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A Survey of the Life, Cost, and Storage of Textbooks in the First Class Districts of the State of Washington, Grades One Through Six

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A SURVEY OF THE LIFE, COST, AND STORAGE OF TEXTBOOKS
IN THE FIRST CLASS DISTRICTS OF
THE STATE OF WASHINGTON,
GRADES ONE THROUGH SIX

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A Thesis
Presented to
the Graduate Faculty
Central Washington College of Education



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



by
Haven K. Crum
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CHAPTER I

INTRODUCTION TO THE STUDY

The number of textbooks to buy and the authors or publishers to select are annual problems of administration. The life of textbooks is regulated both by wearability and the need for revision. Supplemental books must be provided. The storage and distribution policies may greatly affect the useful life of both basal and supplemental texts. A study in this field is desirable in order that administrators might have a standard by which to judge a district's policies.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study (1) to compare the cost of textbooks for grades one through six for the first class school districts in the State of Washington; (2) to establish an ideal textbook budget for optimum learning; (3) to find the useful life of a textbook as limited by durability and need for revision in certain subject areas, and (4) to investigate storage procedures, particularly central storage versus individual building storage, to determine the most efficient use of the basic and supplemental texts owned by a district. The data were gathered

through the use of the questionnaire method.

Importance of the study. Administrators are responsible for providing the best possible education for our children. A sufficient number of up-to-date texts are essential for quality education. Scientific evidence is available to show that more textbooks mean better education and the lack of adequate books means poorer learning. Murphy, using the Iowa Test of Basic Skills at the State University of Iowa, found greater school achievement consistently occurs in those schools most generously supplied with books. School achievement is related to supply by the high correlation of this study (8:238).

Because money must be available to the administration in order to purchase textbooks, it is necessary to know the amount of money needed. The district as a whole needs to support the administration in textbook money matters, and the best way to win that support is to have a public well-informed of the costs from wear and the need for periodical change in textbooks.

The administration needs to know how long books should last. This is best learned by a survey of other districts to see what per cent of their books need replacement each year by reasons of wear and change in

adoption. The administrator of a school district knows how often his district changes books and the pattern of wear, but his knowledge of what other schools are doing in this field is rather limited.

The storage of district textbooks is another important consideration. Textbooks may be stored in each elementary school or in a central warehouse. One important question is: Would it be more economical to store textbooks in central storage and make them available to more schools or store them in individual schools and make them more readily accessible to the teacher?

II. LIMITATIONS OF THE STUDY

The study was limited to a search of the available literature on textbooks from the time textbooks were first used to the present day multitude of books on every subject used in the classroom.

An analysis made of textbook costs included initial price and replacement cost (demanded by wear and the advisability of modernizing the materials studied, the need for new textbooks because of the exploding school population, and problems of inflation).

Storage procedures, central and individual building storage, were studied to determine how to get

the best and most economical use of the books owned by a district.

The study was limited to grades one through six in first class districts of the State of Washington.

III. DEFINITIONS OF TERMS USED

Textbooks. Textbooks are any study type books used in the classroom except those known as reference books.

Basal textbooks. Basal textbook is the one textbook most used with a given subject.

Supplementary textbooks. Supplementary textbooks are those chosen to supplement the basal text.

Costs. This refers to money spent for original textbooks or for replacement due to wear or obsolescence.

Textbook life. This is the length of time a book is useful either because of its lasting qualities or its obsolescence.

School administration. School administration means the superintendent and his policy-making helpers.

Textbook storage practices. This refers to the

housing of books not in use, either in a central warehouse or in individual elementary schools.

IV. ORGANIZATION OF THE STUDY

Chapter two will present a historical study of life, costs, and storage practices gained from the offices of education of the state and county governments. A study was made at the office of the Superintendent of King County and the office of the Superintendent of Public Instruction at Olympia.

A survey of the literature in books, periodicals, and pamphlets related to the field of study was made to determine the background for the present study.

A questionnaire was sent to the school superintendents or business managers of the first class school districts in the State of Washington to find their textbook costs per year for the district and for each child; what per cent of the budget was spent on textbooks, and the effect of rising costs on their textbook supply. Also learned from the survey was the useful life of the books because of wear and need for new editions, and the textbook storage practices of the school.

Chapter three will be concerned with a review of pertinent literature found in Central Washington College

of Education and the Seattle Public Library, a study of Dr. Murphy's thesis, and college textbooks.

Historical records of the nation, state, and county will also be part of the third chapter. Information for the first was from historical records and for the latter two, personal visits to the educational offices.

A survey was next taken of superintendents of first class school districts of the State of Washington to ascertain practices of various districts in regard to textbook life, cost, and storage.

The final chapter will give a summary of the findings and draw conclusions.

CHAPTER II

THE METHODS EMPLOYED, MATERIALS USED, AND GROUPS STUDIED

For this study, historical records of textbooks were examined, along with current publishers' recommendations and a survey of the first class districts of the State of Washington to determine the life, cost, and storage practices of textbooks in grades one through six of the first class school districts of the State of Washington.

I. THE METHODS EMPLOYED

Both the Central Washington College of Education library and the Seattle Public Library were used to find material related to the study.

Books and pamphlets of textbook publishing companies were used to find their recommendations as to life, cost, and storage facilities for the today's schools.

The offices of the State Superintendent of Public Instruction and the King County Superintendent of Schools were visited, but because of the variance of bookkeeping, there gave little assistance in the study. No trend could be found as to the life, cost, and storage practices of textbooks in either of the office files.

A questionnaire survey was made of the superintendents or business managers of the first class school

districts of the State of Washington. (See Appendix A for list of schools surveyed).

II. MATERIALS USED

A publication, Budgeting for Textbooks, was of great help in this study in that it gave the textbook publishers' opinions as to how much should be spent for each child's books and how many books he should be furnished. This book, printed by a group of publishers under the American Textbook Publishers Institute, had the stated purpose of helping school authorities approach realistically the problem of textbooks (2:5).

The recommendations of this book are probably optimistic, given the shortage of money for textbook purchase in the school budget. Nevertheless, where quality education is desired, it gives a more realistic estimate than the haphazard method employed today--using what is left over for textbooks.

College textbooks refer rather sparsely to the subject of this paper. Almost nothing could be found on the storage problem. Little could be found on how long books last or how often they need replacing because they are no longer accurate or reliable for today's education. For example, science textbooks, three years of age, no

longer up-to-date, are often undesirable in today's classrooms.

Periodicals used were from the United States and England. The English magazine was used to show that the problem of furnishing texts for children is not that of any one country. Multiple causes have contributed to the textbook dilemma.

The population expansion, meaning more children, World War II's let up in publication of textbooks and actual destruction of books, and the post war inflation forcing the price ever higher while leaving less money in the budget--all have played havoc with school texts and their prices.

The survey of school administrators brought in much information on the textbook situation. Part of the survey dealt with opinions of the educators. A number stated that their answers were educated guesses, but believed an educated guess better than an uneducated estimate or no estimate at all.

Opinions cause men to think and some to change their minds. Some believed it best not to state an opinion on the subject of central storage as it had not been thought out nor tried in their district.

III. GROUPS STUDIED

On May 22, 1961, a letter sent to each first class school district in the State of Washington asked for information about the life, cost, and storage practices of their textbooks. This letter was sent to the business manager if the school had one listed in the Washington Educational Directory 1960-1961. If a business manager was not listed, it was sent to the superintendent of the school district.

With this letter was a two-page questionnaire (See Appendix B for covering letter and copy of the questionnaire). The questionnaire had three sections. The first, Section A, was titled, "Life of Elementary School Textbooks Grades One Through Six." This section was divided into three parts with a place for comments. The first part sought information as to the life of textbooks because of obsolescence, the second part, because of wear. Since there is a difference in the useful life of various texts, the third part of Section A listed six different subjects with a space for the administration to record the life of these. The subjects listed were reading, music, spelling, science, language, and arithmetic.

Section B of the questionnaire was titled, "Cost of Elementary School Textbooks Grades One Through Six." This section dealt with the cost figures of the budget. The questionnaire asked for the total budget of the school and the portion of the budget spent for textbooks. This last amount then was divided into the amount spent for books because of wear, the amount spent because the texts were obsolete, and the amount spent because of increased enrollment.

Different forms of bookkeeping caused a number of schools not to answer certain items on the questionnaire. They knew their budget for textbooks but were unable to say what part was spent in which of the three categories.

This section also asked for the total budget of the school district, the number of pupils, and the increased enrollment for the year 1961. Space was also set aside for comments.

Section C of the questionnaire was titled, "Storage of Elementary School Textbooks Grades One Through Six." This topic investigated whether the method of storing both basic and supplementary texts was individual school storage or central district storage.

The educators were then asked to give their opinion on which would be more costly, individual or central

district storage. Also they were asked under which storage practice the teacher would make the better use of the books. The majority in both cases favored the type they were using. (People generally like what they are familiar with in day to day practices).

Comments were also solicited in this section of the survey. (See Appendix C for the three sections).

Questionnaires were sent to 49 school districts. Thirty-four or 69.39 per cent were returned. Of the 34 who answered the survey, 26 or 76.47 per cent asked for results of the study.

CHAPTER III

REVIEW OF THE LITERATURE

Very little has been written on the cost of textbooks in relation to grade level or the cost of one student's books. The huge problem facing school administration today is caused by the spiral of inflation. Since the war, costs of material and labor have gone up, inexorably, year after year.

The textbook field is limited in sales, as News-week points out in the September 10, 1956, issue in an article entitled "Textbook Turn-Up":

While textbooks provide a steady growing market, business of publishing them is not wholly without hazards. To break even the textbook man must sell between 10,000 and 30,000 copies, whereas a fiction publisher can get back his out-of-pocket costs from sales of 3,000 to 4,000.

The reason of course, is high costs. A novel can be produced for \$5,000 to \$10,000 and sells 5,000 copies in six months. A textbook, which usually takes 3 to 6 years to write, edit, and produce, and another 3 years to establish as a standard work, may cost anywhere from \$100,000 to \$300,000. In all commercial common sense, it can be printed only in lots of more than 25,000 (9:76).

Literature on the durability of textbooks and their useful life because of obsolescence is almost limited to that from textbook publishers. The life of a textbook is irrevocably connected to the cost of textbooks.

Still another problem somewhat related to costs is that of storage practices. There is a limited amount of literature on the question of central or district storage versus individual storage by the elementary schools.

I. TEXTBOOK COSTS

Like the weather, all administrators talk about textbook costs but few can do much about the subject. The question might be asked as to how the schools became involved in purchasing and furnishing textbooks to children free of charge.

School involvement in textbook purchases. Cities, later followed by states, began providing both free schools and free textbooks to the children they were educating. Philadelphia, Pennsylvania, was the first city school system to furnish free textbooks. In 1818, this city took the first step that led to the administrative headache of providing these study materials without cost.

One might ask why any school or particular school district would want to furnish free books. The answer can be found in the study of Philadelphia schools and in the reasoning that equality can only come with equal

opportunity. If the parents of a child could not or would not afford the textbooks used by the school, the child was denied equal opportunity. Freedom loving people who believed in equal rights and equal opportunity took the lead in making these a reality rather than just a belief.

The adopting of free textbooks advanced very rapidly once it had started. New Hampshire ordered free textbooks for indigent children early in 1827. This was followed by Newark, in 1838; Charleston, South Carolina, in 1856; and Elizabeth and Hoboken, New Jersey, before 1860.

Massachusetts gave permission for its towns to issue free textbooks in 1873 and made the practice obligatory in 1884. Maine followed in 1889, and New Hampshire adopted the practice in 1890. The desire in the hearts of the people to see their offspring have a better opportunity than they had is clear.

With the spread of our nation westward came the free textbook idea. By 1950, 46 of the 48 states had free textbooks by law. To these state laws, every individual school district must conform. Now, at least in each individual district, equal textbook opportunities are offered although the number of books and the amount spent vary from district to district and from state to state (3:15,402).

The problem in England. In England as in the United States, the schools spend approximately 1 per cent of their operational budget for textbooks. Administrators were alerted in June of 1957 to expect an increase in textbook costs of approximately 15 per cent. With other costs in schools mounting, some feared that textbooks would suffer. Educators in England say:

Very large expenditures incurred in the provision of buildings and major equipment, and in the salaries of teachers may well not receive their full return by reason of inadequate expenditures on books which are the essential instruments of education (6:937).

This is in line with a statement made by Doctor Donald Murphy in his class on the Elementary School Principal at Central Washington College of Education in July, 1959, to the effect that teachers are continually asking for and receiving salary increases. Although they richly deserve them, increases could do an injustice to the school program caused by diminishing funds for textbooks and other instructional material.

Textbook allowances in England have increased, but other services dip into the fund. A study at London showed a 34 per cent cut in the amount actually spent for textbooks during 1947-1957. Immediately after the war, textbooks were in very short supply in England. Often it was a choice of no books or cheap paper back books.

In 1947 a half-crown was still a reasonable sum to pay for an English textbook and there were some that cost less than two shillings. Books for a school that in 1947 cost 102 pounds, which are still in print would cost in 1957 190 pounds, an 86 per cent increase in price (7:545).

Labor and materials have gone up, but it seems to the British that an 86 per cent raise is too much for books already edited and still in print. The range in raise in all textbooks in England runs from 53 per cent to 90 per cent, and some of the books they use today are the same used 60 years ago, even to the edition.

Textbooks are necessary. Many people thought that when schools moved from the subject centered toward the child-centered, social-centered, or life-centered curriculum there would be less use for textbooks in the classroom.

It is estimated that 96 per cent of the elementary schools in the United States still cling to a form of subject-centered curriculum (10:401-406). While schools claim to have a more life-centered curriculum, it does not exist in a true form. What most schools have advanced to is a multi-textbook program with more than one point of view. This is much better, for no textbook written can fit well into all the different societies of our country. This allows more freedom to the teacher and the

pupil than the old one book course of study that was followed to the letter. Most good courses of study today have a multi-textbook curriculum that allows students who live in different social stratas and communities to study that which more closely parallels the problems of their every day life.

Different textbooks for different pupils helps to make better use of the wide range of pupil abilities, interests, and needs and makes for a more flexible teaching plan.

Every elementary school has provided in some way textbooks for the children's use. These materials are usually written around subject areas and are graded according to what the authors presume is suitable for children in different parts of the country; it cannot be made with a particular school in mind. Therefore, it becomes the responsibility of the teacher to adapt intelligently the use of textbook materials to the group whom he teaches. Some textbook materials may be suited to the needs of the whole group; but for the most part such books are best used in modern schools in small sets for committee group work or individual reference. They can be used most functionally if the teacher and the children select out the portions that serve their needs and if they use these materials as reference and sources of help rather than as something to be followed slavishly page by page from cover to cover. Neither is there anything sacred about grade placement of these materials. To use material either above or below the indicated grade level is defensible practice (1:245).

The cost of textbooks for the school have jumped because of subjects added to the curriculum. In the days of the three R's, there were not so many textbooks to be

purchased nor as many children to use them.

Budgeting for textbooks. The information for this section comes from the American Textbook Publishers Institute; representing a very large part of the textbook industry, it makes the following statement as to membership and policy:

The American Textbook Publishers Institute is a voluntary professional and trade organization for educational publishers. Its members include not only school and college textbook publishers but also those who publish reference books, test materials, and workbooks.

The Institute represents the industry to an unusual degree since its members account for more than 90% of the volume of business of this type done throughout the nation.

The objective of the Institute is to study and seek to reach a constructive solution of all problems having to do with the use of books as the tools of learning. This objective has inevitably given Institute members a better understanding of their own industry. More important, it has resulted in closer cooperation between publishers and educators in meeting common problems of education. It has brought publishers into closer association with groups of citizens, established agencies, associations, and institutions interested in education. Finally, it has shown the industry the way to larger professional contributions to education and to significant improvement in textbooks and other printed materials of instruction (2:29).

From the reference to Murphy in chapter one, we can see a direct connection between the supply of textbooks and the quality of the school. Yet the supply of textbooks per child is dwindling year after year.

According to the United States Office of Education figures on school population and the American Textbook Association textbook figures, each school child in the United States in 1955 had 20 per cent fewer textbooks to read than did the child of 1946. Each child had 5 textbooks and 5 supplementary readers in 1946; in 1955 they had 4 of each.

The tremendous increase in school population and the higher price of textbooks are two important reasons for this decline in supply. Another cause is miscalculating by administrators in their textbook budget. If they have a 5 per cent increase in enrollment and a 5 per cent increase in the cost of textbooks, many have figured 10 per cent above the previous budget. Actually, the 5 per cent increase should be figured on an enrollment of 105 per cent, making the increase $10\frac{1}{4}$ rather than 10 per cent. On a large budget this would be a rather substantial differential.

Between 1946 and 1954 the enrollment of our public schools increased from 17,800,000 to 24,200,000, a gain of 36 per cent for the first eight grades of our school system. The average elementary school textbook cost increased from \$1.09 to \$1.99, an average increase of 83 per cent.

But the 36 per cent increase in enrollment and the 83 per cent increase in the cost of textbooks do not

complete the story. This would give the new student only one-fourth of the books he needs. Because books wear out each year, it is necessary to replace an average of \$3.00 worth of books per pupil per year. When a new school is formed or the enrollment increased in a school, there are no books on hand for these children. There will be no readers, no arithmetic, no language textbooks to be handed out to these new students. For each new student, if you wish to adequately supply him with textbooks, you are forced to buy a complete new set of instructional materials.

If you have thirty students in a classroom and your enrollment increases by one-third, it would seem that one-third more for textbooks should supply the children. This is not true. It will take 133 $\frac{1}{3}$ per cent instead. At the cost of \$12.00 per student for the ten new children, a total of \$120.00 for the additions, plus \$90.00 for normal replacement at \$3.00 per original student, the budget for the classroom would be \$210.00.

It is meaningless to compare amounts spent on textbooks without knowing whether the school population was remaining stable or expanding. If one school had a stable population and another had an increase of 10 per cent and both spent the same money as last year, it would indicate that the school with the rising population

would have fewer books per pupil than the stable school. If the factors of population were not known, then we would assume the book situation in both schools to be equal.

In this time of booming enrollments, it is better to stop making comparisons and trying to run things on the basis of dollars per capita. The important factor is, how many modern, clean, usable textbooks are being provided for each child (2:13)?

When administrators find they are caught in a textbook shortage, they should put the purchase of texts on as sound and efficient a business basis as any other budgeting factor.

Two costs must be considered in this light. First is the cost of maintaining the inventory of usable books in the school system, including depreciation value of the total cost of the book plus the increase in cost of replacement due to inflation. The usable life of the books will depend upon the policy of the school toward wear and need for revision. Second is the cost of books for children in the increased enrollment.

The philosophy of the district has much to do with the purchase of books. Districts must consider what their book inventory is today and whether that inventory is adequate for their school system. The district will have to determine the needs for each pupil. Among things to

consider are (1) Does each child get a full set of books? Are part of three or more sets used in a given subject? (2) An actual count of the books will have to be made, sorting out the worn and outdated books, (3) Estimate the number of pupils there will be by grade levels, adding to those from the past year the expected new enrollees, (4) Subject by subject and student by student find the total of each title needed, and (5) Find the cost of each book on the list. This total is the amount of a well planned textbook budget.

Once an adequate supply of books has been established, it is a simple matter to estimate the needs for the following year by adding the number of discarded books and the number of new books necessary because of increased enrollment.

II. TEXTBOOK LIFE PRACTICES

Fifty years ago, today's grandparents had few textbooks. They were fortunate to have a McGuffey Reader, a Ray's Arithmetic, a speller, and a geography book. Grammar was not studied by most, for many dropped out of school before they were high enough in the grades to reach the point where it was offered.

Going back further to the time of Abraham Lincoln's

boyhood, books were even more limited. There weren't any arithmetic textbooks at the time. Each teacher made up his own "sum" book of problems. The problems from the "sum" book were dictated to the children who did their "figuring" on a slate in their laps; likewise, in writing they used "copybooks" for their practice (10:403).

Durability of textbooks. Textbooks today are more durably bound than in the past. This tends to increase the usable life of a textbook. In both appearance and durability today's textbooks are superior to those of the past, yet the cost per unit is less, even with rising inflation, than that of the poorer books of earlier days.

The number of books used and the frequency of their use has much to do with the useful life of the textbook. Many more books are used today than fifty years ago. Irwin makes the following comparison in number of books children used then and now:

Throughout their entire time in the school, pupils used only about 22 basal books for eight years. Today's pupil in a well equipped school may use many more supplementary and reference books in the same period (4:15).

The American Textbook Publishers Institute suggests the average useful life of textbooks to be four years. It suggests a depreciation schedule for a four year period be set up to replace books too worn for

further use.

Obviously, the useful life of books will vary with the care the individual book receives. Some books not used as basal texts would last for six or more years, while a few might wear out in less than four years.

Textbooks replaced because of obsolescence.

Information given earlier showed that England had used some textbooks for sixty years without changing the edition. Examples from the early history of America show even longer life than this. The McGuffey Reader was first published in 1836, yet it was widely used in this country until 1920. After the decline in 1920, the publisher still sold more than a quarter of a million copies between that date and 1945 (4:14).

Revision of textbooks by the publisher or replacement by the schools because of obsolescence was not so important in the days of the all subject-centered curriculum as it is today in the more child-centered program. Also, rapid changes in science and world boundaries make changes more necessary today.

Formerly the school boards adopted textbooks at their pleasure, and in many cases they were poorly qualified to judge the merit of the books. Today boards usually formally adopt textbooks on the recommendation

of the superintendent, who often follows the advice of the teachers of his district working on the textbook selection committee. How often these changes in textbooks are made depends entirely on the philosophy of the district (4:30).

Many school patrons think the schools change textbooks every year. This is true in a sense, for with the many different books used and the different grade levels, it is wise to rotate and change some subjects each year. However, few schools change textbooks completely every five years, and some texts are in use more than ten years. Irwin suggests that a four year period for textbooks will prove the most economical. The American Textbook Publishers Institute suggests four or five years for basal textbooks and five to seven for supplemental and reference books. It is obvious that the way textbooks are handled, the amount of usage, and the philosophy of the district will determine when they should be changed.

Economy has a great deal to do with the selection and purchase of textbooks. The public must back the district administration in many matters if sufficient money and adequate books are available. The London study indicates cheapness rather than adequacy may become the criterion for textbook selection when funds are lacking.

The time has come when one chooses a class (group of books) not because it is new or informative or attractive in presentation and format or instructive or stimulating or even stoutly bound; one buys it because it is sixpence a copy cheaper than its competitors (7:545).

III. TEXTBOOK STORAGE PRACTICES

Textbooks are stored in one of two places, either in the individual elementary schools or in a central storage warehouse. There seem to be advantages to each practice. In order to assure an adequate supply for each individual child in every school, the school district needs to form a policy which it feels best suits that particular location.

Central storage. One of the advantages of central storage is that it makes for a more equitable distribution. New schools in the district have an equal opportunity to requisition books along with established institutions. Some older schools have an abundant supply of textbooks while the neighboring new school has a dearth of published materials. The principals in the established schools are sometimes reluctant to part with textbooks from their supply in favor of less fortunate principals from newer schools in the district.

The chief disadvantage to central storage is the

immense cartage and handling process necessary each year in order to place the books in the proper buildings and return them to the warehouse (5:633).

Individual school storage. Individual school storage has been common practice in the past. The chief advantage of this method is that the principal knows what books are immediately available for use and the books can be in the classroom on a few minute's notice. Books that are readily accessible will be used more than those which must be brought from central storage.

Combined storage. Some schools use a combination of the above storage practices, keeping the basal text in the individual schools and the supplementary texts in central storage for all the schools to use as the need presents itself. The advantage here is the elimination of the gross transportation and handling process of all the books. The disadvantage is that books away from the school are not used as frequently as those in the building.

CHAPTER IV

THE LIFE, COST, AND STORAGE OF TEXTBOOKS

I. INTRODUCTION

The administrators of all forty-nine first class school districts were asked a number of questions to determine what each of their schools was doing with textbooks. These questions were related to the life, cost, and storage practices of the textbooks of each district. (See Appendix B for copy of questionnaire).

Textbooks in the elementary schools need replacing for two reasons, obsolescence and wear. Part of the survey attempted to find how often different schools changed these textbooks. Naturally there was a difference in schools and also in subjects. Schools differ because of policy and money with which to purchase new books. The money seemed to be the most limiting factor. The life of a book because of wear varies according to use and quality. It is normal that an arithmetic book should be used more than the text used for music.

II. LIFE OF TEXTBOOKS BECAUSE OF OBSOLESCENCE

The administrators were asked about the useful life of textbooks because of obsolescence. This was a

general question to see what different schools used as a policy for their textbooks.

Of the 34 administrators that replied, as shown in Table I, most indicated some texts would last longer than others. This was expected. Rapid advances of quick changing science and arithmetic require evaluation more often than more stable music or spelling. The subjects do change and need revising over a period of years, but none so rapidly as modern science.

The number of years administrators thought books usable before they were obsolete ranged from 4 to 12. The majority thought books should be evaluated for obsolescence every five years. Most thought five to six years should be the right number if they could obtain sufficient money to purchase the books when they wished to buy.

A number of districts said their schools had no basic spelling or language texts. These schools used guides made in the district.

The spokesman for one district said that the bindings of the book rather than the subject determined the life of the book. (Appendix C).

A number stated that they had not been able to adopt a textbook replacement schedule because of budget limitations. It was stated that purchases were made only

when obsolete necessity dictated. Many indicated by their answer that a five to six year policy on textbook changes was a wish rather than fact because of lack of money with which to purchase textbooks.

In that portion of the questionnaire regarding obsolescence (Table I), it was found that of the 23 schools answering the item concerning obsolescence, 15 thought books should last from five to six years. This was 65.22 per cent of the total answering this item on the questionnaire. Three administrators, or 13.05 per cent, thought that the textbooks would become obsolete between seven and eight years. Four schools, 17.39 per cent, thought the books should last from nine to ten years, while one school, 4.34 per cent, thought textbooks should last from eleven to twelve years.

It was found that most believed books needed replacing between five and six years and none thought it necessary to make the change in textbooks before that time. Some schools thought that textbooks could last from eleven to twelve years.

III. HOW LONG BOOKS LAST BECAUSE OF WEAR

Most administrators agreed that books would last from 5 to 10 years because of wear. Once again this

TABLE I
TEXTBOOK CHANGES BECAUSE OF OBSOLESCENCE

Years at which textbooks changed	Number of schools changing at interval	Percentage of schools changing at interval
1-2	0	00.00
3-4	0	00.00
5-6	15	65.22
7-8	3	13.05
9-10	4	17.39
11-12	1	4.34
13-14	0	00.00
15-16	0	00.00
Total	23	100.00

TABLE II
TEXTBOOK CHANGES BECAUSE OF WEAR

Years at which textbooks changed	Number of schools changing at interval	Percentage of schools changing at interval
1-2	0	00.00
3-4	3	10.71
5-6	19	67.86
7-8	4	14.27
9-10	1	3.58
11-12	1	3.58
13-14	0	00.00
15-16	0	00.00
Total	28	100.00

would depend on the amount of use a book has and upon the quality of the binding. One school district reported from 3 to 15 years. This would cover the most used to the least used. (Table II).

One administrator said that the books in his district were used by two or three classes each year. This fact would make the figures from his school invalid in this study.

It was found that textbooks often were kept in service well after their expected life because schools at present have no alternative when money is not provided in sufficient quantity to cover this budgetary item. (Appendix C).

The length of time it takes a book to wear out is shown on Table II. Of the 28 administrators reporting in this field, 19, 67.86 per cent, thought books should last five to six years. Three schools, 10.71 per cent, believed they would wear out sooner. They thought books would be lost through wear in three to four years. Four schools, 14.27 per cent, reported textbooks would be usable to the seven and eight year period. One administrator thought textbooks were in usable condition at nine to ten years. This was 3.58 per cent of those answering the survey. The same was true for the eleven to twelve

year bracket.

Most still thought books would wear for five to six years, while a few thought that was too long. Thus, 10 per cent thought the textbooks would wear out before they became obsolete. Others thought textbooks should last much longer.

IV. LIFE OF TEXTBOOKS BY SUBJECT

It was thought that all textbooks would not last for the same length of time. In the questionnaire, administrators were asked to report on the useful life of textbooks in six different subjects.

Reading. Of the 26 reporting on this subject, 6, or 23.08 per cent, replaced the reading textbooks every three to four years. Twelve, 46.14 per cent of those reporting, changed at five or six years. In the seven to eight year interval, 3, or 11.54 per cent, made the change. Four schoolmen, or 19.24 per cent, said that they changed between nine and ten years. This is indicated on Table III.

Music. Some 30.77 per cent, or 8 administrators, reported using music books from five to six years. Eleven of those reporting, or 42.30 per cent, said they

TABLE III
 FREQUENCY OF READING TEXTBOOK CHANGES

Years at which textbooks changed	Number of schools changing at interval	Percentage of schools changing at interval
1-2	0	00.00
3-4	6	23.08
5-6	12	46.14
7-8	3	11.54
9-10	5	19.24
11-12	0	00.00
13-14	0	00.00
15-16	0	00.00
Total	26	100.00

TABLE IV
 FREQUENCY OF MUSIC TEXTBOOK CHANGES

Years at which textbooks changed	Number of schools changing at interval	Percentage of schools changing at interval
1-2	0	00.00
3-4	0	00.00
5-6	8	30.77
7-8	11	42.30
9-10	5	19.23
11-12	1	3.85
13-14	1	3.85
15-16	0	00.00
Total	26	100.00

used their music books from seven to eight years. Four schools use their music textbooks from nine to ten years, a per cent of 19.23. One school used their music texts from eleven to twelve years, while another reported making use of the music books for thirteen to fourteen years. Both of these were 3.85 per cent of the total. This was reported on Table IV.

Spelling. Table V indicates the results of the 23 reporting on the spelling textbooks used in their district. Two, 8.70 per cent, said their books were changed every three to four years. Sixteen, 69.55 per cent, said they made the change in the five to six year period. Two schools changed in the seventh or eighth year, a 8.70 per cent. Three, or 13.05 per cent, changed in either the ninth or tenth year.

Science. As indicated in the comments (See Appendix C), many administrators thought the science textbook the most difficult to keep up-to-date. One school, or 3.85 per cent, said science texts were changed every one to two years. Twenty-six schools replied to this part of the questionnaire. Four, or 15.38 per cent, changed every three to four years. Seventeen,

TABLE V
FREQUENCY OF SPELLING TEXTBOOK CHANGES

Years at which textbooks changed	Number of schools changing at interval	Percentage of schools changing at interval
1-2	0	00.00
3-4	2	8.70
5-6	16	69.55
7-8	2	8.70
9-10	3	13.05
11-12	0	00.00
13-14	0	00.00
15-16	0	00.00
Total	23	100.00

TABLE VI
FREQUENCY OF SCIENCE TEXTBOOK CHANGES

Years at which textbooks changed	Number of schools changing at interval	Percentage of schools changing at interval
1-2	1	3.85
3-4	4	15.38
5-6	17	65.38
7-8	3	11.54
9-10	1	3.85
11-12	0	00.00
13-14	0	00.00
15-16	0	00.00
Total	26	100.00

65.38 per cent, changed every five to six years. The seven to eight year period had three changing for 11.54 per cent while one school changed in nine or ten years for another 3.85 per cent. These results were shown on Table VI.

Language. Seventeen of the 24 reporting on the life of language textbooks changed these books between five and six years; this was 70.84 per cent of those making the report. Both above and below this, in the seven to eight and the three to four years, showed 8.34 per cent (two schools in each time bracket). Three, or 12.48 per cent, indicated on Table VII that they changed their language books in the nine to ten year range.

Arithmetic. According to Table VIII, most administrators thought it necessary to change the arithmetic books before the end of the sixth year. More than 80 per cent changed before that time. A percentage of 25.95 schools felt it necessary to change during the third and fourth year. Of the 27 reporting on this item, 15, or 55.50 per cent, thought the five to six year period the time to change. Two schools, or 7.40 per cent, changed in the seventh or eighth years while three schools, 11.15 per cent, changed in years nine or ten.

TABLE VII
 FREQUENCY OF LANGUAGE TEXTBOOK CHANGES

Years at which textbooks changed	Number of schools changing at interval	Percentage of schools changing at interval
1-2	0	00.00
3-4	2	8.34
5-6	17	70.84
7-8	2	8.34
9-10	3	12.48
11-12	0	00.00
13-14	0	00.00
15-16	0	00.00
Total	24	100.00

TABLE VIII
 FREQUENCY OF ARITHMETIC TEXTBOOK CHANGES

Years at which textbooks changed	Number of schools changing at interval	Percentage of schools changing at interval
1-2	0	00.00
3-4	7	25.96
5-6	15	55.50
7-8	2	7.40
9-10	3	11.15
11-12	0	00.00
13-14	0	00.00
15-16	0	00.00
Total	27	100.00

As indicated on the eight tables, the majority stated that the years five to six were those in which they changed textbooks. Some stated that this was their plan but in some cases could not be done because of the sparsity of money in the budget.

V. THE SURVEY OF COST OF TEXTBOOKS

The cost of textbooks is a complex problem, as shown in Analysis of Textbook Accounts, a table prepared by the Bellevue School District and dated January 9, 1961. (See Table IX). This paper was included with the returned questionnaire from the Bellevue School District. Although this paper is not exclusively for the elementary schools but compares the cost of books for eight major first class schools in the Seattle area, it was included for comparison. New textbook purchases for the year from the general funds of the eight districts totaled \$989,042.00 and from building funds totaled \$144,972.00, for a total spent on new texts of \$1,104,014.00. This amount was spent for books for 158,411 children. The average cost for books per child in this area of eight schools was \$6.97.

Not all of these schools received money from the building fund for textbooks. Neither the largest nor

TABLE IX

ANALYSIS OF TEXTBOOK ACCOUNTS

District	Account	General Fund	Building Fund	Total Amount	October 1 Enrollment 1 - 12	Per Pupil Cost
Highline	#251	\$110,000.00	\$ 35,000.00	\$145,000.00	22,549	\$6.43
Kent	(Textbook	19,000.00	20,000.00	39,000.00	5,065	7.70
Lake Washington	Purchases)	26,950.00	-0-	26,950.00	5,429	4.96
Mercer Island		20,000.00	-0-	20,000.00	3,015	6.63
Bellevue		41,272.00	28,972.00	70,244.00	10,784	6.51
Renton		57,820.00	20,000.00	77,820.00	9,066	8.58
Seattle		653,000.00	-0-	653,000.00	90,704	7.20
Shoreline		<u>61,000.00</u>	<u>11,000.00</u>	<u>72,000.00</u>	<u>11,799</u>	<u>6.10</u>
		\$989,042.00	\$144,972.00	\$1,104,014.00	158,411	6.97
Highline	#252	5,724.00	-0-	5,724.00	22,549	.253
Kent	(Textbook	1,000.00	-0-	1,000.00	5,065	.197
Lake Washington	Repairs)	1,500.00	-0-	1,500.00	5,429	.276
Mercer Island		500.00	-0-	500.00	3,015	.165
Bellevue		2,000.00	-0-	2,000.00	10,784	.185
Renton		200.00	-0-	200.00	9,066	.022
Seattle		10,840.00	-0-	10,840.00	90,704	.119
Shoreline		<u>1,500.00</u>	<u>-0-</u>	<u>1,500.00</u>	<u>11,799</u>	<u>.127</u>
		\$23,264.00		\$23,264.00	158,411	.147

*This table was produced by BELLEVUE PUBLIC SCHOOLS, BELLEVUE, WASHINGTON. January 9, 1961.

the smallest school received any cash for books from the building fund; however, 5 of the 8 schools received an average of slightly less than \$30,000.00 cash.

The amount spent per pupil varied in the eight district study from \$4.96 to \$8.58, with an average of \$6.97. The number of pupils per school varied from 3,015 to 90,704.

Another factor involved in this study mentioned in the Bellevue study concerns textbook wear. The eight districts spent a total of \$23,264.00 for the repair of textbooks. The smallest district spent \$200.00 while the largest of the eight in the study spent \$10,840.00. The enrollment was the same as above and the average cost per pupil was \$.147. The school spending the least for book repair spent \$.022 per pupil while the district spending the largest amount spent \$.276. The sum of new book and repair costs for the eight schools averaged \$7.12 for each child.

At first glance it was thought that the money set aside from the building fund for textbooks would represent the cost of books for the increased enrollment. This would not necessarily be so, for many of the students in this new school were members of the district in some other school the year before. The new students would be

distributed to all the schools of the district.

Since this study was for one year, it shows only part of the picture. The amount spent by the various schools last year or the year before that would in all probability vary considerably.

The repair factor in this book study could be greatly influenced by the age of textbooks. Had one school made two or three major changes in texts during the last two years, then the amount spent would be expected to be less.

The Bellevue 1961-1962 budget printed March 7, 1961, anticipated 844 new students at the elementary level. (See Table X). The district proposed to spend \$16.00 per pupil or a total of \$13,344.00 for textbooks for children new to the district. There were 6,579 children in the district schools as of October 1, 1960, for which the district intends to spend \$3.20 per child or a total of \$21,052.80 for the pupils already in the schools. The combined proposed 1961-1962 expenditure for the district for both present and new students was \$34,396.80.

VI. COST OF TEXTBOOKS DUE TO WEAR

Different policies of the various schools made

TABLE X
ESTIMATED ELEMENTARY TEXTBOOK BUDGET, 1961-1962

	Gen'l Fund	Bldg. Fund	Total
Projected enrollment October 1, 1961	7413		
Actual enrollment October 1, 1960	<u>6579</u>		
New enrollment	834		
844 new @ \$16.00		\$13,344.00	
6579 old @ \$3.20	<u>\$21,052.80</u>		
Total Elementary	\$21,052.80	\$13,344.00	\$34,396.80

it rather difficult to compare the cost of book replacements due to wear. Some schools attempt to change books every five years. If there is enough money in the budget to allow this, then you would find the repair of books at a rather low level. The books used five years would not have to be replaced at the end of that period because there would be a new adoption.

Schools that have a longer period of use than five years will have a higher repair and replacement budget. Most books will last four years, but few with hard usage will last seven to eight years.

Many thought the five year life span of books was ideal as it had a minimum of replacement and repair with a maximum of up-to-date books purchased with the money in the textbook budget. Others thought the quality of the book covers had more to do with the lasting qualities of the book than years of wear.

Some educators thought that a figure of 10 per cent was about right for replacement and repair due to wear. In other cases more than four-fifths of the textbook budget went for repair and replacement.

Bookkeeping methods hamper a study of this type in that very few schools use the same forms. Some schools divided their textbook expenditure to the penny while

others admitted it was only their best guess they were reporting. One man said that there would be no way of determining what was spent for replacement of worn out texts as against replacement for obsolete books.

Another administrator said that their school district didn't have records segregated into specific categories, hence, his figures are "guesstimates" though dependable to a substantial degree.

Most of the men commenting thought more money should be set aside specifically for textbooks. Educators seemed to feel that textbooks were on the bottom of the list, and what was left after the other items, in many cases, went for the classroom books.

Several administrators thought the budget of the future should be made with sufficient money to allow so many dollars and cents per child. They thought this was a more sensible approach than this whatever-is-left attitude.

VII. COST OF REPLACING OBSOLETE TEXTBOOKS

Once again some bookkeeping methods limited the accuracy of the survey in the area of replacing obsolete textbooks. Some school men said their answers to the question on the amount spent to replace obsolete textbooks

was an estimate while others had the answer in dollars and cents.

Replacing obsolete textbooks would come at the time a new text or revision of the old became necessary; thus one school might have a high ratio on the year they adopted the most changes while the following year the amount spent could be nil. Several men thought it difficult to tell when they were replacing obsolete texts because many times they merely took a newer edition of the same text. If well worn books were also obsolete and a newer edition of the same text was ordered, the bookkeeping department would have to choose where to make the entry. Replacement could be from wear or it could be from obsolescence.

This category indicated nothing that would be a ratio of total textbook budget to amount spent to replace obsolete books. The schools varied from about 5 per cent to more than 50 per cent. More time than one year's study would be necessary to accurately foretell what portion of textbook budgets would be spent to replace obsolete books.

VIII. COST OF TEXTBOOKS DUE TO INCREASED ENROLLMENT

It would be easy to compute the cost of textbooks needed for new students if they all went to one new school.

All the books purchased for this school would fall in this category. In all probability, however, all schools in the district, new and old, would have new students or part of the increase in the population.

Some schools have an allowance from the building fund for textbooks which is kept separate from the textbook budget. Other schools do not completely separate the textbooks purchased for increased enrollment from the other sectors of the textbook purchases.

The relation of the textbooks purchased to cover increased enrollment would usually have little in common with the total textbook budget. Rather, one might expect to find a relationship to the number of new students or increased enrollment to the amount of money spent.

The above was not always true, for the amount spent for that purpose varied from less than \$10.00 per child to more than \$40.00 per child according to figures submitted by the administrators.

The Bellevue study, earlier reported, showed that \$16.00 per child on the increased enrollment was submitted for 1961-1962. Some of the schools in the survey spent less, some much more.

IX. TEXTBOOKS IN THE BUDGET

From Table XI, referring to textbooks in the

TABLE XI

TEXTBOOK COSTS OF INDIVIDUAL SCHOOL DISTRICTS

Book Budget	Cost Due Wear or Loss	Cost to Replace Obsolete	Cost for Increased Enrollment	Total Budget	Number Pupils	Increase Pupils
\$13,130.00	\$ 2,000.00	\$ 5,000.00	\$ 3,000.00	\$ 3,581,000.00	4,080	110
30,000.00	22,000.00	4,500.00	3,500.00	2,877,142.34	2,502	79
91,812.00	75,871.78	12,142.71	3,798.48	14,692,998.47	15,748	348 Loss
4,572.00	1,000.00	3,000.00	572.00	1,035,000.00	1,245	31
9,250.00	462.50	7,862.50	925.00	2,325,087.00	2,624	183
10,800.00	400.00	6,400.00	4,000.00	1,128,000.00	1,800	250
15,000.00	3,000.00	8,000.00	4,000.00	2,180,000.00	3,000	210
47,334.00	18,439.50	18,439.50	10,455.00	9,309,767.00	13,028	697
4,276.00	200.00	3,200.00	800.00	869,000.00	1,100	75
14,796.00	5,296.00	3,500.00	6,000.00		3,169	256
7,575.00	757.00	4,923.00	1,893.00	1,015,002.80	1,411	
8,800.00	4,400.00	4,400.00			2,200	44
9,035.00	3,085.00	5,500.00	450.00	1,593,372.00	2,264	53
7,740.00	2,580.00	2,580.00	2,580.00	1,957,750.09	2,580	109
17,492.00	6,544.00	950.00	1,312.00	3,380,279.00	3,949	164
22,723.00	18,178.40	4,544.60		4,758,479.89	4,520	26
33,716.00	20,000.00		13,000.00	5,245,562.00	7,189	969
26,114.24	10,445.70	6,528.59	9,139.97	2,402,893.00	3,507	529
4,200.00	200.00	3,000.00	1,000.00	833,726.00	1,250	125
32,000.00	10,000.00	10,000.00	12,000.00	5,395,255.00	8,000	800
15,000.00	4,000.00	4,000.00	7,000.00		2,686	155
5,804.00	4,451.00	993.00	200.00	1,101,698.57	1,451	49
2,000.00	500.00	500.00	1,000.00	1,061,036.14	1,460	107
15,185.00	12,148.00	2,277.75	759.25	5,556,203.00	5,567	78

budget, an attempt was made to find a pattern in the amounts spent by the various first class districts on textbooks because of wear, obsolescence, and increased enrollment. There was no consistency in the amounts spent for the three categories. Twenty-four of the 34 schools reporting were able to break their budgets into the divisions asked for on the questionnaire. The other 10 could not tell which part of their textbook budget went to replace textbooks due to wear or obsolescence. They did not know what part of the budget was used to place textbooks in the hands of the increased number of students.

One school with 15,748 pupils had a loss of 348 for the year. This was the only school that did not have an increased enrollment. Yet this school had in the budget \$3,798.48 for textbooks for increased enrollment. This school spent most of the textbook budget to replace books due to loss or wear. They spent more than three-fourths of textbook money in this area.

Eight of the schools reported on Table IX indicated they spent more to replace textbooks due to loss or wear than because of obsolescence or increased enrollment. This was 33.33 per cent of the schools.

Nine of the schools spent more to replace obsolete textbooks. This was 37.50 per cent of the schools reporting.

Four schools, or 16.67 per cent, spent the largest portion of the textbook budget for books due to increased enrollment. Three schools, 12.50 per cent, divided the textbook budget into two or three equal parts.

One school district with 13,028 elementary school children had a textbook budget of \$47,334.00. This school district had an increased enrollment of 697 pupils and spent \$10,455.00 to buy textbooks for the new students. Thus, more than one-fifth of their textbook budget was spent to give books to the children as they enroll. By comparison another school with 1460 students and forty-nine new pupils spent one-half of their \$2,000.00 textbook budget for these new students.

Little or no relationship could be found on Table XI, considering the size of the school and the increase in enrollment as against the three separate studied items of textbook costs.

X. STORAGE OF TEXTBOOKS

The superintendents and business managers of the first class districts of the State of Washington were asked how they stored their textbooks, both basic and supplementary, and to state which type of storage they felt to be more economical. Also they were asked to state

an opinion on which type of storage would cause these books to be used to the greater advantage. The results are in this portion of the study.

Basic textbooks. The administrators were asked how their basic textbooks were stored. (See Table XII). Of the 33 educators who answered this question, 27 stated that they used individual school storage. This was 81.82 per cent. Two from school administration, 6.06 per cent, used central warehouse storage. The remaining 4, or 12.12 per cent, said a combination was used.

Supplementary textbooks. How supplementary textbooks are stored was also asked of the administrators. (See Table XIII). Twenty-five of the 33, or 75.76 per cent, indicated supplementary textbooks were also kept in the individual schools. Four used central warehouse storage and a like number used a combination. Each of these accounted for 12.12 per cent of the total.

Cost of storage. Which of the two methods of storage are the most costly, central warehouse storage or individual school storage? This question was answered by 29 school men. Thirteen, or 44.83 per cent, believed individual school storage more costly. The majority of 55.17 per cent, or sixteen, thought central warehouse

TABLE XII
HOW BASIC TEXTBOOKS ARE STORED

Method of storage	Number of schools	Percentage of schools
Individual school storage	27	81.82
Central warehouse storage	2	6.06
Combination storage	4	12.12
Total	33	100.00

TABLE XIII
HOW SUPPLEMENTARY TEXTBOOKS ARE STORED

Method of storage	Number of schools	Percentage of schools
Individual school storage	25	75.76
Central warehouse storage	4	12.12
Combination storage	4	12.12
Total	33	100.00

storage would cost more money. These were opinions of the men responsible for the operation of the first class schools in the State of Washington. The comments found in Appendix C indicate a trend toward central warehouse storage, yet most thought this plan to be more costly. (See Table XIV).

Teacher usage. Would more and better use of textbooks be made by teachers if the textbooks were stored in her individual school or if they were placed in a central warehouse? Twenty-three of the 29 administrators believed teachers would make better use of textbooks if they were close at hand in the individual school. This was 79.31 per cent of those who stated their opinion. Six, 20.69 per cent, believed better usage would result from central storage. Comments found in Appendix C indicate teachers will only effectively use that which is readily available without too much effort or fuss. (See Table XV).

TABLE XIV

ADMINISTRATORS' OPINIONS ON COST OF TEXTBOOK STORAGE

Methods of storage	Number of administrators	Percentage of administrators
Individual school storage more costly	13	44.83
Central warehouse storage most costly	16	55.17
Total	29	100.00

TABLE XV

ADMINISTRATORS' OPINION ON EFFECT OF STORAGE
ON TEACHER USAGE OF TEXTBOOKS

Methods of storage	Number of administrators	Percentage of administrators
Better usage when individually stored	23	79.31
Better usage when centrally stored	6	20.69
Total	29	100.00

CHAPTER V

SUMMARY AND CONCLUSIONS

Many educators surveyed and the literature read indicated that the time has arrived to remove the cost of textbooks from the stepchild class and let it stand in the budget as a separate important item. Because of the lack of money, many schools have used and are using textbooks from 10 to 15 years old. Too often school districts have had to get along with an inadequate number of antiquated, torn, and dirty books.

There should be enough basic textbooks in every school to furnish one of each to every student. Above this there should be at each grade level one or two additional sets so that a teacher can supply books to a newly enrolled child on the day he first attends the new school. A child attending a school for the first time feels unwanted and left out unless he possesses the same basic materials used by the other members of the class.

I. LIFE OF TEXTBOOKS

The lasting quality or life of a textbook varies for such reasons as: (1) wearability, (2) obsolescence, and (3) necessity.

Wearability. Wearability has to do with the length of time the book will last. This is tied very closely to the quality of material that goes into the binding and into the book itself.

There are two types of bindings used today on textbooks, the old style hard back books that have served well for many years and the newcomer to the field, the paper back book (1:317).

Even in the hard back book, quality varies greatly with the manner in which the binding is fastened to the printed material and with the material covering the hard back. Most books need repairing because the cover has worn through or the hard back has become separated from the printed portion.

Those in charge of purchasing textbooks should examine the method used to bind the cover to the book and the material on the outside of the cover. Textbook publishing companies in their competitive field have to cut costs in order to compete with other textbook sources. In order to cut costs, an inferior cover may be placed on an otherwise good text (11:396).

As brought out earlier in this study, some schools are turning to the paper bound books. The original cost is less and, with a limited budget, the cheaper book

seems to be the answer. This can be an illusion, for the useful life of these soft books is from 1 to 2 years. Some schools allow the children, if they wish, to take these home after the year's wear. They have value in certain subject areas because the students may mark them as they study.

Some thought that the paper backs were false economy. While they cost less originally, their lasting qualities are not as great as the hard backs and the casualty rate is higher. Others thought that on a short term basis, when you expect to make a new adoption in one or two years, paper back books were the answer.

Two methods of increasing the life span of books were evidenced in the writing: (1) Assess the child for any unnecessary wear on the basis of the damage and age of the book. Where the parents and the children know if a book is damaged they must pay for that unnecessary wear, more care will be taken of the books. (2) A campaign to respect books and handle them in a careful manner will lengthen the life of books. This would have to be teacher-inspired.

Obsolescence. It has been said that there have been more changes in science in the last 20 years than in

the previous 1,000. Thus a science book printed today can be obsolete tomorrow. It is impossible to keep up-to-date in this subject, but every effort should be made to keep science textbooks as near to the moment as possible.

Educators thought other textbooks needed revision less often, varying according to the subject. Arithmetic was thought to be next to science in need for revision. There is an interrelationship between mathematics and science, and new changes in arithmetic methods have been numerous.

It was not felt that music, art, and spelling textbooks needed to be changed as often as the other subjects. Music and art studied in the schools have not changed too drastically in the last five or ten years while spelling, for several years, has been based mostly on the Dolch list or the study by Horne.

In order to save money, many schools use their own school guides in language and spelling. Others thought making these study guides in sufficient numbers for the children was almost as costly as the books themselves and much time and effort of personnel were expended.

Reading books need to be revised from time to time, but the need did not seem to be as critical as in some other subjects. To hold the interest of the child, stories

and pictures in the book should be kept well up-to-date.

Necessity. The number of years that textbooks are kept without change or revision is very definitely affected by the amount of money available in the district for the textbook budget. If it is necessary to extend the useful life of the books for one or two years because of the lack of money, this does influence the life of books.

II. COST OF TEXTBOOKS

With the exception of the teacher, textbooks are the most important item in the school budget, especially in the elementary school. In elementary schools, teachers teach all subjects and cannot be equally effective in each.

The American Textbook Association recommends 1 per cent of the budget for textbooks. Few of the schools in the study allowed the expenditure of this amount of money for their textbooks. The same association recommended the following amounts to supply each grade level with adequate texts for each new pupil in grades: (1) \$13.98, (2) \$15.38, (3) \$18.95, (4) \$25.58, (5) \$27.70, and (6) \$28.21. This would be an average cost of \$12.63 per child for the elementary school. (See Appendix IV).

The school budget of the Bellevue School District for 1961-1962 recorded \$16.00 to be spent on each new

student in the elementary schools. It was not known at what grade level these students would be placed, but it was presumed that more would fall in the first year than other years.

If the above assumption is correct, then Bellevue is very much in line with the recommendations of the book association. If more should fall at the sixth grade level, they would be well below the recommended standard.

From the statements of the administrators, it seemed clear that not enough money has been available for textbooks. Some changed books every five years, but many more said that they would like to change every five years but were going from eight to fifteen years between new books because of lack of money.

Some superintendents agreed with Dr. Murphy's statement concerning teacher demands of money for salaries. Several agreed that teachers should not demand all for themselves and leave nothing for teaching materials.

Whereas most educators thought too little money was available for textbooks, it would seem reasonable to accept the plan of the American Textbook Association of spending 1 per cent of the budget for textbooks. Their selection of books for grades one through six looked adequate yet not in excess, and the cost, ranging from

\$13.98 for grade one to \$28.21 for grade six, was a reasonable cost to put an adequate supply of books in each pupil's hands.

III. STORAGE OF TEXTBOOKS

A trend to store textbooks in a central warehouse location was indicated in the study. Although more administrators (sixteen to thirteen), thought central storage more costly, several planned to introduce this type in their district within the next two years. Many thought the advantage of a greater variety of books for the district as a whole was superior to fewer books located in each school.

Greater variety of books was possible when centrally stored, but many had grave doubt as to the use teachers would make of these books when they were not instantly available. Only six of the educators polled thought the teachers would make as effective use when the books were centrally stored, and some of the six qualified their answer.

Some suggested that educators were only kidding themselves when they thought it more economical to centrally store when a warehouse had to be built, a supervisor employed, sorters made available, and a teamster

along with his truck kept ready to deliver the books to the requesting teachers. They all cost money, and many books could be purchased with the money spent for the above items.

It appeared to be a reasonable solution to store enough basic texts in each school for each child with some extra books for normal expansion due to increased enrollment. Along with the basics, most of the supplementary texts should be close at hand so teachers might use them as they desire and when they are pertinent to their lessons. The majority felt central warehousing was good for surplus basic texts and specialized supplementary books but that most books should be where the teacher could use them to better advantage in the individual school.

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APPENDIX A

SCHOOLS SURVEYED

SCHOOLS SURVEYED
FIRST CLASS SCHOOL DISTRICTS IN STATE OF WASHINGTON

ABERDEEN	MERCER ISLAND
ANACORTES	MOSES LAKE
AUBURN	MOUNT VERNON
BATTLE GROUND	NORTH THURSTON
BELLEVUE	NORTHSHORE
BELLINGHAM	OAK HARBOR
BREMERTON	OLYMPIA
CENTRAL KITSAP	PASCO
CENTRAL VALLEY	PORT ANGELES
CENTRALIA	PULLMAN
CLOVER PARK	PUYALLUP
EDMONDS	RENTON
ELLENSBURG	RICHLAND
EVERETT	SEATTLE
FEDERAL WAY	SEDRO WOOLLEY
FRANKLIN PIERCE	SHORELINE
HIGHLINE	SNOHOMISH
HOQUIAM	SOUTH KITSAP
KELSO	SPOKANE
KENNEWICK	SUNNYSIDE
KENT	TACOMA
LAKE WASHINGTON	VANCOUVER
LONGVIEW	WALLA WALLA
MARYSVILLE	WENATCHEE
	YAKIMA

APPENDIX B

THE COVERING LETTER AND QUESTIONNAIRE

5814 East Mercer Way
Mercer Island, Washington
May 22, 1961

Dr. Rolland Upton, Superintendent
Olympia School District
Olympia, Washington

Dear Dr. Upton:

The enclosed questionnaire is being sent to the superintendent or business manager of each first class school district in the State of Washington.

A survey is being conducted to gather information concerning the longevity, cost, and storage practices of elementary school textbooks for grades one through six. It is hoped that the information from this survey will aid administrators and those planning to go into administration in forming opinions on the amount necessary to spend on books of the textbook class.

Longevity has to do with the useful life of a textbook, considering both wear and obsolescence. Cost of textbooks includes replacements and additional books needed for increased enrollment. Storage refers to individual building storage or to district wide warehousing and distribution.

This questionnaire is necessary as a partial requirement for a Master's Degree from Central Washington College in Ellensburg, Washington. It would be very sincerely appreciated if you would complete the enclosed questionnaire and return it in the self-addressed envelope at your earliest convenience.

If a copy of the results of this survey is desired, please sign your name and school address in the space provided at the end of the questionnaire.

Sincerely,

Haven K. Crum

Enclosures 2

A SURVEY OF THE LIFE, COST, AND STORAGE OF TEXTBOOKS
FOR GRADES 1-6 IN FIRST CLASS DISTRICTS IN WASHINGTON

A. LIFE OF ELEMENTARY SCHOOL TEXTBOOKS
GRADES 1-6

1. How often do you replace textbooks because of obsolescence? _____
2. What is the average life of textbooks due to wear? _____
3. Some books receive more wear than others. Books in certain subjects become obsolete more rapidly than in others. How often are replacements made in:

Reading? _____ Spelling? _____ Language? _____
Music? _____ Science? _____ Arithmetic? _____

Comments: _____

B. COST OF ELEMENTARY SCHOOL TEXTBOOKS
GRADES 1-6

1. What amount from your budget did you spend for textbooks for grades 1-6 in the year 1960-1961? _____
2. What amount of this money was spent to replace textbooks due to wear or loss? _____
3. What amount was spent to replace obsolete books? _____
4. What amount was spent due to increased enrollment? _____
5. What was the total operating budget for 1960-1961? _____
6. How many pupils were enrolled in grades 1-6? _____
7. What increase in enrollment did your district have in 1960-1961 over 1959-1960? _____

Comments: _____

C. STORAGE OF ELEMENTARY SCHOOL TEXTBOOKS
GRADES 1-6

1. How do you store basic textbooks?
Central district storage? _____
Individual school storage? _____
2. How do you store supplementary textbooks?
Central district storage? _____
Individual school storage? _____
3. Which method of storage in your opinion is more costly?
Central district storage? _____
Individual school storage? _____
4. Will teachers make as effective use of textbooks centrally stored as those stored in individual buildings?
Yes _____ No _____

Comments: _____

If you wish a copy of the results of this survey please sign your name and school address here.

APPENDIX C

COMMENTS ON LIFE, COST, AND
STORAGE OF TEXTBOOKS

UNEDITED COMMENTS PERTAINING TO
LIFE OF TEXTBOOKS

Paperback Primary Reading, 2-3 years.

No basic spelling or language books, therefore have made no replacements.

Life of books determined by type of binding rather than subject.

We average a change of textbooks every 5 years. Reading books are purchased in smaller quantities yearly to provide for individual differences.

Questions 1 and 3 are too involved, too many implications to give a definite answer. It varies so much. 1940 Science Books were good in 1948 but 1955 Science books were obsolete in 1959---etc.

Answers are colored because of the financial pressures which make us keep books past their time and in some instances use them in several classes during the year.

We have not been able to adopt a textbook replacement schedule because of budget limitations. We only purchase when absolute necessity dictates.

The combination of purchases to replace worn-out books, additional books for new pupils, and new adoptions make it impossible to give accurate answers to the queries above and below. We don't have records segregated into the specific categories; hence, these figures are "guess-timates" though dependable to a substantial degree.

We plan to replace texts every 5-6 years, but do not always do so due to evaluations of possible replacements of finances.

We try to replace our books by gradually adding new sets i.e. readers, language etc. We don't want to do it all at once.

No local study has been made.

Our policy is that we will not replace with new books.

Changes in science and math have resulted in a much faster replacement in these areas while replacements are slower in the other subjects.

Have tried to develop a plan where texts could be replaced every five years. Have not been able to keep this schedule, however, because of catching up that has to be done.

Basic new adoptions made about once every 10 years. In interim period we may secure later editions of these basic adoptions, and often do.

We readopt every 5 years in all subjects.

All are continually evaluated. Replace as necessary. Decision made by principal under Admin. Asst. supervision.

We have multiple texts in Social Studies and science and this changes time for replacement.

UNEDITED COMMENTS PERTAINING TO
COST OF TEXTBOOKS

Increase in enrollment only 100 in grades 1 - 6. Expenditures grades one through six approximately 60% of total budgeted for texts.

Items 2 & 3 are not separated and there would be no way for us to determine which.

More funds should be set aside for textbooks. Future trend should be cost per pupil for good educational program rather than specifics for teachers' salaries etc.

Our district is growing quite rapidly. We are continually buying books of the same copyright date, etc., as we are presently using. We don't determine if they are replacements or additions.

It is extremely difficult to arrive at any absolute figures since each year finds some differences due to various problems. We try to concentrate more money in areas where needs seem to be greatest, so each year a different area may receive a larger or smaller allotment.

1. This figure combines \$13,986 from operating budget and \$3,486 from capital funds.

2.

3. To this figure might well be added \$7,142 as the cost of new language arts adoptions for grades 1-6. However, it may not be wholly accurate to say that all of the books replaced were obsolete; certainly not all of them were worn out. And, of course, a broad adoption of this type does not occur annually; perhaps at 2-3 year intervals, in one basic area or another. Scott, Foresman and Company reader series has been our basic adoption for many years as has been Allyn & Bacon's book by Magruder for our high school civics-government class.

4. This figure was arrived at by computation--- \$8.00 per new pupil will be fairly accurate. Records of such purchases are not segregated in the business office accounts.

5. While the figure given is that of the actual total of the adopted operating budget for 1960-61, it includes a budgeted reserve fund of \$66,742 but on June 30th the cash balance (which will include the reserve) to

carry over into the ensuing year will be substantially less because of uncollected taxes, probably slightly under \$50,000.

In addition to the operating budget, from capital funds we will have spent about \$15,600 (50% reimbursable from federal funds under N.D.E.A. Title III) for science, math and foreign language equipment; \$16,800 for textbooks: (a) at 2 relatively new schools (1 junior-senior high and 1 elementary) not completely equipped previously; (b) for additional texts in all other schools of the district to fulfill a local Board of Education policy that at all grade levels for any subject requiring a basic text, a copy shall be provided each pupil; (c) texts made necessary by new courses, by additional students, and by the lengthened secondary level (7-12th) school day from 6 to 7 periods; \$29,363 for new library books; \$7,500 for special equipment for the program for the handicapped (wholly reimbursable from state funds); \$78,156 for new equipment.

While our enrollment, grades 1 - 6, was less in 1960-1961, we still had an expenditure due to "increased enrollment" since books are kept on an individual school basis and some individual schools had increases in enrollment.

UNEDITED COMMENTS PERTAINING TO
STORAGE OF TEXTBOOKS

It takes time for teachers to get used to ordering from a central storage, but it would be much less expensive and easier to keep up-to-date materials.

Certain books in sets that may be circulated from school to school such as additional readers for individual needs and supplementary texts should be kept in central location.

If the books are stored in a central area the teachers have a wider selection of books from which to use.

Teachers are busy people and need supplies and equipment close at hand. A central store must be able to provide instant service to be satisfactory.

We hope to have central warehousing of all supplementary instructional materials, including textbooks within a year.

If questions 1-3 refer only to "extra" books the answers should be just reversed.

We store surplus books in central storage.

Additional staff time and expense would be involved in central district storage. Securing of such books when needed would create additional problems.

We do not have central storage, however, we are planning it for the future.

We also have some central storage of supplementary textbooks in the office of our Director of Elementary Curriculum.

We are not positive about item four since our books have never been centrally located.

We are planning central district storage and distribution of some supplementary readers next year. We are concerned about use if books are not readily available. We have excellent delivery service and anticipate good usage.

We must consider teacher and supervisor time here in making our judgments.

Our goal is to supply each building and each classroom well. We believe in supplying books in sufficient quantity and variety to enable teachers to more nearly meet the needs of individuals.

Our text program has been under my supervision for 15 years. I believe I can honestly say that by operating on a semi non-restrictive basis we have a very satisfactory situation. I don't believe in setting up a group of criteria that in turn ultimately binds you so you can't move.

Texts are most essential. We need to ascertain total needs then fight for funds to supply same. Seldom have we had to refuse a request.

At times, large surplus of texts in a given school during a given year may be sent to Central Storage to be drawn on by other schools needing them.

We have more space available in individual schools for book storage. Central storage would require additional facilities and personnel.

If they can get prompt action at their requests.

APPENDIX D

THE AMERICAN TEXTBOOK PUBLISHERS INSTITUTE

RECOMMENDED KITS

GRADES I THROUGH VI

TABLE XVI

THE AMERICAN TEXTBOOK PUBLISHERS INSTITUTE
RECOMMENDED KITS
GRADE I

Kind of Material	Expected Life	Average Net Price 1956	Per Pupil Maintenance	To Supply Each New Pupil
Reading Readiness	1	\$.49	\$.49	\$.49
Pre-Primers (4)	4	1.60	.40	1.60
Pre-Primer Workbook	1	.40	.40	.40
Primer	4	1.11	.28	1.11
Primer Workbook	1	.40	.40	.40
Supplementary Primers (2)	6	2.22	.37	2.22
First Reader	4	1.21	.30	1.21
First Reader Workbook	1	.41	.41	.41
Supplementary Readers (2)	6	2.48	.42	2.48
Penmanship Workbook	1	.37	.37	.37
Science Reader	4	1.30	.33	1.30
Arithmetic Workbook	1	.54	.54	.54
Arithmetic Textbook ($\frac{1}{2}$ class)	4	.57	.11	.57
Art Textbook	5	.65	.15	.65
Achievement and Other Tests	1	.23	<u>.23</u>	<u>.23</u>
Totals			\$5.20	\$13.98

TABLE XVII

THE AMERICAN TEXTBOOK PUBLISHERS INSTITUTE
RECOMMENDED KITS
GRADE II

Kind of Material	Expected Life	Average Net Price 1956	Per Pupil Maintenance	To Supply Each New Pupil
First Semester Reader	4	\$1.31	\$.33	\$1.31
First Semester Reader Workbook	1	.40	.40	.40
Second Semester Reader	4	1.35	.34	1.35
Second Semester Reader Workbook	1	.42	.42	.42
Supplementary Readers (2)	6	2.64	.44	2.64
Spelling Workbook	1	.45	.45	.45
Penmanship Workbook	1	.37	.37	.37
Social Studies Reader	5	1.58	.32	1.58
Science Reader	5	1.44	.29	1.44
Health Reader	5	1.20	.24	1.20
Arithmetic Workbook	1	.56	.56	.56
Arithmetic Textbook (1/3 class)	5	1.51	.30	1.51
Music Songbook	6	1.32	.22	1.32
Art Textbook	6	.65	.11	.65
Achievement and Other Tests	1	.18	.18	.18
Totals			\$4.97	\$15.38

TABLE XVIII

THE AMERICAN TEXTBOOK PUBLISHERS INSTITUTE
RECOMMENDED KITS
GRADE III

Kind of Material	Expected Life	Average Net Price 1956	Per Pupil Maintenance	To Supply Each New Pupil
First Semester Reader	4	\$1.47	\$.37	\$1.47
First Semester Workbook	1	.41	.41	.41
Second Semester Reader	5	1.52	.30	1.52
Second Semester Workbook	1	.43	.43	.43
Supplementary Readers (2)	6	2.98	.50	2.98
Spelling Workbook	1	.46	.46	.46
Language Textbook	5	1.61	.32	1.61
Language Workbook	1	.55	.55	.55
Penmanship Workbook	1	.37	.37	.37
Social Studies Textbook	4	1.78	.45	1.78
Science Textbook	5	1.53	.31	1.53
Health Textbook	5	1.31	.26	1.31
Arithmetic Textbook	4	1.73	.43	1.73
Arithmetic Workbook	1	.53	.53	.53
Music Songbook	6	1.35	.23	1.35
Art Textbook	6	.65	.11	.65
Achievement and Other Tests	1	.27	.27	.27
Totals			\$6.30	\$18.95

TABLE XIX

THE AMERICAN TEXTBOOK PUBLISHERS INSTITUTE
RECOMMENDED KITS
GRADE IV

Kind of Material	Expected Life	Average Net Price 1956	Per Pupil Maintenance	To Supply Each New Pupil
Basic Reader	4	\$1.70	\$.48	\$1.70
Basic Reader Workbook	1	.46	.46	.46
Supplementary Readers (2½)	7	4.25	.61	4.25
Spelling Workbook	1	.45	.45	.45
Language Textbook	5	1.68	.34	1.68
Language Workbook	1	.55	.55	.55
Penmanship Workbook	1	.37	.37	.37
History Textbook	5	1.95	.39	1.95
Geography Textbook	4	2.40	.60	2.40
Suppl. Soc. Studies Readers	6	1.78	.30	1.78
Science Textbook	5	1.75	.35	1.75
Health Textbook	6	1.43	.24	1.43
Arithmetic Textbook	4	1.73	.43	1.73
Arithmetic Workbook	1	.53	.53	.53
Music Songbook	6	1.41	.24	1.41
Art Textbook	6	.65	.11	.65
Achievement and Other Tests	1	.18	.18	.18
Dictionary	6	2.31	.39	2.31
Totals			\$7.02	\$25.58

TABLE XX

THE AMERICAN TEXTBOOK PUBLISHERS INSTITUTE
RECOMMENDED KITS
GRADE V

Kind of Material	Expected Life	Average Net Price 1956	Per Pupil Maintenance	To Supply Each New Pupil
Basic Reader	4	\$1.78	\$.45	\$1.78
Basic Reader Workbook	1	.53	.53	.53
Supplementary Readers (2½)	7	4.45	.64	4.45
Spelling Workbook	1	.46	.46	.46
Language Textbook	5	1.73	.35	1.73
Language Workbook	1	.56	.56	.56
Penmanship Workbook	1	.37	.37	.37
History Textbook	5	2.24	.45	2.24
Geography Textbook	4	3.01	.75	3.01
Suppl. Soc. Studies Readers	6	2.25	.38	2.25
Science Textbook	5	1.81	.36	1.81
Health Textbook	6	1.52	.25	1.52
Arithmetic Textbook	4	1.73	.43	1.73
Arithmetic Workbook	1	.53	.53	.53
Music Songbook	6	1.48	.25	1.48
Art Textbook	6	.65	.11	.65
Achievement and Other Tests	1	.23	.23	.23
Dictionary	6	2.37	.40	2.37
Totals			\$7.50	\$27.70

TABLE XXI

THE AMERICAN TEXTBOOK PUBLISHERS INSTITUTE
RECOMMENDED KITS
GRADE VI

Kind of Material	Expected Life	Average Net Price 1956	Per Pupil Maintenance	To Supply Each New Pupil
Basic Reader	5	\$1.78	\$.36	\$1.78
Basic Reader Workbook	1	.53	.53	.53
Supplementary Reader (2½)	7	4.45	.64	4.45
Spelling Workbook	1	.48	.48	.48
Penmanship Workbook	1	.37	.37	.37
Language Textbook	5	1.75	.35	1.75
Language Workbook	1	.56	.56	.56
History Textbook	5	2.31	.46	2.31
Geography Textbook	4	3.05	.76	3.05
Suppl. Soc. Studies Readers	7	2.30	.33	2.30
Science Textbook	5	1.89	.38	1.89
Health Textbook	5	1.56	.31	1.56
Arithmetic Textbook	4	1.73	.43	1.73
Arithmetic Workbook	1	.53	.53	.53
Music Songbook	6	1.60	.27	1.60
Art Textbook	6	.65	.11	.65
Achievement and Other Tests	1	.30	.30	.30
Dictionary	6	2.37	.40	2.37
Totals			\$7.57	\$28.21