The strange case of the missing magazine in the elementary media center

Doris Crandall
University of Northern Iowa

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Abstract
In this era when new technological advances are continually being made which bring fresh new hardware and software into the media center is there still a place for magazines? The investigation covered by this paper will attempt to determine whether there is justification for standards to include minimum offerings of magazines, or whether this is a medium that has become passe in the wake of new media.
THE STRANGE CASE
OF THE MISSING MAGAZINE
IN THE ELEMENTARY MEDIA CENTER

A Research Paper
Presented to the
Faculty of the Library Science Department

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

Doris Crandall
May 1, 1973

Read and approved by
Elizabeth Martin
Mary Lou McGrew

Accepted by Department
Elizabeth Martin
Date May 2, 1973
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Section 1

THE PROBLEM

Statement of the Problem

The American Library Association, in cooperation with the Department of Audiovisual Instruction of the National Education Association, and the Iowa State Department of Public Instruction have, in their guidelines for elementary media centers, set certain minimum numbers of different types of media needed for that media center to do an effective job for the school population it serves. Providing the number of magazines suggested seems to be a very weak area in most elementary media centers. Why? and what could or should be done about it?

Purpose of the Study

In this era when new technological advances are continually being made which bring fresh new hardware and software into the media center is there still a place for magazines? The investigation covered by this paper will attempt to determine whether there is justification for standards to include minimum offerings of magazines, or whether this is a medium that has become passe in the wake of new media.
Definition of the term

The Random House Dictionary of the English Language definition of "magazine" will be used. It is

"a publication that is issued periodically, usually bound in a paper cover, and typically containing stories, essays, poems, and drawings, frequently specializing in a particular subject or area, as hobbies, news, or sports."

This paper will deal only with children's magazines purchased primarily for the student's use.

Procedures Used

A brief history of children's magazines was made to see what incentive there was for their early evolution. A search was made of recent literature in hope of finding definite educational views on the value of children's magazines in the learning experience. Personal visitations and individual interviews were made so the present situation regarding current use of children's magazines could be evaluated. Specific suggestions for improved implementation of children's magazines are made. The summary and conclusion of this paper attempt to project what is possible in the future only if changes are made from what was found in the present situation.

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Section 2

A BRIEF HISTORY OF CHILDREN'S MAGAZINES IN AMERICA

Early attempts at magazines for children in America were called "Sunday School literature." The Children's Magazine (Episcopalian), The Encourager (Methodist), The Catholic Youth Magazine, and The Juvenile Instructor (Mormon) are all early titles that were written for the children who worked all week in factories and then were restricted in what they could read on their holy day.1 Their themes were condemnations of worldly pleasure wrapped up in religious messages. It was not until 1826 with the publication of The Juvenile Miscellany in Boston that the reader's point of interest (the child) became important. Mrs. Lydia Maria Child was editor and "her concern was simply to give pleasure and information to children."2 Jordan says,

"no other early magazine for children reached so wide an audience, none commanded the assistance of so many prominent persons of that time. There is good reason for it to be counted as a landmark in American literature for children."3

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3Ibid., p. 60.
After that, many children's magazines were long-lived and beloved. For the purposes of this paper we should look at several to find out why. The Youth's Companion started in 1827 and continued until 1929 when it merged with The American Boy. One of the reasons for its success was that they had a list of contributing writers of exceptional literary talent. Good writing could be found between the covers of a magazine; it did not have to be bound between the hardbound covers of a book.

From 1865-1874 children in America enjoyed reading Our Young Folk. Jordan gives an insight into its popularity that should also be a motivation today.

"Its publication marked the beginning of a new era in writing for boys and girls when reading for recreation was accepted as right and desirable without the ulterior motive of satisfying a thirst for information." 4

Perhaps the most important children's publication in American history was St. Nicholas: A Magazine for Boys and Girls started in 1873. It was written in a manner that conveyed a one-to-one relationship between the writer and the reader. In 1898 the St. Nicholas League was added, providing a proving ground for young writing talent. This appeal of reading what their contemporaries wrote is evident yet today when the popularity of the new magazine Kids is analyzed.

4 Ibid., p. 124.
Cleary\textsuperscript{5} feels that magazines today do not appear to have the impact on children's lives that they had in the first and second decades of the twentieth century... although the interest of young children in magazines and comics has been reported in a number of investigations which indicate the considerable popularity of a small number of magazines in every grade above the second.

Section 3

REVIEW OF THE LITERATURE

To succeed in any educational endeavor a child needs to be able to read. A large part of the educational process is spent in getting the child interested in reading and helping him learn how to do it. Part of the determination of the value of children's magazines lies in what reading specialists feel is the ultimate goal of their teaching. What is most important; that a child reads only "good" literature, or that a child is able to read, and will read, even if his taste is non-discriminating. The disagreement between educators as to the literary value of some reading material seems to be summed up in the realistic point of view in the new 4th edition of Children and Books when it is written:

"More children will read Mad Magazine in a year than will read the Newbery Medal Books in a generation. To ignore these popular forms of literature is to run the risk of leaving unopened a wide door into the minds of the adolescent of the 1970's. To begin to learn how to work from what the students are most familiar with, and to build from there is to proceed in the proper direction."¹

In examining many articles and books on children's literature and reading guidance, little written opposition

to the value of use of children's magazines was found; rather, they were almost completely omitted or ignored.

Huck and Kuhn, in their book *Children's Literature in the Elementary School* define literature as

"two dimensional, for it includes both the book and the reader. Literature may be viewed as the artistic arrangement of printed symbols, and as the experience of the individual as he interacts with the text according to his own meanings. To formulate a helpful definition of literature, it becomes necessary to think of the function of the words and pictures. How do the symbols produce an aesthetic experience: in other words, how do the symbols help the reader perceive pattern, relationships, feelings that produce an inner experience of art? This aesthetic experience may be a vivid reconstruction of past experience, an extension of experience, or creation of a new experience."²

They apply literature only to books. Could not the content of magazines be judged by the same definition and be evaluated as literature? Magazines are given no individual attention (either positively or negatively) in this book which is used as a reference source by many students. They are given passing mention in several instances³, ⁴ but by their almost total omission the authors would infer they are not literature.

If a media center specialist is going to give any effective type of reading guidance to the students he/she

³Ibid., p. 550.
⁴Ibid., p. 561.
must know the student's abilities, needs, and interests. Saunders says,

"One of the major goals of the elementary school library is to inculcate a love of reading and a realization that the answer to anything about which one is curious can be found in the library."\(^5\)

Saunders also feels that reading guidance is definitely needed in the library and that by being able to identify special needs such as the culturally disadvantaged, the exceptional, the reluctant reader, the gifted and the non-achiever, real help can be given. Books and magazines of high interest and low vocabulary must be provided.\(^6\)

To reinforce this idea that magazines do have a special value in interesting children in reading, \textit{Fare for Reluctant Readers} \(^7\) lists 47 magazines and newspapers as resource materials.

Saunders points out many reasons for needing magazines in a high school library. These same reasons are just as appropriate for an elementary center. Magazines provide up-to-date information in many subject areas, current events in social studies, science projects, and arts and crafts projects. There are also many interest areas such as sports, hunting, and personal growing-up information for which


\(^6\)Ibid.

students turn to magazines. Magazines can also be good resource material for hobbies or clubs.\(^8\)

Lowrie in *Elementary School Libraries* points out the value of having a variety of library resources. Teachers and librarians should emphasize searching beyond basic and supplementary texts. She says, "Magazines become an important source for background material, and the librarian emphasizes the value of articles for purposeful reading."\(^9\) She emphasizes the point that children need to learn that there are many places in which to go to learn answers and find information. "Most important, they must learn to draw their own conclusions from these sources so that, ultimately, as adults, they may achieve independence from any one book, magazine or commentator in forming their own conclusions."\(^10\)

Lowrie gives many examples of how magazines have been helpful for special curriculum units and hobbies. In her placement charts for teaching appreciation of good books and the use of the library she specifically suggests:\(^11\)

<table>
<thead>
<tr>
<th>Magazines</th>
<th>Location</th>
<th>Middle</th>
<th>Review and</th>
<th>Upper</th>
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<td></td>
<td></td>
<td>Grades (1-3)</td>
<td></td>
<td>Grades (4-5)</td>
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<tr>
<td></td>
<td>Care in handling suitable titles</td>
<td>Location</td>
<td>Review and</td>
<td>Scope of more magazines Using and choosing magazines Important depts. in each</td>
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<tr>
<td></td>
<td>Circulation of magazines Source of current information</td>
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<td></td>
<td></td>
</tr>
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</table>

\(^8\)Saunders, op. cit., p. 91


\(^10\)Ibid., p. 31.

With the learning processes speeded up in the last ten years her introduction of the different levels of use could be moved down one, or possibly two years. Even in 1961 third grade teachers\(^{12}\) were following up curriculum areas with magazine information so the librarian must have available and be ready to give guidance in magazine use.

Scott sums up the unique value of magazines in the educational process most succinctly with these reasons:

"1. Magazines deal with the real concerns of our divided and complex society, providing the vital current information and understanding which will help the student to cope with the world he lives in.

2. A carefully chosen variety of periodicals can offer varying points of view. A school needs to subscribe to those which will challenge viewpoints, stretch minds, open up a creative world, or convince a non-reader that the printed page can hold something of interest to him.

3. Periodicals can provide many levels of learning and appeal to many levels of interest for readers of very different abilities."\(^{13}\)

These philosophies expressed by Scott in her 1969 edition of *Periodicals for School Libraries* can only be more important now as the ideas of individualized learning and independent study are becoming more and more emphasized in learning experiences on all levels of education, elementary included. A new edition of *Periodicals for School Libraries* will be available soon.

Many books, library or media center oriented, devote time to the value of magazine use. Shor, in *Libraries and*

\(^{12}\)Ibid., p. 162.

You, has a very informative readable chapter for children explaining the value of magazines, how to find an article in the Reader's Guide, and how to respect it so other people may have access to it.  

The reasons for needing magazines are reinforced by Cleary in Blueprints for Better Reading. She says,

"There is little need to indicate the tremendous appeal of magazines for children and adolescents. With the advent of the picture magazine which makes reading secondary to looking, with the publication of magazines that present on-the-spot news and the unusual, popular, and often bizarre qualities of current life, it is small wonder that boys and girls are avid readers of magazines and that the Standards for School Media Programs suggest 40 to 60 titles for elementary schools (K-6)."

Cleary's book provides a total approach to the reading program and gives specific suggestions for teachers and librarians to develop the skills needed by students in today's world. Chapter 8 entitled "A Framework for Teaching the Investigative Skills" brings in magazines specifically in Chart 4, 'Locating and Using Current Materials' and Chart 8 'Gathering and Selecting Information from Many Sources'.

Cleary makes a shocking appraisal of adult reading habits. She says

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16 Ibid., pp. 205-229.

17 Ibid., p. 212.

18 Ibid., p. 218.
"Fully 70 per cent of American adults who can read and do not must be considered to be functionally illiterate. True, they glance through newspapers and the more popular magazines geared to eighth-grade reading levels. They consume millions of comic magazines where the picture tells the story and the reading message is contained in a balloon. Some of them read pulp magazines, poorly written and trivial if not shocking in content. Occasionally they read a book for escape or thrills but reading ranks low in their leisure-time pursuits. They never attempt to read anything that is not immediately easy to grasp and usually the activity is undertaken to pass the time, or to escape reality."¹⁹

If this appraisal has any validity it would seem that developing in the child a discriminating taste in reading of magazines should be a prime literary educational goal.

Section 4

THE PRESENT SITUATION

The 1969 Standards for School Media Programs presented by the Joint Committee of the American Association of School Librarians and the Department of Audiovisual Instruction of the National Education Association and others recommended for an elementary school (K-6), over 250 students: "40-50 titles (includes some adult non-professional periodicals), In addition: necessary magazine indexes and duplication of titles and indexes as required." The Iowa State Department of Public Instruction in their Plan for Progress . . . in the media center, K-6, has the following guidelines for magazine purchases: "Phase I, 15-24 titles; Phase II, 25-39 titles; Phase III, 40-50 titles." In addition, the Standards for School Media Programs suggests "the provision of supplementary resources, such as sets of textbooks, magazines, newspapers, and audio-visual materials is arranged through the media center whenever they are needed in the classroom or other teaching areas."

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2 Plans for Progress . . . in the media center, K-6 (Des Moines: State of Iowa, Department of Public Instruction, 1969), p. 13.

3 Standards for School Media Programs, op. cit., p. 25.
With these standards in mind I made several visits.

Interviews - Librarians, Elementary Media Centers

The Black Hawk County area offers a wonderful opportunity for visiting elementary media centers with a variety of population, both in size and home backgrounds. I visited four. They were:

1. New Hartford media center, K-12, New Hartford, Iowa
2. Dike Elementary School library, K-6, Dike, Iowa
3. North Cedar Elementary media center, Cedar Falls Community Schools, Cedar Falls, Iowa
4. Irving Elementary Library, Waterloo Public Schools, Waterloo, Iowa

The following table gives figures for the media centers visited.

<table>
<thead>
<tr>
<th>Elementary school (K-6) population</th>
<th>Number of Magazine titles 1972-73</th>
<th>Number of Magazine titles 1973-74</th>
<th>Amount of money budgeted 1973-74</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Hartford</td>
<td>270</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Dike</td>
<td>375</td>
<td>18</td>
<td>17</td>
</tr>
<tr>
<td>North Cedar Cedar Falls</td>
<td>437</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Irving school Waterloo</td>
<td>498</td>
<td>31</td>
<td>40</td>
</tr>
</tbody>
</table>

All of the librarians made the magazine selections for their center but in doing so they considered teacher's suggestions. None of them had a separate periodicals budget. All of the schools had some of the "Weekly Reader" type magazines in their classrooms but no other magazines. None
of the librarians felt the full potential of magazines was being utilized. Free reading, art ideas and plays were the type of activities getting the most magazine usage currently.

Appendix B gives lists of titles ordered by each media center.

Mrs. Hoffa, at New Hartford, is working under a definite budget handicap ($900 for all print materials, K-12, 1972-73). She has made a start and in addition to those elementary magazines listed, her fifth and sixth graders do use the Abridged Reader's Guide and some of the magazines purchased for 7-12. New Hartford, in one more year, will have a separate elementary media center with grades 4-6 in an open spaces concept around its perimeter. Hopefully a budget increase will allow more magazines to be ordered and used.

Mrs. Tyler, of Dike, is very knowledgeable about which magazines are being read and used. She saves, and circulates freely, back issues. Teachers use them for classroom ideas. She has had the Subject Index for Children's Magazines until Sept. 1972 when she purchased the Abridged Reader's Guide. She has a lesson magazines at the third grade level explaining their use and how they differ from newspapers.

Mrs. LaRue at North Cedar is in the new media center for the first year after having traveled from

Appendix B, p. 31.
classroom to classroom for several years. This visitation was most discouraging, from the standpoint of magazine usage. She is not at the media center full time so does not have the opportunity for daily contact with teachers and students; the print budget is limited; there is no subject index available for children's use. The only thing that can happen is improvement.

Mrs. Mazula, at Irving School, has had the opportunity to do the most with magazines. Seventeen of her titles for 1973-74 are new titles that she feels will more nearly meet the needs and interests of her students. Her display facilities are not good and she has ordered a new rack. She has the Subject Index to Children's Magazines and intends to build up a collection of back issues which was not done previously. With a larger number of titles to work with, she can choose ones to truly supplement the curriculum; for example, she has ordered "Mexico This Month" for several groups that will be studying Mexico. She uses her magazines frequently for materials for plays and to interest reluctant readers.

To summarize the interviews with the librarians:

1. They all seem aware of the value of magazines
2. The selections at Dike and Irving get good student use
3. Lack of money, or time, is the biggest hindrance in promoting their use.
Interviews - Classroom teachers

Since the Price Laboratory School Library has a K-12 facility and does not have any magazines purchased, or displayed, specifically for elementary students, interviews were held with several of the classroom teachers to see if magazines were used in the classrooms.

Mrs. Eloise Soy, sixth grade teacher, has a few magazines, Ranger Rick and the Scholastic weekly, for supplementary purposes. She does not use magazines as much as she could, or might in other circumstances, because of the large numbers of participants and student teachers available from the University for individual help. A unit she had on Volcanoes recently was a spin-off from an idea in Scholastic. She buys Ranger Rick herself, the Scholastic weekly is paid from classroom funds.

Mr. Marc Yoder, fifth grade teacher, has not used magazines as much in this teaching position as in previous ones, primarily because of lack of time. He thinks they have great value as a supplementary aid, and as a primary aid oftentimes in motivating students. He specifically praised the "I am Joe's heart, hand, etc." series in Reader's Digest as being much more useful than texts.

Mrs. Joan Duea is one of the teachers in a combination room designated Unit II-III. There is a mini-media center in this teaching station. There is a listening center with sixteen sets of earphones and they have their own "library"
of paperback books. They have several magazines, Kids, Ranger Rick and the Scholastic weekly for their age level. One bulletin board display was a group of drawings done by children in their classroom after being inspired by a drawing in Kids magazine.

In summarizing the responses of these classroom teachers, the following values in using magazines should be noted:

1. They use them for supplementary information for units of study
2. They use them for a fresh approach to material, different from textbooks
3. They use them as motivation for new projects for classroom thinking.

Approach to Magazines - University level

At the present time at the University of Northern Iowa exposure to children's magazines comes in several different classes. Mrs. McGrew feels an encouraging trend is the number of elementary education majors taking Library Materials for Children as an elective. She does spend a class period giving students the opportunity to see the format, special features, etc. of magazines, usually in a station approach, with examples from the Youth Collection. They also must do a subject area bibliography that is to include suitable magazines. If course time permits, they may also make up a check list of magazines using Scott's Periodicals for School

Mrs. Mary Ann McGrew, Instructor, Department of Library Science, University of Northern Iowa, Cedar Falls, Iowa.
Libraries as a selection aid.

Introduction to the Instructional Media Center has a unit on periodicals but this is an administrative approach mainly concerned with the technicalities of ordering, processing and circulating them.

The Teaching the Use course currently has focused on areas the students feel the necessity to pursue and in the present semester they have not taken up children's magazines.

An emphasis on the potential for maximum use of magazines does not seem to come from any other classroom work in the Department of Education. Curriculum Development for the Elementary School, another logical area for presentation, follows a format of student projects which may, or may not, includes magazines as a supplement.

This brief overview of media center situations, elementary classroom situations, and university classroom situations is not extensive enough to draw definite conclusions. It is intended only to give some insights into the situation in our locality so that weaknesses may be recognized and perhaps be rectified.
Section 5

SUGGESTIONS FOR IMPROVED USE OF CHILDREN'S MAGAZINES

It seems appropriate to offer several specific suggestions for a media center specialist to use in stimulating interest in, and use of, children's magazines. Criteria set forth in *Children and Books* would be a helpful guideline in selection. These criteria are:

1. Truthfulness, completeness, fairness
2. A specific aim in mind when ordering
3. Suitability for the age level and interest level for which it is intended
4. Attractiveness of format, printing, photography and artwork
5. Should help bridge the gap between young people's reading and adult reading
6. An appeal which makes students look forward to its arrival
7. A cost comparable to its value.

After a list of children's magazines has been chosen the media center specialist could prepare a chart, similar to the one on page 21, that would help a classroom teacher know at a glance which title might have value for that room.

The librarian could conduct an in-service workshop for elementary faculty to do a selling job, if that was needed. The versatility of magazines could be pointed out; they can be used with other instructional media or they can be used alone; they can be used by entire classes or by

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Information on Subject Areas in Children's Magazines in our Media Center

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<tr>
<th>Magazine</th>
<th>Iowa</th>
<th>Nature &amp; Science</th>
<th>Arts &amp; Special Interests</th>
<th>Travel</th>
<th>Stories, Poems</th>
<th>Current Events</th>
<th>Foreign Language</th>
<th>History</th>
<th>Puzzles, etc.</th>
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<td>Billikin, Bonjour, El Sol</td>
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<td>Jack &amp; Jill</td>
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1 whichever foreign language was appropriate to the curriculum.

This list of magazines would require a periodicals budget of approximately $135.00.
individual students; they can be used for recreational read-
ing or serious study and research. Their value lies in
their timeliness, their special kinds of information and their
methods of presentation. Often the information they have is
unavailable in any other medium. Articles are often by
subject specialists in their field. Part of magazine appeal
lies in the freshness of the information and the individual-
ity of each issue. Colorful photos, such as those found in
"The Iowan" and other useful graphics lend beauty and excite-
ment. All of these characteristics can be used by the
teacher to lead the reluctant reader on to advanced, more
mature reading matter. Often the casual reader can be encour-
aged to go beyond an initial, introductory magazine article
to additional sources of material in greater depth.

The librarian could also give each classroom teacher
specific ways magazines could be used.2

A. As sources of new information
   for assigned written reports
   for oral reports
   for stimulating interest in new areas
   for supplementing unit material
   for discussion topics
   for current events and their interpretation

B. As sources of photographs and other graphics
   for introducing units
   for stimulating motivation
   for developing certain language skills
   for enrichment
   for illustrating reports
   for bulletin boards
   for developing concepts

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for developing materials for opaque projector
for developing overhead projectuals
for building picture files

C. For personal and group enjoyment
for reading aloud
for individual reading
for hobby and craft activities
for dramatic productions
for photographs and drawings

D. For stimulating creativity
for original writing
for arts and crafts
for science experiments

After the media specialist has opened up these possibilities, the main thrust for their usage must still come from the classroom teacher as she guides the students in their daily learning activities.
Section 6

WHAT DOES THE FUTURE HOLD?

Better utilization of children's magazines must be approached from two levels. The first one is better preparation of the elementary teacher and media specialist in their professional training so that they will be better readers.

"In researching the teacher's role in library science El Hagrasy found that a teacher's reading habits and library background positively affect pupils' reading and library skills; that there is a significant statistical relationship between the reading interest and achievement of pupils and the quality of the reading background of the teacher and his use of library resources."

One tangible step being taken is the new course offering Media and Learning being offered by the Library Science Department at the University of Northern Iowa. This course is being aimed at elementary majors. The instructor, Mrs. McGrew, plans to place the most emphasis on the non-print media, but making elementary majors aware of all the resources available in a media center is a step in the right direction. She hopes to take an in-depth approach to the use of media in the instructional act. Advisors of elementary majors have been made aware of the class.

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1Cleary, op. cit., p. 16.

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Also on the university level, workshops of the type being offered under the direction of Price Laboratory School personnel in the summer of 1973, would be good opportunities for pointing out the enrichment possibilities. These workshops are (1) Teaching for Creative Thinking under Mr. Don Nelson, (2) Black Studies and (3) Elementary and Jr. High Social Studies under Dr. Don Scovel, and (4) Creative Language Arts Experiences under Dr. Howard VanderBeek. Both Mr. Nelson and Dr. Scovel felt this was an area they had not pursued previously but one that would be a most appropriate topic for discussion.

The policy in many classes and workshops of letting students decide the projects they will focus on in the course coupled with their lack of awareness of the potential of children's magazines produces a continuous cycle of learning which never includes, or focuses in depth, on children's magazines. No improvement in use of this media will be accomplished unless university teachers and workshop leaders make definite efforts to make students and workshop participants more aware of what is available in magazines.

The second level of improved use of children's magazines must take place in the elementary school system. The media specialist has the responsibility to be constantly alert to new magazines and make the faculty aware of resource materials in children's magazines so the classroom teacher can better utilize this medium in her teaching. Two new
children's magazines which may have great potential are *Cricket* and *Ebony, Jr.* In September 1973, *Cricket* for ages 6-10 will begin publishing the nine-month school year. It will focus on children's literature in the form of original stories and poems "written especially for it by the world's best children's authors." Another new title which may have real value for elementary children is *Ebony, Jr.* The color line in good books for elementary children was broken a decade ago; this may be a significant breakthrough in children's magazines.

The budget problems referred to in the interviews with media center personnel will still be with us but hopefully priorities may be somewhat rearranged. If media specialists analyze their available money and realize that the average price of two books will cover the cost of subscribing to one or possibly two periodicals for one complete school year, the importance of diverting more of their print budget to good periodicals may improve the situation. The Madison, Wisconsin public schools have shown that with administrative awareness and in-service emphasis significant growth and use of children's magazines is possible. In 1943 the

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largest collection of children's magazines in any one Madison school was sixteen; by 1964, the largest collection was fifty-six. If nothing else, a fair appraisal of the use of children's magazines in the classrooms and libraries should show us that the value of anything, old or new, will be determined completely by the use made of it by students, and their use of it will be influenced by guidance given by teachers and librarians. School systems like Madison, Wisconsin, have proven there is still justification for including magazines as an essential part of the offerings of a complete media center. It is now the responsibility of the media center staff to work towards meeting those minimum goals with the same diligence as is given to other goals. With concentrated effort children's magazines can take their rightful place as a valuable tool for learning.
BIBLIOGRAPHY


Plans for Progress . . . in the media center, K-6. Des Moines: State of Iowa, Department of Public Instruction, 1969.


APPENDIX A

INTERVIEW QUESTIONS FOR ELEMENTARY SCHOOL LIBRARIANS

1. Are there magazines for the students in your media center?

2. If yes, how many? what titles?

3. Who selects them?

4. Is there a separate periodicals budget?

5. How are the periodicals used?

6. Are there periodicals in the classrooms?

7. If yes, what titles? How are they used?

8. Do you think the full potential of magazines is being used in your media center and/or school?
APPENDIX B

LIST OF MAGAZINE TITLES FOR 1973-74
IN THE MEDIA CENTERS VISITED

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<th>North Cedar, Cedar Falls</th>
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<td>Ranger Rick</td>
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<tr>
<td>Field &amp; Stream</td>
<td>Science Digest</td>
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APPENDIX C

LIST OF PEOPLE INTERVIEWED

Duea, Mrs. Joan. Classroom teacher, Price Laboratory School, U.N.I., Cedar Falls, Iowa

Hoffa, Mrs. Helen. New Hartford School Media Center, New Hartford, Iowa.

LaRue, Mrs. Nancy. North Cedar School Media Center, Cedar Falls Community Schools, Cedar Falls, Iowa.

McGrew, Mrs. Mary Ann. Instructor, Department of Library Science, U.N.I., Cedar Falls, Iowa

Mazula, Mrs. Jean. Irving School Media Center, Waterloo Public Schools, Waterloo, Iowa.

Soy, Mrs. Eloise. Classroom teacher, Price Laboratory School, U.N.I., Cedar Falls, Iowa

Tyler, Mrs. Wilma. Dike Elementary School Library, Dike, Iowa.

Yoder, Mr. Marc. Classroom teacher, Price Laboratory School, U.N.I., Cedar Falls, Iowa