

1970

Book selection policies in small Iowa high schools

Phyllis R. Cook
University of Northern Iowa

Let us know how access to this document benefits you

Copyright ©1970 Phyllis R. Cook

Follow this and additional works at: <https://scholarworks.uni.edu/grp>

Recommended Citation

Cook, Phyllis R., "Book selection policies in small Iowa high schools" (1970). *Graduate Research Papers*. 1936.

<https://scholarworks.uni.edu/grp/1936>

This Open Access Graduate Research Paper is brought to you for free and open access by the Student Work at UNI ScholarWorks. It has been accepted for inclusion in Graduate Research Papers by an authorized administrator of UNI ScholarWorks. For more information, please contact scholarworks@uni.edu.

Offensive Materials Statement: Materials located in UNI ScholarWorks come from a broad range of sources and time periods. Some of these materials may contain offensive stereotypes, ideas, visuals, or language.

Book selection policies in small Iowa high schools

Find Additional Related Research in UNI ScholarWorks

To find related research in UNI ScholarWorks, go to the collection of [School Library Studies Graduate Research Papers](#) written by students in the [Division of School Library Studies](#), Department of Curriculum and Instruction, College of Education, at the University of Northern Iowa.

Abstract

The central problem of this study was to attempt to determine what factors influence book selection in small Iowa high schools. The procedure followed used a systematic sampling technique and a questionnaire was mailed to librarians in schools of not more than three hundred students enrolled in the high school. Schools were selected from the Iowa Educational Directory, 1969-1970, listing of school districts, officials, and student populations. It was hoped that at the conclusion of this study, the findings would show the sources school librarians found most valuable in filling orders; and to try and establish a pattern adopted by these Iowa schools in anticipating challenged materials. It was felt that a need for this particular kind of study existed as evidenced by informal conversations with librarians and library science students, and newspaper publicity being given communities having problems with pressure groups. Also, there is the prevailing attitude that small Iowa communities, as defined by Karl A. Fox in 1996 are conservative and restrictive in their attitudes.

BOOK SELECTION POLICIES IN SMALL

IOWA HIGH SCHOOLS

A Research Paper

Presented to

the Faculty of the Library Science Department

University of Northern Iowa

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

by

Phyllis R. Cook

July 1970

TABLE OF CONTENTS

Chapter	Page
BOOK SELECTION POLICIES IN SMALL IOWA HIGH SCHOOLS	1
SUMMARY	12
CONCLUSIONS	14
BIBLIOGRAPHY	16
APPENDIX I	
Participating Schools	19
APPENDIX II	
Questionnaire	22

Accepted to meet the
research paper requirement
for M. A. degree
7-8-20
Clyde Greve

BOOK SELECTION POLICIES IN SMALL IOWA HIGH SCHOOLS

The central problem of this study was to attempt to determine what factors influence book selection in small Iowa high schools. The procedure followed used a systematic sampling technique and a questionnaire was mailed to librarians in schools of not more than three hundred students enrolled in the high school. Schools were selected from the Iowa Educational Directory,¹ 1969-1970, listing of school districts, officials, and student populations. It was hoped that at the conclusion of this study, the findings would show the sources school librarians found most valuable in filling orders; and to try and establish a pattern adopted by these Iowa schools in anticipating challenged materials.

It was felt that a need for this particular kind of study existed as evidenced by informal conversations with librarians and library science students, and newspaper publicity being given communities having problems with pressure groups. Also, there is the prevailing attitude that small Iowa communities, as defined by Karl A. Fox in 1966², are conservative and restrictive in their attitudes.

Out of the 167 schools listed in the Iowa Educational Directory with high school enrollments of three hundred or less, librarians in ninety-six schools were sent the questionnaire (see Appendix II) and replies were received from eighty-two schools, indicating a response of approximately 85 percent. It was just mentioned that schools rather than librarians responded, because in

¹State of Iowa, Department of Public Instruction, Iowa Educational Directory, 1969-1970 School Year, Des Moines, Iowa.

²Karl A. Fox, Metamorphosis in America: A New Synthesis of Rural And Urban Society (Ames, Iowa State University, 1966), p. 18.

one case; a principal filled out the questionnaire saying that the school was operating without a librarian and that he was unfamiliar with the collection, or selection and ordering procedures. In another case, the librarian sent a cover letter with the completed questionnaire saying that because of previous problems with administrative interference and censorship, she had turned the questionnaire over to the principal and superintendent to be answered.

Only one third of the schools indicated that they had full-time librarians. Of the part-time librarians, forty-one or 50 percent stated that they worked in more than one building. Among those, three stated that they both taught and were the librarian in two buildings. Three others said that they were considered full-time librarians in two buildings and another three claimed they were considered full-time librarians in three buildings. Still another teacher-librarian stated that she works in two buildings and teaches five classes. Yet another stated that she is retired; but is a librarian, and, in addition, teaches three classes of world history and one of home economics. Other teaching fields represented were English and remedial reading. Other positions held by teacher-librarians were those of guidance counselor and study-hall supervisor. Approximately one-half of the school buildings were set up in a kindergarten through twelfth-grade organization, and those librarians served both the elementary and secondary students. Less than ten percent were high school librarians serving grades nine through twelve, although another twenty-four worked in a seven through twelve organization. More than 90 percent said their communities were rural.

The first five organizations listed in Item 6 were those with publicized efforts of censorship and challenging materials in school libraries.³ In 1960 the Iowa Federation of Women's Clubs adopted a resolution and reaffirmed it in 1965 to campaign against obscene and pornographic material.⁴ They also adopted a resolution on current literature stating that:

WHEREAS, Much current literature offends the good taste and sensibilities of discriminating readers and tends to lower the moral standards and literary appreciation of youth; therefore
RESOLVED, That the General Federation of Women's Clubs protests the vitiating trend in current literature and calls upon authors and book publishers to assist in elevating the type of readily available reading matter.

This resolution stands unchanged in their current publication, Resolutions, 1898-1969.⁵ However, their official magazine, The Iowa Clubwoman since that time has not published any guidelines by which to judge such material or listed titles.⁶ Yet, during meetings which this writer has attended in that period, the resolution is read and members state what they have seen or read since the last meeting, and which they feel is personally offensive and should be challenged.

Only one school acknowledged the presence of an organized unit of the John Birch Society in their community, but another said that there was such a

³ Jack Nelson and Gene Roberts, The Censors and the Schools. (Boston: Little, Brown Co., 1963), pp. 113, 168, 176.

⁴ General Federation of Women's Clubs, "Resolution 170, The Abolishment of Pornography (Convention 1960, Reaffirmed 1965)," Resolutions, 1898-1969, (Washington, D. C., General Federation of Women's Clubs), p. 55.

⁵ Ibid, p. 20.

⁶ Statement by Mrs. Richard Roll, president, Tryst Women's Club, and Mrs. Don Juchems, Third District Director, Iowa Federation of Women's Clubs, personal interview, March 11, 1970.

group in existence in a nearby city. The school which said they had such a unit in their town said that the group makes sure that they have books about Communism in their library.

Ninety-five percent of the librarians responding said that they were solely responsible for book selection. None of the schools said they had a book selection committee. But, in the last question in Item 8; two said such a committee included the superintendent, and the principal, and five said teachers. Two said that teachers and the librarian constituted such a group. From these nine replies, it was difficult to determine whether or not they were answering in the affirmative to the existence of such a committee or if they were stating that they consulted with these people on an occasional basis when compiling a book order.

Sources considered most valuable in book selection listed by number of responses were:

Library Journal	68
Booklist	66
ISEA Books for Children and Youth	60
Saturday Review of Literature	45
Newspaper reviews	34
Horn Book	15
Bulletin of the Center for Children's Books	9
Kirkus	5

It is to be noticed also that more than one third acknowledged basing their selection on newspaper reviews. Perhaps two responses with a comment about the Bulletin of the Center for Children's Books would be representative of the 90 percent, who did not use this as a selection tool. These particular librarians stated that although they had the highest respect for this

publication both from having it described and discussed in their library science courses and from personal examinations, budgetary limitations had made it impossible for them to subscribe to it. One of these said, though, that she had requested a subscription for the school year of 1970-1971.

Although, the Wilson Standard Catalogs were not listed in Item 9 because it was felt that their listings were not as critical as those in reviews and were just suggestive; fourteen librarians acknowledged using them when selecting books.

Less than one third of the respondents acknowledged being completely autonomous insofar as signing purchase orders and mailing them directly without the necessity of going through administrative channels. Half of the librarians said that the superintendent must first approve their book order before it is sent to a jobber. However, several said that this was for the purpose of affixing a signature for financial reasons and not for checking individual titles that no clear cut statement can be made that there is interference in this respect. Approximately 10 percent said that several individuals had to read and approve book orders before they were mailed. Among this group, two said the board of education passed on orders, another said the superintendent and the secretary of the board; four others said their principals had to approve their orders, and another said both the principal and superintendent had to pass on their book orders. Fifty-eight receive their incoming mail directly, but twenty-four reported that it is opened first. Of these, eight said the office secretary opened mail and one said only bills were opened in the office. Eleven superintendents open and read librarians' mail, and in five schools, the mail is opened and checked by both the secretary and superintendent.

Baker and Taylor was the main jobber used by almost two thirds of the schools and four said they patronize this company exclusively. Twenty-eight did business with ALESCO; eighteen with Bro-Dart; forty-one bought from publishers; twenty-three from salesmen, although one said only for encyclopedias. Fifteen used book clubs and twenty-eight used the services of ISEA, although one said they used ISEA only for books dealing with Iowa history.

Less than one fourth sent in quarterly book orders and another fourth reported ordering annually. Still another 25 percent ordered books as needed while 10 percent ordered books semi-annually. The remainder reported varying ordering preferences ranging from monthly or three times a year in the fall, winter, and early spring.

Twenty-eight librarians ordered their books processed and about one half of the schools ordered unprocessed books. Fifteen said they ordered books both ways but did not indicate whether the processed books were juvenile titles, reference books, oversize volumes, or what criteria they used to determine this phase of their order. Eighteen of the schools admitted to having centralized processing.

Less than 10 percent or nine of the librarians had a written book selection policy and one responded by asking what I meant in that part of the questionnaire. Of those who had a written book selection policy, four used the AIA recommendations and four used both AIA and AASL guidelines, while five incorporated the NCIE's Students' Right to Read.

Six have established a procedure for handling questioned library materials and one librarian has submitted one and was awaiting administrative and board approval when she replied. Included in the aforementioned procedure

was the form suggested by the NCTE in the Students' Right to Read and two others said they would use it if the situation ever arose. Two said they followed the procedure set up by the ALA. One librarian said she would use her own discretion if the occasion arose. Still another school reported that the combination English teacher-counselor removes the material and reads it.

Challenged material is removed from the shelves of twenty-nine of the reporting schools while it is being reviewed, and two others said they would do that if the situation arose. One librarian was in the process of having difficulty with Catcher in the Rye at the time of her reply. She was ordered to remove it from the shelves at the beginning of the year so that it could be reviewed, but she claimed it was not being reviewed. Another librarian felt she had precluded any problems of having materials challenged "by not having anything controversial on my shelves."

Only seven schools have formally appointed committees to review questioned materials, and fifteen said they had committee members in mind if the situation ever arose. In the seven committees, five included the superintendent, six also had the principal, and one board member was a member of such a committee. Other combinations included two teachers from the area challenged, two social science teachers, two English teachers, two science teachers, a home economics teacher, and one school nurse. The school librarian was on five of the seven committees, and one included a member of the clergy and another reported a lay person in the community included in their group. The fifteen schools that said they had not formally appointed a committee

but had people in mind commented further on this portion of their reply. Three said they consulted with teachers prior to purchasing anything they felt might cause problems. An additional three said the librarian would review any material claimed to be objectionable and two others said the superintendents approved orders before purchase and read incoming mail before it was routed. One of the fifteen would have the principal read any book creating a problem and another one said the English teacher would be asked to read such a book. The remaining five indicated several combinations of people appointed to review objectionable material. All of these five would have a committee consisting of the superintendent; one would also have the members of the board and the principal, and two would have such a group include the superintendent, principal, and the librarian. In addition to the superintendent, one would have the principal, guidance counselor, English teacher and the librarian. And, the fifth said she would ask several teachers plus the superintendent to read any book causing a protest. As indicated in the questionnaire, newspaper and magazine articles were treated in a separate item. Although the schools were asked about questionable items, neither the compiler of the questionnaire or the librarians clarified the word "questionable," i.e. whether the objection might come from a reader, school official, parent, or staff member, or if the librarian herself deemed such material questionable, thus setting herself up as a censor. At any rate, one third said such material would not be put out on the shelves when received, but would be stored in the stacks. Six schools said they destroyed the article and one said she destroys objectionable pictures. Ten

reported cutting out the article and one cuts out distasteful pictures before putting the periodical on the open shelves. The person doing this was the librarian in sixteen schools, the principal in another school, the librarian and the superintendent in two schools, and the superintendent in one school. One librarian reported putting everything out for the students, but on several occasions magazines and newspapers have been taken from her library, presumably by the superintendent as she claimed, to reappear with what he considered controversial items cut out.

The comments on this portion of the questionnaire revealed that most librarians felt that if they cut up material it would encourage mutilation on the part of student readers. Others said that we are dealing with more sophisticated students than at any other time and they are capable of handling and making judgments on any materials received by the library. Still others questioned the advisability of keeping periodicals off of the open shelves when the students get them at home or can purchase them in local stores. Certain books have consistently appeared in "banned" lists, such as those put out by the National Organization of Decent Literature (NODL), under the direction of the Chicago archdiocese of the Roman Catholic Church; American Legion; Daughters of the American Revolution; or those protested by such groups as the B'nai B'rith or the National Association for the Advancement of Colored People (NAACP). Other groups such as the John Birch Society and Billy James Hargis's Christian Crusade have protested about either the inclusion of certain topics or the exclusion of others from books found in school curricula, school libraries, and made available to the general public. That prompted the listing of organizations in Item 6 and the books listed in

Item 21, in an attempt to see if Iowa schools were under the same pressures as those in other parts of the country, such as campaigns in San Jose, California; Oklahoma City, Oklahoma; and Miami, Florida.⁷ The books listed were objected to in organized campaigns for such reasons as obscene language, stereotyping Negroes or Jewish people, or vivid descriptions of sexual acts. Two of the books listed are of recent copyright and deal with subjects reflecting the concern of our times. They were included in the list because of the reports from librarians of individual protests on the part of parents, or because the librarians felt that the treatment of or the subject matter itself was controversial. Tuned Out by Maia Wojciechowska, published in 1968, deals with the drug problem and how a college-age brother convinces a younger brother to experiment with hallucinogenics. Good Times/Bad Times by James Kirkwood, copyright 1968, describes a relationship between two students in a boys' schools and attempted homosexual acts toward one of them by the headmaster. As Blanshard said, "The right to read about birth control in the United States is more clearly defined than the right to read about homosexuality."⁸

One respondent checked all the books listed, which was meant to indicate that he had all of them in his collection. It is questioned whether or not the wording of the item was understood by this person; if they were checked because he did not have the time to check the titles against his card catalogue; and if he actually has all the books. He was the only one who indicated that

⁷Nelson, op. cit., p. 183.

⁸Paul Blanshard, The Right to Read. (Boston, Beacon Press, 1955), p. 163.

he had Good Times/Bad Times. The titles are listed in order of frequency in library collections.

Huckleberry Finn	81
To Kill a Mockingbird	79
Oliver Twist	74
1984	72
Brave New World	69
Lord of the Flies	69
Black Like Me	68
Merchant of Venice	67
Look Homeward Angel	62
Human Comedy	61
Andersonville	55
Catcher in the Rye	37
The Sun Also Rises	30
Tuned Out	20
Land of the Free	9
Good Times/Bad Times	1

In addition to the number of schools reporting Catcher in the Rye in their collections, two others reported multiple copies in the English room. One respondent reported the library copy off of the shelves for "review" because of censorship, but that it was not being reviewed. Another librarian answered in the space next to Catcher in the Rye, "Never!". However, this same individual answered in the Comments section of the Questionnaire that she was very liberal and worked in a very broad-minded school.

Finally, areas found to be most sensitive, reflecting recent problems or current concerns were represented in the collections as follows:

Communism, Socialism, or Marxism	75
Evolution	73
Human or animal reproduction	70
Advocating draft resistance	3

In addition to the seventy-five mentioned in the first category, three more schools reported having books about Communism only.

Although only a few librarians in our study reported having The Sun Also Rises by Hemingway and Land of the Free by Hockett and Schlesinger in their holdings; it may be that Hemingway is not as popular with high-school age readers as he was at one time, and usually receives only cursory coverage in the survey of American literature studied in high school English. Land of the Free is a political and sociological treatment of the American people and was published in 1944. Shortly after, Arthur Schlesinger was accused of Communist leanings. Although many of his books were definitive studies, the author's name was reason enough for pressure groups to demand that his books be removed from library collections. Furthermore, the small representation of these two books in the holdings of our reporting schools may be simply because of their lack of timeliness. Now young people are more concerned with contemporary issues such as drug addiction and a less rigid moral code.

SUMMARY

Librarians were the ones responsible for book selection in more than two thirds of the schools. They relied most heavily on professional magazines such as Library Journal and Booklist as their major source of reviews. There was some reported interference by administrative staff in a few cases, but most of our respondents were relied upon to perform one of the facets of their job that their professional training had prepared them for. Half of the administrators approved book orders; but, apparently, just for budgetary reasons, and not for the purpose of censoring individual titles. Although organizations with a history for bringing pressure on teachers and

librarians in other parts of the country were present in the communities of those queried; there was no apparent connection between outside influences and the few incidents reported to us by the responding schools. The same claim can be made for religious bodies that were known to exert pressures and instigated book bannings in other places.

Baker and Taylor was the jobber preferred by two thirds of the librarians as compared to one third who used AIESCO. The ones who commented on this item said they preferred Baker and Taylor because of their service.

Half of the librarians were required to have their superintendents' signatures as purchasing officer before they could mail their book orders, but no arbitrary statement can be made on this point as to whether this constituted any interference on the part of the administration. The findings on incoming mail coming unopened to the libraries were inconclusive on this point also.

Various factors appeared in the time factor of sending in book orders. One fourth of the correspondents sent them in quarterly, another fourth sent in their major order annually, and another fourth ordered books as needed.

Half of the librarians ordered their books unprocessed.

A recommended procedure⁹, ¹⁰, ¹¹ was followed by only ten percent of the schools and it was that of having a written book selection policy. And,

⁹ Lee A. Burress, Jr., How Censorship Affects the School (Madison, Wisconsin Council of Teachers of English, 1963), p. 11.

¹⁰ National Council of Teachers of English, The Students' Right to Read (Champaign, National Council of Teachers of English, 1962), p. 13.

¹¹ American Library Association, How Libraries and Schools Can Resist Censorship (Chicago, American Library Association, adopted February 1, 1962).

less than ten percent followed another recommended policy^{12, 13} of defining the procedure for handling questioned library materials. Librarians were divided about their methods of handling periodicals with questionable articles or illustrations. Some libraries stored them without putting them on the shelves, others cut out the offending article. The other half felt that this would encourage mutilation by the students or have them go elsewhere to get the magazine or newspaper and see what was cut out, thus calling attention to the item. Books and sensitive subjects that have been censored and protested elsewhere have not presented any problems in the majority of smaller Iowa schools, although some isolated incidents were reported.

CONCLUSIONS

Censorship incidents, such as the publicity given to Glenwood^{14, 15, 16} earlier this year, seem to be isolated. Perhaps this is because organizations such as the John Birch Society have not permeated smaller Iowa communities and their influence has not been felt, or other stronger forces were able to counteract them. The most serious deficiency found was in the lack of an established, printed, book selection policy and procedures for meeting

¹²ALA, op. cit.

¹³NCTE, op. cit., pp. 16-17.

¹⁴Robert Krotz, "Controversy at Glenwood Over Censorship of Books," Des Moines Register, November 28, 1969, pp. 1 and 12.

¹⁵Robert Krotz, "The Battle for Control at Glenwood," Des Moines Register, November 30, 1969, pp. 1 and 4.

¹⁶Robert Krotz, "Glenwood 'Moderates' Win First Round In School Row," Des Moines Register, December 7, 1969, p. 1.

materials which may be challenged. In this area, there seems to be an attitude of complacency, reflecting the belief that "it can't happen here." Most encouraging was the appearance of books in collections that have been labeled controversial, objectionable, or obscene elsewhere.

Another serious shortcoming that was found was the lack of full-time librarians in smaller schools and librarians either having teaching duties or required to serve more than one school. These schools are not meeting minimum standards set up by either the State Department of Public Instruction or the American Library Association. Too many of our smaller schools are getting minimal or nil service by sharing librarians with other schools, or expecting these individuals to carry a teaching load in addition to their library duties. Although there seemed to be an attitude of conservatism on the part of many of the correspondents, we cannot claim that the majority of small high school collections are limited in containing books and subjects with a known history of controversy.

BIBLIOGRAPHY

Books

- Blanshard, Paul. The Right to Read. Boston: Beacon Press, 1955.
- Ernst, Morris L., and Alexander Lindey. The Censor Marches On. New York: Doubleday, 1940.
- Fiske, Marjorie. Book Selection and Censorship. Berkeley: University of California Press, 1959.
- Kujeth, Jean Spealman (ed.). Libraries, Readers, and Book Selection. Metuchen: Scarecrow Press, 1969.
- McKeon, Richard, Robert K. Merton, and Walter Gellhorn. The Freedom to Read. New York: R. R. Bowker, 1957.
- Nelson, Jack, and Gene Roberts, Jr. The Censors and the Schools. Boston: Little, Brown, 1963.
- Widmer, Kingsley, and Eleanor Widmer (eds.). Literary Censorship: Principles, Cases, Problems. Belmont: Wadsworth, 1961.

Pamphlets

- American Association of School Librarians. Selecting Materials for School Libraries: Guidelines and Selection Sources to Insure Quality Collections. Chicago: American Library Association, 1967.
- ALA Council. Freedom to Read Statement. Chicago: American Library Association, 1953.
- ALA Council. How Libraries and Schools Can Resist Censorship. Chicago: American Library Association, 1962.
- ALA Council. Library Bill of Rights. Chicago: American Library Association, 1948.
- American Library Association and National Education Association. Standards for School Media Programs. Chicago: American Library Association, and Washington, National Education Association, 1969.
- Asheim, Lester. Not Censorship But Selection. Chicago: American Library Association, 1953.
- Burress, Lee A., Jr. How Censorship Affects the School. Madison: Wisconsin Council of Teachers of English, 1963.

Cross, E. A., and others. Censorship and Controversy. Champaign: National Council of Teachers of English, 1953.

Frank, John P., and Robert F. Hogan. Obscenity, the Law, and the English Teacher. Champaign, National Council of Teachers of English, 1966.

General Federation of Women's Clubs. Resolutions, 1898-1969. Washington, General Federation of Women's Clubs, 1969.

Hove, John. Meeting Censorship in the School: A Series of Case Studies. Champaign, National Council of Teachers of English, 1967.

Iowa Department of Public Instruction. Iowa Educational Directory, 1969-1970. Des Moines: State of Iowa, Department of Public Instruction, 1969.

Moore, Everett T. Why Do the Rightists Rage? Chicago: American Library Association, 1962.

National Council of Teachers of English. The Students' Right to Read. Champaign, National Council of Teachers of English, 1962.

Rogers, Rutherford D. Labeling--A Report of the ALA Committee on Intellectual Freedom. Chicago: American Library Association, 1951.

Periodicals

Cole, Georgia. "Controversial Areas in Library Materials," The Bulletin of the National Association of Secondary School Principals, January, 1966. pp. 31-36.

Donelson, Kenneth L. "Challenging the Censor: Some Responsibilities of the English Department," English Journal, September, 1969. pp. 869-876.

Gordon, Edward. "Freedom to Teach and Learn," PTA Magazine, October, 1963. pp. 4-7.

Horris, Hoke. "Should We Censor What Adolescents Read? A Symposium-in-Print," PTA Magazine, March, 1965. pp. 10-12, 36.

Krotz, Robert. "Controversy at Glenwood Over Censorship of Books," Des Moines Register, November 28, 1969. pp. 1 and 12.

_____. "The Battle for Control at Glenwood," Des Moines Register, November 30, 1969. pp. 1 and 4.

_____. "Glenwood 'Moderates' Win First Round in School Row," Des Moines Register, December 7, 1969, p. 1.

McShean, Gordon. "Are There Disturbed Librarians?", Wilson Library Bulletin, December, 1968. pp. 340-344.

Sable, Arnold P. "The Death of Book Selection," Wilson Library Bulletin, December, 1968. pp. 345-348.

Unpublished Works

Fox, Karl A. "Metamorphosis in America: A New Synthesis of Rural and Urban Society," Paper prepared for the Small Community Research Symposium, October 24-25, 1966, Chicago, Illinois. Ames: Iowa State University. (Mimeographed)

Roll, Mrs. Richard, and Mrs. Ben Juchens. Interview. March 11, 1970.

APPENDIX I

PARTICIPATING SCHOOLS

Alden Community High School
Alden, Iowa 50006

Amana High School
Middle, Iowa 52307

Anita Junior-Senior High School
Anita, Iowa 50020

Arnolds Park Community School
Arnolds Park, Iowa 51331

Ayrshire Community School
Ayrshire, Iowa 50515

Bondurant-Farrar Community School
Bondurant, Iowa 50035

Bridgewater-Fontanelle Community School
Fontanelle, Iowa 50846

C & M Junior-Senior High School
Massena, Iowa 50853

Calamus Community School
Calamus, Iowa 52729

Cedar Valley Community School
Somers, Iowa 52729

Central Dallas Junior-Senior High School
Minburn, Iowa 50167

Clarence Junior-Senior High School
Clarence, Iowa 52216

Clay Central Community School
Royal, Iowa 51357

Colo Junior-Senior High School
Box 136
Colo, Iowa 50056

Danville Community School
Danville, Iowa 52623

Deep River-Millersburg Community School
Millersburg, Iowa 52308

Dexfield Junior-Senior High School
Redfield, Iowa 50233

Dike Junior-Senior High School
Dike, Iowa 50624

Dows Junior-Senior High School
Dows, Iowa 50071

East Monona Junior-Senior High School
Moorehead, Iowa 51558

Elk Horn-Kimballton Community School
Elk Horn, Iowa 51531

Everly Senior High School
Everly, Iowa 51338

Fayette Community School
200 Volga
Fayette, Iowa 52142

Fonda Community School
Fonda, Iowa 50540

Fremont-Mills Community School
Tabor, Iowa 51653

Garnaville Junior-Senior High School
Box 17
Garnaville, Iowa 52049

Gilbert Junior-Senior High School
Gilbert, Iowa 50105

Gilmore City-Bradgate Junior-Senior High School
Gilmore City, Iowa 50541

Glidden-Ralston Community School
Glidden, Iowa 51443

Graettinger Junior-Senior High School
Graettinger, Iowa 51342

Grand Valley Junior-Senior High School
Kellerton, Iowa 50133

Hamburg Junior-Senior High School
105 E. Street
Hamburg, Iowa 51640

Harris-Lake Park Community School
Lake Park, Iowa 51347

Irwin Community School
Irwin, Iowa 51446

Kanawha Junior-Senior High School
Kanawha, Iowa 50447

LDF Junior-Senior High School
Le Grand, Iowa 50142

Lamoni Junior-Senior High School
Lamoni, Iowa 50140

Lenox High School
600 South Locust Street
Lenox, Iowa 50851

Lisbon Community School
Lisbon, Iowa 52253

Lohrville Community School
Lohrville, Iowa 51453

Lost Nation Junior-Senior High School
Lost Nation, Iowa 52254

Lu Verne Community School
Lu Verne, Iowa 50560

Lytton Community School
Lytton, Iowa 50561

Malvern Community School
Malvern, Iowa 51551

Mar-Mac Junior-Senior High School
McGregor, Iowa 52157

Maxwell Community School
Maxwell, Iowa 50161

Melvin Junior-Senior High School
Melvin, Iowa 51350

Meriden-Gleghorn Junior-Senior High School
Gleghorn, Iowa 51014

Miles Junior-Senior High School
Miles, Iowa 52064

Moravia Community School
Moravia, Iowa 52571

Morning Sun Community School
Morning Sun, Iowa 52640

NESCO Community School
Zearing, Iowa 50278

New Hartford Junior-Senior High School
New Hartford, Iowa 50660

New Providence Community School
New Providence, Iowa 50206

Nishna Valley Junior-Senior High School
Hastings, Iowa 51540

Olin Junior-Senior High School
Olin, Iowa

Oxford Junction Community School
Oxford Junction, Iowa 52323

Plainfield Junior-Senior High School
Plainfield, Iowa 50666

Pringhar Community School
Pringhar, Iowa 51245

Radcliffe Community School
Radcliffe, Iowa 50230

Rembrandt Community School
Rembrandt, Iowa 50576

Ringsted Community School
Box 218
Ringsted, Iowa 50578

Rolfe Community School
Rolfe, Iowa 50581

Ruthven Community School
Ruthven, Iowa 51358

Sanborn Junior-Senior High School
Sanborn, Iowa 51248

Schleswig Community School
Schleswig, Iowa 51461

Sergeant-Bluff-Luton Junior-Senior High School
401 C Street Box 97
Sergeant Bluff, Iowa 51054

Shelby Community School
Shelby, Iowa 51570

Sidney Community School
Sidney, Iowa 51652

Sioux Valley Community School
Linn Grove, Iowa 51033

Stanton Community School
Stanton, Iowa 51573

Steamboat Rock Community School
Steamboat Rock, Iowa 50672

Sutherland Community School
Sutherland, Iowa 51058

Thompson Junior-Senior High School
Thompson, Iowa 50478

Union-Whitten Community School
Union, Iowa 50258

Van Meter Junior-Senior High School
Van Meter, Iowa 50261

Wall Lake Community School
Wall Lake, Iowa 51466

Wellsburg Junior-Senior High School
Wellsburg, Iowa 50680

Westfield Community School
Westfield, Iowa 51062

Whiting Junior-Senior High School
Whiting, Iowa 51063

Y-J-B Community School
Jamaica, Iowa 50128

Willow Community School
Quincy, Iowa 51049

APPENDIX II

BOOK SELECTION QUESTIONNAIRE

(Please answer yes or no where applicable, check your response, or fill in a short answer.)

1. Are you a full-time librarian _____? Part-time _____?
2. If part-time, do you teach _____ or divide library duties with another school _____?
3. Is your school elementary _____, junior high _____, high school _____, K-12 _____, 7-12 _____, 9-12 _____, 10-12 _____? Other (specify) _____.
4. Number of students _____.
5. Type community: rural _____, urban _____, commuter _____.
6. Are any of the following organizations represented in your community? (Please check) American Legion _____, John Birch Society _____, Citizens' League for Decent Literature _____, Daughters of the American Revolution _____, Iowa Federation of Women's Clubs _____, Jaycees _____, Kiwanis _____, Lions _____.
7. What is the predominant religious affiliation of the residents? (If Protestant, please be specific.) _____
8. Are you solely responsible for book selection _____? Does a book selection committee select library materials _____? If you have such a committee, does it include your superintendent _____, principal _____, board member(s) _____, teachers (state subject areas) _____, Librarian _____?
9. What guidelines do you use in your book selection? (Check as many as appropriate). Teacher recommendations _____, Book Selection Committee recommendations _____, Reviews such as are contained in Library Journal _____, Booklist _____, ISEA Books for Children and Youth _____, Bulletin of the Center for Children's Books _____, Horn Book _____, Kirkus _____, Newspaper reviews _____, Saturday Review of Literature _____.

10. Do you mail book orders directly _____? Must they first be approved by superintendent _____, Business Manager _____, Other department (specify) _____?
11. Does incoming mail come directly to you _____? Is it opened and sorted by library clerk _____, office secretary _____, administrator _____?
12. Do you order books from a jobber such as Baker & Taylor _____, AIESCO _____, Bro-Dart _____, publisher _____, salesman _____, ISEA _____, book club _____?
13. How often do you order books? Monthly _____, quarterly _____, semi-annually _____, annually _____? Other (specify) _____.
14. Do you order books processed _____, or unprocessed _____?
15. Does your school system have centralized processing _____?
16. Does your school have a written book selection policy _____? If yes, does it include recommendations from ALA _____, AASL _____, NCTE Students' Right to Read _____, other (be specific) _____?
17. Have you established a procedure for handling questioned library materials? Yes _____, No _____. If yes, what guidelines do you follow (e.g., NCTE Students' Right to Read) _____

18. If material is challenged, is it removed from the shelves while it is being reviewed? Yes _____, No _____.
19. Have you set up a committee to review questioned materials? Yes _____, No _____
Does it include your superintendent _____, principal _____, board member(s) _____, teachers (state subject areas) _____, librarian _____, a member of the clergy _____, a member of your community _____?

20. What happens to questionable newspaper and magazine articles? Is the periodical kept off the shelf and stored in the stacks _____? Is it destroyed _____? Is the article in question cut out before the periodical is put on the open shelves _____? Who does this _____?

21. If you are a high school librarian, are the following books in your library? (Check as many as appropriate.)

_____ Andersonville

_____ Look Homeward Angel

_____ Black Like Me

_____ Lord of the Flies

_____ Brave New World

_____ Merchant of Venice

_____ Catcher in the Rye

_____ 1984

_____ Good Times/Bad Times

_____ Oliver Twist

_____ Huckleberry Finn

_____ The Sun Also Rises

_____ Human Comedy

_____ To Kill a Mockingbird

_____ Land of the Free

_____ Tuned Out

22. Does your library contain books on evolution _____, human or animal reproduction _____, human sexual development _____, books about Communism, Socialism, or Marxism _____, books advocating draft resistance _____

COMMENTS:

Name _____ Title _____

School _____

City _____ Iowa

Would you like to receive a summary of the findings? Yes _____ No _____