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Periodical Use in Secondary School Libraries in the State of Washington: A Survey with Recommendations

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PERIODICAL USE IN SECONDARY SCHOOL LIBRARIES
IN THE STATE OF WASHINGTON:
A SURVEY WITH RECOMMENDATIONS

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

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

by
Lillian C. Canzler
August 1969

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Central Washington
State College
Ellensburg, Washington

APPROVED FOR THE GRADUATE FACULTY

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CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS USED

I. INTRODUCTION

Educators have recently done a great deal of talking about the need to individualize instruction; they recognize both the differences among students, and the need to teach toward on-going education after high school graduation. Much of the talk concerns the need to have developing teachers, teachers who will practice what the educational philosophers are preaching.

The practical problem of having more students than we can easily carry as dependent learners, coupled with the ideal of instilling a sense of maturity in young people, forces us to teach students to think independently. In a discussion of this dilemma, Dr. Samuel Gould has stressed that, "Youth must study and live more independently, if we are to provide for them all. And, with all the problems this approach presents, it can ultimately create for us new generations of youth who welcome the difficult decisions, who seize upon the opportunity to act responsibly, who feel themselves active participants in society rather than sideline spectators." (29:201)

Part of the difficulty in starting programs where students learn methods of evaluating and studying the many types of materials available is a result of faculty who, themselves, have not been trained to evaluate and who are not familiar with the many types of materials that are available.

Librarians, more than any other faculty members, are trained to select the materials that are necessary if students and faculty are to learn individually. Their belief in the need to develop methods of approaching ideas and getting more materials to the learner must be strong. They can be catalysts in the new expansion of education. What Willard Goslin has said of faculty members must first be true of librarians:

The faculty must be constantly alert to check its practices in terms of at least three characteristics which are crucial in the democratic way of life: (1) respect for the dignity and worth of the human personality, (2) an appreciation for an ability to participate in group living, and (3) ability to solve problems through utilization of a method that takes into account pertinent data rather than accepting an answer regardless of factors which should affect the situation.
(28:139)

While much has been written about what ought to be done, more research is needed to indicate our distance from the desired ideals, and more information is needed giving specific directions as to how they can become realities. Merely discussing and dreaming without action allows us to slip further and further from developing unused talents. This

point is developed in the Rockefeller Brothers Fund Special Project Report V:

Unused talents lead to personal frustrations but they also deprive a society of the mainstream of its vitality. To realize our ideal of maximum personal development, it is not only essential that we inspire our people to the best that is in them but it is also essential to give them an opportunity to exercise that best. A society must learn to regard every instance of a misuse of talent as an injustice to the individual and an injury to itself. And it must cultivate the ideal and the exercise of excellence by every means at its disposal. (54:39)

Librarians have a unique opportunity to inspire students and to provide them with materials giving them the opportunity to develop their talents at their own rates.

II. THE PROBLEM

Statement of the problem.

It was the purpose of this study (1) to assess through a questionnaire-study the use of 213 selected periodicals by faculty and students in high schools in first and second class districts in the State of Washington, and (2) to determine some general values held regarding periodicals.

Scope of the study.

A questionnaire was developed based on samples used in the Enoch Pratt Free Library Study (43) and the study of library services in Yakima and adjacent regions made by Nelson Associates, Inc., 1967 (49). It was decided that

for best results a list of periodicals needed to be included in the questionnaire. The list of periodicals was developed using ALA, Basic Books for High School Libraries, R. E. Cundiff's 101 Plus Magazines for Schools, Lavina Dobler's The Dobler World Directory of Youth Periodicals, Laura K. Martin's Magazines for School Libraries, and articles reviewing periodicals in Top of the News. Periodicals indexed in Readers' Guide to Periodical Literature (1969, unabridged) were selected as well as several periodicals indexed in Education Index (1969). One periodical, Playboy, was added as a result of reading Hooked on Books and hearing the author, Daniel N. Fader, speak at the 1969 Washington State Association of School Librarians joint conference with the Washington Library Association.

The questionnaire was sent to fifty high schools selected randomly. Twenty-five schools returned the completed questionnaires. At each school the first ten names on the junior class roll were asked to complete the questionnaire as well as five faculty members selected by the librarian. Each librarian was asked to include a list of the periodicals actually subscribed to by that library and to indicate the selection aids used.

Definition of the term and limitations of the study.

The term "periodical" has been selected for this study even though the term "magazine" is a more popular and meaning-

ful term to high school students. Frank Luther Mott has pointed out that the term, magazine, is "defined as a bound pamphlet issued more or less regularly and containing a variety of reading matter, it must be observed also that it has a strong connotation of entertainment." (48:7) The term as here used refers to serious journals as well as all types of periodic publications of interest to students except: (1) newspapers, (2) foreign language publications for general classroom use, (3) periodicals primarily designed to be used in other classrooms such as Read, and (4) periodicals published by religious organizations with the exception of America magazine.

Justification for the study.

The two recent major studies of student use of public (43) and university (7) libraries indicate a need for more periodicals in high school libraries as well as more training on the part of students and faculty so that they might be aware of sources of information other than the most recent issues of the most popular titles. Lowell Martin, summarizing the findings of the Enoch Pratt study, stated, "Use of periodicals in Pratt confirms the impression that the more popular and the more recent titles are most often consulted. Evidently, collections of perhaps 100 titles made up of the weekly commentaries, plus the more popular monthlies, plus well-known subject journals such as National Geographic and Science

Digest going back 10 years and located in all secondary schools would absorb much of the first shock of periodical use by students. Both in senior high schools and in large branches, there would also be current subscriptions to a selection of more specialized journals to give readers some contact with the record of new knowledge." (43:30) The Denver University study has led William H. Axford to conclude that, "the growth of high school libraries in both quality and quantity has apparently not kept pace with curriculum development. The results have been advanced scholastic programs in the high schools for which adequate resources are lacking." (7:3612)

Eleanor Ahlers' report of a survey of high schools in the State of Washington revealed that "periodical collections were inadequate at all levels. Only twelve high schools in the state approximated the 120 magazine titles.¹ Seven senior high schools subscribed to ten or fewer." (5:28) Dorothy Bevis' study (1968) revealed that, "1966-1967 Title II applications showed an average of 55.6 periodicals in the senior high schools." (13:232)

The most recent study of student use which included titles was coordinated by Dr. Eells in 1937. This was a study of periodical use nationally. No recent study of

1. Recommended by the 1960 American Library Association
Standards for School Library Programs.

student and faculty use of periodicals by titles has been done in the State of Washington, although the survey to which Miss Ahlers refers indicates a need for this type of information. The present study is an attempt to fill that need.

III. ORGANIZATION AND OUTLINE

Chapter II discusses the literature that has been written on the subject of student and faculty use of periodicals in the high school library and is divided according to unfavorable arguments to the use of periodicals and favorable arguments. Favorable arguments are further divided according to those dealing with the need to expand intellectual and aesthetic interests, teacher development, science learning through periodicals, racial minorities and periodicals, the teaching of reading and listening skills, and points of view of other countries. (usually through periodicals published in foreign countries.)

Chapter III discusses the findings concerning the indications given by students and staff. Chapter IV discusses teacher use. Chapter V discusses student use of periodicals. Chapter VI discusses some interesting findings about Playboy magazine. Chapter VII discusses library needs in the area of periodicals as indicated

by librarians, staff and students. Chapter VIII presents conclusions, recommendations and regrets.

CHAPTER II

REVIEW OF THE LITERATURE

I. ARGUMENTS UNFAVORABLE TO PERIODICAL USE

Few studies have been conducted with the sole purpose of measuring the use of periodical materials by high school students and faculty. Of the studies reported, almost all favored the extension of periodical study in the classroom or independent study in the library. One exception, an article by Robert C. Pooley, did offer a strong argument against spending time in studying periodical information. Referring to the very real problem of students thinking only in contemporary terms, of students who do not have a sense of history, he warned, "greater attention is given to news and items connected with current political and social life than to those materials which could be called literary and artistic. Hence, in a sense the magazine tends to become a competitor of the student's experience with significant literature and in some instances almost to crowd out his experience with the literature of the past. . .tending to limit our students to a purely contemporary experience without any adequate frame of reference and time with which to compare it." (52:268)

Mr. Pooley felt that teachers ought to bring to the classroom clippings from their own reading letting the students know that the teacher did read, but also felt that the study of how to read periodicals and too heavy an emphasis on periodical reading would be crowding an already bulging curriculum.

II. ARGUMENTS FAVORABLE TO PERIODICAL USE

Need to expand intellectual and aesthetic interests.

The reports of D. D. Harris, Earl Vance, and Harold Anderson indicated that seventy-five percent of American adults read magazines while fifty percent read books, and that there is a contrast between what people want to read and what they do read as a result of what is easily available. (31, 60, 6) In an article exposing the way sensational magazines which teenagers favor are written, Mr. Harris pointed out that "teenagers spend over \$75,000,000.00 a year on magazines, not including one-shot annuals, year-books, and the dozen short-lived publications that are introduced and bomb out every year. Comic books sell an additional 350,000,000 copies every year and eighty percent are bought by teenagers." (31:50)

In the 1935 experiment conducted by Lou LaBrant and Frieda Heller, the authors pointed out that, "the low quality of large numbers of sensational magazines is discouraging,

when we remember that some millions of their readers have been educated in our public high schools, not to mention those who have been college trained." (37:213) The problem was not that teenagers didn't read periodicals. The problem was the type of material they read and their ability to distinguish facts from the manufactured propaganda that some editors favored, knowing just what teenagers want to read.

Although one pleasantly written article gave assurance that all was well, "that to meet the challenge of offering increasingly high-quality education to generally overcrowded classes, America's classroom teachers use a large variety of aids to increase their effectiveness, and that high among these aids are 'lay magazines'," (59:27) it offered no statistics nor examples of questions used on the questionnaire and admitted bias by the fact that the study was conducted jointly with the Magazine Publishers Association.

Edgar Dale encouraged more use of periodical information and pointed out this medium's ability to meet all reading levels through use of a wide variety of periodicals. He assumed that periodicals are currently assigned intellectually in biology, history, civics, and English classes, but recommended more use in the areas of foreign languages, mathematics, science, and vocational subjects. (20:23)

Only two studies were found indicating that a measured school-wide attempt had been made to lure students away from the picture weeklies and sensational magazines in a

definite effort to change their taste in periodical literature. A \$5,000.00 grant to schools in New Orleans from the Stern Family Fund specified the addition of better educational periodicals to school libraries. As a result of this experiment the authors report, "an overwhelming majority of the schools indicated that their students had become better informed on world affairs and contrasting cultures, and had obtained an objective, impartial, and broader viewpoint of the peoples of the world." (:13)

Teachers stimulated the use of magazines in various ways, for example: One teacher used an assignment (six weeks in length) to cover material on the same subject from several different magazines; French classes used magazines to get an over-all view of cultures, social and economic conditions in foreign countries, an understanding of foreign viewpoint, and a general broadening of outlook; Business Education classes used the New York Times to keep up with business trends, the stock market, and advertisements; teachers used the magazines for their own personal enlightenment and to develop critical thinking by students, citing several viewpoints and opinions on any given subject. Also, magazines were compared as to treatment, literary quality, coverage, bias, etc. (41:14)

The methods of getting students to use the periodicals resulted in the following top choices of periodicals by students: American Heritage, Current History, Harpers, U. N. Review, USSR Illustrated

Monthly, New York Times, Atlantic, Congressional Digest, Focus, and Americas. In the second study, in 1936, the University School of Ohio State University attempted, as the authors stated:

to direct magazine reading through a curriculum which considers the child's whole experience rather than his academic life alone. Leisure reading has been kept the basis for the study of literature throughout the six years of the upper school (seventh to twelfth inclusive). There are no courses in the study of literature as such. Each pupil carries on a program of reading which seems to him and his teachers suitable to his needs, interests, and abilities. . . . The library has been made free to students. The atmosphere is that of a quiet, pleasant home library. Magazines are plentiful and always available. There is no critic of the student who goes to the library for an hour and 'just reads magazines' idly for any considerable time. (37:214)

After three years of experimentation, the school wanted to know something about student attitudes toward magazine offerings. A study of their questionnaire revealed that the following ten periodicals received the highest number of votes by 215 students: National Geographic Magazine, Time, New Yorker, Literary Digest, Popular Science Monthly, L'Illustration, Harper's Magazine, Boy's Life, Good House-keeping, and the Atlantic. (37:214)

The results of these two studies were hopeful and would lead us to believe that with adequate periodicals available and proper methods to encourage use, students can and will develop better taste in their periodical reading.

Teacher development.

A study made in 1935 by Douglas Waples and A. M. Birkeland found public school teachers reading only slightly more than the average non-teacher, although the quality of material read was essentially similar to that of the general public. (62) A more recent study (1958) by Bruce Balow revealed that the situation had not changed. In a summary of this study he wrote, "The similarities in choices of magazines by each group were more conspicuous than were the differences. This was also true of the magazine choices of the total college group as compared to the choices of the general reading public. The predominance of escape reading and absence of intellectually stimulating reading was noted." (10:59)

In reviewing Mr. Balow's study, Imogene McCarthy suggested that one way to solve this dilemma was to have professional libraries that met the American Library Association's Standards for School Library Programs and to have supervisors continually make teachers and prospective teachers aware of the need to read more professional periodicals than those provided by their state and national organization. (39)

In a review of the literature regarding teaching of periodical reading, there was a noticeable implication that school libraries were for students only, and even that reading of periodicals in a high school library was for students only.

Racial minorities and periodicals.

No studies have been found which include periodicals published by and for members of a specific racial or ethnic group. This is possibly due to the years in which the major studies were conducted. However, even the most recent studies do not indicate that such periodicals are included, even though Ebony and Negro History Bulletin are indexed in the unabridged Readers' Guide to Periodical Literature.

Bernard Berelson and Patricia Salter have conducted a study analyzing fiction in popular women's magazines which indicated that, "in popular magazine short stories laid in the United States, minority and foreign groups were seldom represented. The American minorities appeared much less frequently in magazine fiction than in the population. Overwhelming attention was given to the 'Americans.' The stage and the spotlight belonged to them." (12:173-74) The authors further reported that in the more popular American magazines minorities are more often represented by stereotype minor characters: the amusing, ignorant Negro, the Italian gangster, the sly and shrewd Jew, the emotional Irish, the primitive and "backward" Pole, the patronized native of a Pacific Island. In the most often read periodicals, Colliers, American, Cosmopolitan, Women's Home Companion, and Ladies' Home Journal, minority race characters never played the hero or heroine. The authors were concerned that reading light fiction with these

biases would tend to strengthen stereotypes in the readers.
(12:188)

Teaching of reading and listening skills.

Teachers in English classes have experimented with using periodicals to teach composition and to evaluate reading and listening skills. Their emphasis has been on reading critically as well as developing an appreciation for more scholarly periodicals. E. E. Shepherd, at the University of Chicago laboratory school, taught the history of periodicals as well as how to evaluate contents. Content evaluation included a study of advertisements as one way of judging the economic, social, intellectual, and age level of the readers. Barbara Camp, who taught at Arsenal Technical School, Indianapolis, Indiana, began with comics. Her students selected (in 1954) the Saturday Evening Post as the periodical that best fit the needs of the family. (16:248) Mary Baker and Blanche Peavy gave other methods for teaching critical thinking and evaluating. (9, 51) Each student evaluated periodicals and made recommendations for purchase. Periodicals were divided into three groups: comprehensive reading, popular reading, and specialized reading. Although all of these articles presented interesting classroom experiments, none of the teachers used a technique which would give measured results.

Periodicals published in foreign countries.

No studies have been made primarily considering foreign periodical publications, and little attention in the library literature has been given to them. Lavina Dobler listed periodicals that are largely restricted to use in foreign language classrooms, and Laura Martin mentioned foreign periodicals in the appendix only. (22, 41) None of the recommended lists included Ireland of the Welcomes, Indian and Foreign Review, Switzerland, Illustrated Weekly of Pakistan, Soviet Studies, Arab World, Scala International, or Walkabout, which students can find in the Young People's section of the Seattle Public Library.

The previously mentioned Ohio State study by Lou LaBrant and Frieda Heller indicated that students who were exposed to Punch, Asia, and L'Illustration felt that these periodicals should be reordered for their library. (37) The study by M. L. Mann mentioned earlier indicated that students were highly critical of the USSR Illustrated Monthly but enjoyed reading it. (41)

Science learning through periodicals.

A review of bibliographies of research, School Science and Mathematics, on use of science periodicals by students indicated that more experimentation had been done in this academic area than in any other. Many dated back to 1925. (4, 36)

In 1963 an experiment conducted at Malcolm Price Laboratory School, State College of Iowa, L. E. Barrileaux organized an eighth-grade class into two groups, one control and one experimental. The control group followed the content of the course outlined in the textbook. The experimental group followed the curriculum but used the available multiple library resources. As a result of this study the author reported:

The method of multiple library references produced a superiority in mean gain scores which was statistically significant in these two instances concerning achievement in science understanding for science students of average ability, and the ability to interpret reading materials in science for the science students of high ability. In the understanding of democratic behavior, superior mean gain scores were recorded for the group using multiple library references; the superiority in gains was statistically significant. (11:249)

For a study of free reading in science at Horace Mann High School, Salt Lake City, Utah, Cal McKnelly in 1941 developed an experiment using two experimental classes and two control classes. (40) His findings indicate that, "free-reading programs in general science extending over a period of eight months and occupying one fifth of the class period did not detract from the ability to learn and retain scientific facts and principles, and that free-reading activities help pupils become more self-reliant in making new selections." (40:9)

A study of college freshmen "survey" of "broad-field" courses made by John Mason in 1954 stated these purposes. "(1) to design and to carry through a discussion technique which would give students training in the critical evaluation of current science articles as one means toward the development of the ability to think scientifically, (2) to evaluate this technique with respect to the student's acquisition of his ability; and (3) to ascertain student reaction to the technique." (45:299) The results indicated that the control group scored slightly higher on the term-end exam, that the methods used in the experimental group, which included mimeographed copies of articles, were no more effective than those used in the control group with respect to the acquisition of the ability to think scientifically, but, it did show that they felt they had become more scientific as indicated by their reactions on a free response questionnaire. (45:303)

Another study directed by W. C. Van Deventer organizing a basic science course around the analysis of science materials found in representative periodicals revealed that "facts and principles ordinarily included in a general biology course of standard type could be found in the periodical literature together with much additional information." (61:206)

While a review of the literature favorable to use of periodical articles indicated that a greater practical

application of periodical information would be valuable to students and teachers, more measured research is still needed in this area.

CHAPTER III

HIGH SCHOOL LIBRARIES: SOME GENERAL INDICATIONS BY STUDENTS AND FACULTY

I. INTRODUCTION

At the outset of this study four null hypotheses were developed to determine some general attitudes by faculty and students toward periodicals. The hypotheses stated: (1) that faculty and students in first-class districts use periodicals as frequently as faculty and students in the second-class districts; (2) that faculty and students in the first-class districts show the same tendency to use the library for specific materials as faculty and students in the second-class districts; (3) that faculty and students in first-class districts use periodicals in conjunction with indexes with the same frequency as faculty and students in second-class districts; and (4) that if faculty and students in first-class districts do not use periodicals in the high school library it is for the same reasons as faculty and students in the second-class districts.

The approach.

A randomized sample of the high schools in the State of Washington was made using the Washington Education Association

publication, Washington Education Directory. (63) From the list of first-class districts twenty high schools were selected at random. From the list of second- and third-class districts thirty schools were selected. It was decided that for the purposes of this study the second- and third-class schools would be considered as one group and referred to as second-class schools. Five faculty from each school and ten students selected alphabetically from the grade eleven enrollment list at each school were asked to participate. Of the fifty questionnaires sent to the first- and second-class districts seven returns were received from first-class district schools and twenty one were received from second-class districts. One additional return was received from a second-class school district but not computed due to the fact that that library was used solely as a study hall. An average of four faculty members responded rather than the five requested. Thus a total of 280 students and 116 faculty members contributed to the survey. Table I, page 23, shows a list of faculty participating ranked according to subject taught. English and social studies teachers ranked highest in participation in both first- and second-class districts. These were followed by foreign language teachers in the first-class districts, and science and mathematics teachers in the second-class districts. See Table I, page 23.

TABLE I

FACULTY PARTICIPATION BY SUBJECT TAUGHT

SUBJECT	F ₁	F ₂
English	9	19
Social Studies	7	15
Foreign Languages	4	9
Drama and Speech	2	3
Art	2	2
Home Economics	1	4
Science and Math	1	11
Librarian	1	3
Business Education	1	4
Didn't Indicate	1	-
Physical Education	-	1
Sociology	-	1
Music	-	1
Agriculture	-	1
Industrial Arts	-	1
Driver Education	-	1
Counselor	-	1

Treatment of data.

Responses on the first page of the questionnaire, Appendix A, page 83, were tabulated according to class of district, but no attempt was made to separate student scores from faculty scores. The X^2 test for two independent samples was used (57:104). To test each hypothesis, the number of responses in each group which fell in each category were counted, and the proportion of responses from one group in the various categories was compared with the proportion of responses from the other group. The .05 level of significance was established for the study.

II. FINDINGS

Hypothesis number one.

To the first question, "I pick up a magazine in the library: (1) almost every day; (2) about once or twice a week; (3) about once or twice a month; (4) occasionally; and (5) never," the highest number of responses by faculty and students in the first-class districts was in the "occasionally" column. More faculty and students in the second-class districts indicated that they picked up magazines almost every day. In both first- and second-class districts the second highest response was, "about once or twice a week," and the fewest responses were in the "never" category. Two teachers added the written statement, "I never have an occasion to use the library."

Tabulation of the data yielded an X^2 value of 15.51 which caused the null hypothesis to be rejected for the alternate hypothesis. Faculty and students in the second-class districts use periodicals more often than faculty and students in the first-class districts. Table II summarizes the results.

Hypothesis number two.

In dealing with responses to the second question, "If I pick up a magazine it is because: (1) I go mainly for a magazine; (2) I go to visit a friend and see a magazine that interests me; (3) I go for a book and browse the magazine rack on my way through; (4) the library always carries my favorite magazine," the responses having to do with going to the library for materials were grouped together, and the responses dealing with going to the library for personal reasons were grouped together. The X^2 value of .321 was insufficient to reject the null hypothesis at the .05 level. It was concluded that faculty and students in the first-class districts show a similar tendency to go to the library for specific materials rather than for personal reasons as faculty and students in the second-class districts. Table III, page 28, summarizes the results.

Hypothesis number three.

In response to the third question, "If I read a magazine it is because: (1) I read every issue of a favorite magazine;

TABLE II

RESPONSES TO: I PICK UP A MAGAZINE IN THE LIBRARY

Choices	FS-1 Expected Response	FS-1 Observed Response	FS-2 Expected Response	FS-2 Observed Response
Almost every day	28.2	13	79.7	95
About once or twice a week	27.2	29	76.7	75
About once or twice a month	9.6	15	27.3	22
Occasionally	27.0	35	76.0	68
Never	2.9	3	8.1	8

df = 4

 $\chi^2 = 15.51$

Rejected at the .01 level of significance (37:249)

(2) I have looked up a topic in Readers' Guide; (3) magazines are more interesting than books," faculty and students in second-class districts gave first preference to reading every issue of a favorite periodical while faculty and students in the first-class districts indicated that magazine reading was more often a result of looking for specific information with the help of the Readers' Guide. Both groups gave second preference to the category, "magazines are more interesting than books." Here, a few students added the comment, "They're shorter." Faculty and students in the second-class districts showed the least tendency to use periodicals as a result of consulting indexes first.

In tabulating the results only the first two responses were used, one in favor of indexes and the other in favor of reading every issue. The X^2 value of 5.48 was significant at the .02 level. The null hypothesis was rejected in favor of the alternate hypothesis. A significant difference exists between first- and second-class districts in their use of indexes in conjunction with periodical reading. Table IV, page 29, summarizes the results.

Hypothesis number four.

In response to the fourth question, "If I don't read magazines in the high school library, it is because: (1) the library doesn't carry my favorite; (2) magazines cannot be checked out of our library; (3) I don't know how to find

TABLE III

RESPONSES TO: IF I PICK UP A MAGAZINE IT IS BECAUSE

Choices	FS-1 Expected Response	FS-2 Observed Response	FS-1 Expected Response	FS-2 Observed Response
it is because I go mainly for materials	61.7	63	178	177
it is because I go mainly for personal reasons	33.2	32	95.8	97

df = 1

 $\chi^2 = .321$

TABLE IV

RESPONSES TO: IF I READ A MAGAZINE IT IS BECAUSE

	FS-1 Expected Response	FS-2 Observed Response	FS-1 Expected Response	FS-2 Observed Response
I read every issue	30.4	26	83.5	88
I use <u>Reader's Guide</u>	22.9	32	75.5	71

df = 1

$$\chi^2 = 5.48$$

Rejected at the .02 level of significance

the information I want in magazines," faculty and students in both classes of districts responded more often to the reason, "the library doesn't carry my favorite magazine." Both groups indicated a high response to "magazines cannot be checked out of our library," and gave a few indications that faculty and students didn't know how to find information in magazines.¹

Responses were divided into two categories. Group one contained scores dealing with unavailability due to lack of subscriptions and group two dealt with unavailability of periodicals that were housed in the library. Responses two and three combined to form group two. The X^2 value of 1.90 was insignificant to reject the null hypothesis at the .05 level. It was concluded that faculty and students in first-class districts do not use periodicals in the high school library for the same reasons as faculty and students in the second-class districts. Table V, page 31, summarizes the results.

Summary.

The findings of the first page of the questionnaire indicated that faculty and students in second-class districts

1. For those who might doubt the seriousness with which students and faculty would respond to these questions and to the periodical titles themselves, some assurance is given by the fact that only four did not follow the given instructions and by the fact that no wisecracks appeared in the margins. A few students felt strongly enough to add additional comments.

TABLE V

RESPONSES TO: I DON'T READ MAGAZINES BECAUSE

Choices	FS-1 Expected Response	FS-1 Observed Response	FS-2 Expected Response	FS-2 Observed Response
Group I	5.0	7	26.0	24
The library doesn't carry my favorite				
Group II	5.0	3	28.0	31
Magazines cannot be checked out of our library				
I don't know how to find information I want in magazines				

df = 1

 $\chi^2 = 1.90$

used periodicals more than faculty and students in first-class districts. In both classes of districts faculty and students went to the library mainly for materials. Faculty and students in first-class districts were more apt to use the Readers' Guide to Periodical Literature than faculty and students in second-class districts. If faculty and students in both classes of districts did not read magazines in the high school library it was because: first, the library didn't carry their favorite; second, magazines could not be checked out of their library; and, third, a few people still did not know how to find the information they wanted in periodicals.

One first-class district student felt strongly enough to include a note on the back of the questionnaire which gave some additional insight into the problems of students. It is quoted here just as the student wrote it.

I very rarely use the library at school for many reasons. First of all I like to do my studying in a relaxed, pleasant atmosphere. I like to be able to browse through the books I have chosen, and find the information I need. In the school library there is never enough time or enough materials to complete even a small portion of the work accurately. And when I go back to finish the work, it takes half the period to find the materials again. Usually that's what happens, anyway. I wind up searching all period for the things I need and have no time left for doing any writing at all. Also the atmosphere in the school library is strained. Most of the kids DON'T come to the library to use the library's resources. So all you hear is someone saying SHHHH! or BE QUIET all the time and you don't get anything done anyway. So there! You asked.

Responses to the fifth and sixth questions on page one of the questionnaire will be dealt with in Chapter VII, "Library Needs as Indicated by Faculty, Students and Librarians."

CHAPTER IV

FACULTY USE OF PERIODICALS

I. INTRODUCTION

The approach.

To determine the periodical preferences of faculty in the first-class districts the scores for each periodical were entered on a master sheet. The first thirty were ranked from high to low. The highest score, sixteen, was given to the New York Times magazine by teachers in the first-class districts. The periodical ranked thirtieth was American Heritage which was given five votes. A tally was made of the use of the same periodicals by teachers of the second-class districts.

The percentage of use of the first fifteen periodicals selected by the faculty of the first-class districts was compared with the percentage of use by the faculty of the second-class districts. Although the New York Times magazine was used by 55 percent of the faculty in the first-class districts, only 27 percent of the faculty in the second-class districts used this periodical. Saturday Review of Literature was used by 48 percent of the faculty in the first-class districts, but was used by 51 percent of the

faculty in the second-class districts. Time was used by 71 percent of the faculty of the second-class districts. It was used by 41 percent of the faculty in the first-class districts. U. S. News and World Report was used by the faculty in the second-class districts as often as they used Saturday Review, but faculty in the first-class districts used Saturday Review more than they used U. S. News and World Report. Life was the most frequently used periodical by faculty of the second-class districts, and was used by 80 percent of this group. Only 38 percent of the faculty in the first-class districts used this periodical. The second choice of the faculty in the second-class districts was Newsweek, 78 percent, followed by Reader's Digest used by 73 percent of the faculty in the second-class districts. These figures are shown graphically in Table VI, page 35.

To further compare the use of periodicals by the two groups, the first thirty selected were broken down into five groups: (1) the news periodicals, (2) the picture weeklies and condensed periodicals, (3) the women's periodicals, (4) the general commentary periodicals,¹ and (5) the special interest periodicals. The tallies in these groups were combined and the X^2 test for two independent samples was used to determine whether or not there was any significant difference in the use of these periodicals

1. This classification has been adapted from the Enoch Pratt Library Report (43:30)

INDICATIONS BY FACULTY OF FIRST FIFTEEN CHOICES

(F₁ = Faculty 1st class districts, F₂ = Faculty 2nd class districts)

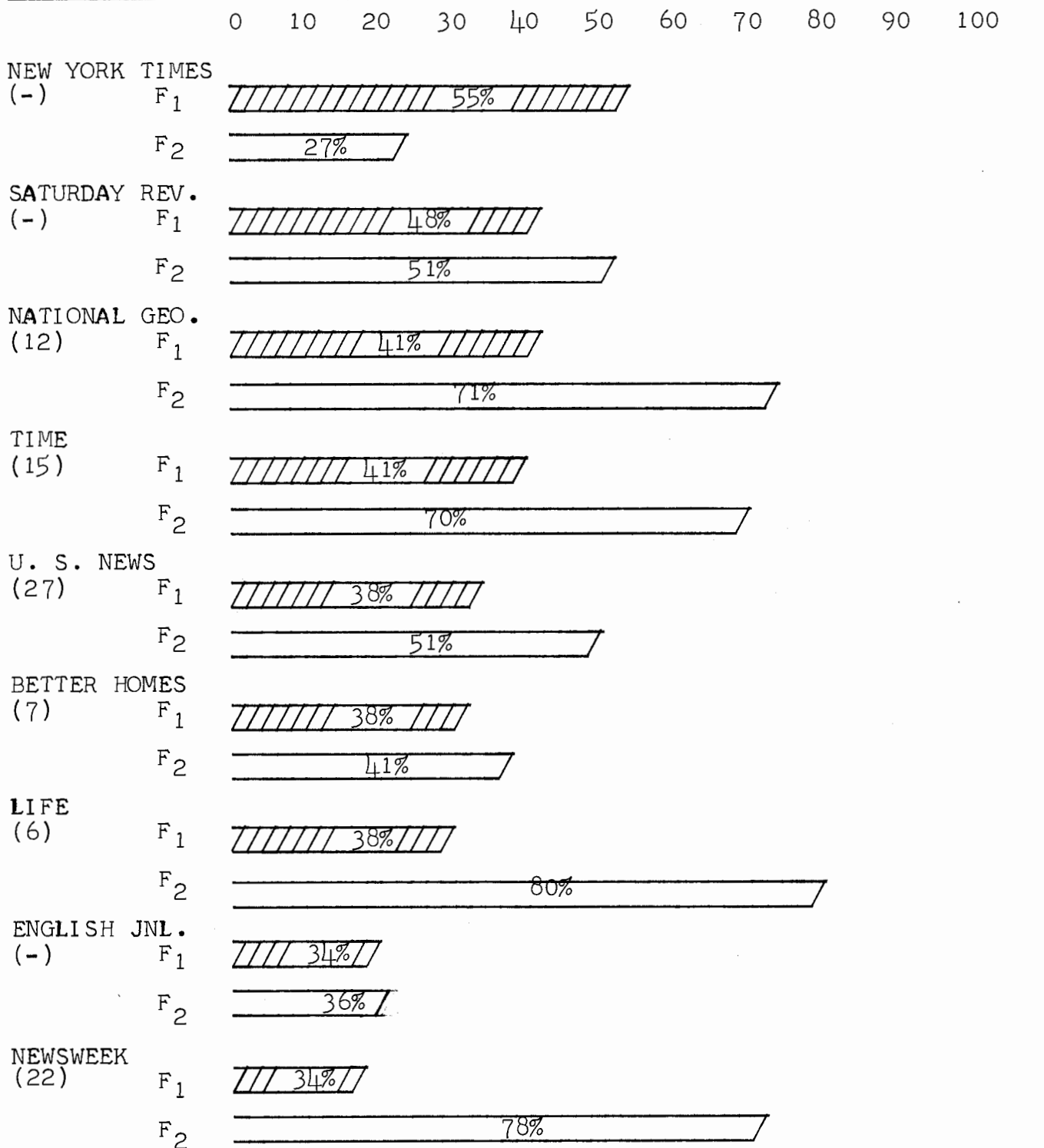
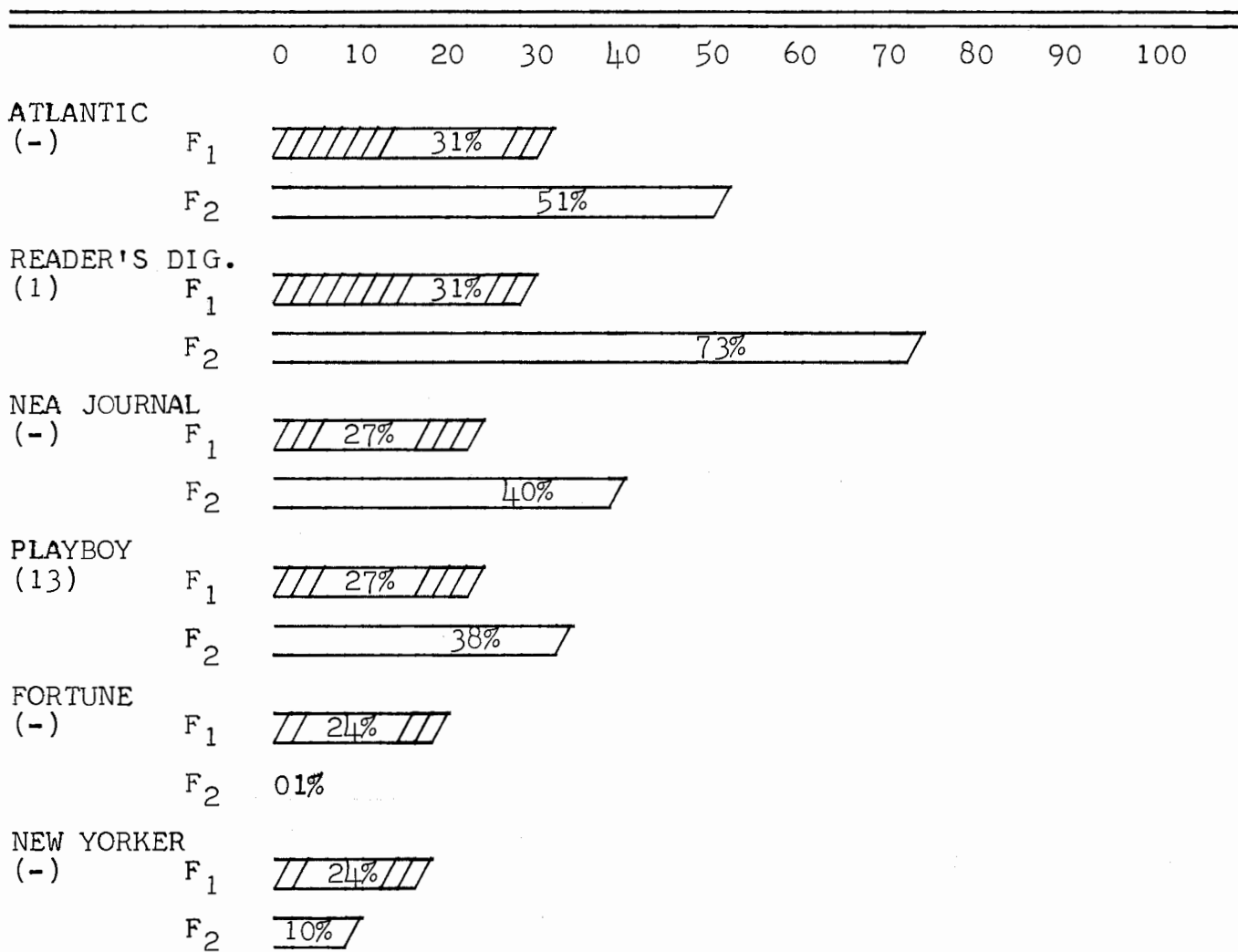


TABLE VI
(continued)



by teachers in the first-class districts and teachers in the second-class districts. Teacher use of news periodicals, picture weeklies, and women's magazines were considered first. The use of the general commentaries and special interest periodicals were considered second. Three other groups were compared although they did not receive enough responses to be included in the top thirty. The groups considered were professional periodicals, science periodicals, and Negro periodicals.

II. NEWS, PICTURE WEEKLIES, AND WOMEN'S MAGAZINES

The news periodicals included New York Times, Time, U. S. News and World Report, and Newsweek. The use of these periodicals totaled forty-nine by faculty in the first-class districts and one hundred-ninety-eight by faculty in the second-class districts. The picture weeklies included Life, Look, and Reader's Digest. A total of twenty-six votes were given to these periodicals by the faculty of the first-class districts. A total of one hundred-eighty-three votes were cast by faculty of the second-class districts. The women's magazines included Better Homes and Gardens, Good Housekeeping, American Home, House Beautiful, McCalls, and Sunset. A total of thirty-seven votes were given to these periodicals by faculty of the first-class districts, while a total of one hundred-sixty-four votes were given by

faculty of the second-class districts. The null hypothesis, faculty of the first-class districts use the news periodicals, the picture weeklies, and the women's periodicals as frequently as faculty in the second-class districts could not be rejected at the .05 level of significance. It was concluded that there was no significant difference between the use of these periodicals by the two groups. A fuller summary is given in Table VII, page 39.

III. GENERAL COMMENTARY AND SPECIAL INTEREST PERIODICALS

The general commentary periodicals included Saturday Review of Literature, Atlantic, Fortune, New Yorker, and Harper's. Faculty in the first-class districts had a score of twenty-seven for these periodicals, while faculty of the second-class districts indicated a use of one hundred-fourteen. Special interest magazines included: National Geographic, Playboy, Consumer Reports, Consumer Bulletin, and American Heritage. A total of thirty-six votes were given to these periodicals by faculty of the first-class districts, and a total of one hundred ninety-six votes were cast by faculty of the second-class districts. A X^2 of 3.46 resulted using the X^2 test for two independent samples. The null hypothesis that faculty of the first-class districts use general commentary periodicals and special interest periodicals as often as faculty of the second-class districts was rejected at the .05 level of significance. It was concluded that

TABLE VII

TEACHER USE OF NEWS, PICTURE WEEKLIES, AND WOMEN'S PERIODICALS

	Faculty of first class			Faculty of second class		
	Expected Response	Observed Response	χ^2	Expected Response	Observed Response	χ^2
NEWS						
<u>New York Times</u>	42.1	49	1.16	205	198	.23
<u>Time</u>						
<u>U.S. News</u>						
<u>Newsweek</u>						
PICTURE WEEKLIES	35.7	26	2.80	175	183	.36
<u>Look</u>						
<u>Life</u>						
<u>Reader's Digest</u>						
WOMEN'S	34.2	37	.26	167	164	.05
<u>Better Homes</u>						
<u>Good Housekeeping</u>						
<u>American Home</u>						
<u>House Beautiful</u>						
<u>McCall's</u>						
<u>Sunset</u>	—	—	—	—	—	—
		112	4.22		546	.61
df = 2						
$\chi^2 = 4.86$						

faculty of the first-class districts showed a greater use of the general commentary periodicals and the special interest periodicals than the faculty of the second-class districts. Table VIII, page 41, summarizes the results.

IV. PROFESSIONAL PERIODICALS

The professional periodicals were divided into four groups, the NEA Journal, the other general professional journals, English journals, and History Teacher. Other general journals included: Secondary Teacher, Clearing House, Modern Instructor, Nation's Schools, Education Digest, and School and Society. While twenty-seven percent of the faculty in the first-class districts used the NEA Journal, forty-eight percent of the faculty in the second-class districts used this periodical. The periodical, History Teacher, was used by three percent of the faculty in the first-class districts and by eleven percent in the second-class districts. Percentages of periodicals grouped by class were not available since the same people might have used all the periodicals in the group which would unbalance the results. With a total X^2 of 16.88 and a degree of freedom of three, the null hypothesis, faculty in the first-class districts show the same use of professional periodicals as faculty in the second-class districts, was rejected at the .001 level of significance. Table IX, page 42, summarizes the results.

TABLE VIII

FACULTY USE OF GENERAL COMMENTARY AND SPECIAL INTEREST PERIODICALS

Category	Faculty of first class			Faculty of second class		
	Expected Response	Observed Response	χ^2	Expected Response	Observed Response	χ^2
GENERAL COMMENTARY						
<u>Saturday Review</u>	29	37	1.2	122	114	.52
<u>Atlantic</u>						
<u>Fortune</u>						
<u>New Yorker</u>						
<u>Harper's</u>						
SPECIAL INTEREST	44	36	1.4	188	196	.34
<u>National Geographic</u>						
<u>Playboy</u>						
<u>Consumer Report</u>						
<u>Consumer Bulletin</u>						
<u>American Heritage</u>						

df = 1

$\chi^2 = 3.46$

rejected at the .05 level of significance

TABLE IX

FACULTY USE OF PROFESSIONAL PERIODICALS

Category	Faculty of first class		Faculty of second class	
	Expected Response	Observed Response	Expected Response	Observed Response
<u>NEA Journal</u>	11.1	8	38.2	42
Other general professional jrnls.	8.2	15	28.7	22
English journals	14.0	12	48.3	51
<u>History Teacher</u>	2.4	1	8.5	10

df = 3

$\chi^2 = 16.88$

rejected at the .001 level of significance

V. SCIENCE PERIODICALS

Science periodicals were divided into four groups: the aerospace periodicals, the advanced journals, the general science newsletters, and the behavioral science periodical, Psychology Today. Aerospace periodicals included Flying, Air Progress, Aerospace News, Aerospace Studies, Aviation Week, and Space World. The advanced journals included Physics Today, Bulletin of Atomic Scientists, Chemistry, and Scientific American. The general science newsletters included Science, Science News, Popular Science Monthly, and Science Digest. The use of any of these periodicals was so small, when compared with the use of the more popular magazines, that they had to be grouped in order to have high enough scores for comparisons. For example, three or one third of the first-class districts' population used Aerospace Studies while three or one twenty-ninth of the second-class districts' population used this same periodical.

The null hypothesis that there is no significant difference between the use of faculty of the first-class and faculty of the second-class could not be rejected at the .05 level of significance. Therefore, it was concluded that there is no significant difference between the two groups in their use of scientific periodicals. General science periodicals showed a higher use by first- and

second-class districts. Aerospace periodicals were the second preference of the first-class districts while advanced journals rated second place in the second-class districts. Table X, page 45, summarizes the results.

VI. NEGRO PERIODICALS

Use by students and faculty of first- and second-class districts.

With the exception of Ebony, Negro periodicals were used so little that they had to be grouped in order to obtain large enough scores for comparison using the X^2 test for two independent samples. Therefore, these periodicals were divided into three groups: Ebony, the Negro journals, and the Negro digests. The Negro journals included Journal of Negro History and Negro History Bulletin. The Negro digests included Crisis, Negro Digest, and Negro Report. Faculty, as well as student scores, were compared on actual use. Use scores were obtained by adding the used-for-reference column with the used-for-fun column of the questionnaire. The percentages of actual use and would-use could not be computed since the periodicals had to be grouped. It was noticed that the same people who marked Negro Digest marked Negro Report. In other words the total vote of six for students in the first-class district would-use column under Negro digests could mean that only two people indicated that they had an interest in these periodicals out of the seventy participants.

TABLE X

FACULTY SCIENCE PERIODICALS USED

Category	Faculty of first class		Faculty of second class	
	Expected Response	Observed Response	Expected Response	Observed Response
Aerospace periodicals ¹	4.2	5	22.7	22
Advanced journals ²	4.7	3	25.2	27
General Science ³	6.7	7	39.5	40
<u>Psychology Today</u>	2.5	4	13.4	12

df = 3

$\chi^2 = 3.51$

could not be rejected at the .05 level of significance

1. Aerospace periodicals included: Flying, Air Progress, Aerospace News, Aerospace Studies, Aviation Week, and Space World.

2. Advanced journals included: Physics Today, Bulletin of Atomic Scientists, Chemistry, and Scientific American.

3. General science periodicals included: Science, Science News, Popular Science Monthly, and Science Digest.

The null hypothesis, there is no significant difference between the use of students in first-class districts, students in second-class districts, faculty in the first-class districts, and faculty in the second-class districts, could not be rejected at the .05 level of significance. Table XI, page 47, summarizes the data.

Would be used by faculty and students in first- and second-class districts.

The would-use-if-available column of the questionnaire was included to give students and faculty the opportunity to indicate periodicals they wanted to use but didn't since they were not available. Even after the scores of the individual periodicals were grouped together, very small total scores resulted. None of the faculty in the first-class districts indicated that they would use Ebony. Only two indicated that they would use the Negro journals. And there is the possibility that this was one faculty member voting for both journals. The scores of the four groups were compared using the X^2 test for two independent samples using the same grouping of Negro periodicals as was used in the comparison of actual use. With the degree of freedom of six and a X^2 of 28.46 the null hypothesis, there is no significant difference between the would-use pattern for Negro periodicals by faculty and students in first- and second-class districts, was rejected at the .001 level of significance. Therefore

TABLE XI

FACULTY AND STUDENT USE OF NEGRO PERIODICALS

Category	Su ₁		Su ₂		Fu ₁		Fu ₂	
	Exp. Res.	Obs. Res.	Exp. Res.	Obs. Res.	Exp. Res.	Obs. Res.	Exp. Res.	Obs. Res.
<u>Ebony</u>	11.6	15	18.3	16	6.6	3	10.5	15
Negro journals ¹	8.2	8	9.8	11	3.9	6	6.0	4
Negro digests ²	5.0	4	6.7	9	2.4	4	3.7	1

df = 6

$\chi^2 = 11.81$

cannot be rejected at the .05 level of significance

1. Negro journals included: Journal of Negro History and Negro History Bulletin.

2. Negro digests included: Crisis, Negro Digest, and Negro Report.

Definition of symbols:

Su₁ = student use - first-class districts

Su₂ = student use - second-class districts

Fu₁ = faculty use - first-class districts

Fu₂ = faculty use - second-class districts

it was concluded that there is a significant difference in would-use pattern of Negro periodicals between the four groups. Table XII, page 49, summarizes the data.

Faculty, second-class and student, first-class would use selections.

Since a significant difference was indicated between the would-use selections of faculty and students in first- and second-class districts, a comparison was made between the faculty of the second-class districts and students of the first-class districts. It was decided that these two groups would be considered first since their scores had looked similar on general periodical choices as well as on the Negro periodical choices. The null hypothesis, there is no significant difference between the faculty of the second-class districts and the students of the first-class districts in their responses in the would-use-if-available column of Negro periodicals, was tested using the same classification for the Negro periodicals and using the X^2 test for two independent samples. With a degree of freedom of two and a X^2 of 3.08, the null hypothesis could not be rejected at the .05 level of significance. Table XIII, page 50, summarizes the results.

TABLE XII

FACULTY AND STUDENT WOULD USE INDICATIONS--NEGRO PERIODICALS

Category	Swu ₁		Swu ₂		Fwu ₁		Fwu ₂	
	Exp. Res.	Obs. Res.	Exp. Res.	Obs. Res.	Exp. Res.	Obs. Res.	Exp. Res.	Obs. Res.
<u>Ebony</u>	3.0	4	1.9	4	1.0	0	3.0	7
Negro journals	7.8	7	20.6	23	2.6	2	2.7	7
Negro digests	3.5	6	16.4	18	2.1	4	6.2	3

df = 6

$\chi^2 = 28.46$

rejected at the .001 level of significance

Definition of symbols:

Swu₁ = student, would use, first-class districts

Swu₂ = student, would use, second-class districts

Fwu₁ = faculty, would use, first-class districts

Fwu₂ = faculty, would use, second-class districts

TABLE XIII

FACULTY, SECOND-CLASS DISTRICTS AND STUDENTS, FIRST-CLASS DISTRICTS
WOULD USE SELECTIONS OF NEGRO PERIODICALS

Category	Faculty second class		Students first class	
	Expected Response	Observed Response	Expected Response	Observed Response
<u>Ebony</u>	5.5	7.00	5.5	4
Negro journals	7.0	.14	7.0	7
Negro digests	4.5	3.00	4.5	6

df = 2

$\chi^2 = 3.08$

could not be rejected at the .05 level of significance.

VII. SUMMARY

As a result of this study it was concluded that (1) there was no significant difference between the use of news periodicals, picture weeklies, and women's magazines by faculty in first- and second-class districts; (2) a difference did exist between these two groups in their use of general commentary periodicals and special interest periodicals, (3) a significant difference existed between their use of professional periodicals, (4) no significant difference existed between their use of science periodicals, (5) there was no significant difference between their use of Negro periodicals and students' use of Negro periodicals in the first- and second-class districts, (6) there was a significant difference in the possible use of the Negro periodicals as indicated by faculty and student responses in the would-use-if-available column, (7) no significant difference existed between the would-use indications of the faculty of the second-class districts and the students of the first-class districts in regard to Negro periodicals, (8) but a significant difference between the faculty of the first-class and the students of the second-class districts did exist in regard to Negro periodicals.

CHAPTER V

STUDENT USE OF PERIODICALS

A comparison of popular periodicals with science, art, outdoor and Negro periodicals.

To determine the general use patterns by students, the combined fun and research and reports scores for each of the nine favorite periodicals of students in first- and second-class districts were tallied. The percentages of use of these periodicals were compared with the percentages of use of the favorite Negro periodicals, the favorite science periodicals, and the favorite outdoor periodicals. The results showed that sixty-three percent of the students in first- and second-class districts used Life magazine. The second favorite was Look which was used by fifty-three percent of the students in first- and second-class districts. Newsweek and Reader's Digest were used by almost fifty-percent of the sampled population. Saturday Review, Sports Illustrated, Good Housekeeping, and Seventeen use ranged near the lower thirty percent level. Playboy's use was in the upper thirty percent. The special interest periodicals dropped to the five percent to twenty percent level. Ebony was used by ten percent of the students; Journal of Negro History was used by four percent of the students. Space

World was used by eight percent, while Psychology Today was used by nine percent, but Scientific American was used by only four percent. Outdoor Life was used by sixteen percent of the students, while National Wildlife and American Artist were used by six percent of the student population. A total of the scores for each type of district is included in Appendix B, page 93. The graph in Table XIV, page 54, shows the percentages of use of general periodicals compared with the art, science, outdoor, and Negro periodicals.

Student use of science periodicals.

The use of science periodicals was small and scattered. In order to compare the use of this group of periodicals by students in the first-class districts with use by students in the second-class districts, the small scores had to be grouped. The groupings followed the same pattern as the faculty study in Chapter IV. Aerospace periodicals included Flying, Air Progress, Aerospace News, Aerospace Studies, and Aviation Week. The advanced journals included Physics Today, Bulletin of Atomic Scientists, Chemistry, and Scientific American. The general science newsletters included Science, Science News, Popular Science Monthly, and Science Digest.

While the general science periodicals received a higher scoring by students in first-class districts, the aerospace periodicals received a higher scoring by students in the second-class districts. Aerospace and advanced

journals received scoring in the thirty percent range by students in first-class districts. Students in second-class districts used advanced journals next to aerospace periodicals. With a degree of freedom of three and a X^2 of 7.42, the null hypothesis that there is no significant difference between the use of science periodicals by students in the first-class districts and students in the second-class districts could not be rejected at the .05 level of significance. The data for science periodical use is summarized in Table XV, page 56.

Student use of Negro periodicals.

Negro periodicals were grouped in the same pattern that was used to compare faculty use of Negro periodicals. Fifteen students out of the seventy in the first-class districts used Ebony, while four students out of the two hundred-ten in the second-class districts used Ebony. Negro journals had a total of eight tallies of use. It should be remembered, however, that the same students might have marked a use of both journals. Students in second-class districts had a total of seven tallies for use of Negro journals and six tallies for use of Negro digests. The scores were compared using the X^2 test for two independent samples. With a degree of freedom of four and a total X^2 of 3.25, the null hypothesis that there is no significant

TABLE XV
STUDENT USE OF SCIENCE PERIODICALS

Category	Students first class		Students second class	
	Expected Response	Observed Response	Expected Response	Observed Response
Aerospace	30.6	34	60.3	58
Advanced journals	33.2	31	47.7	40
General science	79.4	92	38.5	26
<u>Psychology Today</u>	16.8	16	8.1	9

df = 3

$\chi^2 = 7.42$

cannot reject at the .05 level

difference between the use of Negro periodicals by students in first-class districts and students in second-class districts could not be rejected at the .05 level of significance. The data is summarized in Table XVI, page 58.

Student would-use scores for Negro periodicals.

Using the same grouping pattern, the scores of students in the would-use-if-available column of the questionnaire were totaled. For both groups the highest scores appeared in the Negro journal grouping. Negro digests ranked second in both first- and second-class districts. With a X^2 of 3.01 and four degrees of freedom, the null hypothesis, there is no significant difference in the would-use scores of Negro periodicals between students in the first-class districts and students in the second-class districts, could not be rejected at the .05 level of significance. This data is summarized in Table XVI, page 58.

Summary.

When combined student-use scores were compared, a small percentage of the total sampled population used the periodicals concerned with art, science, the outdoors, and the Negro culture. Over fifty percent of the population used Life, Newsweek, Look, and Reader's Digest. No significant differences were found between students in first-class districts and students in second-class districts in their

TABLE XVI
STUDENT USE AND WOULD-USE SCORES FOR NEGRO PERIODICALS

USE	Su ₁		Su ₂		WOULD USE	Swu ₁		Swu ₂	
	Exp. Res.	Obs. Res.	Exp. Res.	Obs. Res.		Exp. Res.	Obs. Res.	Exp. Res.	Obs. Res.
<u>Ebony</u>	13.5	15	17.7	16		2.1	4	5.8	4
Negro journals	8.1	8	15.6	11		8.0	7	21.7	23
Negro digests	5.5	4	7.4	9		6.5	16	17.4	18
df = 4					df = 4				
$\chi^2 = 3.25$					$\chi^2 = 3.01$				

use of science periodicals, Negro periodicals, or in their would-use-if-available patterns in use of Negro periodicals. A comparison of student-use patterns with faculty is given in Chapter IV of this study.

CHAPTER VI

FINDINGS ABOUT PLAYBOY MAGAZINE¹

When students and faculty in both classes of districts were given the opportunity to select periodicals they would use, if they were available, the unanimous first choice was Playboy magazine. This was the only point in the survey where all four groups had agreement. Faculty in the first-class districts gave five votes to Playboy, while Secondary Teacher received four votes. Faculty in second-class districts selected Playboy with twenty-two scores, while Consumer Reports received the next highest response with ten scores. Students in the first-class districts chose Playboy first with eleven votes, and Time second with six votes. Students in the second-class districts gave forty-five votes to Playboy, while Motor Trends and the New York Times ranking next, received fifteen votes each.

Some concern that their votes would not be taken seriously was expressed by both students and faculty. Comments appeared at the side saying, "And I'm a girl, too!", or "I really do read this magazine for reference." Some apologetically said, "I read it to get an idea of styles in

1. or librarian-thesis-writers are also human.

men's clothing." One biology teacher remarked, "You've got to be kidding!" but checked that he read every issue for fun and for research and reports. Other students gave direct advice to the librarian such as the boy who commented, "Yes, It's about time they stopped hiding sex."¹ But on the other side of the sheet he had written the note, "However, I think it should be kept behind the counter and checked out only to students tenth grade and above." Apparently he really meant, "It's about time they stopped hiding sex from me." In a similar tone another student remarked, "You should know better than to add this stuff. They won't even let us look in the biology books."²

It seems that when a periodical ranks first choice among all four groups sampled, some comment has to be made. The question is raised, in the mind of the author, "Why is Playboy so popular with people who seem to be pleading that they choose it for respectable reasons?"

In attempting to find answers, several copies were read, including the issue with the article on conservation of our natural resources by William O. Douglas and the January, 1969, symposium issue on The Decent Society.³

1. Italics provided by the author.

2. Italics provided or, "There 'they' are again."

3. It might be appropriate to add here that it wasn't necessary to purchase copies. Inquiring among relatives and friends produced several copies from the bottoms of drawers or magazine baskets.

Every page of each issue was at least scanned. In addition, Readers' Guide to Periodical Literature (unabridged, 1967-69); Education Index, 1968-69; and Library Literature, 1968-69 were checked for articles about Playboy. The following paragraphs will deal with the notes made as a result of this search.

Within the periodical itself there seems to be an inconsistency from issue to issue regarding the amount of attention given to serious problems. One fiction work by a well-known author is usually included. Recent issues have contained stories where characters from minority races play leading roles, and where they also get the girl, the job, and live, if not happily ever after, at least prosperously.

In the letters-to-the-editor column, April, 1969, letters appeared from a Reverend Paul D. Gehris, Community Baptist Church, Harrisburg, Pennsylvania; from a professor of history at Northwestern University, Evanston, Illinois; from two congressmen, and from Richard Walsh, Ph.D., an Associate Professor of Psychology, Southern Illinois University, all applauding Playboy for its January, 1969, symposium issue. The January issue contained articles by Professor Jerome Wiesner on science and technology, by William Sloane Coffin on education, and by Senator Charles Percy on business. The editors of Playboy informed readers

that "reprints of articles are available in limited quantities at fifty cents each, postpaid, from Playboy's Reader Service Department." (21:9)

One university librarian, D. A. Redmond, commenting in RQ (Research Services Division, American Library Association) states that although he cannot applaud Hugh Hefner's philosophy, he has been purchasing back issues of Playboy because this periodical was the "pioneer in the movement and most articulately represents the 'changing moral ethic'." (53:101) He adds that he does not circulate this periodical and further suggests that it is not necessary to spend school monies for a subscription. Asking someone who already subscribes to donate back issues solves that problem. It would seem that even high school librarians could manage a similar arrangement, allowing faculty to read and possibly to send for reprints of articles pertinent to their studies. It cannot be recommended by this author that school funds be spent on this particular periodical when there are so many other fine periodicals not purchased by high school librarians.

A second recourse that librarians have is to suggest that teachers and students read Psychology Today, which seems to be equally well written and, although directed toward psychology and sociology teachers, it has an appealing format and style comfortable to the lay public. Many of its articles are a rough equivalent of the better articles in Playboy. Examples attesting to this impression are

"Understanding Children's Art," by Rhoda Kellogg, and "The Drug Revolution," May, 1967; "The White Race and Its Heroes," by Eldridge Cleaver, June, 1968; "Religious Hang-up," by Father James J. Kavanaugh, July, 1967; "The City," August, 1968; and "The Law," February, 1968. Here also one will find the latest information on sensitivity groups, effects of T-V viewing, and coverage of the student activists movements. The greater advantage of Psychology Today is that it doesn't contain the distracting fold-out sheets and jokes which make Playboy magazine uncomfortable reading to some and controversial to many others.

CHAPTER VII

LIBRARY NEEDS IN THE PERIODICAL AREAS AS INDICATED BY LIBRARIANS, STAFF, AND STUDENTS

Returning to page one of the questionnaire, the fifth question asked was, "If I had a choice of one magazine that the library would carry for me it would be _____." To this question, two hundred-seventeen students and faculty responded out of a possible three hundred-ninety-six. Almost everyone who responded selected a different periodical, indicating that it would take a wide range of periodicals to meet everyone's taste and needs. The choices ranged from The Journal of Existentialism to True magazine. A detailed breakdown of responses can be found in Appendices C, page 103.

To the sixth question, which asked students and faculty to make suggestions pertaining to periodical use in their library, roughly one third of the participants responded. No effort was made on the part of the author to separate responses by type of district. More students, forty, suggested that "more newer magazines for students appear on the racks," than any other response. Better storage and display was favored by twenty-three students. More than one copy of each issue was suggested by ten participants with, "should be able to check them out," and, "teach students to

avoid vandalism," tied with six votes each. Other suggestions included: more use in relation to class work; a wider variety of more academic material; more indexes; library not used for study hall; more back issues for reference; teach students to be aware of magazines, they don't know the type of material that is available; better circulation techniques; and a posted list of periodicals subscribed to and years covered near the indexes.

In addition to the pages of the questionnaire filled out by the students and faculty, librarians were asked to indicate the periodicals to which they actually had subscriptions. Unfortunately, only five librarians made this clear. However, librarians in the second-class districts indicated that they relied heavily on the Abridged Readers' Guide to Periodical Literature, while librarians in the first-class districts indicated that they relied on the unabridged Readers' Guide to Periodical Literature for their selections. Other selection aids used were primarily teachers' requests. Only one librarian mentioned the use of Top of the News, the publications of the Office of the Superintendent of Public Instruction, Elementary English, (April, 1966), Basic Book Collection for High School Libraries, Cundiff's 101 Magazines for Schools, and Library Journal. This librarian commented that a lack of selection tools made selection difficult.

To the question, "Our library subscribes to the following indexes," eleven out of twenty-one librarians in the second-class districts indicated that they subscribed to the Abridged Readers' Guide to Periodical Literature. Although National Geographic is indexed in Readers' Guide to Periodical Literature, ten librarians indicated that they also subscribed to National Geographic Index. Current Biography Index was subscribed to by nine librarians, and four subscribed to Vertical File Index. No librarian in the second-class districts that were sampled indicated that they subscribed to Education Index, New York Times Index, nor the unabridged edition of Readers' Guide to Periodical Literature. Out of seven, six indicated that they subscribed to the Vertical File Index; but none of these librarians subscribed to Education Index. One subscribed to Essay and General Literature Index.

To the question put to librarians only, "What is your greatest need in the periodical area," librarians were asked to make only one response. Librarians in second-class districts responded most often, with a vote of four, to the need for more storage. A vote of three was given to the need to reproduce material which was equal to the vote given for more funds. More staff and funds for microfilm ranked third, and funds for binding and the need for more space were each mentioned by one librarian. Librarians in the first-class districts gave an equal preference to the need

for more funds and for funds for microfilm.¹ No other needs were mentioned by librarians in the first-class districts as a prime consideration to more funds and funds for microfilm.

When the funds that were currently being spent were tabulated, it was discovered that the highest budget for periodicals in a first-class district was \$1,000.00, although this sum was not typical. The least spent on periodicals by a school in the first-class district was \$350.00 in the 1968-69 school year. The average spent by first-class districts was \$418.00 during that period. Second-class districts spent an average of \$240.75 during the same period. A full summary is given in Appendix D, page 104.

Summary.

In summarizing the needs in the periodical area in first- and second-class districts, it was found that: (1) a wide variety of periodicals were needed to meet the needs and tastes of faculty and students; (2) students felt the need for more of the newer periodicals in their libraries; (3) librarians indicated a need for better selection aids; (4) for indexing guides, second-class school districts relied upon the abridged edition of Readers' Guide to Periodical Literature, while first-class districts

1. Only three out of the twenty-nine sampled indicated the use of microfilm at this time.

primarily used the unabridged Readers' Guide to Periodical Literature; (5) librarians in the second-class districts indicated storage was their greatest need, while librarians in the first-class districts mentioned the need for more funds and more funds for microfilm; (6) first-class districts averaged a budget of \$418.00, while second-class districts averaged a periodical budget of \$240.75 for the 1968-69 school year.

CHAPTER VIII

CONCLUSIONS, RECOMMENDATIONS, AND REGRETS

I. CONCLUSIONS

It was the purpose of this study to (1) assess the use of two hundred-thirteen periodicals by faculty and students in the State of Washington, and (2) to determine some general values held by faculty and students regarding periodicals.

Through a questionnaire sent to fifty high schools in the state and completed by twenty-nine of these schools, several patterns of use were investigated.

A survey of the literature provided insight in the development of the questionnaire. It also provided a justification for the need for additional study of student and faculty use of periodicals on the basis of (1) the need to expand intellectual and aesthetic interests, (2) the need for continual teacher development, (3) an awareness of the stereotypes that could be present in periodicals appealing to a predominately white audience, (4) the need to teach critical thinking and evaluating, and (5) the need to expand interests in periodicals from other countries and in periodicals in the field of science.

One implication of the study determined by the average budgets for first- and second-class districts was that not enough funds are available to meet either the wide variety of personal interests indicated by students in question 5, page 1, of the questionnaire or to meet the quantity suggested by the American Library Association's Standards for School Media Programs, or by Washington State's Recommended School Library Services Standards. (1, 64)

A second implication of the study was that more periodical awareness and availability was necessary in order that students and faculty in the first- and second-class districts could use periodicals more. Availability involved carrying more favorable periodicals, allowing periodicals to be checked out, and finding an easier method for getting information in periodicals to the student.

A third implication of the study was that faculty needed to have their interest stimulated in the general commentaries and special interest periodicals, particularly the faculties of the second-class districts.

A fourth implication was that a weak faculty interest existed in science, Negro, and professional periodicals.

A fifth implication was that students and teachers, on their own, would not use Negro periodicals, if they were available.

A sixth implication of the study was that Playboy periodical would be used by faculty and students in both first- and second-class districts, if it were available.

The contrast of the fifth implication with the sixth is alarming when one realizes that perhaps our major problem in the United States is racism, and when one of our major symptoms of illness is an over-emphasis on Hedonism. Although Playboy partially redeems itself by covering major issues, and some students and faculty stress this is why they read Playboy, one still wonders, "but why didn't they choose Atlantic?"

A seventh implication was that further consideration needed to be given by librarians to the use of periodicals by students and faculty. The need for availability for classroom use, for more back issues, for more indexes, for more academic material, and for less vandalism, pointed to a necessity for some new innovations in periodical use.

An eighth implication was that newer periodical selection aids were needed by librarians.

II. RECOMMENDATIONS

In view of these implications--the need for more periodicals, for more flexible circulation of periodical information, and for stimulation of a greater breadth of interest--the following recommendations are being made.

It would seem sensible to allow students and faculty to use the current issues of all periodicals. The lack of use and interest in periodicals expressed may be partly due to the restrictions on periodical use. However, this freedom causes librarians to be concerned with how to keep back records for reference purposes. While only three schools in this survey indicated they were purchasing back orders of periodicals in microfilm, it would seem that for convenience of storage all schools will need to consider moving in this direction. However, duplication of periodical materials in microfilm is expensive and requires the use of special viewers. Since viewers can only be used by one person at a time, and too much time is spent in finding the exact article on the reel, the time expended can detract from the popularity of microfilm. As indicated by one student's comment, when one spends all his time locating material, very little time is left for using the material. Nevertheless, some form of microfilm storage seems to be the only possible solution.

To aid the student and faculty members in actually using materials, it is recommended that the Intermediate Districts already in existence¹ carry the periodicals used for research on

1. An intermediate unit is an administrative organization established to function between the state education department and the local school districts.... The area served always includes two or more local districts. Local community school-districts are not subordinates of an intermediate unit. They are completely autonomous as defined by state law, and full partners with the intermediate unit and state education department in providing educational services. (63:23)

microfilm, and also have a microfilm copier. In this way students at each school could use the indexes, and fill out forms requesting information. The librarian could telephone each day's requests to the I. D. Center where a Xerox copy could be made and sent to the student. This would free the librarian of the time she now spends protecting periodicals, selecting microfilm rolls, and getting students acquainted with the viewers. This time could then be more profitably spent in getting teachers and students acquainted with the fact that there are many good periodicals.

This process is already being used in Toronto, Canada, at the Educational Center Library. The equipment at this center includes two Xerox 914's, a teletype transceiver, a 3M-300 microfilm reader-printer, a micro-card reader and printer, and an A. B. Dick photocopier. In justifying their program, L. L. Freiser has stated:

We are gradually working toward the day when the searching for materials requested by all students will be done by the library staff. However, in the educational sense of the term, the student becomes the real searcher. Once he has on his desk Xerox copies of articles, books, etc., which apply to his specific question, then he must search for the pattern, the sense, which emerges from the materials for an understanding of his topic. (26:1121)

Mr. Freiser also points out that another function of the center is to alert faculty to new changes and developments in education and related fields. This service would be valuable to faculty members surveyed under this study.

Tied with the student's frustration in finding periodical information was the faculty's suggestion that, outside of reading the NEA Journal, interest in keeping up with professional literature was dim.

The purchase of this equipment with the combined budgets of many schools, making materials accessible to all, makes this plan seem more economically feasible than a plan whereby each school purchases periodicals, microfilm, viewers, and copiers. Additional funds now spent in binding, storage, or microfilm, could be spent for new titles. The periodicals themselves could be freed for circulation, cut and prepared for pamphlet-file information, and the librarian would be freed from worrying about needing copies for reference files.

A second recommendation as a result of implication number eight is that librarians be made aware of the R. R. Bowker Company's publication, Magazines for Libraries, edited by Bill Katz, editor of Library Journal's "magazine" column. Although this publication is so recent that reviews and copies are not out, the extreme need for this type of aid plus the editor's reputation makes this an exciting selection possibility.

A third recommendation is that more study of faculty and student use of periodicals be carried out, and that more study of library biases be made.

III. REGRETS

Although careful consideration of periodical titles was given before developing the questionnaire, several thoughts appeared as the author processed the returns. One regret was that titles of periodicals specifically about the Pacific Northwest were not included in the questionnaire. Another thought that came late in the study was the regret that more titles of periodicals from other countries were not included. This lack developed as the result of out-dated selection tools, but an interest in this area grew as a result of visiting public libraries where periodicals from other countries were offered in the young people's sections, and from reading the magazine section in Library Journal.

Since the Enoch Pratt Report testifies to the heavy use of public libraries by high school students, a regret developed late in the study that students were not asked to indicate the distance from their residences to the nearest public library. Also, since in many areas in Washington students live thirty or more miles from the nearest public library, it would seem that this question would give additional emphasis to the need for more periodicals in the school libraries, the only source available.

Since only seven out of twenty-nine librarians sent an actual listing of their periodical subscriptions, this point was apparently not made clear in the instructions, which is regrettable. Also students and teachers had a tendency to mark the periodicals they used outside of the library rather than in the library. This was verified by indications in schools where actual holdings were given by the librarian. Perhaps a slight change in the form used could have corrected this tendency. Librarians, faculty, and students cooperating with this study did show a high degree of conscientiousness as evidenced by the lack of many wisecracks, and by the occasional painstaking qualifying remarks. All in all the survey succeeded about as well as could be expected.

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Ellensburg, Washington 98926

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Dear Librarian:

Recognizing the need for more information regarding periodicals in the secondary school, I, Lillian Canzler, a candidate for the M.Ed. degree (library science) am working, in cooperation with Central Washington State College and the public schools in the State of Washington to complete a thesis study of periodicals.

Each librarian is being asked to fill out the attached fact sheet to give us information about his/her library. We also need to have your cooperation with the following:

- A. Ask the first ten students enrolled in grade 11 to fill out the enclosed questionnaire. An instruction sheet is attached to the questionnaire.
- B. Ask five secondary-school teachers to fill out the same questionnaire.
- C. LIBRARIANS ONLY: Fill out one copy of the questionnaire (attached) in addition to the attached fact sheet. Indicate in the "Used For" column the number of subscriptions and whether or not you purchase copies on microfilm.

EXAMPLE	Used For		
	R	F	
ALA Bulletin	1M		= 1 subscription + microfilm
	1		= 1 subscription only
			= no subscription and no microfilm

- D. Mail all of the results in the stamped, addressed envelope provided before May 30, 1969.

We appreciate your special help with this survey. We know how busy teachers and librarians are. NO information regarding any particular school will be printed. However, a copy of the findings with your school's placement only indicated will be sent upon request. If you would like to have a copy of the results, please fill out the information below and return with the questionnaire.

Thank you,

Lillian Canzler

School Name _____ Street Address _____
City _____ Washington _____ Zip Code _____

FACT SHEET ABOUT
PERIODICALS

Name of Your School _____

A. Our school library subscribes to the following indexes:

Current Biography
Education Index
National Geographic
New York Times Index
Readers' Guide (Unabridged)
Abridged Readers' Guide
Vertical File Index

B. Our total enrollment for grades 10 through 12 is _____

C. We have _____ professional people on our secondary school staff.

D. Our total library budget 1968-69 _____

E. Our Professional periodical budget 1968-69 _____

F. Our periodical budget 1968-69 _____

G. Our microfilm budget 1968-69 _____

H. We have _____ full-time and _____ half-time librarians.

I. Our greatest need in the periodical area is: (Please check one)

More storage
 More funds for subscriptions
 Funds for binding
 Staff to teach and help users of the library
 Equipment to reproduce articles
 Other

J. Our procedure for periodical selection is:(state briefly)

Your school is cooperating in a survey of library services. The survey team needs to know what you think. By answering the questions below, you can help to improve library services for high school students. This is a confidential questionnaire. Please do not sign your name.

Teacher

Student

Please check the following statements in the appropriate boxes. You may want to check more than one. Please do so.

1. I pick up a magazine in the library:
 - almost every day
 - about once or twice a week
 - about once or twice a month
 - occasionally
 - never
2. If I pick up a magazine, it is because:
 - I go to the library mainly for a magazine.
 - I go to visit a friend and see a magazine that interests me.
 - I go for a book and browse the magazine rack on my way through.
 - the library always carries my favorite magazine.
3. If I read a magazine, it is because:
 - I have a habit of reading every issue of a favorite magazine.
 - I have looked up a topic in Readers' Guide.
 - magazines are more interesting than books.
4. I don't read magazines because:
 - the library doesn't carry my favorite magazine.
 - magazines cannot be checked out of our library.
 - I do not know how to find the information I want in magazines.
5. If I had a choice of one magazine that the library would carry for me it would be: _____

6. If you have a suggestion pertaining to magazine use in your library, add it here: _____

You have filled out the first part of the questionnaire. On the following pages put one mark in one column under the heading "Used For", and one mark in a column under the heading "Used How Often", for any periodical you use in the library. If you do not use a periodical, you do not need to make any checks for that particular title.

Appendix A (continued)

PERIODICAL INVENTORY

87

CODE: Used For:

R = Research & Reports

F = Fun

Used
ForUsed How
Often

NAME OF PERIODICAL	R	F	EI ¹	2	WU ³
ALA Bulletin					
Aeronautical Journal					
Aerospace Newsletter					
Air Progress					
American Artist					
American Biology Teach.					
American City					
American Education					
American Forests					
American Girl					
American Heritage					
American Hist. Rev.					
American Home					
American Literature					
American Record Guide					
American Scholar					
American Way					
American West					
America					
Americas					
Antiques					
Architectural West					
Art Education					
Art in America					
Art News					
Artist Junior					
Atlantic					
Audobon					
A-V Commun. Rev.					
A-V Guide & Instr.					
Aviation Week					
Better Homes & Garden					
Book List					
Business Education World					
Business Week					
Bulletin of Atomic Scientists					
Changing Times					

1. Every Issue
2. On Occasion
3. Would Use If Available

NAME OF PERIODICAL	R	F	EI	O	WU
Chemistry					
Child Dev. Quarterly					
Childhood Education					
Choice					
Christian Century					
Clearing House					
Commentary					
Commonweal					
Comparative Drama					
Congressional Digest					
Conservationist					
Consumer Bulletin					
Consumer Reports					
Craft Horizon					
Crisis					
Croft Guidance Letter					
Current					
Current Biography					
Current History					
Current Science					
Dance Magazine					
Date Book					
Dept. of State Bulletin					
Design					
Dun's Review					
Ebony					
Education Digest					
Education Forum					
Education Gazette					
Education News					
Educational Horizons					
Electronics World					
English Journal					
Farm Quarterly					
Field and Stream					
Film Quarterly					
Flying					
Focus					
Foreign Affairs					
Foreign Language Rev.					
Forbes					

NAME OF PERIODICAL	R	F	EI	O	WU
Fortune					
Forward Trends					
French Review					
Geography School Bullet.					
Good Housekeeping					
Harvest Years					
Harper's Magazine					
Harvard Business Rev.					
Headline Series					
Hi Fi					
High School Journal					
History Teacher					
Hobbies					
Holiday					
Home Garden & Flwr. Gr.					
Horizon					
Horn Book					
Horticulture					
Hot Rod					
House & Garden					
House Beautiful					
Improving Instruction in Professional Ed.					
Industrial Arts Instr.					
Journal of Eng. Teach.					
Journal of Ind. Arts					
Journal of Negro Hist.					
Journal of Public Health					
Journal of Reading					
Journal of Reading Spec.					
Junior Review					
Keyboard Junior					
Liberal Education					
Life					
Living Wilderness					
Look					
McCalls					
Mechanics Illustrated					
Mental Health and Teach.					
Mental Hygiene					
Modern Instructor					
Modern Photo					
Monthly Labor Rev.					

NAME OF PERIODICAL	R	F	EI	O	WU
Motor Boating					
Motor Trends					
Music Teacher					
Musical Quarterly					
NEA Journal					
New York Times Mag.					
National Geographic					
National Observer					
National Parks					
National Review					
National Wildlife					
Nation					
Nation's Business					
Nation's Schools					
Natural History					
Negro Digest					
Negro History Bulletin					
Negro Report					
New Horizons					
New Republic					
New Yorker					
Newsweek					
Opera News					
Organic Gardening					
Outdoor Life					
PTA Magazine					
Parent's Magazine					
Parks and Recreation					
Physics Today					
Playboy					
Plays					
Poetry					
Popular Mechanics					
Popular Photography					
Popular Science Monthly					
Progressive Teacher					
Psychology Today					
Quarterly Jrnl. of Speech					
Quinto Lingo					
Review of Pop. Astronomy					
Radio Electronics					
Ramparts Magazine					

NAME OF PERIODICAL	R	F	EI	O	WU
Reader's Digest					
Redbook					
Reporter					
Saturday Review					
School and Society					
School Guidance Worker					
School Librarian					
School Library Journal					
School Shop					
Schools Today & Tomorrow					
Science					
Science Digest					
Science Curr. Impr. News					
Science News					
Science Newsletter					
Scientific American					
Sea Frontiers					
Secondary Teacher					
Senior Scholastic					
Seventeen					
Sky and Telescope					
Space World					
Sports Illustrated					
Successful Farming					
Sunset					
Teacher's World					
Time					
Today's Education					
Today's Health					
Totem					
Trans Action					
Travel					
U. N. Monthly Chronicle					
UNESCO Courier					
U. S. Camera					
U. S. News & World Rep.					
Verticle File Index					
Vital Speeches					
Vogue					
Weatherwise					

NAME OF PERIODICAL	R	F	EI	O	WU
Wilson Library Bulletin					
Workbench					
Writer					
Writer's Digest					
Yachting					
Yale Review					
Young Children					

ADD ADDITIONAL TITLES:

APPENDIX B

PERIODICAL INVENTORY-SCORES

<u>First-Class Districts</u>	<u>Faculty</u>			<u>Students</u>		
	<u>Used</u>	<u>Would Use</u>	<u>Use</u>	<u>Used</u>	<u>Would Use</u>	<u>Use</u>
ALA Bulletin	1	0		0	0	
Aeronautical Journal	0	0		8	2	
Aerospace News	0	0		4	1	
Aerospace Studies	3	0		3	0	
Air Progress	1	0		4	4	
American Artist	1	1		4	1	
American Bio. Teach.	0	0		1	0	
American City	1	1		4	2	
American Education	0	0		3	3	
American Forests	2	0		4	2	
American Girl	0	0		11	1	
American Heritage	6	1		13	2	
American Hist. Rev.	2	1		9	4	
American Home	5	1		5	1	
American Literature	5	3		3	4	
American Record Guide	0	0		3	2	
American Scholar	1	1		2	0	
American West	0	0		2	0	
America	0	0		0	0	
Americas	2	0		6	0	
Antiques	1	2		5	1	
Architecture West	0	0		3	2	
Art Education	2	1		1	5	
Art in America	1	1		2	1	
Art News	2	1		1	1	
Artist Junior	0	0		1	0	
Atlantic	9	0		13	0	
Audubon	0	0		5	2	
A-V Communication Rev.	0	0		3	1	
A-V Guide & Instr.	1	1		2	1	
Aviation Week	1	0		8	1	
Better Homes & Gardens	6	0		16	0	
Book List	3	1		2	0	
Business Ed. World	1	0		3	0	
Business Week	4	0		9	0	
Bulletin of Atomic Sci.	0	0		3	2	
Bulletin of Conserv. Ed.	0	0		0	3	
Changing Times	5	0		3	0	
Chemistry	0	0		3	3	
Child Dev. Quarterly	0	0		0	0	
Childhood Education	0	1		0	0	
Choice	1	1		1	1	
Christian Century	0	0		2	0	
Clearing House	3	0		0	0	
Commentary	0	0		0	0	
Commonweal	3	2		5	0	

<u>First-Class Districts</u>	<u>Faculty</u>		<u>Students</u>		
	<u>Used</u>	<u>Would Use</u>	<u>Used</u>	<u>Would Use</u>	<u>Use</u>
Comparative Drama	2	2	1	0	
Congressional Dig.	5	0	3	1	
Conservationist	1	0	1	1	
Consumer Bulletin	6	0	7	2	
Consumer Reports	7	0	12	0	
Craft-Horizon	1	0	4	1	
Crisis	1	2	1	1	
Croft Guidance Let.	1	1	0	0	
Current	1	0	4	0	
Current Biography	2	0	4	1	
Current History	3	0	12	2	
Current Science	0	0	8	1	
Dance Magazine	1	1	2	0	
Date Book	0	0	2	0	
Dept. of State Bul.	3	0	2	0	
Design	2	0	0	0	
Dun's Review	0	0	1	0	
Ebony	3	0	15	4	
Education Digest	1	0	4	2	
Education Forum	0	0	2	0	
Education Gazette	1	0	3	1	
Education News	1	1	3	1	
Educational Horizons	0	0	1	1	
Electronics World	1	0	10	1	
English Journal	10	1	3	1	
Farm Quarterly	2	0	1	0	
Field and Stream	1	0	19	1	
Film Quarterly	1	0	5	1	
Flying	0	0	6	1	
Focus	0	0	2	0	
Foreign Affairs	4	0	3	2	
Foreign Lang. Rev.	1	0	4	1	
Forbes	0	0	3	0	
Fortune	6	1	8	1	
Forward Trends	0	0	2	0	
French Review	1	0	1	0	
Geography School Bullet.	2	1	1	2	
Good Housekeeping	6	0	23	0	
Harvest Years	0	0	0	0	
Harper's Magazine	4	0	9	2	
Harvard Bus. Rev.	0	0	0	0	
Headline Series	0	0	5	0	
Hi Fi	0	0	4	2	
High School Journal	0	0	1	1	

<u>First-Class Districts</u>	<u>Faculty</u>		<u>Students</u>		
	<u>Used</u>	<u>Would Use</u>	<u>Used</u>	<u>Would Use</u>	<u>Use</u>
History Teacher	1	1	2		2
Hobbies	0	0	3		3
Holiday	4	0	11		0
Home Gard. and Flwr. Grwr.	3	0	0		0
Horizon	3	1	2		0
Horn Book	0	0	0		0
Horticulture	0	0	0		0
Hot Rod	2	0	14		4
House and Garden	5	0	6		0
House Beautiful	5	1	3		0
Improving Instruct. in Profess. Ed.	0	0	0		0
Industrial Arts Inst.	0	0	3		2
Journal of Eng. Teach.	4	1	0		0
Journal of Ind. Arts	0	0	0		0
Journal of Negro Hist.	3	2	5		4
Journal of Public Health	0	0	1		0
Journal of Reading	0	0	0		0
Junior Review	0	0	0		0
Keyboard Junior	1	0	0		0
Liberal Education	0	0	0		0
Library Journal	2	1	6		0
Life	11	0	60		1
Living Wilderness	2	1	4		2
Look	6	0	47		1
McCalls	10	0	7		2
Mechanics Illus.	2	0	0		0
Mental Hygiene	0	0	0		0
Mental Health & Teach.	2	0	0		0
Modern Instructor	2	1	0		0
Modern Photo	1	0	6		0
Monthly Labor Review	0	0	0		0
Motor Boating	0	0	14		2
Motor Trends	1	0	6		1
Music Teacher	1	0	1		0
Musical Quarterly	1	0	1		0
NEA Journal	8	0	2		0
New York Times Mag.	15	0	13		1
National Geographic	13	0	49		1
National Observer	4	0	5		0
National Parks	0	0	4		2
National Review	5	0	1		0
National Wildlife	0	0	7		3
Nation	4	0	4		2
Nation's Business	1	0	0		0

<u>First-Class Districts</u>	<u>Faculty</u>		<u>Students</u>	
	<u>Used</u>	<u>Would Use</u>	<u>Used</u>	<u>Would Use</u>
Nation's Schools	2	1	0	0
Natural History	1	0	8	3
Negro Digest	1	1	1	4
Negro History Bull.	3	0	3	3
Negro Report	2	2	2	1
New Horizons	0	0	0	0
New Republic	3	0	7	2
New Yorker	6	3	8	1
Newsweek	10	1	49	2
Opera News	1	0	0	0
Organic Gardening	1	0	1	1
Outdoor Life	0	1	9	2
PTA Magazine	1	0	0	0
Parent's Magazine	2	0	2	1
Parks and Recreation	0	1	3	6
Physics Today	2	0	7	5
Playboy	8	5	32	11
Plays	4	1	4	2
Poetry	1	0	6	1
Popular Electronics	1	0	9	1
Popular Gar. & Liv.	0	0	0	0
Popular Mech.	3	0	12	0
Popular Photography	1	0	11	0
Popular Sci. Mon.	0	0	7	0
Progressive Teach.	0	0	0	0
Psychology Today	4	3	9	3
Quart. Jnl. of Speech	0	0	0	0
Quinto Lingo	0	0	0	0
Rev. of Pop. Astronomy	0	0	4	2
Radio Electronics	0	0	11	3
Ramparts Magazine	2	1	5	0
Reader's Digest	9	0	35	4
Redbook	2	0	7	0
Reporter	3	0	2	2
Saturday Rev.	13	0	28	1
School & Society	1	0	0	0
School Guidance Worker	1	1	0	0
School Librarian	0	0	0	0
School Lib. Jnl.	1	0	0	0
School Shop	0	0	0	0
Schools Today & Tomorrow	0	0	0	0
Science	1	0	3	1
Science Digest	2	0	0	0
Science Curr. Imp. News	0	0	10	2

<u>First-Class District</u>	<u>Faculty</u>			<u>Students</u>		
	<u>Used</u>	<u>Would Use</u>	<u>Use</u>	<u>Used</u>	<u>Would Use</u>	<u>Use</u>
Science News	4	0		7	3	
Science Newsletter	0	0		3	1	
Scientific American	1	0		12	2	
Sea Frontiers	0	0		2	1	
Secondary Teacher	6	4		0	0	
Senior Scholastic	2	0		0	1	
Seventeen	2	0		18	0	
Sky & Telescope	0	0		2	1	
Space World	0	0		9	2	
Sports Illustrated	3	0		24	2	
Successful Farm.	5	0		8	1	
Sunset	1	0		9	0	
Teacher's World	0	0		2	1	
Time	12	0		42	6	
Today's Ed.	1	0		0	0	
Today's Health	1	0		3	1	
Totem	0	0		0	0	
Trans Action	0	0		0	0	
Travel	4	1		4	1	
U. N. Monthly Chronicle	0	0		2	1	
UNESCO Courier	1	0		2	0	
U. S. Camera	0	0		1	3	
U. S. News & World Rep.	12	1		22	1	
Vital Speeches	2	0		1	0	
Vogue	2	0		17	5	
Weatherwise	0	0		3	2	
Wilson Library Bullet.	1	0		1	1	
Workbench	2	0		0	0	
Writer	2	0		2	1	
Writer's Digest	2	0		0	0	
Yachting	1	0		8	1	
Yale Review	2	1		0	0	
Young Children	0	0		0	0	

<u>Second-Class Districts</u>	<u>Faculty</u>			<u>Students</u>		
	<u>Used</u>	<u>Would Use</u>	<u>Use</u>	<u>Used</u>	<u>Would Use</u>	<u>Use</u>
ALA Bulletin	12	8		0	0	
Aeronautical Journal	1	1		3	9	
Aerospace News	1	1		5	10	
Aerospace Studies	3	2		6	11	
Air Progress	2	1		6	10	
American Artist	17	4		12	10	
American Bio. Teach.	6	4		8	7	
American City	3	1		4	8	
American Education	17	2		11	3	
American Forests	1	0		5	10	
American Girl	7	4		41	13	
American Heritage	33	6		16	12	
American Hist. Rev.	7	4		6	4	
American Home	25	2		33	13	
American Literature	4	7		5	8	
American Record Guide	0	3		11	4	
American Scholar	0	0		1	3	
American West	2	2		11	12	
America	0	0		9	8	
Americas	6	3		6	11	
Antiques	7	6		6	11	
Architecture West	2	2		1	8	
Art Education	7	3		10	11	
Art in America	5	2		7	9	
Art News	4	2		1	6	
Artist Junior	4	2		1	6	
Atlantic	39	2		19	7	
Audubon	0	1		3	5	
A-V Communication Rev.	1	1		6	5	
A-V Guide & Instr.	2	1		8	5	
Aviation Week	6	2		13	7	
Better Homes & Gardens	36	3		53	9	
Book List	8	5		5	2	
Business Ed. World	3	0		3	4	
Business Week	9	2		9	7	
Bulletin of Atomic Sci.	2	1		8	11	
Bulletin of Conserv. Ed.	1	2		3	4	
Changing Times	31	6		22	6	
Chemistry	2	3		10	10	
Child Dev. Quarterly	5	6		1	4	
Childhood Education	2	3		3	6	
Choice	1	1		0	1	
Christian Century	1	0		1	1	
Clearing House	7	2		3	1	
Commentary	0	0		0	0	
Commonweal	8	3		2	3	

<u>Second-Class District</u>	<u>Faculty</u>			<u>Students</u>		
	<u>Used</u>	<u>Would</u>	<u>Use</u>	<u>Used</u>	<u>Would</u>	<u>Use</u>
Comparative Drama	3	7		4	0	
Congressional Dig.	12	6		5	6	
Conservationist	2	4		0	2	
Consumer Bulletin	25	6		16	3	
Consumer Reports	42	10		34	4	
Craft-Horizon	4	4		2	3	
Crisis	0	1		0	2	
Croft Guidance Let.	1	1		0	0	
Current	3	0		3	5	
Current Biography	26	5		20	6	
Current History	36	7		15	6	
Current Science	8	2		15	9	
Dance Magazine	2	3		5	5	
Date Book	4	2		8	5	
Dept. of State Bull.	4	0		2	0	
Design	14	7		9	4	
Dun's Review	0	0		0	2	
Ebony	15	7		16	4	
Education Digest	7	5		5	3	
Education Forum	0	1		0	1	
Education Gazette	1	0		0	2	
Education News	2	1		2	1	
Educational Horizons	0	0		2	1	
Electronics World	3	0		7	5	
English Journal	32	8		14	6	
Farm Quarterly	5	0		6	2	
Flying	10	4		19	9	
Focus	1	1		1	0	
Foreign Affairs	9	3		9	10	
Foreign Lang. Rev.	5	2		4	5	
Forbes	1	2		1	0	
Fortune	3	8		6	4	
Forward Trends	0	0		1	0	
French Review	3	3		3	2	
Geography School Bull.	3	1		1	4	
Good Housekeeping	49	5		71	2	
Harvest Years	0	0		0	0	
Harper's Magazine	23	10		29	4	
Harvard Bus. Rev.	2	5		0	0	
Headline Series	0	0		4	2	
Hi Fi	9	5		7	7	
High School Journal	5	5		5	7	

<u>Second-Class Districts</u>	<u>Faculty</u>		<u>Students</u>	
	<u>Used</u>	<u>Would Use</u>	<u>Used</u>	<u>Would Use</u>
History Teacher	10	7	1	3
Hobbies	11	6	15	12
Holiday	14	0	17	1
Home Gard. and Flwr. Grwr.	2	3	5	3
Horizon	5	5	0	0
Horn Book	3	1	0	0
Horticulture	1	0	2	2
Hot Rod	19	3	60	16
House and Garden	16	7	22	5
House Beautiful	17	5	19	3
Improving Instr. in Profess. Ed.	0	0	0	0
Industrial Arts Inst.	7	2	4	6
Journal of Eng. Teach.	9	8	1	4
Journal of Ind. Arts	3	1	0	0
Journal of Negro Hist.	4	4	8	15
Journal of Public Health	3	2	2	4
Journal of Reading	0	2	3	0
Junior Review	1	1	0	0
Keyboard Junior	1	0	0	0
Liberal Education	2	2	2	2
Library Journal	5	1	3	0
Life	70	2	117	1
Living Wilderness	7	4	3	6
Look	49	6	102	8
McCalls	24	3	58	4
Mechanics Illus.	15	2	28	4
Mental Health & Teach.	2	2	0	2
Mental Hygiene	3	1	2	2
Modern Instructor	2	1	1	0
Modern Photo	5	1	14	4
Monthly Labor Review	0	0	0	0
Motor Boating	10	5	14	10
Motor Trends	9	1	28	15
Music Teacher	1	0	1	2
Musical Quarterly	2	1	0	0
NEA Journal	42	0	4	0
New York Times Mag.	25	6	24	15
National Geographic	63	2	68	3
National Observer	15	6	14	6
National Parks	4	2	5	6
National Review	4	2	2	3
National Wildlife	14	4	10	10
Nation	5	3	3	1
Nation's Business	6	3	0	1

<u>Second-Class Districts</u>	<u>Faculty</u>			<u>Students</u>		
	<u>Used</u>	<u>Would Use</u>	<u>Use</u>	<u>Used</u>	<u>Would Use</u>	<u>Use</u>
Nation's Schools	1	2		2	2	
Natural History	20	1		7	6	
Negro Digest	1	1		6	10	
Negro History Bull.	2	3		5	8	
Negro Report	0	1		3	6	
New Horizons	2	3		2	2	
New Republic	12	4		2	1	
New Yorker	9	11		6	5	
Newsweek	68	0		94	2	
Opera News	1	1		1	1	
Organic Gardening	3	2		1	1	
Outdoor Life	25	2		38	6	
PTA Magazine	3	1		7	1	
Parks and Recreation	1	2		5	4	
Physics Today	2	1		10	5	
Playboy	33	22		68	45	
Plays	4	4		9	5	
Poetry	9	5		7	5	
Popular Electronics	6	1		14	6	
Popular Gar. and Liv.	3	2		5	0	
Popular Mech.	23	5		45	7	
Popular Photography	8	1		9	3	
Popular Sci. Monthly	8	2		19	4	
Progressive Teach.	6	4		2	1	
Psychology Today	12	4		16	11	
Quarterly Jrnl. of Speech	1	5		0	0	
Quinto Lingo	3	2		1	0	
Rev. of Pop. Astronomy	1	0		0	3	
Radio Electronics	3	1		9	7	
Ramparts Magazine	3	3		4	1	
Reader's Digest	64	5		91	4	
Redbook	23	7		30	10	
Reporter	3	0		1	2	
Saturday Rev.	40	3		44	4	
School & Society	3	1		5	2	
School Guidance Worker	1	1		0	0	
School Librarian	1	1		0	0	
School Lib. Jrnl.	5	0		0	0	
School Shop	2	1		5	2	
Schools Today & Tomorrow	0	0		4	2	
Science	7	1		6	5	
Science Digest	24	3		38	4	
Science Curr. Imp. News	1	1		3	2	

<u>Second-Class Districts</u>	<u>Faculty</u>		<u>Students</u>		
	<u>Used</u>	<u>Would Use</u>	<u>Used</u>	<u>Would Use</u>	<u>Use</u>
Science News	6	0	14	2	
Science Newsletter	7	1	5	3	
Scientific American	18	2	11	1	
Sea Frontiers	2	0	9	10	
Secondary Teacher	2	2	0	0	
Senior Scholastic	16	3	16	2	
Seventeen	21	0	65	2	
Sky & Telescope	2	2	1	0	
Space World	4	0	4	4	
Sports Illus.	38	0	62	4	
Successful Farm.	8	0	9	0	
Sunset	13	3	12	5	
Teacher's World	4	0	5	2	
Time	60	2	79	5	
Today's Ed.	9	1	6	2	
Today's Health	10	1	6	2	
Totem	1	1	0	0	
Trans Action	0	0	0	0	
Travel	2	1	0	0	
U. N. Monthly Chronicle	5	3	0	1	
UNESCO Courier	1	0	0	0	
U. S. Camera	3	2	3	3	
U. S. News & World Report	45	0	39	1	
Vital Speeches	8	1	1	2	
Vogue	10	4	22	17	
Weatherwise	2	0	3	1	
Wilson Lib. Bull.	10	1	0	0	
Workbench	3	0	4	2	
Writer	0	1	2	1	
Writer's Digest	6	6	1	0	
Yachting	8	6	12	4	
Yale Review	4	0	0	0	
Young Children	1	1	3	4	

A LIST OF FIRST PREFERENCE PERIODICALS

IF I HAD ONE CHOICE OF A MAGAZINE THAT THE LIBRARY WOULD CARRY
FOR ME IT WOULD BE:

Aerospace Technology	Hot Rod
Africa Reports	In Britain
Alaskan Sportsman	Ingenué
Amazing Stories	Instrumentalist
American Artist	Jet
American Aviation	Journal of Chemical Ed.
American Fabrics	Life
American History	Life, Spanish edition
American Heritage	Life and Health
American Vocational Instruction	Listen
Annals of the American Academy of Political and Social Sciences	Look
Architectural Forum	Mademoiselle
Argus	Mademoiselle Gymnast
Arizona Highways	Mechanics Illustrated
Art Education	Media and Methods
Art Forum	Modern Gymnast
Athletic Journal	Modern Language Journal
Atlantic	Nation
Atlas	National Geographic
Audubon	Natural History
Better Homes and Gardens	Nature and Science
Business Week	New Republic
Car Craft	New Yorker
Changing Times	Newsweek
China Reconstruction	Occupational Outlook Quarterly
Clearing House	Outdoor Life
Coaching Clinic	Paris Match
Current History	Playboy
Cycle	Popular Mechanics'
Dance Magazine	Popular Science Monthly
Earth Science	Progressive Teacher
Ebony	Psychology Today
England	Ramparts
English Journal	Reader's Digest
Exceptional Children	Rifleman
Federationist	Rod and Custom
Field and Stream	Saturday Review
Flying	Scholastic Coach
Foreign Policy Briefs	Senior Scholastic
Fortune	Seventeen
Glamour	Skiing
Good Housekeeping	Sports Illustrated
Graphics	Time
Harper's Magazine	Today's Secretary
Hobbies	Tulane Drama Review
Holiday	U. S. News and World Report
Horizon	Western Horseman
	What's New in Home Economics
	Vogue

APPENDIX D

SELECTION AIDS USED

<u>Readers' Guide</u>	3
<u>Abridged Readers' Guide</u>	5
Teacher's Requests	10
<u>Top of the News</u>	1
<u>State Department of Education Publications</u>	1
<u>Elementary English</u> , April, 1966	1
<u>A Basic Book Collection for High Schools</u>	2
Cundiff, <u>101 Magazines for Schools</u>	2

INDEXES

	Second-Class Districts	First-Class Districts
<u>Current Biography</u>	9	5
<u>Education Index</u>	0	0
<u>National Geographic</u>	10	6
<u>New York Times Index</u>	1	2
<u>Readers' Guide</u>	0	5
<u>Abridged Readers' Guide</u>	11	0
<u>Vertical File Index</u>	4	6
<u>Essay and General Literature Index</u>	1	1
<u>Facts on File</u>	1	1

PERIODICAL BUDGETS

First-Class Districts

\$ 350.00
1,000.00
500.00
350.00
390.00

\$2,090.00

Average: \$418.00

Second-Class Districts

\$ 250.00
250.00
190.00
212.00
100.00
150.00
325.00
200.00
415.00
460.00
350.00
350.00
400.00
200.00
50.00
50.00

\$3,852.00

Average: \$240.75