A survey of book selection practices and conditions in some Iowa high schools

James Justin Acton

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Abstract
School librarians have traditionally selected only those books for purchase that were "needed. 11 The curriculum supposedly acted what books were purchased. In recent years, the changing roles of libraries have suggested a wider range of materials is necessary. Also a new awareness of the importance of materials selection in "defining what and how children are expected to learn" exists.
A SURVEY OF BOOK SELECTION PRACTICES AND CONDITIONS IN SOME IOWA HIGH SCHOOLS

A Research Paper
Presented to
the Faculty of the Department of Library Science
University of Northern Iowa

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Library Science

by
James Justin Acton
August 1971
Introduction

School librarians have traditionally selected only those books for purchase that were "needed." The curriculum supposedly dictated what books were purchased. In recent years, the changing roles of libraries have suggested a wider range of materials is necessary. Also a new awareness of the importance of materials selection in "defining what and how children are expected to learn" exists.¹

A broad spectrum of criticism of present selection practices and policies of Iowa High School librarians exists. Instructors and students in library science at the University of Iowa present a viewpoint that states the practices are very conservative. Working librarians are observed to consider their selections liberal and often controversial.

Before the library profession can direct questions, action research, or successfully counter charges of censorship by selection, more needs to be known about the selection practices and conditions of school librarians.²

Statement of the Problem

The study will attempt to collect information about book selection practices and conditions from a selected sample of Iowa secondary school librarians. For this study censorship by selection will be the condition of not selecting books because of social pressure or fear of losing

²Ibid., p. 207.
job. Generally this occurs in areas of sex, crime, politics, social criticism, and religion.

For this study a secondary school will be restricted to an individual building serving grades ten, eleven, and twelve. A secondary school will be part of a K--6--3--3 organization plan except where noted. Secondary school librarians will be those certified to operate a library for grades ten, eleven, and twelve. Normally the term secondary school librarian would also include grades seven, eight, and nine. An attempt to exclude librarians serving as K--twelve, seven--twelve, or nine--twelve was made except where noted.

Hypotheses

1. There will be no significant difference between high school librarians and a recommended list of books for young adults. (Criteria for proof: 75% agreement by librarians on 12 of 15 items)

2. There will be no significant difference between high school librarians and selection practices of the general public. (Criteria for proof: 75% of the librarians will select 12 of 15 titles from a best seller list)

3. There will be no significant difference between high school librarians on their use of selection tools. (Criteria for proof: 75% of the librarians will report use of the same tools)

Procedures

Fifty-four urban high schools were selected from the 1968--1969 copy of Data on Iowa Schools and the 1970 Iowa Educational Directory. The criteria for selection included:

1. School district had to have a minimum of 550 students in grades ten, eleven, and twelve.

2. School organization was K--6--3--3 or a variation that kept ten, eleven, and twelve together. An
exception was Bettendorf with a K--8--4 plan with grades ten, eleven, and twelve having 980 students.

3. The school districts were translated to individual high schools by using the 1969--1970 Iowa Educational Directory. Those schools with "junior-senior" in the title were rejected and the addresses from the directory were used.

An attempt to find the names of librarians or the head librarian was made. The Iowa Association of School Librarian membership lists for 1970--1971 school year and direct interviews with instructors in library science at the University of Northern Iowa were used. An instrument of three pages, a cover letter, and a stamped, addressed envelope were mailed to the 54 schools on or about April 1, 1971.

A coding system of slightly changing the address on the envelope was used to identify the respondents. This was used to reduce costs of follow up letters and cards. A master sheet of school addresses was used to make envelope labels and check in returned instruments. An example of this control pairing follows:

Main Street High School          James C. Acton
403 Main                      526½ Denver Street
Overshoe, Iowa 52311          Waterloo, Iowa 50702

The variations used for the 54 addresses were a different middle initial, use of "Mr." with a differing middle initial, and use of "526 Denver" with differing middle initial. The street address variations were used with a correct middle initial for those librarians who might be familiar with the proper initial.

A postcard follow up was sent on or about May 10, 1971. The desired response was 80% but only a 60% return was expected.
Instrument

The instrument was a three-page questionnaire consisting of two pages of book titles, fifteen per page, and one page of short answer questions concerning selection policies, conditions, and general information.

The criteria for selecting the fifteen titles is that of the American Library Association which annually publishes a list of books of "proved or potential interest to young adults." The 1969 list of 22 titles in Top of the News, April, 1970, was used to select the titles for page one of the instrument. The list was arbitrarily reduced to fifteen titles. The titles omitted were Black Is by Turner Brown, I'm Done Crying by Louanne Ferris, The Ridiculously Expensive MAD by Gaines and Feldstein, My Life with Martin Luther King Jr. by Coretta King, Search for the New Land by Julius Lester, Coming of Age in Mississippi: An Autobiography by Anne Moody, and The House on Wall Street by Leonard Wibberley. The 1969 list was used since this would provide librarians time to have considered the titles and ordered. This would provide about one and a half years lead time.

The respondent was requested to check boxes to indicate that his library had "one or more copies," had the title "on order," or had "neither." The respondents were requested to further explain the "neither" choice by placing a letter in a space provided next to the "neither" box. These responses were a--budget, b--no reviews, c--not needed, d--not appropriate, and e--other (please identify). This provided the respondent with a variety of reasons to explain a title missing from the library.

The provision of the additional response to the "neither" column was designed to further delineate the selection
practices and conditions of that library.

The criteria for selecting the fifteen titles on page two of the instrument are based on the Best Seller Lists in the New York Times Book Review. The Best Seller Lists in the New York Times Book Review were reviewed for the years 1968, 1969, and 1970. Almost all issues for that time were consulted. Books that had appeared in the top ten list for thirty weeks or more were listed. Some books were rejected arbitrarily because of anticipated response, such as The Sensuous Woman by "J." Others were rejected because of supposed nonsuitability in high schools. The following were selected and grouped:

Fiction
 Airport by Hailey
 The Godfather by Puzo
 Topaz by Uris
 Love Story by Segal

History
 Incredible Victory by Lord
 Nicholas and Alexandra by Massie

Sports—biography
 Instant Replay by Kramer

Economics
 Anyone Can Make a Million by Shulman
 The Money Game by "Adam Smith"

Biography—history
 Inside the Third Reich by Speer

Information
 Everything You Always Wanted to Know about Sex by Reuben

Literature
 The Chosen by Potok
 The First Circle by Solzhenitsyn
The Peter Principle by Peter and Hull
Future Shock by Toffler

The list included six fiction and nine non-fiction books. The final selection, while governed by some rules, was arbitrary.

The respondent was requested to check status of the book as "one or more copies," "on order," and "neither." An expansion of the "neither" reply was requested as in the directions for page one.

This page was designed to indicate the practices of the school librarian in selecting "popular" books for the library.

Page three consisted of fifteen questions grouped according to design. Items one through six are related to a written selection policy and challenged books. The information should indicate the existence, extent, and workability of such a policy. Items seven through ten are related to budget and spending of the money. This should give some indication of effect of money on selection. Thirteen and fourteen report the selection tools the librarian uses. Fifteen was for the writer's information.

Page three was designed to be open ended response if the respondent so desired. Also page three provided for the identification of the respondent if he wished. An address change slip for a planned abstract of results was also included.

Analysis

Percentages were computed for the response to the questionnaire pages one, two, and parts of page three.

On responses to page one, percentages were computed
for checked columns "one or more copies," "on order," and "neither." A "no response" column was added in order to retain all instruments as valid. The results are listed in Table I.

Response to the "neither" column was not computed by percentages. These were listed by item response. Results are listed in Table IA.

Page two of the instrument also had percentages computed for the respective columns. Results were tabulated in Table 2. The "neither" response is in Table 2.

Table 3 is a listing of the responses for page three of the instrument. Percentages were computed where applicable. Other responses were merely tabulated.

All percentages and figures were compared visually. The additional comments written by the subjects were compared visually.

Percentages were rounded to the nearest whole number.

Observations

54 questionnaires were mailed. 47 wholly or partially completed instruments and one postcard were returned. This was computed at 87% response.

Table 1 lists the compiled results from page one of the instrument. Only items 2, 4, and 13 achieved 75% of agreement. Three of the fifteen examples met the criteria of 75% agreement.

It should be noted that all of the titles had near 50% (items 8 and 14 of 47% each) or better in selection. The mean of Table 1 column 3 is 64.93. The mean of column 5 is 1.07.

It should be noted that items 4, The Andromeda Strain at 94% selection, and 13, The Promise at 83%, were also noted on the Best Seller Lists.
Table 1A lists reasons the respondees gave for not selecting a specific title. The high responses were for "budget" and "not needed," 58 and 59, respectively.

The written responses to e--"other (please identify)" included "title unknown," "later," "not considered," "selected a similar," "may purchase," "stolen as fast as I buy," "concerned about disapproval," "no time to consider," "missed the reviews," "no requests," "plan to order," and "considering." No editing or assigning "e" responses to other letter columns was attempted.

Table 2 lists the computed responses from page two of the instrument. Items 1, 2, 3, 6, and 9 achieved 75% or better agreement in column 3. Items 8 and 10 achieved 75% agreement in column 4. 75% or more librarians agreed on seven of fifteen items.

The mean of column 3, Table 2 is 59.73. The column 4 mean is 38.20 and column 5 mean is 2.80.

Table 2A contains reasons for not selecting titles from page two of the instrument. Column B "no reviews" and column C "not needed" rated 57 and 65 responses respectively.

Item 8, Reuben's Everything You Always Wanted to Know about Sex collected the most "not appropriate" responses.

The listing of "e" responses on page two included "have other books by author" (Uris), "considered for next year," "poor reviews," "planning to order," "never saw it recommended for high school," "lost," "no time to consider," "cancelled from our order," "op from jobbers," "many students have this book in paper" (Reuben), "concerned about disapproval" (Reuben), "have not considered yet," "selected a similar one," "may purchase," "local prejudice" (Reuben), "have not ordered yet but will order when I read it," "not
acquainted at all with this title," and "we have other books which cover most things in this" (Reuben).

No comments were edited nor were attempts made to assign to other listed categories these responses listed under "other" on page two.

Table 3 is a compromise listing of response results for page three of the instrument. Of those who stated they had a written selection policy, thirty said it covered a "challenged" book, six said it did not. Eight said it had been "tested" and twenty-eight replied "no" to item 4. Only one third of the respondents had had a confrontation concerning a controversial book in the library.

All respondents claimed to have an annual budget but only 83% stated the librarian spent the money.

Item 13 gave the top three periodical source of reviews as Booklist, Library Journal, and the New York Times Book Review. This is difficult to reduce to a comparative level. 148 responses were theoretically possible or 3 times 47, but some listed more than three, others less. The first three listed were tabulated: 85% selected Booklist, 83% selected Library Journal, and 45% selected the New York Times Book Review.

Item 14 called for the top three selection aids. The agreement was considerably less. The Standard Catalogs by Wilson were included 35 times at 74%. Booklist was listed 22 times at 47%, and Library Journal at 14 times computed to 30%. Others with multiple responses were "teachers" with 10 responses and New York Times Book Review with 7 responses.

Item 15 requested the respondent's opinion on the usefulness of the survey. Even though 47 of the 54 took the time to fill out and return the instrument, only 53%
responded "yes," 6% said "no," 21% gave a mixed response, and 19% did not respond.

There were many long, handwritten comments and extensions of answers. Some answers were difficult to ascertain since they seemed buried in paragraphs. Some of the lengthy comments were read, others were not. No attempt to tabulate or record the overly long comments was made.

Conclusions

Hypothesis 1 is rejected. Only three books on the ALA 1969 Best Books for Young Adults were selected by 75% or more librarians. This is considerably less than the 75% or 12 out of 15 items.

Librarians were largely in agreement, a mean of 64.93 agreed with the list. 33.87 rejected the books for various reasons. Table 1A indicated that money, lack of reviews and possible other books contributed to the rejection of these titles. It may or may not be significant that the largest response was in the "not needed" column. Perhaps a different instrument could further delineate this aspect. While only seven responded to items on this list as not appropriate, one wonders by what criteria they were rejected.

Hypothesis 2 is rejected. Only five items received a vote from 75% of the librarians. Two items were not selected by more than 75% of librarians with the general public.

The mean agreement for page two of the instrument was 59.73 for the selection of titles. A mean of 38.20 for "not selected" and a mean of 2.80 for "no response" were computed. While the means indicate a lesser degree of agreement, Table 2 indicated that the degree of selection is higher than that of Table 1 selection items; however the returns are mixed as the degree of non-selection is also
higher for a few items. The two items positively rejected by librarians were Dr. Reuben's *Everything You Always Wanted to Know about Sex* and Shulman's *Anyone Can Make a Million*. Table 2A indicates that the Reuben book was overwhelmingly rejected for being "not appropriate" to grades ten, eleven, and twelve. Shulman's book is rejected for "no reviews" and "not needed." Censorship by selection seems to be operating in both cases, although it is doubtful if sex and capitalism are being controlled by librarians.

Hypothesis 3 is rejected. *Booklist* was selected at the 85% level, *Library Journal* at the 83% level and the *New York Times Book Review* at the 45% level. This was not the 75% specified. In item 14 Wilson catalogs achieved 74%, *Booklist* 47%, and *Library Journal* at 30%. Each of these percentages is well below the 75% acceptance level specified.

The replies connected to this aspect of the instrument gave full vent to the multitude of backgrounds, experience, and training of librarians. A design permitting only a limited answer perhaps would have given more consistent results.

**Critique**

1. A fault that became immediately apparent when attempting to quantify the instrument was page three of the instrument. A forced choice checklist would have given clearer results. Item 5 became nonsense since the subjects responded yes or no to an either-or question. The attempt to provide "open ended response" became too loose to be useful except with extensive subjective interpretation.

2. More detailed instructions should have been provided. The brevity needed to state the instrument in three duplicated pages led to unnecessary responses to the "e," ("other, please identify"). The first two weaknesses could have been prevented possibly if the questionnaire
had been subjected to a pre-test by classmates or local area librarians.

3. An addition of request for degree, years of experience, hours of library science courses, and the school at which training was received could have provided more data.

4. Correlations between some developed standard of selection and size of school, location, financial situation as well as training and experience of librarian seems feasible. The difficulty is in determining the size of the school and organization. This information could be included in the instrument.

5. The size of the instrument did not seem to be an inhibiting factor. A preliminary study to determine the size should have been done.

6. The request to respond additionally to the "neither" response on pages one and two of the instrument was at best clumsy. Incorporation of the responses in the primary checklist through forced choice would be more desirable.

7. The study was meant for urban high schools; however the selection of several large consolidated high schools by using the size of school district tenth, eleventh, and twelfth grade population indicates a different set of criteria should be used. The data received from this instrument is clouded by the inclusion of several schools that are not urban such as Waverly—Shell Rock, Oelwein, and others.

Summary
The study was prompted by apparent differences in opinion on the book selection practices and conditions in Iowa high schools. A questionnaire was mailed to 54 high schools. The responses to the instrument indicate that there is no significant agreement between Iowa high school librarians
and the ALA 1969 Best Books list. This indicates that absence of selection tools, lack of training, or conditions such as budget, no reviewing material are preventing librarians from purchasing books from recommended lists. There is also no significant agreement between high school librarians' selection practices and those of the general public. This is expected; however it can also be construed as censorship by selection in some areas. The high response levels for many of the titles may indicate that more librarians are aware of reviews, advertisements, and availability of best sellers than are aware of recommended books for high school students.

The selection tools are apparently as varied as the librarians. More information is needed on the training and experience of respondents before this becomes significant. The variation was unexpected.

The general results of the study are first that Iowa high school libraries need improvement in conditions. Some are not related to budget. 25% with no written selection policy is high. Librarians need more control over the funds allotted to them. On the other hand, with only two thirds buying from recommended list, perhaps it is just as well that budget problems exist.

Second librarians do practice selection. Books are rated according to their standards or their community's standards of suitability.

Finally much improvement could be made on the availability of review material and time for librarians to use it. Perhaps a study of the relationship between reading reviews or selection aids and the amount of clerical would be enlightening.

Quantification of value judgments involved in book selection is at best difficult. This study proved less than adequate in this respect.
Table 1

Reported Status of A.L.A. 1969 Best Books
For Young Adults in Some Iowa
High School Libraries

<table>
<thead>
<tr>
<th>Item</th>
<th>Titles and Authors</th>
<th>N= 47</th>
<th>Percentages</th>
<th>Selected</th>
<th>Not Selected</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>(2)</td>
<td></td>
<td></td>
<td>(3)</td>
<td>(4)</td>
<td>(5)</td>
</tr>
<tr>
<td>1.</td>
<td>Johnny Get Your Gun -- Ball</td>
<td></td>
<td></td>
<td>68%</td>
<td>30%</td>
<td>2%</td>
</tr>
<tr>
<td>2.</td>
<td>I Sing The Body Electric -- Bradbury</td>
<td></td>
<td></td>
<td>75%</td>
<td>25%</td>
<td>--</td>
</tr>
<tr>
<td>3.</td>
<td>Rock From The Beginning -- Cohn</td>
<td></td>
<td></td>
<td>62%</td>
<td>36%</td>
<td>2%</td>
</tr>
<tr>
<td>4.</td>
<td>The Andromeda Strain -- Crichton</td>
<td></td>
<td></td>
<td>94%</td>
<td>6%</td>
<td>--</td>
</tr>
<tr>
<td>5.</td>
<td>An Empty Spoon -- Decker</td>
<td></td>
<td></td>
<td>70%</td>
<td>30%</td>
<td>--</td>
</tr>
<tr>
<td>6.</td>
<td>Birds, Beasts, and Relatives -- Durrell</td>
<td></td>
<td></td>
<td>53%</td>
<td>47%</td>
<td>--</td>
</tr>
<tr>
<td>7.</td>
<td>They Call Me Mister 500 -- Granetelli</td>
<td></td>
<td></td>
<td>68%</td>
<td>30%</td>
<td>2%</td>
</tr>
<tr>
<td>8.</td>
<td>Autopsy For A Cosmonaut -- Hay and Keshishian</td>
<td></td>
<td></td>
<td>47%</td>
<td>51%</td>
<td>2%</td>
</tr>
<tr>
<td>9.</td>
<td>The Strawberry Statement -- Kunen</td>
<td></td>
<td></td>
<td>66%</td>
<td>34%</td>
<td>--</td>
</tr>
<tr>
<td>10.</td>
<td>The Writing On The Wall -- ed. Lowenfels</td>
<td></td>
<td></td>
<td>64%</td>
<td>36%</td>
<td>--</td>
</tr>
<tr>
<td>11.</td>
<td>Ammie, Come Home -- Michaels</td>
<td></td>
<td></td>
<td>62%</td>
<td>34%</td>
<td>4%</td>
</tr>
<tr>
<td>12.</td>
<td>Night Of The Grizzlies -- Olson</td>
<td></td>
<td></td>
<td>57%</td>
<td>43%</td>
<td>--</td>
</tr>
<tr>
<td>13.</td>
<td>The Promise -- Potok</td>
<td></td>
<td></td>
<td>83%</td>
<td>17%</td>
<td>--</td>
</tr>
<tr>
<td>14.</td>
<td>The Mephisto Waltz -- Stewart</td>
<td></td>
<td></td>
<td>47%</td>
<td>51%</td>
<td>2%</td>
</tr>
<tr>
<td>15.</td>
<td>My Turn At Bat -- Williams and Underwood</td>
<td></td>
<td></td>
<td>57%</td>
<td>38%</td>
<td>2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
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<tr>
<td></td>
<td>974</td>
<td>508</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mean of Selected (3) = 64.93
Mean of Not Selected (4) = 33.87
Mean of No Response (5) = 1.07
Table 1A

Reasons Listed for Not Selecting Titles

<table>
<thead>
<tr>
<th>Item (1)</th>
<th>Title (2)</th>
<th>A (3)</th>
<th>B (4)</th>
<th>C (5)</th>
<th>D (6)</th>
<th>E (7)</th>
<th>no (8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Johnny Get Your Gun</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>I Sing The Body Electric</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3.</td>
<td>Rock From The Beginning</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>-1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The Andromeda Strain</td>
<td>1</td>
<td>-1</td>
<td>-1</td>
<td>-1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>An Empty Spoon</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>-3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Birds, Beasts, and Relatives</td>
<td>6</td>
<td>3</td>
<td>9</td>
<td>-3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>They Call Me Mister 500</td>
<td>7</td>
<td>1</td>
<td>4</td>
<td>-1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Autopsy For A Cosmonaut</td>
<td>5</td>
<td>7</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>9.</td>
<td>The Strawberry Statement</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>-5</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>The Writing On The Wall</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>11.</td>
<td>Ammie, Come Home</td>
<td>1</td>
<td>6</td>
<td>3</td>
<td>-3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Night Of The Grizzlies</td>
<td>6</td>
<td>4</td>
<td>5</td>
<td>-2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>The Promise</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>-1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>The Mephisto Waltz</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>15.</td>
<td>My Turn At Bat</td>
<td>4</td>
<td>2</td>
<td>7</td>
<td>-2</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

|               |                                  | 58    | 48    | 59    | 7     | 27    | 32     |

A = budget
B = no reviews
C = not needed
D = not appropriate
E = Other (please identify)
no = no response, but did check the "Neither" column.
Table 2
Reported Status of Selected Best Sellers in Some Iowa High School Libraries

<table>
<thead>
<tr>
<th>Item</th>
<th>Title and Author</th>
<th>Selected (3)</th>
<th>Not Selected (4)</th>
<th>No Response (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>(2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Airport - Hailey</td>
<td>81</td>
<td>17</td>
<td>2</td>
</tr>
<tr>
<td>2.</td>
<td>Instant Replay - Kramer</td>
<td>79</td>
<td>17</td>
<td>4</td>
</tr>
<tr>
<td>3.</td>
<td>Incredibile Victory - Lord</td>
<td>75</td>
<td>23</td>
<td>2</td>
</tr>
<tr>
<td>4.</td>
<td>Nicholas and Alexandra - Massie</td>
<td>68</td>
<td>28</td>
<td>4</td>
</tr>
<tr>
<td>5.</td>
<td>The Peter Principle - Peter and Hull</td>
<td>66</td>
<td>32</td>
<td>2</td>
</tr>
<tr>
<td>6.</td>
<td>The Chosen - Potok</td>
<td>89</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>7.</td>
<td>The Godfather - Puzo</td>
<td>43</td>
<td>53</td>
<td>4</td>
</tr>
<tr>
<td>8.</td>
<td>Everything You Always Wanted To Know About Sex - Reuben</td>
<td>13</td>
<td>85</td>
<td>2</td>
</tr>
<tr>
<td>9.</td>
<td>Love Story - Segal</td>
<td>77</td>
<td>21</td>
<td>2</td>
</tr>
<tr>
<td>10.</td>
<td>Anyone Can Make A Million - Shulman</td>
<td>17</td>
<td>81</td>
<td>2</td>
</tr>
<tr>
<td>11.</td>
<td>The Money Game - &quot;Adam Smith&quot;</td>
<td>47</td>
<td>49</td>
<td>4</td>
</tr>
<tr>
<td>12.</td>
<td>The First Circle - Solzhenitsyn</td>
<td>51</td>
<td>45</td>
<td>4</td>
</tr>
<tr>
<td>13.</td>
<td>Inside The Third Reich - Speer</td>
<td>72</td>
<td>26</td>
<td>2</td>
</tr>
<tr>
<td>14.</td>
<td>Future Shock - Toffler</td>
<td>53</td>
<td>45</td>
<td>2</td>
</tr>
<tr>
<td>15.</td>
<td>Topaz - Uris</td>
<td>64</td>
<td>32</td>
<td>2</td>
</tr>
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</table>

Mean of Selected (3) = 59.73
Mean of Not Selected (4) = 38.20
Mean of No Response (5) = 2.80
<table>
<thead>
<tr>
<th>Item (1)</th>
<th>Title (2)</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>no</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Airp...</td>
<td>1 - 1 2 3 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Instant Replay.</td>
<td>4 1 2 - 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Incredible Victory</td>
<td>1 2 4 - 3 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Nicholas and Alexandra</td>
<td>3 4 5 - - 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The Peter Principle</td>
<td>- 3 5 1 3 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The Chosen</td>
<td>1 1 1 1 - -</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The Godfather</td>
<td>2 2 7 9 4 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Everything You Always Wanted To Know About Sex</td>
<td>2 1 5 21 7 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Love Story</td>
<td>2 - 4 3 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Anyone Can Make A Million.</td>
<td>4 13 13 1 3 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. The Money Game</td>
<td>2 10 4 - 5 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. The First Circle</td>
<td>3 7 5 1 4 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Inside The Third Reich</td>
<td>5 2 1 - 2 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Future Shock</td>
<td>2 8 4 - 4 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Topaz</td>
<td>2 3 4 1 4 -</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

|  | Total | 34 | 57 | 65 | 40 | 41 | 20 |

A = budget
B = no reviews
C = not needed
D = not appropriate
E = other ( please identify)
no = no response, but did check the "Neither" column.
Table 3
Responses to Questions on Page Three of the Questionnaire

<table>
<thead>
<tr>
<th>Item</th>
<th>Question</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Do you have a written selection policy?</td>
<td>yes-75% no-25%</td>
</tr>
<tr>
<td>2.</td>
<td>Is it for the District (16), the system (12), the building (6)</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Does it have a set policy and procedure for &quot;challenged&quot; books?</td>
<td>yes-30% no-60%</td>
</tr>
<tr>
<td>4.</td>
<td>Has it been &quot;tested&quot; by an actual challenge</td>
<td>yes-80% no-20%</td>
</tr>
<tr>
<td>5.</td>
<td>If tested, considered adequate? or need to be rewritten?</td>
<td>yes-70% no-20%</td>
</tr>
<tr>
<td>6.</td>
<td>Confrontation over a book?</td>
<td>yes-34% no-66%</td>
</tr>
<tr>
<td></td>
<td>Who? administrator(5) parent(7) teacher(2) student(2)</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Do you have an annual budget?</td>
<td>yes-100% no-00%</td>
</tr>
<tr>
<td>8.</td>
<td>Do you control the spending?</td>
<td>yes-83% no-17%</td>
</tr>
<tr>
<td>9.</td>
<td>What per cent of budgeted monies are spent?</td>
<td>100%= 47%, 100%plus= 15%, less than 100% = 26%, other =11%</td>
</tr>
<tr>
<td>10.</td>
<td>How many major book orders are sent annually?</td>
<td>one- 9%, two- 30%, three-30%, four-11%, other= 21%</td>
</tr>
<tr>
<td>11.</td>
<td>Do you have central processing?</td>
<td>yes-30% no-68%</td>
</tr>
<tr>
<td>12.</td>
<td>What form of catalog cards are used?</td>
<td>LC=8@, Wilson=29@, 3C=22@, LJ=2@, Alesco=1@, anything=8@ type own=8@.</td>
</tr>
<tr>
<td>13.</td>
<td>List your three major sources of reviews</td>
<td>Booklist 40@, Library Journal 39@, New York Times Others 37@ Book Review 21@</td>
</tr>
<tr>
<td>14.</td>
<td>List your three top selection aids?</td>
<td>Booklist 22@, Wilson catalogs 35@, Library Journal 14@ Others 60@</td>
</tr>
<tr>
<td>15.</td>
<td>Do you think the information from this survey can be useful?</td>
<td>yes-55%, no-6%, &quot;mixed&quot;-21%, no response-19%</td>
</tr>
</tbody>
</table>

@ indicates number of responses  % indicates per cent.
Table 3A
Percentages For Items 13 and 14
of Page Three of the Instrument

<table>
<thead>
<tr>
<th>Item</th>
<th>Title of Book</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.</td>
<td>Booklist</td>
<td>85%</td>
</tr>
<tr>
<td></td>
<td>Library Journal</td>
<td>83%</td>
</tr>
<tr>
<td></td>
<td>New York Times Book Review</td>
<td>45%</td>
</tr>
<tr>
<td>14.</td>
<td>Wilson's Standard Catalogs</td>
<td>74%</td>
</tr>
<tr>
<td></td>
<td>Booklist</td>
<td>47%</td>
</tr>
<tr>
<td></td>
<td>Library Journal</td>
<td>30%</td>
</tr>
</tbody>
</table>
Appendix A

Addresses Of Schools

1. East High School
   815 East 13th St.
   Des Moines, Iowa 50316

2. Hoover High School
   4800 Aurora Ave.
   Des Moines, Iowa 50310

3. Lincoln High School
   2600 Southwest 9th St.
   Des Moines, Iowa 50315

4. North High School
   501 Holcomb Ave.
   Des Moines, Iowa 50313

5. Roosevelt High School
   4419 Center Street
   Des Moines, Iowa 50312

6. Des Moines Technical High School
   1800 Grand Ave.
   Des Moines, Iowa 50307

7. Saydel High School
   5601 Northeast 7th.
   Des Moines, Iowa 50313

8. Thomas Jefferson High School
   1243 20th St. SW
   Cedar Rapids, Iowa 52405

9. John F. Kennedy High School
   4545 Wenig Road NE
   Cedar Rapids, Iowa 52402

10. George Washington High School
    2205 Forest Drive SE
    Cedar Rapids, Iowa 52403

11. Central High School
    1120 Main Street
    Davenport, Iowa 52803
12. West High School
   3505 West Locust
   Davenport, Iowa 52804

13. East High School
   214 High St.
   Waterloo, Iowa 50703

14. Orange High School
   6428 Kimball Ave.
   Waterloo, Iowa 50701

15. West High School
   Baltimore and Ridgeway
   Waterloo, Iowa 50701

16. Central High School
   1212 Nebraska St.
   Sioux City, Iowa 51105

17. East High School
   1721 Morningside Ave.
   Sioux City, Iowa 51106

18. Leeds High School
   3919 Jefferson St.
   Sioux City, Iowa 51108

19. Thomas Jefferson High School
   2501 West Broadway
   Council Bluffs, Iowa 51501

20. Abraham Lincoln High School
   1205 Bonham Ave.
   Council Bluffs, Iowa 51501

21. Dubuque High School
   1800 Clarke Drive
   Dubuque, Iowa 52001

22. Hempstead High School
   3695 Pennsylvania Ave.
   Dubuque, Iowa 52001

23. Iowa City High School
   1900 Morningside Drive
   Iowa City, Iowa 52240
24. Ottumwa High School  
Second and College  
Ottumwa, Iowa 52501

25. Fort Dodge High School  
819 North 25th St.  
Fort Dodge, Iowa 50501

26. Burlington Community High School  
421 Clearview Ave.  
Burlington, Iowa 52601

27. Mason City High School  
1700 Fourth SE  
Mason City, Iowa 50401

28. Clinton High School  
8th Ave. South and 9th St.  
Clinton, Iowa 52732

29. Cedar Falls High School  
10th and Division  
Cedar Falls, Iowa 50613

30. Muscatine High School  
9th and Cedar  
Muscatine, Iowa 52761

31. Marshalltown High School  
1602 South Second Ave.  
Marshalltown, Iowa 50158

32. Ames High School  
20th and Ridgewood  
Ames, Iowa 50010

33. Valley High School  
1140 35th St.  
West Des Moines, Iowa 50265

34. Bettendorf High School  
800 23rd St.  
Bettendorf, Iowa 52722

35. Newton High School  
East 4th St. South  
Newton, Iowa 50208
36. Fort Madison High School  
   20th St. and Avenue B  
   Fort Madison, Iowa 52627

37. Charles City High School  
   Salsbury and Owen Drive  
   Charles City, Iowa 50616

38. Keokuk High School  
   2285 Middle Road  
   Keokuk, Iowa 52632

39. Oskaloosa High School  
   North 3rd Street Extension  
   Oskaloosa, Iowa 52577

40. Boone High School  
   621 Crawford St.  
   Boone, Iowa 50036

41. Spencer High School  
   800 East 3rd St.  
   Spencer, Iowa 51301

42. Fairfield High School  
   Box 470 East Broadway  
   Fairfield, Iowa 52556

43. Indianola High School  
   1304 East First  
   Indianola, Iowa 50125

44. Webster City High School  
   1001 Lynx Ave.  
   Webster City, Iowa 50595

45. Harlan High School  
   7th and Baldwin  
   Harlan, Iowa 51537

46. Atlantic High School  
   1100 Linn St.  
   Atlantic, Iowa 50022

47. Waverly-Shell-Rock High School  
   Fourth Ave. SW  
   Waverly, Iowa 50677
48. Oelwein High School
   315 Eighth Ave. SE
   Oelwein, Iowa 50662

49. Estherville High School
   1520 Central Ave.
   Estherville, Iowa 51334

50. Creston High School
    Maple and Irving
    Creston, Iowa 50801

51. West Delaware High School
    701 New Street
    Manchester, Iowa 52057

52. Le Mars High School
    921 Third Ave. SW
    Le Mars, Iowa 51031

53. Urbandale High School
    7111 Aurora Ave.
    Urbandale, Iowa 50322

54. Grinnell Community High School
    1333 Sunset St.
    Grinnell, Iowa 50112
Dear

I have been listening to library science theory on media selection for a year. The professional journals also indicate a growing concern for selection. Conversations with practicing librarians indicate a viewpoint that is different from both above sources. As one of the requirements for my Master of Arts program, I am undertaking a study of media selection practices and conditions in Iowa today.

Since I have already begun to collect the data and want to start my analysis as soon as possible, I would appreciate very much having this instrument completed and returned by 10 May 1971. Please use the stamped, addressed envelope to return the instrument.

An abstract of the findings will be sent to you on or about 1 June 1971.

Thank you,

Jim Acton

I very much appreciate your willingness to help Jim with this study.

Clyde Greve, Head

Department of Library Science

University of Northern Iowa
### Appendix C

Please check the box describing the status of the title in your library.

<table>
<thead>
<tr>
<th>Title</th>
<th>One or more copies</th>
<th>On Order</th>
<th>Neither</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Johnny Get Your Gun -- John Ball</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2. I Sing The Body Electric -- Ray Bradbury</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3. Rock From The Beginning -- Nik Cohn</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4. The Andromeda Strain -- Michael Crichton</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5. An Empty Spoon: -- Sunny Decker</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>6. Birds, Beasts, and Relatives -- Gerald Durrell</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>7. They Call Me Mister 500 -- Anthony Granetelli</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>8. Autopsy For A Cosmonaut -- Jacob Hay &amp; John Krichishan</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>9. The Strawberry Statement: Notes Of A College Revolutionary -- James Kunen</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>11. Ammie, Come Home -- Barbara Michaels</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>12. Night Of The Grizzlies -- Jack Olson</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>13. The Promise -- Chaim Potok</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>14. The Mephisto Waltz -- Fred Stewart</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>15. My Turn At Bat: The Story Of My Life -- Ted Williams and John Underwood</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Next to the choices marked "Neither", please write the letter for the following explanations for not purchasing the title.

- a) budget
- b) no reviews
- c) not needed
- d) not appropriate
- e) other (please identify)
<table>
<thead>
<tr>
<th>Title</th>
<th>On or more copies</th>
<th>On Order</th>
<th>Neither</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Airport -- Arthur Hailey</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>2. Instant Replay -- Jerry Kramer</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>3. Incredible Victory -- Walter Lord</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>4. Nicholas and Alexandra -- Robert Massie</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>5. The Peter Principle -- Laurence Peter &amp; Raymond Hull</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>6. The Chosen -- Chaim Potok</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>7. The Godfather -- Mario Puzo</td>
<td>[ ]</td>
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<td>[ ]</td>
</tr>
<tr>
<td>8. Everything You Always Wanted To Know About Sex -- David Reuben</td>
<td>[ ]</td>
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<td>[ ]</td>
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<tr>
<td>9. Love Story -- Eric Segal</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>10. Anyone Can Make A Million -- Morton Shulman</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>11. The Money Game -- &quot;Adam Smith&quot;</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>(George J. Goodman)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. The First Circle -- Aleksandr Solzhenitsyn</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>13. Inside the Third Reich -- Albert Speer</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>14. Future Shock -- Alvin Toffler</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>15. Topaz -- Leon Uris</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

Next to the choices marked "Neither," please write the letter for the following explanations for NOT purchasing the title:

a) budget
b) no reviews
c) not needed
d) not appropriate
e) other (please identify)
1. Do you have a written selection policy?

2. Is it for the district, the system, or the building?

3. Does it include a set policy and procedure for "challenged" books?

4. Has it been "tested" by an actual challenge?

5. If "tested", was it considered adequate? or did it need to be rewritten?


7. Do you have an annual budget?

8. Do you control the disbursement of the budget monies?

9. What percent of the budgeted monies are you usually able to spend?

10. How many major book orders are sent annually?

11. Do you have central processing?

12. What form of catalog cards are used? (LC, LC, Wilson, 30, etc.?)

13. List your 3 major sources of reviews. (Periodical)

14. List your 3 top selection aids?

15. Do you think the information from this survey can be useful? If not, why?

Please use the back for any comments or explanations.

All information in this survey will be kept confidential as to the source.

It is possible that some librarians will be at different addresses by 1 June 1971. If you know you will, and want an abstract - please put your new address below.

name: __________________________________________

street: __________________________________________
city: ___________________________________________ state: ________ zip: ________
BIBLIOGRAPHY

Books


Periodical


BIBLIOGRAPHY

Periodicals (continued)


Other
