2.1	25.0	14.1	64.5	27.6	33.0	9.4	21.0	6.0		
PUPIL AIDS																										
Questions, Problems, and projects	-	-	1.0	0.8	4.0	1.5	-	-	-	-	3.0	1.2	3.0	3.0	1.0	0.6	6.0	3.4	6.5	2.8	9.5	2.7	6.5	1.9		
Vocabulary	-	-	-	-	1.5	0.6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Mathematics	-	-	-	-	3.5	1.3	-	-	-	-	-	-	-	-	-	-	-	2.0	0.9	-	-	-	-	1.0	0.3	
Writing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1.0	0.3
Spelling	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Reading	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL	-	-	1.0	0.8	9.0	3.4	-	-	-	-	3.0	1.2	3.0	3.0	1.0	0.6	6.0	3.4	9.5	3.7	9.5	2.7	8.5	2.5		
ILLUSTRATIVE MATERIALS																										
Business Forms	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Colored	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3.5	2.0	3.5	1.5	-	-	-	-	-	
Plain	-	-	2.0	1.5	1.5	0.4	-	-	-	-	1.0	0.4	-	-	-	-	5.5	3.1	11.0	4.7	9.0	2.6	2.0	0.6	-	
Photographs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Colored	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Plain	-	-	-	-	1.0	0.4	-	-	-	-	1.0	0.4	-	-	-	-	1.0	0.6	3.0	1.3	3.5	1.0	1.5	0.4	-	
Drawings	-	-	-	-	-	-	-	-	-	-	1.0	0.4	-	-	-	-	1.0	0.6	2.5	1.1	-	-	1.0	0.3	-	
Graphs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Maps	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Tables	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1.0	0.4	-	-	1.5	0.4	-	
TOTAL	-	-	2.0	1.5	2.0	0.8	-	-	-	-	3.0	1.2	-	-	-	-	11.0	6.3	21.0	9.0	12.5	3.6	6.0	1.7		

		1933 to 1948																											
Textbook I-1	Textbook K	Textbook I-2	Textbook II-2	Textbook L	Textbook M	Textbook O-2	Textbook J-1	Textbook N	Textbook O	Textbook F-1	Textbook J-2	Textbook L-1	Textbook P	Textbook Q															
Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per		
Pages Cent	Pages Cent	Pages Cent	Pages Cent	Pages Cent	Pages Cent	Pages Cent	Pages Cent	Pages Cent	Pages Cent	Pages Cent	Pages Cent	Pages Cent	Pages Cent	Pages Cent	Pages Cent	Pages Cent	Pages Cent	Pages Cent	Pages Cent	Pages Cent	Pages Cent	Pages Cent	Pages Cent	Pages Cent	Pages Cent	Pages Cent	Pages Cent	Pages Cent	
19.0	5.0	8.5	3.0	25.0	4.2	-	-	-	-	32.0	6.5	-	-	13.0	3.1	-	-	-	-	11.0	2.7	13.0	3.2	-	-	34.0	6.7	18.0	4.2
5.0	1.3	-	-	-	-	13.5	2.6	8.0	1.9	-	-	17.5	3.2	11.0	2.6	2.5	0.7	9.0	2.0	11.5	2.9	11.0	2.7	7.0	1.6	-	-	10.0	2.4
4.0	1.1	-	-	-	-	11.0	2.1	9.0	2.2	-	-	7.0	1.3	7.0	1.7	6.5	1.9	11.0	2.5	11.0	2.7	7.0	1.7	9.0	2.1	-	-	8.0	1.9
4.0	1.1	-	-	-	-	10.0	1.9	8.0	1.9	-	-	13.0	2.4	3.0	0.7	5.0	1.4	17.0	3.8	9.5	2.4	3.0	0.7	7.0	1.6	-	-	12.0	2.8
-	-	-	-	-	-	-	-	19.0	4.6	-	-	-	-	4.5	1.1	2.0	0.6	-	-	-	-	5.0	1.2	19.0	4.5	-	-	-	-
3.5	0.9	-	-	4.0	0.7	-	-	12.5	2.9	41.0	8.3	-	-	6.0	1.4	-	-	-	-	-	-	6.0	1.5	12.0	2.8	-	-	10.0	2.4
-	-	-	-	-	-	-	-	-	-	20.5	4.2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	22.0	4.4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
13.0	3.4	-	-	10.0	1.7	-	-	13.0	3.1	-	-	-	-	-	-	21.0	6.0	-	-	-	-	-	-	-	-	13.0	3.1	-	-
-	-	-	-	23.0	4.7	27.0	5.2	-	-	14.0	2.8	-	-	19.0	4.6	4.0	1.1	54.0	12.1	24.0	6.0	19.0	4.6	14.0	3.3	19.0	4.8	-	-
16.5	4.3	-	-	14.0	2.4	-	-	24.0	5.7	34.0	6.9	-	-	6.0	1.4	18.0	5.1	-	-	16.0	4.0	6.0	1.5	23.0	5.4	-	-	-	-
11.5	3.0	-	-	11.0	1.8	-	-	20.0	4.8	13.0	2.6	-	-	2.0	1.9	10.0	2.8	-	-	14.0	3.5	8.0	1.9	8.0	1.9	-	-	12.0	2.8
<u>76.5</u>	<u>20.1</u>	<u>3.5</u>	<u>3.0</u>	<u>92.0</u>	<u>15.5</u>	<u>61.5</u>	<u>11.8</u>	<u>113.5</u>	<u>27.2</u>	<u>176.5</u>	<u>35.7</u>	<u>37.5</u>	<u>6.9</u>	<u>77.5</u>	<u>19.5</u>	<u>69.0</u>	<u>19.6</u>	<u>91.0</u>	<u>20.4</u>	<u>97.0</u>	<u>24.2</u>	<u>78.0</u>	<u>19.0</u>	<u>112.0</u>	<u>26.2</u>	<u>53.0</u>	<u>13.5</u>	<u>70.0</u>	<u>16.5</u>
23.0	6.1	2.0	0.7	19.0	3.2	17.0	3.3	9.0	2.2	30.0	6.1	4.0	0.7	10.0	2.4	5.0	1.4	9.0	2.0	10.0	2.5	10.0	2.4	9.0	2.1	12.0	3.1	11.0	2.6
-	-	1.0	0.4	3.0	0.5	1.0	0.2	1.0	0.2	2.0	0.4	1.0	0.2	-	-	1.0	0.3	1.0	0.2	1.0	0.3	2.0	0.5	-	-	-	-	2.0	0.5
1.0	0.3	-	-	3.0	0.5	-	-	9.0	2.2	11.0	2.2	1.0	0.2	2.0	0.5	9.0	2.6	3.0	0.7	2.0	0.5	2.0	0.5	9.0	2.1	3.0	0.8	7.0	1.6
-	-	1.0	0.4	-	-	-	-	1.0	0.2	-	-	-	-	-	-	-	-	-	-	2.0	0.5	-	-	1.0	0.2	1.0	0.3	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<u>24.0</u>	<u>6.4</u>	<u>4.0</u>	<u>1.5</u>	<u>25.0</u>	<u>4.2</u>	<u>18.0</u>	<u>3.5</u>	<u>20.0</u>	<u>4.8</u>	<u>43.0</u>	<u>8.7</u>	<u>6.0</u>	<u>1.1</u>	<u>12.0</u>	<u>2.9</u>	<u>15.0</u>	<u>4.3</u>	<u>13.0</u>	<u>2.9</u>	<u>16.0</u>	<u>4.1</u>	<u>14.0</u>	<u>3.4</u>	<u>10.0</u>	<u>4.4</u>	<u>19.0</u>	<u>5.0</u>	<u>20.0</u>	<u>4.7</u>
9.0	2.4	-	-	8.0	1.3	-	-	6.0	1.4	20.0	4.0	-	-	-	-	9.0	0.9	-	-	11.0	2.7	-	-	6.0	1.4	-	-	5.0	1.2
2.0	0.5	-	-	2.0	0.3	1.0	0.2	8.0	1.9	7.0	1.4	1.0	0.2	11.0	2.6	2.0	0.6	-	-	6.0	1.5	11.0	2.7	8.0	1.8	-	-	5.0	1.4
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1.0	0.3	-	-	-	-	-	-	-	-
1.5	0.4	1.0	0.4	1.0	0.2	2.0	0.4	14.0	3.4	12.0	2.4	2.0	0.4	9.0	2.2	7.0	2.0	13.0	2.9	7.0	1.7	9.0	2.2	14.0	3.5	8.0	2.0	12.0	2.8
-	-	-	-	-	-	3.0	0.6	-	-	-	-	2.0	0.4	1.0	0.2	-	-	2.0	0.5	3.0	0.8	1.0	0.2	-	-	6.0	1.5	-	-
-	-	-	-	-	-	-	-	-	-	2.0	0.4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2.0	0.6	-	-	-	-	-	-	-	-	-	-	-	-
<u>1.0</u>	<u>0.3</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>1.0</u>	<u>0.2</u>	<u>1.0</u>	<u>0.2</u>	<u>4.0</u>	<u>0.8</u>	<u>2.0</u>	<u>0.4</u>	<u>-</u>	<u>-</u>	<u>10.0</u>	<u>2.8</u>	<u>-</u>	<u>-</u>	<u>4.0</u>	<u>1.0</u>	<u>-</u>	<u>-</u>	<u>1.0</u>	<u>0.2</u>	<u>2.0</u>	<u>0.8</u>	<u>6.0</u>	<u>1.4</u>
<u>13.5</u>	<u>3.6</u>	<u>1.0</u>	<u>0.4</u>	<u>11.0</u>	<u>1.8</u>	<u>7.0</u>	<u>1.4</u>	<u>29.0</u>	<u>6.9</u>	<u>45.0</u>	<u>9.0</u>	<u>7.0</u>	<u>1.4</u>	<u>21.0</u>	<u>5.0</u>	<u>24.0</u>	<u>6.9</u>	<u>15.0</u>	<u>3.4</u>	<u>32.0</u>	<u>8.0</u>	<u>21.0</u>	<u>5.1</u>	<u>29.0</u>	<u>6.7</u>	<u>17.0</u>	<u>4.3</u>	<u>29.0</u>	<u>6.8</u>

TABLE XIII

NUMBER AND PER CENT OF CALCULATED PAGES DEVOTED TO SUB-TOPICS AND SPECIAL FEATURES
RELATED TO VOCATIONAL TRAINING AND GUIDANCE

SUB-TOPICS AND SPECIAL FEATURES	1900 to 1920				1921 to 1926								1927 to 1933											
	Textbook		Textbook		Textbook		Textbook		Textbook		Textbook		Textbook		Textbook									
	A	B	C	D	E	F	G	H	I	H-1	J	G-1												
	Per Pages	Per Cent	Per Pages	Per Cent	Per Pages	Per Cent	Per Pages	Per Cent	Per Pages	Per Cent	Per Pages	Per Cent	Per Pages	Per Cent	Per Pages	Per Cent								
CONTENT																								
Order Clerk	-	-	4.0	1.5	13.0	4.8	-	-	5.0	1.9	-	-	-	-	-	11.5	3.3	4.0	1.1					
Messenger Clerk	-	-	21.0	7.9	7.0	2.6	-	-	5.5	2.1	-	-	-	-	-	-	-	19.0	5.4					
Mail Clerk	-	-	-	-	12.0	4.7	14.0	2.5	16.0	6.1	-	-	-	-	-	-	-	-	-					
Filing Clerk	-	-	4.0	1.5	8.5	3.2	11.0	3.9	5.5	2.1	-	-	-	-	-	-	-	-	7.0	2.0				
Billing Clerk	-	-	4.0	1.5	10.0	3.7	3.0	2.7	5.5	2.1	-	-	-	-	-	6.0	1.7	5.0	1.4					
Payroll Clerk	-	-	4.5	1.7	6.0	2.2	3.0	4.5	9.0	3.4	-	-	-	-	-	-	-	-	4.0	1.1				
Receiving and Stock Clerk	-	-	9.0	3.4	20.0	10.4	6.0	5.4	16.0	6.1	-	-	-	-	-	-	-	8.0	2.3	3.0	2.3			
Shipping Clerk	-	-	6.0	2.3	24.0	8.9	9.0	8.1	14.5	5.5	-	-	-	-	-	9.0	2.6	8.0	2.2					
Cashier and Assistant Cashier	-	-	8.5	3.2	44.0	16.4	-	-	8.0	3.0	-	-	-	-	-	-	-	-	8.0	2.3				
Entry Clerk	-	-	-	-	-	-	-	-	4.0	1.5	-	-	-	-	-	-	-	-	-	-				
Statement Clerk	-	-	4.0	1.5	-	-	-	-	-	-	-	-	-	-	-	5.0	1.4	4.0	1.2					
Personnel	-	-	11.0	4.1	0.0	3.8	4.0	3.6	-	-	-	-	15.0	3.3	2.0	1.1	6.0	2.6	-	11.0	3.1			
Shorthand	-	-	-	-	-	-	-	-	-	-	4.0	4.0	-	-	-	-	-	-	-	-				
Bookkeeping	-	-	6.5	5.0	-	-	-	-	-	-	11.5	11.4	-	-	-	-	-	-	-	-				
Personal Traits	-	-	-	-	-	9.5	3.6	-	-	19.0	6.3	4.0	4.0	-	8.0	4.5	28.0	12.0	15.5	4.4				
Guidance	-	-	34.0	12.6	-	-	-	-	5.0	1.9	4.0	4.0	14.0	3.2	4.0	2.2	-	-	35.0	10.0	34.0	9.7		
Miscellaneous	-	-	23.5	8.8	-	-	-	-	-	-	-	-	-	-	-	14.0	4.0	16.0	4.6					
TOTAL	-	-	6.5	5.0	133.5	50.2	170.5	63.5	52.0	46.7	112.0	42.5	23.5	23.4	29.0	17.0	14.0	7.8	34.0	14.6	104.0	29.7	128.0	36.4
PUPIL AIDS																								
Questions, Problems, and Projects	-	-	63.0	23.7	52.0	19.4	12.0	10.8	25.0	9.5	5.0	4.9	2.0	1.2	-	4.0	1.7	13.0	3.7	45.0	12.8			
Vocabulary	-	-	3.0	1.1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Mathematics	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	7.0	2.0			
Writing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2.0	0.6			
Spelling	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Reading	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
TOTAL	-	-	69.0	24.8	52.0	19.4	12.0	10.8	25.0	9.5	5.0	4.9	2.0	1.2	-	4.0	1.7	13.0	3.7	54.0	15.4			
ILLUSTRATIVE MATERIALS																								
Business Forms	-	-	-	-	-	-	-	-	2.0	0.8	-	-	-	-	-	-	-	-	-	2.0	0.6			
Colored	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Plain	-	-	10.0	3.8	32.0	11.9	9.0	8.1	22.0	8.4	3.0	3.0	-	-	1.0	0.6	3.0	1.3	10.0	2.8	6.0	1.7		
Photographs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Colored	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Plain	-	-	3.0	2.3	-	-	1.0	0.4	4.0	3.6	11.0	4.2	-	-	-	-	1.0	0.4	14.0	4.0	3.0	0.9		
Drawings	-	-	-	-	4.0	1.5	2.0	1.5	1.5	0.6	-	-	-	-	-	-	-	-	-	-	-			
Graphs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Maps	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Tables	-	-	-	-	3.0	1.1	2.0	1.8	4.0	1.5	-	-	-	-	-	-	-	-	1.0	0.4	7.0	2.0	9.0	2.6
TOTAL	-	-	3.0	2.3	10.0	3.8	40.0	14.9	17.0	15.3	40.0	15.5	3.0	3.0	-	1.0	0.6	6.0	2.5	31.0	9.3	20.0	5.8	

		1933 to 1940																													
Textbook I-1	Textbook K	Textbook I-2	Textbook H-2	Textbook L	Textbook M	Textbook G-2	Textbook J-1	Textbook M	Textbook O	Textbook F-1	Textbook J-2	Textbook L-1	Textbook P	Textbook O																	
Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per											
Pages Cent	Pages Cent	Pages Cent	Pages Cent	Pages Cent	Pages Cent	Pages Cent	Pages Cent	Pages Cent	Pages Cent	Pages Cent	Pages Cent	Pages Cent	Pages Cent	Pages Cent	Pages Cent	Pages Cent	Pages Cent	Pages Cent	Pages Cent	Pages Cent											
-	-	4.0	1.4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-										
-	-	9.0	3.2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-										
-	-	8.0	2.8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-										
-	-	5.0	1.8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-										
-	-	7.0	2.5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-										
-	-	5.0	1.8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-										
-	-	11.0	3.9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-										
-	-	13.0	4.6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-										
-	-	13.0	3.5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-										
-	-	8.0	2.8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-										
14.5	3.8	-	-	-	-	-	13.0	3.1	-	-	-	-	-	-	-	-	11.0	2.7	7.0	1.7	13.0	3.1	-	-	20.0	4.7					
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
-	-	17.0	6.0	-	-	38.0	7.3	-	-	-	-	-	-	-	-	-	14.0	3.5	-	-	-	-	11.5	2.9	-	-	-				
-	-	9.5	3.3	35.0	5.9	20.0	3.8	13.0	3.1	-	-	32.0	5.8	17.0	4.1	12.0	3.4	-	-	6.0	1.5	16.0	3.9	12.5	2.9	13.5	3.5	30.0	7.0		
14.5	3.8	104.5	36.8	35.0	5.9	58.0	11.1	26.0	6.2	-	-	32.0	5.8	24.0	5.8	12.0	3.4	-	-	31.0	7.7	23.0	5.6	25.5	6.3	25.0	6.4	50.0	11.7		
6.0	1.6	22.0	7.7	9.0	1.5	15.0	2.9	3.0	0.7	-	-	6.0	1.1	4.0	1.0	1.0	0.3	-	-	2.5	0.6	4.0	1.0	2.5	0.6	6.0	1.5	6.5	1.5		
-	-	1.0	0.4	2.0	0.3	1.0	0.2	-	-	-	-	1.0	0.2	-	-	1.0	0.3	-	-	-	-	-	-	-	-	-	-	1.5	0.4		
-	-	-	-	1.0	0.2	-	-	1.0	0.2	-	-	2.0	0.4	1.0	0.2	-	-	-	-	1.5	0.4	1.0	0.2	1.0	0.2	-	-	3.0	0.7		
-	-	2.0	0.7	-	-	-	-	1.0	0.2	-	-	-	-	1.0	0.2	-	-	-	-	1.0	0.3	1.0	0.2	1.0	0.2	1.0	0.3	-	-		
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
6.0	1.6	25.0	8.3	12.0	2.0	16.0	3.1	5.0	1.1	-	-	9.0	1.7	6.0	1.4	2.0	0.6	-	-	1.0	0.3	6.0	1.6	6.0	1.4	4.5	1.0	8.0	2.1	11.0	2.6
1.0	0.3	7.0	2.5	-	-	-	-	1.0	0.2	-	-	-	-	-	-	-	-	-	-	2.0	0.5	-	-	1.0	0.2	1.0	0.3	-	-	4.5	1.1
-	-	-	-	-	-	-	-	1.0	0.2	-	-	-	-	1.0	0.2	2.0	0.6	-	-	-	-	1.0	0.2	1.0	0.2	-	-	-	-	-	-
-	-	8.0	2.8	-	-	3.0	0.6	4.0	1.0	-	-	2.0	0.4	4.0	1.0	3.0	0.9	-	-	3.0	0.8	4.0	1.0	4.0	1.0	4.0	0.9	7.0	1.8	3.0	0.7
-	-	-	-	-	-	1.0	0.2	-	-	-	-	-	-	-	-	-	-	-	-	4.0	1.0	-	-	-	-	9.0	2.3	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1.0	0.3	3.5	1.2	-	-	4.0	0.8	0.0	0.0	-	-	2.0	0.4	1.5	0.4	-	-	-	-	1.0	0.3	1.5	0.4	-	-	-	-	1.0	0.2	-	-
1.0	0.3	31.5	11.1	-	-	4.0	0.8	0.0	0.0	-	-	4.0	0.8	6.5	1.6	5.0	1.5	-	-	10.0	2.6	6.5	1.6	6.0	1.3	17.0	4.4	8.5	2.0	-	-

TABLE XIV

NUMBER AND PER CENT OF CALCULATED PAGES DEVOTED TO SUB-TOPICS AND SPECIAL FEATURES
RELATED TO MISCELLANEOUS MATERIALS

SUB-TOPICS AND SPECIAL FEATURES	1900 to 1920				1921 to 1926								1927 to 1932											
	Textbook		Textbook		Textbook		Textbook		Textbook		Textbook		Textbook		Textbook		Textbook							
	A	B	C	D	E	F	G	H	I	J	K-1	L	M-1	N	O-1	P	Q							
	Pages	Per Cent	Pages	Per Cent	Pages	Per Cent	Pages	Per Cent	Pages	Per Cent	Pages	Per Cent	Pages	Per Cent	Pages	Per Cent	Pages	Per Cent						
CONTENT																								
Introduction to Business	-	-	-	-	5.5	2.1	-	-	8.5	7.6	10.5	4.0	5.0	4.9	13.0	7.6	16.0	9.0	-	-	-	-	8.5	2.4
Following Directions	-	-	-	-	-	-	-	-	2.5	2.2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Equipment	-	-	-	-	-	-	-	-	11.0	9.9	-	-	6.5	6.4	-	-	-	-	-	-	-	-	-	-
Business Law	20.0	12.7	-	-	8.5	3.2	-	-	-	-	8.5	3.2	9.5	9.4	15.0	8.8	-	-	10.0	4.3	13.5	3.8	12.5	3.6
Business Organization and Management	6.5	4.1	-	-	-	-	-	-	-	-	0.0	3.0	-	-	21.0	12.3	11.0	6.2	-	-	26.0	8.0	-	-
Home Owning and Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-	20.0	11.7	-	-	-	-	-	-	-	-
Government and Business	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	14.0	4.0	-	-
Business Calculation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Property and Taxes	13.5	11.8	18.0	13.8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Surveying	4.0	2.6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Personal Development	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Traffic Laws	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Business Ethics	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Conservation of Resources	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economic Living	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	49.0	31.2	18.0	13.8	14.0	5.3	-	-	22.0	19.7	27.0	10.2	21.0	20.7	69.0	40.4	27.0	15.2	10.0	4.3	55.5	15.8	21.0	6.0
PUPIL AIDS																								
Questions, Problems, and Projects	5.5	3.5	2.0	1.5	2.0	0.8	-	-	2.5	2.2	3.5	1.3	4.0	4.0	9.0	5.3	5.0	2.8	2.0	0.9	13.0	3.7	4.0	1.2
Vocabulary	-	-	-	-	0.5	0.2	-	-	-	-	-	-	-	-	1.0	0.6	-	-	-	-	-	-	-	-
Mathematics	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Writing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Spelling	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Reading	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	5.5	3.5	2.0	1.5	2.5	1.0	-	-	2.5	2.2	3.5	1.3	4.0	4.0	10.0	5.9	5.0	2.8	2.0	0.9	13.0	3.7	4.0	1.2
ILLUSTRATIVE MATERIALS																								
Business Forms	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Colored	10.0	6.4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Plain	6.0	3.8	3.5	2.7	-	-	-	-	-	-	-	-	-	-	1.0	0.6	1.5	0.6	7.0	2.0	1.5	0.4	-	-
Photographs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Colored	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Plain	-	-	-	-	-	-	-	-	5.5	4.9	1.5	0.6	-	-	-	-	7.5	4.2	0.5	0.2	-	-	1.0	0.3
Drawings	-	-	-	-	-	-	-	-	-	-	0.5	0.2	-	-	-	-	-	-	-	-	-	-	-	-
Graphs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Maps	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tables	2.0	1.3	1.0	0.8	-	-	-	-	-	-	2.0	0.8	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	18.0	11.5	4.5	3.5	-	-	-	-	5.5	4.9	4.0	1.6	-	-	-	-	8.5	4.8	2.0	0.8	7.0	2.0	2.5	0.7

Page 1 of 2 pages.

Table XIV continued on page 76.

		1933 to 1940																														
Textbook I-1	Textbook K	Textbook I-2	Textbook H-2	Textbook L	Textbook M	Textbook C-2	Textbook J-1	Textbook H	Textbook O	Textbook F-1	Textbook J-2	Textbook L-1	Textbook P	Textbook Q																		
Per Pages	Per Cent	Per Pages	Per Cent	Per Pages	Per Cent	Per Pages	Per Cent	Per Pages	Per Cent	Per Pages	Per Cent	Per Pages	Per Cent	Per Pages	Per Cent	Per Pages	Per Cent	Per Pages	Per Cent	Per Pages	Per Cent	Per Pages	Per Cent	Per Pages	Per Cent	Per Pages	Per Cent	Per Pages	Per Cent			
-	-	11.0	3.9	25.0	4.2	-	-	10.0	2.4	-	-	-	-	-	-	16.5	4.0	14.0	4.0	-	-	-	-	14.5	3.5	9.0	2.1	17.5	4.5	15.5	3.6	
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	7.0	1.7	-	-	-	-	-	-		
16.5	4.4	12.0	4.2	36.0	6.0	-	-	-	-	12.0	2.4	-	-	-	-	16.0	3.9	14.5	4.1	-	-	-	-	6.0	1.5	-	-	-	-	-	-	
16.5	4.4	11.0	3.9	9.0	1.5	-	-	34.0	8.2	23.0	4.7	-	-	-	-	-	-	17.0	4.8	15.5	3.5	21.5	5.4	22.5	5.5	38.0	8.9	31.5	8.0	20.5	4.8	
-	-	-	-	-	-	19.0	3.5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	26.5	6.2	
-	-	-	-	35.5	6.0	-	-	-	-	-	-	-	-	-	-	10.5	2.5	-	-	-	-	-	-	8.5	2.1	-	-	-	-	-	-	
-	-	-	-	14.5	2.4	-	-	-	-	-	-	-	-	-	-	15.0	2.7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	91.5	17.6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	18.0	3.5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
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-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	13.5	3.3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	12.0	3.0	10.0	2.4	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	16.0	3.9	-	-	-	-	-	-	-	-
33.0	8.8	34.0	12.0	120.0	20.1	128.5	24.7	46.0	11.1	35.0	7.1	70.0	12.7	56.5	13.7	45.5	12.9	15.5	3.5	58.0	14.4	77.5	18.9	47.0	11.0	49.0	12.5	62.5	14.6			
8.0	2.1	5.5	1.9	20.5	3.4	35.5	6.8	2.0	0.5	8.0	1.6	16.5	3.0	9.5	2.3	3.0	0.9	-	-	3.5	0.9	11.0	2.7	4.5	1.1	6.5	1.7	7.0	1.6			
-	-	0.5	0.2	4.5	0.8	5.5	1.1	1.0	0.2	0.5	0.1	2.0	0.4	-	-	0.5	0.1	-	-	-	-	-	-	1.0	0.2	-	-	1.0	0.2	-	-	
-	-	-	-	2.0	0.3	-	-	3.0	0.7	3.5	0.7	-	-	4.0	1.0	10.5	3.0	10.5	2.4	2.0	0.5	4.0	1.0	3.0	0.7	-	-	-	-	-	-	
-	-	1.0	0.4	-	-	-	-	1.0	0.2	-	-	-	-	1.0	0.2	-	-	-	-	1.5	0.4	1.5	0.4	1.0	0.2	1.5	0.4	1.0	0.3	-	-	
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8.0	2.1	7.0	2.5	27.0	4.5	41.0	7.9	7.0	1.6	12.0	2.4	18.5	3.4	14.5	3.5	14.0	4.0	10.5	2.4	1.0	0.3	-	-	0.5	0.1	0.5	0.1	0.5	0.1	0.5	0.1	
1.0	0.3	2.5	0.9	4.5	0.8	1.0	0.2	-	-	1.0	0.2	1.0	0.2	7.0	1.7	3.0	0.9	-	-	-	-	-	-	6.0	1.5	-	-	1.0	0.3	11.0	2.6	
2.5	0.7	5.0	1.8	7.5	1.3	5.5	1.1	8.5	2.0	4.5	0.9	6.0	1.1	10.0	2.4	6.5	1.9	-	-	4.5	1.1	12.0	2.9	9.0	2.1	8.5	2.2	8.5	2.0	-	-	
-	-	-	-	1.5	0.3	8.0	1.5	-	-	-	-	3.5	0.6	-	-	1.5	0.4	-	-	4.0	1.0	-	-	-	-	-	-	3.5	0.9	-	-	
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	1.0	0.4	2.0	0.3	-	-	-	-	-	-	-	-	-	-	3.0	1.5	5.0	1.2	3.0	0.9	-	-	8.5	2.1	6.0	1.5	-	-	1.5	0.4	
3.5	1.0	8.5	3.1	15.5	2.7	14.5	2.8	8.5	2.0	5.5	1.1	18.5	3.4	22.0	5.3	18.0	5.2	-	-	17.0	4.2	24.0	5.9	9.0	2.1	13.0	3.4	21.0	5.0	-	-	

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