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Title of Study: INITIATING A SELLING LIBRARY AND PERSONAL
PAPERBACK LIBRARY PROGRAM IN THE BIOLOGICAL SCIENCES

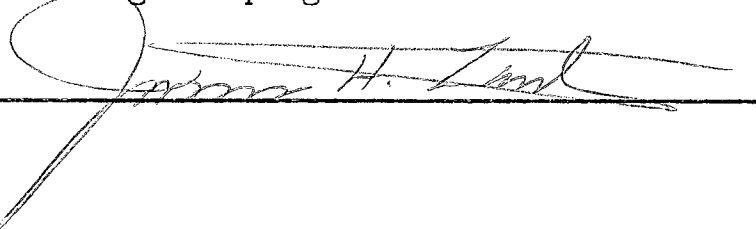
Pages in Study: 19 Candidate for Degree Master of Science

Major Field: Natural Science

Scope of Study: The publication of quality content paperback books in the biological sciences presents a vast source of information to supplement the regular high school class. The low-cost, conveniently-managed, and well-written books could serve to greatly increase the interest and knowledge of the student if a method could be devised to introduce these books to the student and provide him with the opportunity to purchase personal copies. Several colleges have departments that recommend paperback texts, allowing the student to buy many books for the price of one, thereby enriching the course. A survey of libraries that stock both paperback and hard bound books of the same title indicates a strong preference of students for paperback books, as evidenced by check-out records. A program to initiate a selling library for paperback books and a personal paperback library in the biological sciences seemed to be the most effective method of introducing and stimulating the interest of the students in these books. Letters of inquiry were sent to publishers of paperback books, and a pilot plan was devised for one school system.

Findings and Conclusions: The paperback selling library and personal paperback library program in the biological sciences can be organized and administered in the high school with very few difficulties and seems to show great promise. Most publishers are willing to give regular bookstore discounts, and many supply display racks free or at low prices. It is possible for a science club with faculty advisor to operate the bookstore, complete with displays, advertising, accepting of orders and delivery of books within the school building. The profit from sales may be used to order more books, and publishers will accept return of books not sold for full refund. This report outlines one method of organizing and administering the program.

ADVISOR'S APPROVAL



INITIATING A SELLING LIBRARY AND
PERSONAL PAPERBACK LIBRARY
PROGRAM IN THE
BIOLOGICAL
SCIENCES

By

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Bachelor of Arts

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1954

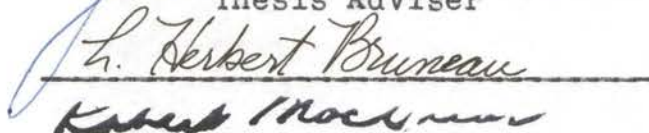
Submitted to the Faculty of the Graduate School
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Thesis Approved:



Thesis Adviser





Dean of the Graduate School

PREFACE

The purpose of this report is to explain and present one plan for the organization and administration of a paperback book selling library in the area of the biological sciences in the high school. A second purpose is to introduce a program that will encourage students to form a personal paperback library.

The study is limited to paperback books pertaining to the biological sciences that are on the current list of available books from one hundred twenty publishing companies in the United States. Letters of inquiry were sent to the mentioned publishers, requesting information concerning available book titles and prices to selling libraries.

The study is further limited in that it was planned to fit the particular conditions of Alamogordo High School, Alamogordo, New Mexico. The high school has approximately fourteen hundred students, a four track program in required general biology, and also offers advanced biology for those who qualify and are interested. Biology courses are taught by five teachers in the system. It is expected that others will modify the procedures herein to fit their particular situation.

The writer wishes to express thanks to Dr. James H. Zant for his advice and encouragement in this study, and to Dr. L. H. Bruneau for his assistance in the letters of inquiry and helpful advice during the study.

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CHAPTER I

THE PROBLEM

Statement of the problem. There is currently a severe shortage of scientists and technically trained people in the United States. Since World War II, and accentuated by the cold war, both government and private funds for the training of scientific personnel have greatly increased. It has been estimated that the shortage of teachers by 1966 may well exceed 520,000.¹ Growing from 177 million in 1960 to approximately 220 million in 1975, America will need an ever-increasing number of doctors, nurses, engineers, teachers and technicians just to hold its own.

It seems apparent that too many of our high ability youth are not now attending institutions of higher learning, despite the fact that the student's chances of going to college increase with his ability. One cause for this may be that the interest of the student is not properly satisfied or challenged when some factor stimulates him.

The selling library and personal paperback library program may help to solve this problem and encourage the

¹Charles C. Cole, Jr., Encouraging Scientific Talent (New York, 1956), p. 46.

interested student in many ways. The collection may offer opportunities for further reading and research not provided for in the course. Some may find their interest aroused and pursue the subject as a special project. Some may want background material before attending an institution of higher learning. While all students may benefit from the program, the advanced student and the student interested in a particular area may be able to greatly supplement the subject matter presented in the regular class.

Importance of the study. The writer intends this study to introduce the concept of a personal paperbound library in the biological sciences, and to present one method of organizing and administering a program directed toward this goal.

It is felt that the selling library under the supervision of the science club and a faculty sponsor would be better able to meet the original purpose of the study. Operating in this manner, all efforts would be solely toward the biological sciences, rather than spread over several different areas. If the selling library stocked books in many areas, such as English, literature, poetry, history, light fiction, etc., the total number of books in the biological sciences being purchased would probably drop. Of course, the forementioned are also of merit, but, being a biologist, the writer's primary interest lies in upgrading the students in this field.

Most important is the first-hand educational function the paperbacks serve. At a very low cost, a student can buy his own personal copy of a book dealing with the subject he is studying. What is more, he can use that book in any way he sees fit, underlining, scribbling in notes and comments, even tearing out whole pages if it suits his purpose--something he cannot do with library or school-loaned books.² The handy pocket size of these books has added another advantage. A student may easily carry a book with him, for reference on field trips, picnics, or at any spare moment.

²Theodore C. Boytos, "Do Your Schools Have Paperback Bookstores?" School Management, VIII:4 (1960), p.80.

CHAPTER II

BACKGROUND INFORMATION

Review of the literature. Much has been written in regard to the utilization of paperback books in schools and libraries; however, a search of the literature revealed no paperback selling libraries as herein described operating in the high schools of the United States. The following information collected from the literature may serve to illustrate the acceptability and desirability of those books in the scope of this problem.

Paperback books in school and public libraries. Many school and public libraries throughout the country are now stocking and circulating paperbound books. A recent survey conducted by the University of Illinois Library revealed that when paperbacks and hard bound books of the same title were available, preference was usually for the paperback.¹ Examples of this cited preference gave six standard bound and six paperback books, and listed the circulation record of each. One hard bound book had been in the library thirteen years, with four check-outs, while

¹Charles D. De Young, "Operation Paperback; A Second Look," Library Journal, LXXXV:16 (1960, p. 3024.

its counterpart paperback had been in the library three years with eighteen check-outs. The other titles listed displayed the same overwhelming preference for paperbacks.

The average paperback survives from eight² to twenty-eight³ check-outs before wearing out, depending upon library policy, reinforcement and quality of material in manufacture. While these books may not be so durable as hard covered books, if handled properly they do last, and provide excellent opportunity to amass an inexpensive collection of the best in biological literature.

Paperback books in class. The price of hard bound texts looms as a financial catastrophe to some students. Many professors are now endorsing paperbound texts. Nine paperback texts can be utilized for the price of one bound text, thereby greatly enriching the course.⁴

Utilization by The United States Information Agency. The United States Information Agency's objective is to bring people throughout the world closer to us by teaching them about American history, our economic and social standards, our culture, our sciences and our politics. It is

²William D. Boutwell, "The Coming of the Compact Book," Library Journal, LXXXV:10 (1960), p. 1861.

³Elizabeth O. Stone and Mary B. Melvin, "Paperbacks go to College," Library Journal, LXXX:13 (1955), p. 1646.

⁴Frederick Shroyer, "The Paperbacks on the Campus," Saturday Review, XL:37 (1957), p. 25.

not all done with books, but books--including the popular, inexpensive little paperback--can take a large share of the credit. The USIA has established five hundred American bookshelves, each containing thirty of the best available paperbacks in the fields of science and technology, in 164 libraries in sixty-four foreign countries.⁵

Encouraging paperbound personal libraries. The bookstore of Oberlin College, an institution with 2,000 students, sold \$25,000 worth of non-required paperbacks in one year.⁶ It would seem that any university, college or high school whose students and faculty do not have the opportunity to examine the wealth of paperbounds now available may be cheating them out of one of the most far-reaching educational opportunities of our times. Certainly few other activities could claim as far-reaching an effect as one with a demonstrated potential of persuading students to purchase voluntarily an average of ten books a year.⁷

To stimulate and encourage reading of more books, especially the many quality titles now available in inexpensive editions, contests have been organized and prizes awarded for the best personal paperback home library in a

⁵Fay Brisk, "Paperback Ambassadors," Library Journal, LXXXV:2 (1960), p. 183.

⁶Daniel Melcher, "College Booksellers Survey the Reading Revolution," New York Herald Tribune, XXXV:21 (1959), p. 25.

⁷Ibid.

certain field. Beloit College Libraries⁸ and The Circulation Library of The University of Illinois⁹ have both observed very good student participation from such programs.

⁸H. Vail Deale, "Personal Paperbacks," Library Journal, LXXXV:10 (1960), p. 1866.

⁹Charles D. De Young, "Operation Paperback; A Second Look," Library Journal, LXXXV:16 (1960), p. 3023.

CHAPTER III

METHODS AND PROCEDURES

Finance. The nucleus of the original stock for the selling library is to be the books sent to the writer as samples from publishers. This will be supplimented by books purchased with funds from the science club treasury.

Most companies offer books at a twenty percent discount off the regular retail price. Some offer discounts of twenty-five percent, thirty percent and even forty percent. Books are to be sold at retail prices, and the profits from sales will be used to enlarge the stock, for contest awards, and other purposes.

Books may be returned to the publisher for a refund in full of the price; therefore the treasury cannot be decreased by certain books that do not sell. Due to this condition, topics in which a rush is anticipated may be stocked in adequate numbers.

Personnel. The high school science club members will stock, accept orders for books and arrange all displays and books on a volunteer basis. A faculty sponsor shall act as advisor and sponsor for this endeavor. Policy will be formed by the club, sponsor, and administration.

Those members maintaining a "B" or higher average in all courses may work in the selling library for two one-hour periods each week. During this time those interested may examine the books in the flat display area and also the title list of books in stock, and place orders with the attendants.

The selling library will be open four one-hour periods each week during the regular school year.

Summer Reading Suggestion List. A summer reading suggestion list from each teacher of biology will be posted. The list will consist of two parts, one as preparation for the coming school year's class, another as a follow-up for the course just completed.

Displays. Bulletin board displays on poster paper, book displays to be viewed from glass hall-display cases, and models or specimens pertaining to particular books will be changed weekly. Each week will feature a book-of-the-week special display, including a brief report written by an interested faculty member, a science club member, or by a local professional person. An enlarged page (or more) from the book, utilizing opaque projector drawings and/or large type typewriter, will also be featured. One method for selection of the book of the week may be to follow the class topic schedule.

Contests. Probably the best method of arousing interest in an undertaking such as the selling library would be a schoolwide personal paperback library contest.¹ Such contests have been held with good results at several colleges, with prizes ranging from twenty-five to ten dollars for first prize. The prizes in this particular school situation may range from ten dollars for first prize.

The contest should be announced early in the year, with judging between the middle and end of the school year. The best personal paperback library in certain specific and general areas in biology will be designated as winner. The number of books to be judged in the library and the area should be clearly set in the contest rules.

Many various civic clubs and organizations in Alamogordo annually present monetary awards to students displaying outstanding science accomplishment, and will probably be the source of awards for the first five places.

Equipment. Book racks to be used will display the front cover flat rather than only the spine of the book. Melcher² states that flat display of books and self-service have increased interest and sales by as much as four hundred percent in bookstores.

¹H. Vail Deale, "Personal Paperbacks," Library Journal, LXXXV:10 (1960), p. 1866.

²Daniel Melcher, "Paperbounds: The Revolution in Book Distribution Patterns," Library Journal, LXXXV:2 (1960), p. 182.

Most publishers supply free, with the order of one hundred books, display racks of the type used in bookstores. Other publishers supply racks to schools and libraries at their cost. These range from \$9.75 for a thirty-five pocket, natural-finished rack to \$24.75 for a revolving wire rack displaying over one hundred titles.³ Without doubt cheaper means of display can be obtained. Tables three feet wide by eight feet long will be used on a trial basis, with wood stripping forming the display pockets.

Local order blanks and receipts will be mimeographed. Publishers supply order forms, but in the situation of the selling library, weekly orders to various publishers on postcards with payment checks sent monthly may prove to be more efficient.

The room to be used is a large storage room adjacent to the biology laboratory. Approximately one-half of the space will be devoted to displays, reports and announcements concerning the program, and the selling library will occupy the remaining space.

Expected problems. The major foreseeable difficulty that might cause a loss of enthusiasm in the selling library is the elapsed time between placing and receiving an order. Single orders are now usually completed in less than two

³Daniel Melcher, "Paperbounds: The Revolution in Book Distribution Patterns," Library Journal, LXXXV:2 (1960), p. 188.

weeks, however. One method of combating this problem would be to stock two or three copies of the books, and order to replenish the supply.

There is no adequate method at present of informing the public when a particular book is out of print. The more technical books do remain in print for a longer period.

The convenient pocket size may tempt a small percent to pilfer the books. This will be discouraged by the fact that empty spaces in the flat display area will be quickly noticed. An attendant near the entrance registering all who enter will also be a deterrent. The registration list will be used for a monthly drawing; the winner may have one book of his choice free.

Some publishers require orders for a given number of books before shipping. They are in the minority, and may later change their policy if enough express interest in their so doing.

Local dealers of paperback books may resent the science club's infringing on their trade. No criticism is anticipated if the prices charged for the books are the regular retail prices, avoiding what they may otherwise term as unfair competition.

Letters of inquiry results. Letters of inquiry were sent to one hundred twenty publishers of paperbound books. The source used to find the addresses of the mentioned

publishers was the R. R. Bowker⁴ publication. In addition to a request for a list of publications pertaining to the scope of the selling library, the writer also requested information concerning prices of books to the selling library. Of the one hundred twenty companies written, fifty four replied sending the requested information. The information concerning number of books pertaining to this study, discounts, comments from company officials and a copy of the letter sent to each company will be found in Appendix A, B, and C.

⁴Olga Svatik Weber, Paperbound Books in Print, (New York, 1960), pp. iii-v.

CHAPTER IV

SUMMARY AND CONCLUSIONS

The major function of the biological science selling library should be to offer students the opportunity for further reading and research in those areas in which they are interested. Personal experience of the writer in previous teaching situations has shown that many students are interested in purchasing books for their personal use, but sometimes the high cost of a standard text is prohibitive. Since the quality of paperback books in this field is of a high caliber, and their price enables the student to own several for the price of a hard bound book, a personal paperback library is possible even for the student of modest financial status.

This report dealt mainly with the justification, the administration and organization of a paperback selling library to be located in the Alamogordo, New Mexico, High School, and the program to be used to encourage the student body to form a personal paperback library in the mentioned area.

Letters from editors, business managers and promotion managers of various publishing companies indicate a strong willingness to cooperate with the described program

to the fullest extent in the high school. Many publishers with few or no books in these areas stated an interest and said that they plan to increase operations in this area soon. Some asked opinions concerning books in print, books to be printed, subject matter that high school teachers would like to have in print, and the price range of books that would be suitable for the high school student. (See Appendix C)

The era of the quality content paperback book is dawning, and teachers may well influence the type of books that are put into circulation. This may provide others with ideas for additional research possibilities in this aspect.

Many other sources of good information were not included in this study. Areas of known value to the biology student for additional high quality information are listed below. This abbreviated list will suggest still others to the reader. Herein lies a rich area and need for more consideration.

Scientific American Magazine Reprints
United States Government Printing Office
State and University Experimental Stations
State Fish, Game and Wildlife Departments
Commercial Company pamphlets (For example, Ciba Pharmaceutical Company's Clinical Symposia, an excellent series for advanced students planning to enter pre-medical or nursing schools.)

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APPENDIX A

LETTER OF INQUIRY TO PUBLISHERS

Dear Sir:

By way of introduction, I am a High School Biology Teacher and a participant in the Academic Year Institute at Oklahoma State University, sponsored by the National Science Foundation.

I am preparing a report concerning the organization and administration of a bookstore or selling library for the high school in the areas of the biological sciences. The proposed selling library will be in the high school, and under the direction of a science club and a faculty sponsor. Paperback books are to be stocked, as past experience reveals that students will buy books for personal use in areas of interest, but the cost of many standard bound books is prohibitive. Many of my students do purchase bound books, but while they buy one or two bound books a year, they would, I believe, buy many paperback books if they were displayed and sold in the school.

I am contacting publishers of paperbound books in order to have a complete list of available books in the biological sciences and related fields. A wide range of maturity in subject matter is desired, as some students will merely want a supplemental text, and others will wish to do further serious research in a particular field. I am requesting that each publisher send me a list of books available in the mentioned field, and the price at which these will be made available to the science club selling library.

I teach in Alamogordo, New Mexico, a school with a 1959-1960 enrollment of 1400 in the high school. I plan to administer a trial program during the coming year, and anticipate very good results. In the past, many of my students have asked for information concerning purchasing books for personal use, and often bought copies of my college texts, which were displayed in the classroom.

Any information or comments concerning this project will be greatly appreciated.

Sincerely yours,

Seth Adams, Jr.

APPENDIX B

INFORMATION CONCERNING BOOKS USEFUL IN THE STUDY

| <u>COMPANY</u> | <u>NUMBER OF BOOKS</u> | <u>DISCOUNT</u> | <u>SAMPLES</u> |
|----------------------------|------------------------|-----------------|----------------|
| All Pets Books, Inc. | 76 | * | 2 |
| Bantam Books, Inc. | 3 | 20% | |
| Barnes and Noble, Inc. | 8 | * | 1 |
| Beacon Press | 4 | * | 4 |
| Boxwood Press | 5 | 20% | 1 |
| Cambridge Book Co. | 4 | * | 4 |
| Chandler Publishing Co. | 1 | 20% | |
| Columbia University Press | 2 | 20% | |
| Fawcett Publications, Inc. | 4 | 20% | 1 |
| Golden Press, Inc. | 11 | 20% | |
| Harcourt, Brace & World | 1 | 20% | |
| Harper & Brothers, Inc. | 10 | 20% | 10 |
| Holt, Rinehart & Winston | 8 | 25% | |
| Indiana University Press | 3 | * | |
| J. Weston Walch | 5 | net | 2 |
| Littlefield, Adams & Co. | 3 | * | 1 |
| McGraw-Hill Book Co. | 2 | 40% | |
| Meridian Books, Inc. | 2 | * | 2 |
| Michigan University Press | 12 | * | 11 |
| Noonday Paperbacks | 2 | * | |
| Pacific Coast Publishers | 2 | 30% | 1 |
| Penguin Books, Inc. | 31 | * | |
| Perma Books, Inc. | 2 | 20% | 2 |
| Pocket Books, Inc. | 6 | 20% | 6 |
| Prentice-Hall, Inc. | 11 | 20% | |
| Pyramid Books, Inc. | 5 | * | 5 |
| Red Rose Publications | 1 | * | 1 |
| Simon & Schuster, Inc. | 5 | 20% | |
| Viking Press | 10 | 25% | 1 |
| Washington Square Press | 3 | 20% | 2 |
| World Publication Co. | 2 | * | 2 |
| Wesleyan University Press | 3 | * | |
| Yale University Press | 4 | ** | 3 |

* No discount was quoted.

** Personal discount will be given to advisor. Company policy allows no discount to student organizations.

APPENDIX C

SAMPLE COMMENTS RECEIVED IN REPLY TO LETTER

"Your opinions about titles we are considering, or your statement about what books you need for your students, would help us."

"We agree with your optimistic view of what can happen when quality paperback books are made available to high school students. Indeed, at a recent meeting of the Book-builders of Boston, the chief executive officer of a large New York publishing house predicted that the publishing business will grow most through its paperback activities, and that paperback distribution will expand most dramatically within high schools."

"What do you need in your high school classes? Do you feel the need for classics such as Darwin and Thompson, or for up-to-date classroom texts? Do you need specialized technical works or more general works, philosophic and panoramic? And what price range makes paperback books available to the average high school student? (It is sometimes necessary to go up to the \$1.50 -- \$2.00 range to publish a big paperback, or to publish a work which is still selling well in its hardcover edition.)"

"We would appreciate any comments you have to make about the enclosed selection and hope you will find them useful to your program."

"This book now in its third printing should prove an inspiration to many of your students. It shows how a simple subject can be developed so that it becomes an outstanding achievement and contribution to mankind."

"The idea of a paperback personal library and bookstore has quite an appeal, and I hope you do have opportunity to try it out in actual practical operation in your school. We will be interested in the results of your project when you return to your school."

VITA

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Major Field: Natural Science

Biographical:

Personal Data: Born near Hamlin, Texas, December 30,
1931, the son of Seth and Corine Ross Adams.
Married, the father of two children.

Education: Attended elementary and high school in
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School in 1949; attended Abilene Christian
College and Eastern New Mexico University;
received Bachelor of Arts Degree from East-
ern New Mexico University in June, 1954,
with a major in Physical Education and a
minor in Biology; have participated in
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Mexico University and Oklahoma State Uni-
versity, and the National Science Founda-
tion Academic Year Institute at Oklahoma
State University of 1960-1961.

Professional experience: Teaching experience in
General Science at Santa Rosa, New Mexico;
Biology at Loop, Texas and Alamogordo, New
Mexico.

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minor in Biology; have participated in
National Science Foundation Summer Insti-
tutes for Biology Teachers at Eastern New
Mexico University and Oklahoma State Uni-
versity, and the National Science Founda-
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Professional experience: Teaching experience in
General Science at Santa Rosa, New Mexico;
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