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A COMPARATIVE STUDY OF TENDENCIES AND MOTIVATIONAL FACTORS
OF STUDENTS FROM VARIOUS ACADEMIC DEPARTMENTS
WHO VANDALIZE LIBRARY MATERIALS AT
APPALACHIAN STATE UNIVERSITY

by

Hiram Preston Williams

Approved by

Edward J. Turner

Chairman, Thesis Committee

E. C. Lawton

Professor of Physical Education

Melvin H. Swensfeldt

Assistant Professor of Health and Physical Education

A. Corum

Dean of Learning Resources

Ben F. Strickland

Dean of the Graduate School

VITA

Name: Hiram Preston Williams.

Permanent address: Box 111
Lilesville, North Carolina 28091.

Degree and date to be conferred: Master of Arts, 1971.

Date of birth: March 12, 1947.

Place of birth: Wadesboro, North Carolina.

Secondary education: Anson High School
Wadesboro, North Carolina, 1965.

College institutions attended	Dates	Degree	Date of Degree
Appalachian State University	1965-1969	B.S.	1969
Appalachian State University	1970-1971	M.A.	1971

Major: Health and Physical Education.

Minor: Business and Economics.

Positions held:

Secondary school teacher and head basketball coach
Anson County, North Carolina
August 1969 to March 1970.

Graduate Assistant, Physical Education
Appalachian State University
September 1970 to June 1971.

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ABSTRACT

Title of Thesis: A Comparative Study of Tendencies and Motivational Factors of Students from Various Academic Departments Who Vandalize Library Materials at Appalachian State University.

Hiram Preston Williams, Master of Arts, 1971.

Thesis directed by: Dr. Edward T. Turner
Associate Professor

Purpose: The investigation compared tendencies, motivational factors and amounts of vandalism committed by students in various academic departments through utilization of a limited response questionnaire.

Procedure: Two hundred and forty-six female and two hundred and thirty-six male subjects of various educational classifications from Appalachian State University, Boone, North Carolina, served as subjects in the investigation. The subjects were majors from the following academic departments: English, Business, Elementary Education, Psychology and Physical Education. The remainder of the subjects surveyed were combined into a separate category which consisted of subjects from various departments other than those previously mentioned. The subject sampling included forty-eight English majors, ninety-three Business majors, ninety-five Elementary Education majors, ninety-four Psychology majors, ninety-eight Physical Education

majors and a group of ninety-four subjects from various departments other than those previously named.

The subjects were surveyed utilizing a specially devised, limited response questionnaire. Permission to administer the questionnaire was obtained by the respective department chairmen and various professors of the participating departments. The questionnaire was administered during the actual meeting time of the classes.

The data collected from the subjects were compared departmentally for the amounts of vandalism, tendencies and motivational factors involved in vandalism, and for possible solutions to the problem of library vandalism. The comparisons were accomplished by examination of total frequencies, pertinent percentages, and where appropriate chi square tests of significance were employed to determine whether or not tabled frequencies were statistically different. The value of chi square, with one degree of freedom at the .05 level, needed for significance is 3.84.

Conclusions: Within the limits of this study the following conclusions were warranted:

1. Physical Education majors commit a significantly higher number acts of vandalism than English, Elementary Education and Psychology majors.

2. Males commit more acts of library vandalism than do females.

3. The bulk of library vandalism is committed by sophomores, juniors and seniors.

4. Students are motivated to excise articles primarily because of professors' assignments and the students' own personal research.

5. Students tend to either tear out articles manually or remove whole volumes.

6. The primary methods of removing vandalized materials from the library is to conceal the materials inside or between other books, and by walking unnoticed by the security desk.

7. The prime reasons for stealing library materials is for extended use and because the material used was too lengthy to copy.

8. There is no one certain approach for successfully solving the problem of library vandalism.

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OF STUDENTS FROM VARIOUS ACADEMIC DEPARTMENTS WHO
VANDALIZE LIBRARY MATERIALS AT
APPALACHIAN STATE UNIVERSITY

A Master of Arts Thesis
Presented to
the Faculty of the Graduate School

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

by
Hiram Preston Williams
August, 1971

ACKNOWLEDGMENTS

The Author would first like to express his appreciation to the subjects of the study and to the Departmental Chairmen and Professors who provided access to the subjects.

The Author would also like to thank Dr. Al Corum, Dr. William Steinbrecher and especially, Dr. Edward T. Turner for their sincere interest and attention in preparing the manuscript.

The time and effort contributed by Dr. Michael Carter for the compilation and statistical treatment of the data, is greatly appreciated.

The Author would also like to acknowledge the Office of Institutional Research for its services rendered in printing, coding and key punching the questionnaire materials.

Finally, the Author would like to acknowledge Dean William Muse of the College of Business and Mrs. Patricia Wright for their help in typing the manuscript.

TABLE OF CONTENTS

CHAPTER	PAGE
ACKNOWLEDGMENTS	ii
I. INTRODUCTION	1
Statement of the Problem	2
Scope of the Study	2
Definitions of Terms	3
Limitations of the Study	4
II. REVIEW OF RELATED LITERATURE	5
The Problem of Theft and Mutilation of Books and Periodicals	5
Causes and Methods of Theft and Mutilation of Books and Periodicals	9
Deterrents and Solutions to Library Vandalism	11
Summary	16
III. PROCEDURE	18
Method of Selecting Subjects	18
Method of Devising Questionnaire	19
Administration of the Questionnaire	26
Statistical Procedures	27
Summary	27

CHAPTER	PAGE
IV. ANALYSIS OF DATA	29
Theft and Excision of Library	
Materials	29
Total Amounts of Stolen and Excised	
Materials	31
Motivation Regarding Journal Use and	
Page Excision	31
Method of Excision and/or Theft of	
Library Materials	31
How Materials Were Removed From the	
Library	34
Why Materials WERE Stolen	34
Destination of Excised Materials	37
Affects of Vandalism On All Subjects	
Use of The Library	40
Affects On Library Use of Subjects	
Admitting to Vandalism	40
Attitudes Regarding a Course On How To	
Use The Library	40
Interest Regarding A Course On How to Use	
The Library	44
Possible Solutions To Library	
Vandalism	44
Significance of Sex In Those Who Vandalize	
Library Materials	47

CHAPTER	PAGE
Significance of Educational Classification of Those Who Vandalize Library Materials	47
Summary	51
V. SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS	54
Discussion	55
Conclusions	58
Recommendations for Further Study	59
APPENDIX A. CORRESPONDENCE MATERIAL	61
APPENDIX B. OPEN RESPONSE QUESTIONNAIRE UTILIZED IN THE INVESTIGATION	63
APPENDIX C. LIMITED RESPONSE QUESTIONNAIRE UTILIZED IN THE INVESTIGATION	65
APPENDIX D. COMPUTED DATA NOT USED IN THESE TEXT FOR QUESTION NINE	70
APPENDIX E. COMPUTED DATA NOT USED IN THESIS TEXT FOR QUESTION TEN	75
APPENDIX F. COMPUTED DATA NOT USED IN THESIS TEXT FOR QUESTION ELEVEN	81
APPENDIX G. COMPUTED DATA NOT USED IN THESIS TEXT FOR QUESTION TWELVE	87
APPENDIX H. COMPUTED DATA NOT USED IN THESIS TEXT FOR QUESTION THIRTEEN	93
APPENDIX I. COMPUTED DATA NOT USED IN THESIS TEXT FOR QUESTION FOURTEEN	104

CHAPTER	PAGE
APPENDIX J. COMPUTED DATA NOT USED IN THESIS	
TEXT FOR QUESTION FIFTEEN	108
APPENDIX K. COMPUTED DATA NOT USED IN THESIS	
TEXT FOR QUESTION SIXTEEN	114
APPENDIX L. COMPUTED DATA NOT USED IN THESIS	
TEXT FOR QUESTION SEVENTEEN	120
APPENDIX M. COMPUTED DATA NOT USED IN THESIS	
TEXT FOR QUESTION EIGHTEEN	126
APPENDIX N. COMPUTED DATA NOT USED IN THESIS	
TEXT FOR QUESTION NINETEEN	132
APPENDIX O. COMPUTED DATA NOT USED IN THESIS	
TEXT FOR QUESTION TWENTY	143
BIBLIOGRAPHY	149
ADDENDUM	148A

LIST OF TABLES

TABLE	PAGE
I. Theft and Excision of Library Materials	
Classified by Department	30
II. Amounts of Stolen and/or Excised Materials	
Classified by Department	32
III. Motivation Regarding Journal Use and Page	
Excision Classified by Department	33
IV. Method of Excision and/or Theft of Library	
Materials Classified by Department	35
V. How Material was Removed From the Library	
Classified by Department	36
VI. Why Materials Were Stolen Classified	
By Department	38
VII. Destination of Excised Materials Classified	
by Department	39
VIII. Destination of Stolen Volumes Classified	
by Department	41
IX. Affects of Vandalism on all Subjects Use of	
the Library Classified by Department	42
X. Affects on Library Use of Subjects Admitting	
to Vandalism Classified by Department	43

TABLE	PAGE
XI. Attitudes Regarding A Course On How to Use the Library Classified by Department . .	45
XII. Interest Regarding Course on How to Use the Library Classified by Department	46
XIII. Attitudes Toward Possible Solutions to Library Vandalism Classified by Department	48
XIV. Significance of Sex in Those Who Vandalize Library Materials	49
XV. Significance of Educational Classification of Those Who Vandalize Library Materials . . .	50

LIST OF FIGURE

FIGURE	PAGE
I. Limited Response Questionnaire Utilized in the Study	65

CHAPTER I
INTRODUCTION

The problem of page excision and theft of library materials has been steadily increasing since World War II.¹ Today the problem is so serious that it not only warrants research, but it also warrants immediate corrective action. Although the problem is not unique, library vandalism poses a constant hinderance to both the students' completion of class assignments and to their compilation of research materials. This situation became astoundingly clear on December 2, 1970, when an investigation was completed by the author in order to determine the extent of page excision and volume theft of the three leading Physical Education Journals at Appalachian State University. The journals were: The Research Quarterly, The Physical Educator, and The Journal of Health, Physical Education and Recreation. All issues of the journals were examined from 1965 through 1969. The results of the examination indicated that of a total of 3,847 pages in The Research Quarterly, 50 pages (1.20%) were missing. The Physical Educator was missing 580 pages (60.41%) from a total of 960 pages, while The Journal of Health, Physical Education and Recreation was missing 759

¹ J. C. Furnas, "Vandals in the Library," Reader's Digest, 84:175-6, January, 1964.

pages (20.39%) from a total of 3,721 pages. Collectively there were three bound volumes of The Physical Educator missing and two volumes of The Journal of Health, Physical Education and Recreation, for a total of 1,916 missing pages. The remaining 473 pages had been excised from the journals. Overall there were 2,389 pages missing from a total of 8,528 pages or 28.01% of the three journals were missing.

Total extermination of library vandalism is highly improbable, but research and educational efforts may soon provide libraries with highly effective methods of completely stopping or greatly curbing vandalism. It is with these problems of vandalism in mind that the current investigation has been conducted.

I. STATEMENT OF THE PROBLEM

It was the purpose of this study to compare tendencies, motivational factors and amounts of vandalism committed by students in various academic departments through utilization of a limited response questionnaire. The investigation also concentrated on attitudes expressed by those surveyed, in hopes of obtaining positive directions toward a solution to the problem of library vandalism.

II. SCOPE OF THE STUDY

Two hundred and forty-six female and two hundred and thirty-six male subjects, of various educational classifications from Appalachian State University, Boone,

North Carolina, served as subjects for the study. The subjects were majors from the following departments: English, Business, Elementary Education, Psychology and Physical Education. The remainder of the subjects surveyed were combined into another category which consisted of subjects from various departments other than those previously mentioned. The survey took place during the spring quarter of the 1970-71 school year. The questionnaire was administered in selected classes of the participating departments on the campus of Appalachian State University. The subject sampling included forty-eight English majors, ninety-three Business majors, ninety-five Elementary Education majors, fifty-four Psychology majors, ninety-eight Physical Education majors and a group of ninety-four subjects from various departments, other than those previously named.

III. DEFINITIONS OF TERMS

1. Excision: Excision is the removal of an object from a common body by tearing or cutting.
2. Hostility: Hostility is the inward animosities collected in an individual due to various tensions and frustrations.
3. Limited Response Questionnaire: A limited response questionnaire is a questionnaire designed specifically to confine responses, given by participating individuals, to a specific range.

4. Motivation: Motivation is a product of an inferred internal state which induces and directs an organism's behavior.²

5. Tendency: A tendency is a state of performance toward a distinct and definable direction.

6. Vandalism: Vandalism is the process of removing or mutilating library materials either by means of theft, and/or page excision.

IV. LIMITATIONS OF THE STUDY

1. There was no possible means available for determining the honesty of the subjects surveyed.

2. The closeness of the seating arrangements during several of the testing periods may have affected the responses by the subjects because too many people felt the information requested would be of a highly personal nature. Therefore, a fear of revealing one's self to others could have existed.

3. There was much difficulty in finding large concentrations of the participating majors in the selected classes.

² Lewis R. Aiken, Jr., General Psychology: A Survey, (Chandler Publishing Co., San Francisco, California, 1969), p. 110.

CHAPTER II

REVIEW OF RELATED LITERATURE

The review of literature related to this study is divided and presented in three separate sections. The problem of theft and mutilation of books and periodicals, its beginning, breadth and magnitude are discussed in the first section. The second section is concerned with the causes and the methods of the theft and mutilation of books and periodicals. The final section includes literature pertinent to deterrents and solutions to the problem of book and periodical vandalism.

I. THE PROBLEM OF THEFT AND MUTILATION OF BOOKS AND PERIODICALS

Library vandalism is not new, but the incidence of book theft and mutilation has been steadily rising since World War II.¹ One of the first accounts of theft, on a large scale, came in 1946, at the Grosvenor Library, Buffalo, New York. Here, over two hundred and fifty rare

¹ J. C. Furnas, "Vandals in the Library," Reader's Digest, 84:175-6, January, 1964.

books were stolen, including dozens of noted first editions.² A small, but dramatic account of book theft occurred at the University of California at Los Angeles Library when a student attempted to steal the Bay Psalm Book, which was the first book printed in the English Colonies.³ In 1951, a much larger incident occurred when a young college student had stolen forty volumes, valued at \$215, from the public library in Milwaukee, Wisconsin.⁴ This act of theft was accomplished by manipulating forged identification cards, whereby the library had no record of the thief's actual name. As the problem of library vandalism expanded, so did the pursuit of vandals. Tupper and Boatz composed the following eulogy regarding library investigators:

Not all the 'detectin' in present day libraries is necessarily done by Perry Mason, The Saint, and their fictitious colleagues, for many large libraries employ their own investigators whose adventures sometimes rival those of their imagined brethren.⁵

² "Theft of About Two Hundred and Fifty Rare Books From Grosvenor Library," The Publisher's Weekly, 150:296, November 23, 1946.

³ L. C. Powell, "Stop Thief," Wilson Library Bulletin, 28:361-3, November, 1951.

⁴ W. E. Tupper and W. H. Boatz, "Modern Library Sleuthing," Wilson Library Bulletin, 26:238-9, November, 1951.

⁵ Ibid.

Another article cited the incident of three persons arrested in New York City for stealing 1,400 books packed in cartons, before the books could even be distributed.⁶

Library vandalism, however, has not been confined to the theft of rare and new books. The problem of library vandalism also includes the theft of periodicals and page excision from books and periodicals. Zimmerman, from the University of Idaho, stated, "The problems of book thefts and mutilation of books is a chronic affliction. It is common to all types of libraries and is of major proportions in those with open stacks."⁷

Through a survey conducted by the Santa Monica Public Library, it was determined that one million dollars worth of books were lost over a two year period of time. Another library suffering from a wave of mutilations in 1955 estimated \$1300 worth of damage in that year and this figure only accounts for pages actually excised.⁸

⁶ "Book Theft Suspects Caught at Associated Book Service," The Publisher's Weekly, 156:1507, September 24, 1949.

⁷ Lee Zimmerman, "Pilferring and Mutilating Library Books," Library Journal, 87:3434-40, October 15, 1961.

⁸ Joan Van Every, "Is It Worth Doing Anything About Book Losses?" Library Journal, 87:2824, September 1, 1962.

A more recent article described an incident in Charlotte, North Carolina, where a large high school class was given an assignment on the life of John Milton. By late afternoon every article on Milton has been excised from the encyclopedias in the main public library.⁹ This article also cited another incident in which the dormitory rooms of a certain state teacher's college were searched while students were away for the Christmas holiday. A panel-truck load of missing library books were found.¹⁰

In a current report on book losses, The Free Library of Philadelphia revealed that book losses averaged 1.75% annually for their branch collections and at times book losses had reached levels of 3.18% of the library's branch collections.¹¹ Another report indicated that the Brooklyn Public Library was experiencing annual book losses in excess of \$500,000.¹²

The existing evidence is conclusive that acts of library vandalism are wide spread and are such magnitude that corrective measures must be applied immediately.

⁹ Furnas, loc. cit.

¹⁰ Ibid.

¹¹ Emerson Greenaway, "The Problem of Book Losses and Possible Solutions," (Philadelphia: The Free Library of Philadelphia,) [n.d.], p. 1 (Mimeographed).

¹² "Choose Checkpoint to Reduce Book Losses and Improve Service," (Stockton, California: Gaylord Library Supplies and Equipment,)[n.d.], p. 10.

II. CAUSES AND METHODS OF THEFT AND MUTILATION OF BOOKS AND PERIODICALS

After researching the topic of vandalism, it was evident to the author that most of the effort has been concentrated upon the problem itself rather than causes or reasons underlying book theft and mutilation. However, some effort has been concentrated in this area and the information is presented in the following paragraphs.

Aggression, hostility or resentment obviously contributes to acts of vandalism as Raftery so aptly stated,

Resentment is the most puzzling cause. Librarians list it as 'lack of respect for law and order' or 'vandalism' or destructiveness; pupils explain it as 'hates school', 'grudge against librarian,' or simply, 'sore'. A psychologist would talk of 'hostility' or aggression' - and we've all got some.¹³

Snipes, in an interview, indicated that acts of vandalism stem from built up hostility and the result of built up hostility is aggression. Relating this hostility to page excision and volume theft he contended that this aggression is displaced by acts of vandalism.¹⁴

¹³ G. Raftery, "Why Kids Steal Books," Library Journal, 84:1693, May 15, 1959.

¹⁴ Walter F. Snipes, Department of Psychology, Appalachian State University, Personal Interview, November 17, 1970.

Raftery also indicated six other causes of library vandalism and categorized them as follows:

1. Kicks-is a classification that overlaps somewhat with underlying hostility, but usually involves theft to show off.
2. Greed-may be the largest cause of book theft and covers the widest range of such acts.
3. Ownership-some youngsters collect attractive books not to read but merely to own.
4. Pressure-is one cause readily understandable to adults. Its greatest incidence is noticed near the close of a marking period when teachers are pushing for completed work.
5. Laziness-is another cause for thefts. This involves those who simply want to enjoy a book undisturbed--by a return deadline.
6. No sense of value-this involves those that possess the attitude that, it's only a book.¹⁵

There is an abundance of causes for theft and mutilation; however, the methods utilized in executing acts of vandalism far exceeds those causes. Some of these methods are indicated in the following incidents: One reader was hiding books in a newspaper folded under his arm, while another patron wrote false names and addresses on his application form and in accordance with

¹⁵ Raftery, loc. cit.

the library's practice was allowed to borrow the desired book.¹⁶

An art student who frequented a reference library was stealing materials by chewing string to a thorough wetness, and then passing it around the plate that he intended to take, pushing it well into the back fold of the book. This softened the paper around the plate and allowed it to be easily removed by the student.¹⁷

A problem that equals volume theft, and in many libraries surpasses volume theft, is page excision. As Lightfoot indicated, "More books than ever before are being left on shelves with vital pages torn out."¹⁸ Emerson echoed the problem at Long Beach Public Library stating, "If mutilation continues uncorrected, our patrons will be able to paraphrase a well-known title 'Where did you go? To the Library. What did you get? Nothing!'"¹⁹

III. DETERRENTS AND SOLUTIONS TO LIBRARY VANDALISM

Book and periodical vandalism is a vast problem, but to apprehend and convict a violator is an even greater problem. The task of apprehension and conviction

¹⁷ Ibid.

¹⁸ Robert M. Lightfoot, Jr., "Project Mutilation," Illinois Libraries, 52:946-49, November, 1970.

¹⁹ W. L. Emerson, "The Theft and Mutilation of Books," Library Journal, 85:208-9, January 15, 1960.

of vandals contributes immensely to the vulnerability of public and college libraries as Jackson so aptly stated:

It has ever been difficult to restrain men by laws or rectitude, that the astutenes of successors might not strive to transgress the bounds of their predecessors, and to infringe established rules in insolence and liscense; which many could support out of history, for book theives are neither to be restrained by law nor punishment.²⁰

Consequently, the search for deterrents and solutions is a continuing process. This search involves education to the problem of library vandalism, research into the problem of library vandalism, and many hours of study which to date has not yielded an absolute solution.

Emerson indicated with regard to library vandalism, we should instill in all our society such a deep sense of social responsibility that our anti-social behavior would cease.²¹

At present, the search for solutions appears to be concerned with check out methods and scientific detection devices. Kaiser, in a investigation to determine the effectiveness of registration and library cards, concluded that losses of books through circulation procedures

²⁰ H. Jackson, "Book Thief; Anatomy of Bibliomania," Library Journal, 84:162, January 15, 1959.

²¹ Emerson, loc. cit.

is not affected by the presence or absence of library and registration cards.²²

The value of door checkers and door guards as a deterrent to theft is highly questionable, as the following incident indicated. In order to test the door checking system in one of the country's largest libraries, a librarian walked out, without being questioned, with the book he wanted. Therefore, he concluded that it is necessary to decide whether the cost of a door checker would balance an equivalent saving in valuable books.²³

In an investigation involving forty-two libraries, it was determined that none of the participating libraries could present any evidence that door guards actually deter book thefts.²⁴

The most recent deterrents employed have been electronic and magnetic detection devices. Electronic devices, such as door guards and checkers, are not fool-proof. With the electronic desensitizing devices, books

²² W. H. Kaiser, "Are Registration and Library Cards Musts?", Library Journal, 82:1393-9, June 1, 1957.

²³ J. Thackery, "Door Checkers: Asset or Liability?", Library Journal, 84:2518, November 1, 1956.

²⁴ W. L. Emerson, "To Guard or Not to Guard?", Library Journal, 84:145-6, January 15, 1959.

can be wrapped in laminated foil, with paper on the outside and carried through the screening area undected.²⁵

The magnetic system consists of two magnetic plates permanently fixed on the cover of a book. At the top of the book is a positively charged plate and at the bottom a negative charged plate. With the magnetic system books can be placed head to toe, reversing the magnetic field and two books instead of one can be taken illegally from a library.²⁶

The most recent of the scientific devices is a solid-state electronic system entitled "checkpoint". Each book and periodical in the library is processed with a protective substance that resembles paper. When an improperly processed book is carried by the desk, a muted signal or chime is activated and the turnstile or gate momentarily locks until corrective measures can be taken. "Checkpoint", has proven to be the most successful device in existence for reducing volume and periodical losses.²⁷

In addition to detection devices, librarians are employing everything from rearrangement of materials to prosecution by law in order to protect library material. Long Beach Public Library in California is experimenting

²⁵ M. Muller, "Book Bugging: A Possible Answer to Library Thefts," Science, 167:361-2, January 23, 1970.

²⁶ Ibid.

²⁷ "Choose Checkpoint to Reduce Book Losses and Improve Services," (Stockton, California: Gaylord Library Supplies and Equipment, [n.d.], p. 6.

with partially closed access to book and periodical areas and with the use of replacement budgets, as two solutions to counteract problems of theft and mutilation.²⁸

In Illinois, several college libraries have employed a system entitled, "Project Mutilations". The system works in conjunction with signs placed in the participating college libraries asking students who find volumes with articles excised to notify personnel at the nearest desk. At the desk a library staff member will record the necessary information concerning the missing article. A call is then placed to first one participating library and then to another until the article can be located. A xerox copy is then printed and sent to the library requesting the article. There is no money exchanged in the process, only an I.O.U. for a specified number of xeroxed pages.²⁹

The Free Library of Philadelphia has adopted the following steps to reduce book theft, mutilation and overdue books.

1. Turnstiles are being installed by the exits, which channels all leaving persons by the check-out desk.
2. Hiring more fines and overdue book collectors.

²⁸ Emerson, loc. cit.

²⁹ Lightfoot, loc. cit.

3. Prosecution of those who fail to return books.
4. A request has been made to change state law to facilitate prosecution of vandals.
5. Installation of copying machines in all agencies.³⁰

IV. SUMMARY

In summary, the review of literature has indicated that acts of vandalism have been rapidly increasing since World War II. These acts of vandalism are wide spread in the United States and are of such magnitude that corrective measures are immediately warranted.

From a psychological stand point, acts of vandalism stem from underlying hostility whereby the individuals displace this hostility by stealing or mutilating books. Method of volume theft and mutilation range from the usual forged identification cards to cunning concealment and to innumerable methods that creative individuals invent daily. From the very first library to libraries of the present, patrons have reached and successfully found, methods which have enabled them to acquire almost any library material illegally.

³⁰ Emerson Greenaway, "The Problem of Book Losses and Possible Solutions," (Philadelphia, The Free Library of Philadelphia, [n.d.], p. 7 (Mimeographed)

A deterrent or solution that is totally effective is non-existent at present. However, through research, sophisticated detection devices, rearrangement of materials and more severe prosecution of violators, much progress has been made toward a successful solution of the problem. But, the search for effective deterrents and solutions is continuing with a high degree of intensity.

CHAPTER III

PROCEDURE

The method of selecting subjects, the devising of the questionnaire and the statistical procedures are included in this chapter. A summary is placed at the end of the chapter to give the reader an overview of the investigation.

I. METHOD OF SELECTING SUBJECTS

Subjects for the study were selected by academic major from each of the following departments: English, Business, Elementary Education, Psychology and Physical Education. A total of two-hundred and forty-six female and two hundred and thirty-six male subjects were surveyed. Forty females and eight males from the English Department; four females and eighty-nine males from the Business Department; ninety-one females and four males from the Elementary Education Department; and thirty-seven females and sixty-one males from the Physical Education Department comprised the departmental subjects. The remainder of the total was comprised of forty-two females and fifty-two males. This category consisted of various majors other than those previously designated.

II. METHOD OF DEVISING QUESTIONNAIRE

An open response questionnaire was devised during the fall quarter of the 1970-71 school year, for use in a pilot study on library vandalism. The open response questionnaire was presented to various members of the Physical Education faculty of Appalachian State University, for comments, additions and revisions. Utilizing the final form of the open response questionnaire, a preliminary, limited response questionnaire was devised and presented, in a meeting, to the chairmen, or a representative of the participating departments and other interested persons, on February 11, 1971. The purpose of this presentation was for further additions and revisions of the questionnaire. Suggestions derived from this meeting, in conjunction with the preliminary, limited response questionnaire comprised the final limited response instrument employed in this study.

The arrangement of the questions, directions and other printed materials were produced in the Office of Institutional Research, Appalachian State University. The Office of Institutional Research was consulted because of previous extensive experience in the arrangement and production of questionnaires.

A copy of the questionnaire used in the study is contained in Figure I.

FIGURE I
LIMITED RESPONSE QUESTIONNAIRE
UTILIZED IN THE STUDY

TO THE STUDENT:

The purpose of this questionnaire is to obtain pertinent information relative to the reasons for the loss of and/or damage to learning resource materials. Analysis of these data will provide background for modifying current library practices and procedures, and, in the long run help to upgrade the quality and quantity of critical instructional materials that can be made available to students.

IMPORTANT NOTE: The information you are about to give is for research and planning purposes only, and your individual answers will be held in confidence. You may, therefore, be perfectly frank in responding to items that ask about loss or damage.

1. Your age: (write in) ____ Years ____ months	2. Your sex: (check one) [] Male [] Female
3. Your classification: (check one) [] Freshman [] Sophomore [] Junior [] Senior [] Graduate [] Special	4. Your major: _____ (write in)
5. How many times, on the average do you visit the library each week? (check one) [] One [] Five [] Two [] More than five [] Three [] Four	6. When do you usually use the library? (check one) [] Before 6:00 p.m. [] After 6:00 p.m. [] At no regular time

FIGURE I (Continued)

12. Why did you steal or excise library materials? (check all that apply)

For extended use

To use in class

Too lengthy to copy

Price for xerox too high

Other (specify) _____

13. What did you do with the stolen materials?
(check all that apply)

A. Excised material

- Passed on to friend
 Destroyed it
 Returned to library
 Still have it
 Other (specify) _____

B. Whole Volumes

- Passed on to friend
 Destroyed it
 Returned to library
 Still have it
 Other (specify) _____
-

14. Please scan the following list of periodical materials and check the appropriate boxes:

I have used this journal
in my studies

I have excised
portions or removed the
bound volume(s) without
authorization

ELEMENTARY EDUCATION

- - - - - A. The Instructor - - - - - []
 - - - - - B. The Grade Teacher - - - - - []
 - - - - - C. The Elementary School Journal - - - - []

ENGLISH

- - - - - A. Publisher's Modern Language Association []
 - - - - - B. American Literature - - - - - []
 - - - - - C. College English - - - - - []

FIGURE I (Continued)

*

HISTORY

[]- - - - - A. American Historical Review - - - - - []

[]- - - - - B. Journal of Modern History - - - - - []

[]- - - - - C. Hispanic American Historical Review- []

PHYSICAL EDUCATION

[]- - - - - A. The Research Quarterly - - - - - []

[]- - - - - B. JOHPER - - - - - []

[]- - - - - C. The Physical Educator - - - - - []

OTHER (SPECIFY)

[]- - - - - A. _____ []

[]- - - - - B. _____ []

*The History Department was included in the original plans for this investigation but was ~~deleted~~ because of the difficulty in finding significant concentrations of History majors. Therefore, the Business Department was added with no revisions in the questionnaire.

15. What motivated you to use the journals listed in item 13? (check all that apply)

- [] Professor assigned
- [] Other students recommended
- [] My own research
- [] Leisure use
- [] Other (specify)

16. Approximately how often per quarter do you use the copying machines in the library? (check one)

- [] 1 - 10 times
- [] 11 - 20 times
- [] 21 - 30 times
- [] 31 - 40 times
- [] more than 40 times
-

FIGURE I (Continued)

-
17. Has page excision, missing journals and/or missing volumes affected your use of the library? (check one)
- [] Yes
- [] No
- [] If yes, please comment:
- _____
- _____
- _____
18. Would you be interested in taking a course on how to use the library? (check one)
- [] Yes
- [] No
- [] If yes, should such a course be (check one)
- [] Required
- [] Optional
-
19. Do you think a course on how to use the library would help stop, or at least reduce vandalism? (check one)
- [] Yes If yes, please comment
- [] No
- _____
- _____
-
20. If a course on how to use the library was established, who should offer it?
- [] The Library
- [] The English Department
- [] The Library Science Department
- [] It should be the responsibility of each academic department
- [] Other (specify) _____
-

FIGURE I (Continued)

21. The following actions have been suggested as plausible for reducing vandalism of library materials. Please rank the desirability of each by placing the numeral 1 in the box alongside the one item you consider most desirable, the numeral 2 in the box alongside, and so on, until you have numbered all the boxes:

- Closed stacks for all volumes and periodicals
- Provisions for checking out whole volumes of periodicals
- Very stiff penalties for those offenders who are apprehended
- All electronic check-out system
- Other (specify) _____
-

Use this space to make any additional comments you wish pertaining to theft and/or damage to library materials.

THANK YOU FOR YOUR COOPERATION ! ! !

Appalachian Room
Appalachian State University Library
Boone, North Carolina

III. ADMINISTRATION OF THE QUESTIONNAIRE

Permission to administer the limited response questionnaire was obtained from the respective department chairmen and various professors in the participating departments. The questionnaire was administered in classes consisting of sizeable concentrations of major students in the departments of English, Business, Elementary Education, Psychology and Physical Education.

The questionnaire was administered during the actual scheduled meeting time of the classes. Students in the experimental classes were not required to participate in the investigation unless they so desired. After consent was granted, the questionnaire was distributed and the subjects were asked to read the introductory statements. Next, the following prepared statement was read:

"The purpose of this questionnaire is to obtain data to be used in a master of arts thesis. Please do not place your name or initials anywhere on the paper. You can be assured that no effort will be made to link given responses to any participating individual."

Library vandalism is a highly controversial subject, therefore it was necessary that the participants be guaranteed anonymity. Next, the subjects were given additional information regarding definitions of terms contained in the questionnaire. Then the subjects were asked if there were any additional questions. If not, they were to complete the form and return it to a desk in front

of the classroom and place it face down. The administrator was available during the testing period for the purpose of dealing with any additional problems or questions that arose. Finally, appreciation was expressed to the subjects for their cooperation and participation.

IV. STATISTICAL PROCEDURES

The data collected from the subjects were compared departmentally for the amounts of vandalism, tendencies and motivational factors involved in vandalism, and possible solutions to the problem of library vandalism. This was accomplished by examination of total frequencies and pertinent percentages. When appropriate, chi square tests of significance were employed to determine if tabled frequencies were statistically different.

V. SUMMARY

This investigation compared the major students from the departments of English, Business, Elementary Education and Psychology, and a fifth group of subjects from various departments, with Physical Education major students. The major students were compared departmentally for amounts of vandalism, tendencies and motivational factors involved in library vandalism at Appalachian State University, Boone, North Carolina. A specially devised limited response questionnaire was used to collect the data. Two hundred and forty-six female and two hundred and thirty-six male

subjects participated in this study. Participants were surveyed in selected classes of the departments involved. All subjects were informed of the purpose of, and the necessary directions and definitions of terms contained in the questionnaire. Each subject completed the questionnaire at his own discretion, consequently, all subjects did not complete every question of the survey.

The actual testing extended over a sixty-two day time period from March 17, 1971 to May 17, 1971, at Appalachian State University, Boone, North Carolina. The data collected were computed into totals and pertinent percentages. When appropriate, chi square tests of significance were employed to determine if tabled frequencies were statistically different.

CHAPTER IV

ANALYSIS OF DATA

A statistical analysis of the data is presented in this chapter. Computations consisting of totals and pertinent percentages are placed in table form. When appropriate, chi square tests of significance were made to determine whether or not tabled frequencies were statistically different. The value of chi square, with one degree of freedom, needed for significance at the .05 level is 3.84.

I. THEFT AND EXCISION OF LIBRARY MATERIALS

The subjects were asked to indicate whether or not they had ever stolen or excised library materials. Choices for response to this question were, yes and no. The results collected from this question were categorized by department and presented in Table I. A chi square test of significance indicated that there was no significant difference ($X^2 = 2.535$) between the number of vandals in the Physical Education Department and the Business Department. However, when the Physical Education Department was compared with the English, Business, Elementary Education, Psychology and other departments as a group, Physical Education ranked significantly higher ($X^2 = 25.563$) than all the others.

TABLE I
THEFT AND EXCISION OF LIBRARY MATERIALS
CLASSIFIED BY DEPARTMENT

	English	Business	Elementary Education	Psychology	Physical Education	Other
No Response . . .	0(00.00%)	1(0.10%)	0(00.00%)	0(00.00%)	0(00.00%)	0(00.00%)
Yes	6(12.5%)	23(24.7%)	8(08.4%)	10(18.5%)	35(35.7%)	6(6.3%)
No	42(87.5%)	69(74.3%)	87(91.6%)	44(81.5%)	63(64.3%)	88(93.7%)
Totals . . .	48(100.0%)	93(100.0%)	95(100.0%)	54(100.0%)	98(100.0%)	94(100.0%)

chi square=25.563

II. TOTAL AMOUNTS OF STOLEN AND EXCISED MATERIALS

Next, the subjects were asked to indicate the amounts of stolen and excised materials that they had removed from the library using the following categories: Excised articles, whole bound periodicals, whole unbound periodicals, and whole volumes. Articles were the most heavily vandalized succeeded by the theft of whole volumes. Consult Table II for the results regarding amounts of theft and excision.

III. MOTIVATION REGARDING JOURNAL USE AND PAGE EXCISION

Those subjects admitting to vandalism were also asked to indicate the source of motivation which led to the use and to the excision of articles from certain journals. The categories for response were: Professor assigned, other students recommended, my own research, leisure use and other. The subjects were permitted to indicate all categories that were applicable. The majority of vandals were motivated to steal or excise by professor's assignments succeeded by motivation resulting from the subject's own research. The results can be found in Table III.

IV. METHOD OF EXCISION AND/OR THEFT OF LIBRARY MATERIALS

The subjects admitting to vandalism were asked to respond as to the method of excision and/or the method of

TABLE II
 AMOUNTS OF STOLEN AND/OR EXCISED MATERIALS
 CLASSIFIED BY DEPARTMENT

	English	Business	Elementary Education	Psychology	Physical Education	Other
Excised Articles	5	18	0	22	56	0
Whole Bound Periodicals	3	0	1	0	15	0
Whole Unbound Periodicals	0	3	7	11	30	0
Whole Volumes	4	18	4	12	25	3

TABLE III
 MOTIVATION REGARDING JOURNAL USE AND
 PAGE EXCISION CLASSIFIED
 BY DEPARTMENT

	Professor Assigned	Other Students Recommended	My Own Research	Leisure Use	Other
English	5	0	2	1	0
Business	11	1	10	3	1
Elementary Education	6	1	2	2	0
Psychology	8	0	5	4	0
Physical Education	26	4	17	5	0
Other	2	1	6	2	1
Totals	58	7	42	17	2

volume theft. Categories available for response were: Pen, knife or scissors, torn out, removed whole volume, razor blade, and other. The results indicated that the majority of vandalized materials were either torn out or the whole volume was removed. There were thirty-two responses indicating articles torn out and thirty-one responses indicating that the whole volume was removed. Consult Table IV for the total results.

V. HOW MATERIALS WERE REMOVED FROM THE LIBRARY

Subjects who indicated they had stolen materials were asked to reveal how the materials were removed from the library. The following categories were offered for responses: In a purse or pocket, under coat or clothing, threw it out the window, inside or between other books, just walked by security desk with it and other. The majority of responses, or thirty-seven, indicated that the stolen materials were carried out of the library inside or between other books. The next largest category, with twenty-four responses, was, just walked by the security desk. The results are presented in Table V.

VI. WHY MATERIALS WERE STOLEN FROM THE LIBRARY

Subjects were also asked to indicate why they had vandalized or stolen the materials. The categorical options to this question were: For extended use, to use in class,

TABLE IV

METHOD OF EXCISION AND/OR THEFT OR
LIBRARY MATERIALS CLASSIFIED
BY DEPARTMENT

	English	Business	Elementary Education	Psychology	Physical Education	Other
No Response	0	1	1	1	1	0
Pen	0	4	0	1	4	0
Knife or Scissors	0	0	0	0	2	0
Torn Out	2	10	0	3	16	1
Removed Whole Volume	3	6	6	4	11	1
Razor Blade	1	1	0	0	0	1
Other	0	1	1	1	1	3

TABLE V
 HOW MATERIAL WAS REMOVED FROM THE LIBRARY
 CLASSIFIED BY DEPARTMENT

	English	Business	Elementary Education	Psychology	Physical Education	Other
No Response	0	0	0	1	1	0
In Purse or Pocket	0	3	0	0	4	0
Under Coat or Clothing	0	2	1	1	8	1
Threw It Out The Window	2	1	0	0	0	0
Inside or Between Other Books	3	9	4	4	15	2
Just Walked By Security Desk	1	7	3	4	7	2
Other	0	1	0	0	0	1

too lengthy to copy, price for xerox too high and other. From a total of one hundred and seven responses, forty-seven indicated that they acquired the materials for extended use while twenty-two acquired the materials because the length did not warrant copying by hand. The results of this question can be found in Table VI.

VII. DESTINATION OF EXCISED MATERIALS

In order to determine what became of the excised materials, subjects admitting to vandalism responded to the following categories: Passed on to friend, destroyed it, returned to library, still have it, or other. The subjects could respond to all categories that were applicable. Of sixty-seven responses twenty-four, or 35.8% indicated that they retained the materials, this was followed by seventeen responses or 25.3% who admitted returning the materials to the library. The results can be seen in Table VII.

VIII. DESTINATION OF STOLEN VOLUMES

The subjects were also asked to indicate what became of the stolen volumes. Again, the categories for response were: Passed on to friend, destroyed it, returned to library, still have it, and other. Again, the two leading categories were: Returned materials to the library, and retained the materials. Of forty-four responses, seventeen or 38.6%, indicated that the materials were returned to the library, while sixteen responses or 36.3%

TABLE VI
 WHY MATERIALS WERE STOLEN CLASSIFIED
 BY DEPARTMENT

	English	Business	Elementary Education	Psychology	Physical Education	Other
For Extended Use . . .	4	13	6	4	18	2
To Use in Class . . .	0	2	2	4	6	0
Too Lengthy To Copy . . .	2	5	2	2	10	1
Price For Xerox Too High . . .	2	2	1	1	3	1
Other . . .	0	6	1	1	3	3

TABLE VII
 DESTINATION OF EXCISED MATERIALS CLASSIFIED
 BY DEPARTMENT

	English	Business	Elementary Education	Psychology	Physical Education	Other
Passed on to Friend	0	5	0	0	4	1
Destroyed It	0	3	0	2	7	0
Returned To Library	1	5	3	2	6	0
Still Have It	1	4	1	4	12	2
Other	0	0	0	1	1	2

of the total indicated that the materials were retained by the vandals. Consult Table VIII for the total results.

IX. AFFECTS OF VANDALISM ON ALL SUBJECTS

USE OF THE LIBRARY

All subjects were asked to indicate whether or not vandalism had affected their use of the library. Of the useable responses three hundred and fifty-two or 74.79% indicated that vandalism had affected their use of the library while one hundred and nineteen or 25.3%, indicated that vandalism had no affect on their use of the library. Consult Table IX for the results.

X. AFFECTS ON LIBRARY USE OF SUBJECTS

ADMITTING TO VANDALISM

Table X Contains the totals and percentages regarding the affects of vandalism on those admitting to acts of theft or excision, and their use of the library. The results indicated that a high percentage or (72.7%) of those who vandalize library materials responded that the problem of library vandalism affects their use of the library facilities.

XI. ATTITUDES REGARDING A COURSE ON

HOW TO USE THE LIBRARY

All subjects were asked to express their attitudes regarding a course on how to use the library and its

TABLE VIII
 DESTINATION OF STOLEN VOLUMES CLASSIFIED
 BY DEPARTMENT

	English	Business	Elementary Education	Psychology	Physical Education	Other
Passed On To Friend	1	2	0	2	2	0
Destroyed It	0	0	1	0	3	0
Returned To Library	2	2	2	1	0	1
Still Have It	1	4	2	1	6	2
Other	0	0	0	0	0	0

TABLE IX
 AFFECTS OF VANDALISM ON ALL SUBJECTS
 USE OF THE LIBRARY CLASSIFIED
 BY DEPARTMENT

	English	Business	Elementary Education	Psychology	Physical Education	Other
No Response	0	7	2	1	0	1
Yes	46	49	69	40	79	69
No	2	37	24	13	19	24

TABLE X
 AFFECTS ON LIBRARY USE OF SUBJECTS ADMITTING
 TO VANDALISM CLASSIFIED
 BY DEPARTMENT

	English	Business	Elementary Education	Psychology	Physical Education	Other
	No Response . . .	0 (00.0%)	3 (13.09%)	0 (00.0%)	0 (00.0%)	0 (00.0%)
Yes	6 (100.0%)	11 (47.8%)	5 (62.15%)	7 (70.0%)	27 (77.2%)	5 (83.3%)
No	0 (00.0%)	9 (39.2%)	3 (37.5%)	3 (30.0%)	8 (22.8%)	1 (16.7%)
Totals	6 (100.0%)	23 (100.0%)	8 (100.0%)	10 (100.0%)	35 (100.0%)	6 (100.0%)

helpfulness in stopping or at least reducing vandalism. The majority of the subjects indicated that education regarding library use would not be a significant factor in curbing vandalism. The results are presented in Table XI.

XII. INTEREST REGARDING A COURSE ON
HOW TO USE THE LIBRARY

All subjects were asked to indicate their interest in adopting a course on how to use the library. If the subjects were interested they were asked to indicate whether the course should be required or should be optional. Although the majority of subjects indicated that the course would not be of interest to them, the difference was not significant.

XIII. POSSIBLE SOLUTIONS TO LIBRARY VANDALISM

The subjects' attitudes regarding possible solutions to the problem of library vandalism were determined by ranking the following solutions from one to six; (one being the most desirable solution and six the least desirable.) Closed stacks for all materials, periodical check-out, very stiff penalties for vandals, more security personnel, and electronic check-out system or other. With the exception of the "other" classification the response frequencies and percentages were very homogenous, indicating that each department

TABLE XI
 ATTITUDES REGARDING A COURSE ON HOW
 TO USE THE LIBRARY CLASSIFIED
 BY DEPARTMENT

	English	Business	Elementary Education	Psychology	Physical Education	Other
No Response	1 (02.2%)	6 (06.4%)	0 (00.0%)	1 (01.8%)	0 (00.0%)	0 (00.0%)
Yes	21 (43.7%)	27 (29.1%)	25 (26.4%)	16 (29.6%)	26 (26.6%)	23 (24.5%)
No	26 (54.1%)	60 (64.5%)	70 (73.6%)	37 (68.6%)	72 (73.4%)	94 (100.0%)
Totals	48 (100.0%)	93 (100.0%)	95 (100.0%)	54 (100.0%)	98 (100.0%)	94 (100.0%)

TABLE XII
 INTEREST REGARDING COURSE ON
 HOW TO USE THE LIBRARY
 CLASSIFIED BY
 DEPARTMENT

	English	Business	Elementary Education	Psychology	Physical Education	Other
No Response	2	9	3	3	2	1
Yes Required.	8	8	9	4	8	2
Yes Optional	17	24	41	18	36	37
No.	21	52	38	29	52	54
Totals	48	93	91	54	98	94

ranked each category approximately the same.

XIV. SIGNIFICANCE OF SEX IN THOSE
WHO VANDALIZE LIBRARY
MATERIALS

A computation was made to determine whether or not sex was a significant factor in those who vandalize library materials. The results are presented in Table XIV. A chi square test of significance indicated that there is a significant difference ($X^2=18.043$) in the number of males as opposed to the number of females who vandalize library materials.

XV. SIGNIFICANCE OF EDUCATIONAL CLASSIFICATION OF
THOSE WHO VANDALIZE LIBRARY MATERIALS

Finally, a computation was compiled to determine whether or not the classification of the subjects was a significant factor in library vandalism. The educational classifications were: Freshmen, Sophomores, Juniors, Seniors, Graduate Students and Special Students. The results indicated that the bulk of library vandalism occurs among Sophomores, Juniors and Seniors. Consult Table XV for the totals and percentages. A chi square test of significance indicated that the Sophomores, Juniors and Seniors ranked significantly above ($X^2=36.8$) the other classifications in acts of vandalism.

TABLE XIII

*
ATTITUDES TOWARD POSSIBLE SOLUTIONS TO LIBRARY VANDALISM
CLASSIFIED BY DEPARTMENT

	English	Business	Elementary Education	Psychology	Physical Education	Other
Closed Stacks For All Materials	46. (95.8%)	76(81.7%)	90(94.7%)	47(87.0%)	95(96.9%)	84(89.3%)
A Periodical Check-out System	45(93.7%)	76(81.7%)	92(96.8%)	50(92.5%)	94(95.9%)	88(93.6%)
Stiff Penalties For Vandals	44(91.6%)	76(81.7%)	90(94.7%)	48(88.8%)	93(94.8%)	86(91.4%)
More Security Personnel	44(91.6%)	76(81.7%)	90(94.7%)	48(88.8%)	93(94.8%)	86(91.4%)
An Electronic Check-Out	44(91.6%)	77(82.7%)	90(94.7%)	48(88.8%)	94(95.9%)	85(90.4%)
Other	7(14.5%)	5(05.3%)	8(08.4%)	10(18.5%)	10(10.2%)	9(9.5%)

* Percentages do not equal 100.0 because of variances in proportionate responses contained in a ranking type question.

TABLE XIV
SIGNIFICANCE OF SEX IN THOSE
WHO VANDALIZE LIBRARY
MATERIALS

	Males	Females
No Response	1 (0.04%)	0 (00.0%)
Have Vandalized	61 (25.8%)	27 (10.9%)
Have Not Vandalized	174 (73.8%)	219 (89.1%)
Totals	236 (100.0%)	246 (100.0%)

chi square=18.043

TABLE XV
SIGNIFICANCE OF EDUCATIONAL CLASSIFICATION OF THOSE
WHO VANDALIZE LIBRARY MATERIALS

	Freshmen	Sophomores	Juniors	Seniors	Graduate Students	Special Students
No Response	0(00.0%)	0(00.0%)	0(00.0%)	1(00.6%)	0(00.0%)	0(00.0%)
Have Vandalized . . .	1(03.8%)	19(20.3%)	35(17.4%)	30(20.2%)	3(30.0%)	0(00.0%)
Have Not Vandalized . . .	25(96.2%)	75(79.7%)	166(82.5%)	117(79.2%)	7(70.0%)	3(100.0%)
Totals	26(100.0%)	94(100.0%)	201(100.0%)	148(100.0%)	10(100.0%)	3(100.0%)

chi square=36.800

SUMMARY

Statistical analysis of the data utilizing computations of totals and pertinent percentages was presented in the form of Tables. When appropriate a chi square test of significance was used to determine whether or not tabled frequencies were statistically different. The significant value of chi square with one degree of freedom at the .05 level of significance is 3.84.

The comparison of departments of theft and excision of library materials revealed that there was no significant difference in the number of vandals in the Physical Education Department and the Business Department; or in the number of vandals in the Business Department compared with the Psychology Department. However, the Physical Education and Business Departments combined, ranked significantly higher ($X^2=31.714$) when compared with the English, Psychology, Elementary Education and other Departments.

Physical Education led all departments in the amounts of material in both stolen volumes, periodicals and excised articles. The subjects were motivated to vandalize certain journals primarily by their own research succeeded by professor assigned research and just leisure use. The most frequent method of acquiring materials was to tear the materials out succeeded by removing the whole volume. The majority of the materials were carried

out of the library inside or between other books while the next most frequent method was to walk by the security desk at a convenient time. The most frequent reason given for theft and excision was that the materials were needed for extended use. Too lengthy to copy and for class use ranked second and third respectively as frequently given reasons for theft and excision. The majority of the subjects who excised materials have retained the materials, succeeded by a large number who indicated that they returned the materials to the library. Of those who had stolen whole volumes the majority of subjects indicated that they returned the volumes to the library, succeeded by those who retained the stolen volumes. Of those subjects surveyed, three hundred and fifty-two indicated that library vandalism had affected their use of the library while one hundred and thirty subjects indicated that vandalism had no affect on their use of the library. In regards to a course concerned with methods of utilizing the library, three hundred and forty-four subjects indicated that such a course would be of no significant value as opposed to one hundred and thirty-eight subjects who indicated that it would be of significance. In the responses regarding possible solutions to library vandalism, all departments ranked them very homogeniously, indicating that no one solution is significantly better than another.

A chi square test of significance indicated that males participating in acts of vandalism significantly more

than do females ($X^2=18.043$). Lastly, a computation regarding the subjects classification indicated that Sophomores, Juniors and Seniors committed the bulk of vandalism acts and ranked significantly higher ($X^2=36.08$) than the other classifications combined.

CHAPTER V
SUMMARY, DISCUSSION, CONCLUSIONS
AND RECOMMENDATIONS

The investigation compared tendencies, motivational factors, and amounts of vandalism of students from various departments at Appalachian State University.

Two hundred and forty-six female and two hundred and thirty-six male subjects participated in the study. The sampling included forty-eight English majors, ninety-three Business majors, fifty-four Psychology majors, ninety-eight Physical Education majors and a group of ninety-four majors from various departments other than those previously named. All subjects were surveyed with a limited-response questionnaire.

Permission to administer the limited response questionnaire was obtained by the respective department chairmen and various professors in the participating departments. The questionnaire was administered in classes consisting of sizeable concentrations of major students. The subjects participated during the actual meeting of the classes and no student was required to participate in the investigation unless he so desired. After the subjects' consent was acquired the questionnaires

were distributed. Next, the subjects were given directions, definitions of terms and other pertinent information regarding the questionnaire. The administrator was present at all testing sessions.

The data collected from the subjects were compared departmentally for the amounts of vandalism, techniques and motivational factors involved in vandalism, and possible solutions to the problem of library vandalism. These comparisons were accomplished by examination of tabled frequencies and pertinent percentages. When appropriate, chi square tests of significance were made to determine whether or not tabled frequencies were statistically different. The value of chi square with one degree of freedom at the .05 level of significance is 3.84.

II. DISCUSSION

Chi square tests of significance were employed because of the application of chi square to two by R (R meaning two or more) type contingency tables, rendering chi square the only applicable test.

For example: In question seven asking for theft-non-theft data, if the value of chi square was found to be significant then the theft-non-theft comparison is independent of the classifications such as sex, departments, etc. If the value of chi square was found to be insignificant then the theft-non-theft comparison is dependent on the classifications such as sex, department

etc. (Dependence, meaning that the proportion varies from classification to classification).

The results of the investigation indicated that the Physical Education majors rank significantly higher in acts of library vandalism than English, Elementary Education and Psychology majors. However, acts of vandalism occur in secondary and public libraries where there are no such academic classifications of individuals. The fact that subjects are classified into groups and that one group, from the classifications, is found to be the leader in acts of vandalism, does not necessarily mean that the elimination of that group will likewise eliminate the majority of vandalism acts.

Physical Education majors have a high frequency of utilizing journals in their major field. Seventy-three Physical Education majors indicated that they frequently used The Physical Educator, while sixty-seven indicated that they frequently used The Journal of Health, Physical Education and Recreation. The Research Quarterly was the least used journal with fifty-eight Physical Education majors indicating frequent utilization. The high rate of journal use is probably due to a high rate of professor assignments in the Physical Education Department.

It is interesting to note that the significant differences between Physical Education and the other majors tested, in some cases, is quite large. Some factors which could have influenced the difference may have been the

variations in the testing areas. Some classrooms had sparcely seperated seating arrangements, while other classrooms had extremely close seating arrangements. In situations where extremely close seating arrangements existed one might be hesitant to admit to vandalism due to the fear of revealing one's character to fellow students. Another factor could have been suspicions aroused by a controversial subject such as library vandalism. This survey could have been considered a gimmick by some subjects as a method of tracing vandals, at least, to a certain department or educational classification of students.

It is also interesting to note that of a total of eighty-eight subjects admitting to acts of vandalism, sixty-one or 69.3% indicated that acts of vandalism affected their use of library resources.

In one section of the questionnaire, the subjects could add any comments that they so desired pertaining to library vandalism. The following comments appeared most often in this section:

1. A survey of this nature has brought the problem of library vandalism into its proper perspective.
2. Door checkers are a farce and make a game out of stealing.
3. Professors too often limit library assignments to one or two articles creating much frustration in students attempting to complete assignments.

A final interesting note was that the majority of subjects, who are very much involved in education, did not feel that education regarding the problem of library vandalism would significantly reduce vandalism. This was probably due to the attitude that acts of vandalism arise from one's personal nature which is basically unchanged by education at the higher levels.

III. CONCLUSIONS

Within the limits of this study, the following conclusions were warranted.

1. Physical Education majors commit a significantly higher number acts of vandalism than English, Elementary Education and Psychology majors.
2. Males commit more acts of library vandalism than do females.
3. The bulk of library vandalism is committed by sophomores, juniors and seniors.
4. Students are motivated to excise articles primarily because of professor's assignments, and the students' own personal research.
5. Students tend to either tear out articles manually or remove whole volumes.

6. The primary method of removing vandalized materials from the library is to conceal the materials inside or between other books; and by walking unnoticed by the security desk.
7. The prime reason for stealing library materials is for extended use and because the material used was too lengthy to copy.
8. There is no one certain approach for successfully solving the problem of library vandalism.

IV. RECOMMENDATIONS FOR FURTHER STUDY

Other departments should be surveyed to determine whether or not the amounts of vandalism and tendencies and motivational factors involved in library vandalism vary significantly from the departments involved in this investigation.

A similar study should be conducted at another college library with open stacks regarding tendencies and motivational factors involved in library vandalism. Then a library-to-library comparison could be drawn.

Similar studies on library vandalism should be conducted on secondary school libraries.

A number of investigations should be conducted comparing secondary, college and public libraries as to

amounts of and tendencies and motivational factors involved in library vandalism.

A study should be conducted to determine at what point in the vandals lives did they commit their first act of vandalism.

An investigation should also be conducted to determine whether or not there is a significant correlation between acts of library vandalism and other type acts of vandalism.

APPENDIX A

CORRESPONDENCE MATERIAL

Appalachian STATE UNIVERSITY

Library

Boone, North Carolina 28607

February 3, 1971

Dear

The Library is extremely interested in a research project on book mutilation and theft which is being conducted as a masters thesis by Mr. Preston Williams, a graduate assistant in Physical Education. Your cooperation will be an important factor in the success of this research effort. Therefore, I am calling a brief informational meeting of five department chairmen (History, Physical Education, English, Psychology, and Elementary Education) to discuss the research design and to collect certain factual information from you. Mr. Williams and I will deeply appreciate your filling in the blank spaces at the bottom of this letter and bringing it with you to the meeting. The meeting will be at 10:00 A. M. on February 11, 1971, in my office.

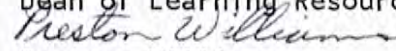
First, we need to know the three most heavily used journals or periodicals in your department. Second, we would appreciate your recommending classes in which Mr. Williams can administer his questionnaire to a total of approximately one hundred (100) students who are sophomores or above.

Thank you in advance for your cooperation.

Cordially,



Al Corum
Dean of Learning Resources



Preston Williams
Graduate Assistant

ALC/gjb

Most Heavily Used Journal Or
Periodical Used In My Department

Recommended Classes For Administering The
Questionnaire

• _____
• _____
• _____

Course Title

Professor's Name

1. _____
2. _____
3. _____
4. _____

APPENDIX B
OPEN RESPONSE QUESTIONNAIRE
UTILIZED IN PILOT STUDY

AGE
SEX
MAJOR

Are you a frequent user of the library?	YES	NO
Have you ever excised any library materials without authorization?	YES	NO
Method of excision or stealing of volume (pen, knife, razor, whole journal or volume, etc.)	COMMENT:	
How did you get the material out of the library? (In a purse, under coat, etc.)	COMMENT:	
Purpose of removal of material. (Why?)	COMMENT:	
Has page excision, missing journals, and missing volumes affected your use of the library?	YES	NO
Would you be interested in a course on how to use the library?	YES	NO
Do you think such a course would help stop vandalism?	YES	NO
Which department should teach the course or should this course be a function of the library?	COMMENT:	
What can be done to help stop library vandalism?	COMMENT:	

100% FREE EXTRA NO. 1015 (12)



APPENDIX C
LIMITED RESPONSE QUESTIONNAIRE
UTILIZED IN INVESTIGATION

100% FREE EXTRA NO. 1015 (12)

TO THE STUDENTS:

The purpose of this questionnaire is to obtain pertinent information relative to the reasons for the loss of and/or damage to learning resource materials. Analyses of these data will provide background for modifying current library practices and procedures, and, in the long run help to upgrade the quality and quantity of critical instructional materials that can be made available to students.

IMPORTANT NOTE: The information you are about to give is for research and planning purposes only, and your individual answers will be held in confidence. You may, therefore, be perfectly frank in responding to items that ask about loss or damage.

1. Your age: (write in)
 _____ years _____ months

2. Your sex: (check one)
 Male Female

3. Your classification: (check one)
 Freshman Sophomore
 Junior Senior
 Graduate Special

4. Your major:

 (write in)

5. How many times, on the average, do you visit the library each week? (check one)
 One Five
 Two More than five
 Three
 Four

6. When do you usually use the library? (check one)
 Before 6:00 p.m.
 After 6:00 p.m.
 At no regular time

7. During the entire time you have attended ASU have you ever stolen or excised any library materials? (check one)
 Yes
 No

8. If your answer to Item 7 was YES, please answer items 9 thru 13. If your answer to Item 7 was NO, please ignore items 9 thru 13 and go on to item 14.

9. What method did you use in excision or theft of library materials? (check one)
 Pen
 Knife or scissors
 Torn out
 Removed whole volume
 Razor blade
 Other (specify) _____

10. How did you get the material out of the library? (check one)
 In purse or pocket
 Under coat or clothing
 Threw it out the window
 Inside or between other books
 Just walked by the security desk with it
 other (specify) _____

(More on other side)

11. During the entire time you have attended ASU, how many items--from the following categories--have you removed from the library without authorization (circle all that apply)

- | | | | | | |
|------------------------------|---|---|---|---|-----------|
| A. Excised articles | 1 | 2 | 3 | 4 | 5 or more |
| B. Whole bound periodicals | 1 | 2 | 3 | 4 | 5 or more |
| C. Whole unbound Periodicals | 1 | 2 | 3 | 4 | 5 or more |
| D. Whole volumes | 1 | 2 | 3 | 4 | 5 or more |

12. Why did you steal or excise library materials? (check all that apply)
 For extended use To use in class Too lengthy to copy
 Price for xerox too high Other (specify) _____

13. What did you do with the stolen/excised materials? (check all that apply)

- | | | | |
|----------------------------|-----------------------|--------------------------|-----------------------|
| A. <u>Excised material</u> | | B. <u>Whole volumes</u> | |
| <input type="checkbox"/> | Passed on to friend | <input type="checkbox"/> | Passed on to friend |
| <input type="checkbox"/> | Destroyed it | <input type="checkbox"/> | Destroyed it |
| <input type="checkbox"/> | Returned to library | <input type="checkbox"/> | Returned to library |
| <input type="checkbox"/> | Still have it | <input type="checkbox"/> | Still have it |
| <input type="checkbox"/> | Other (specify) _____ | <input type="checkbox"/> | Other (specify) _____ |

14. Please scan the following list of periodical materials and check the appropriate boxes:

I have used this journal
in my studies

I have excised
portions or removed the
bound volume(s) without
authorization

ELEMENTARY EDUCATION

- | | | |
|--------------------------|---|--------------------------|
| <input type="checkbox"/> | - - - - - A. <u>The Instructor</u> - - - - - | <input type="checkbox"/> |
| <input type="checkbox"/> | - - - - - B. <u>The Grade Teacher</u> - - - - - | <input type="checkbox"/> |
| <input type="checkbox"/> | - - - - - C. <u>The Elementary School Journal</u> - - - - - | <input type="checkbox"/> |

ENGLISH

- | | | |
|--------------------------|---|--------------------------|
| <input type="checkbox"/> | - - - - - A. <u>Publisher's Modern Language Association</u> - - - - - | <input type="checkbox"/> |
| <input type="checkbox"/> | - - - - - B. <u>American Literature</u> - - - - - | <input type="checkbox"/> |
| <input type="checkbox"/> | - - - - - C. <u>College English</u> - - - - - | <input type="checkbox"/> |

HISTORY

- | | | |
|--------------------------|---|--------------------------|
| <input type="checkbox"/> | - - - - - A. <u>American Historical Review</u> - - - - - | <input type="checkbox"/> |
| <input type="checkbox"/> | - - - - - B. <u>Journal of Modern History</u> - - - - - | <input type="checkbox"/> |
| <input type="checkbox"/> | - - - - - C. <u>Hispanic American Historical Review</u> - - - - - | <input type="checkbox"/> |

PHYSICAL EDUCATION

- | | | |
|--------------------------|--|--------------------------|
| <input type="checkbox"/> | - - - - - A. <u>The Research Quarterly</u> - - - - - | <input type="checkbox"/> |
| <input type="checkbox"/> | - - - - - B. <u>Johper</u> - - - - - | <input type="checkbox"/> |
| <input type="checkbox"/> | - - - - - C. <u>The Physical Educator</u> - - - - - | <input type="checkbox"/> |

PSYCHOLOGY

- | | | |
|--------------------------|--|--------------------------|
| <input type="checkbox"/> | - - - - - A. <u>Psychology Today</u> - - - - - | <input type="checkbox"/> |
| <input type="checkbox"/> | - - - - - B. <u>Journal of Behavior Research Therapy</u> - - - - - | <input type="checkbox"/> |
| <input type="checkbox"/> | - - - - - C. <u>Scientific American</u> - - - - - | <input type="checkbox"/> |

OTHER(SPECIFY)

- | | | |
|--------------------------|--------------------|--------------------------|
| <input type="checkbox"/> | - - - - - A. _____ | <input type="checkbox"/> |
| <input type="checkbox"/> | - - - - - B. _____ | <input type="checkbox"/> |

11. During the entire time you have attended ASU, how many items--from the following categories--have you removed from the library without authorization (circle all that apply)

- A. Excised articles 1 2 3 4 5 or more
- B. Whole bound periodicals 1 2 3 4 5 or more
- C. Whole unbound Periodicals 1 2 3 4 5 or more
- D. Whole volumes 1 2 3 4 5 or more

12. Why did you steal or excise library materials? (check all that apply)
[] For extended use [] To use in class [] Too lengthy to copy
[] Price for xerox too high [] Other (specify)

13. What did you do with the stolen/excised materials? (check all that apply)
A. Excised material B. Whole volumes
[] Passed on to friend [] Passed on to friend
[] Destroyed it [] Destroyed it
[] Returned to library [] Returned to library
[] Still have it [] Still have it
[] Other (specify) [] Other (specify)

14. Please scan the following list of periodical materials and check the appropriate boxes:

I have used this journal in my studies I have excised portions or removed the bound volume(s) without authorization

ELEMENTARY EDUCATION

- [] A. The Instructor
- [] B. The Grade Teacher
- [] C. The Elementary School Journal

ENGLISH

- [] A. Publisher's Modern Language Association
- [] B. American Literature
- [] C. College English

HISTORY

- [] A. American Historical Review
- [] B. Journal of Modern History
- [] C. Hispanic American Historical Review

PHYSICAL EDUCATION

- [] A. The Research Quarterly
- [] B. Joper
- [] C. The Physical Educator

PSYCHOLOGY

- [] A. Psychology Today
- [] B. Journal of Behavior Research Therapy
- [] C. Scientific American

OTHER(SPECIFY)

- [] A.
- [] B.

TO THE STUDENTS:

The purpose of this questionnaire is to obtain pertinent information relative to the reasons for the loss of and/or damage to learning resource materials. Analyses of these data will provide background for modifying current library practices and procedures, and, in the long run help to upgrade the quality and quantity of critical instructional materials that can be made available to students.

IMPORTANT NOTE: The information you are about to give is for research and planning purposes only, and your individual answers will be held in confidence . You may, therefore, be perfectly frank in responding to items that ask about loss or damage.

1. Your age: (write in) _____ years _____ months	2. Your sex: (check one) <input type="checkbox"/> Male <input type="checkbox"/> Female
3. Your classification: (check one) <input type="checkbox"/> Freshman <input type="checkbox"/> Sophomore <input type="checkbox"/> Junior <input type="checkbox"/> Senior <input type="checkbox"/> Graduate <input type="checkbox"/> Special	4. Your major: _____ (write in)
5. How many times, on the average, do you visit the library each week? (check one) <input type="checkbox"/> One <input type="checkbox"/> Five <input type="checkbox"/> Two <input type="checkbox"/> More than five <input type="checkbox"/> Three <input type="checkbox"/> Four	6. When do you <u>usually</u> use the library? (check one) <input type="checkbox"/> Before 6:00 p.m. <input type="checkbox"/> After 6:00 p.m. <input type="checkbox"/> At no regular time
7. During the entire time you have attended ASU have you ever stolen or excised any library materials? (check one) <input type="checkbox"/> Yes <input type="checkbox"/> No	8. If your answer to Item 7 was <u>YES</u> , please answer items 9 thru 13. If your answer to Item 7 was <u>NO</u> , please ignore items 9 thru 13 and go on to item 14.
9. What method did you use in excision or theft of library materials? (check one) <input type="checkbox"/> Pen <input type="checkbox"/> Knife or scissors <input type="checkbox"/> Torn out <input type="checkbox"/> Removed whole volume <input type="checkbox"/> Razor blade <input type="checkbox"/> Other (specify) _____	10. How did you get the material out of the library? (check one) <input type="checkbox"/> In purse or pocket <input type="checkbox"/> Under coat or clothing <input type="checkbox"/> Threw it out the window <input type="checkbox"/> Inside or between other books <input type="checkbox"/> Just walked by the security desk with it <input type="checkbox"/> other (specify) _____

(More on other side)

- | | |
|--|--|
| <p>15. What motivated you to use the journals listed in Item 13? (check all that apply)</p> <p><input type="checkbox"/> Professor assigned</p> <p><input type="checkbox"/> Other students recommended</p> <p><input type="checkbox"/> My own research</p> <p><input checked="" type="checkbox"/> Leisure use</p> <p><input type="checkbox"/> Other (specify) _____</p> | <p>16. Approximately how often <u>per quarter</u> do you use the copying Machines in the library? (check one)</p> <p><input type="checkbox"/> 1 to 10 times</p> <p><input type="checkbox"/> 11 - 20 times</p> <p><input type="checkbox"/> 21 - 30 times</p> <p><input type="checkbox"/> 31 - 40 times</p> <p><input type="checkbox"/> More than 40 times</p> |
| <p>17. Has page excision, missing journals and/or missing volumes affected <u>your</u> use of the library? (check one)</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p>If yes, please comment:</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>18. Would you be interested in taking a course on how to use the library? (check one)</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p>If yes, should such a course be (check one)</p> <p><input type="checkbox"/> Required</p> <p><input type="checkbox"/> Optional</p> |
| <p>19. Do you think a course on how to use the library would help stop, or at least reduce vandalism? (check one)</p> <p><input type="checkbox"/> Yes If yes, please comment:</p> <p><input type="checkbox"/> No</p> <p>_____</p> <p>_____</p> | |
| <p>20. If a course on how to use the library was established, who should offer it?</p> <p><input type="checkbox"/> The Library</p> <p><input type="checkbox"/> The English Department</p> <p><input type="checkbox"/> The Library Science Department</p> <p><input type="checkbox"/> It should be the responsibility of <u>each</u> academic department</p> <p><input type="checkbox"/> Other (specify) _____</p> | |
| <p>21. The following actions have been <u>suggested</u> as plausible for reducing vandalism of library materials. Please <u>rank</u> the desirability of each by placing the numeral 1 in the box alongside the one item you consider most desirable, the numeral 2 in the box alongside the one you consider the next most desirable, and so on, until you have numbered all the boxes:</p> <p><input type="checkbox"/> Closed stacks for <u>all</u> volumes and periodicals</p> <p><input type="checkbox"/> Provisions for checking out whole volumes of periodicals</p> <p><input type="checkbox"/> Very stiff penalties for those offenders who are apprehended</p> <p><input type="checkbox"/> More library security personnel</p> <p><input type="checkbox"/> An electronic check-out system</p> <p><input type="checkbox"/> Other (specify) _____</p> | |

(More on the other side)

Use this space to make any additional comments you wish pertaining to theft and/or damage to library materials.

THANK YOU FOR YOUR COOPERATION ! ! !

Use this space to make any additional comments you wish pertaining to theft and/or damage to library materials.

THANK YOU FOR YOUR COOPERATION ! ! !

15. What motivated you to use the journals listed in Item 13? (check all that apply)
- Professor assigned
 - Other students recommended
 - My own research
 - Leisure use
 - Other (specify) _____

16. Approximately how often per quarter do you use the copying Machines in the library? (check one)
- 1 to 10 times
 - 11 - 20 times
 - 21 - 30 times
 - 31 - 40 times
 - More than 40 times

17. Has page excision, missing journals and/or missing volumes affected your use of the library? (check one)
- Yes
 - No
- If yes, please comment:
- _____
- _____
- _____

18. Would you be interested in taking a course on how to use the library? (check one)
- Yes
 - No
- If yes, should such a course be (check one)
- Required
 - Optional

19. Do you think a course on how to use the library would help stop, or at least reduce vandalism? (check one)
- Yes
 - No
- If yes, please comment:
- _____
- _____

20. If a course on how to use the library was established, who should offer it?
- The Library
 - The English Department
 - The Library Science Department
 - It should be the responsibility of each academic department
 - Other (specify) _____

21. The following actions have been suggested as plausible for reducing vandalism of library materials. Please rank the desirability of each by placing the numeral 1 in the box alongside the one item you consider most desirable, the numeral 2 in the box alongside the one you consider the next most desirable, and so on, until you have numbered all the boxes:
- Closed stacks for all volumes and periodicals
 - Provisions for checking out whole volumes of periodicals
 - Very stiff penalties for those offenders who are apprehended
 - More library security personnel
 - An electronic check-out system
 - Other (specify) _____

(More on the other side)

APPENDIX D
COMPUTED DATA NOT USED IN THESIS
TEXT FOR QUESTION NINE

METHOD OF THEFT AND EXCISION OF LIBRARY MATERIALS
 OF THOSE ADMITTING TO VANDALISM
 BY CLASSIFICATION

	Freshman	Junior	Graduate	Sophomore	Senior	Special
No Response	0	1	0	1	2	0
Pen	0	3	0	4	1	0
Knife or Scissors	0	0	0	1	1	0
Torn Out.	0	12	2	8	10	0
Removed Whole Volume.	1	11	1	4	14	0
Razor Blade	0	3	0	1	0	0
Other	0	6	0	0	1	0

* METHOD OF THEFT AND EXCISION OF LIBRARY MATERIALS
OF THOSE ADMITTING TO VANDALISM
CLASSIFIED BY NUMBER OF
LIBRARY VISITS PER WEEK

	One	Two	Three	Four	Five	More Than Five
No Response	1	0	1	1	0	1
Pen	4	0	2	3	0	0
Knife or Scissors	0	1	0	0	1	0
Torn Out	17	6	7	1	0	2
Removed Whole Volume	11	6	7	3	2	1
Razor Blade	2	0	1	0	0	0
Other	1	0	2	1	1	2

* In the Appendices following, one, two, three, four, five and more than five refer to number of library visits per week.

* METHOD OF THEFT AND EXCISION OF LIBRARY MATERIALS
OF THOSE ADMITTING TO THEFT CLASSIFIED
BY THE TIME OF DAY FOR
USUAL LIBRARY VISIT

	Before 6	After 6	No Regular Time
No Response	0	0	4
Pen	0	5	4
Knife or Scissors	1	0	1
Torn Out	7	6	19
Removed Whole Volume	6	7	18
Razor Blade	0	1	2
Other	0	3	4

* In the Appendices following Before 6, After 6, and No Regular Time refer to time of day for usual Library visit.

* METHOD OF THEFT AND EXCISION OF LIBRARY MATERIALS
 OF THOSE ADMITTING TO THEFT
 CLASSIFIED BY COPY MACHINE
 USE PER QUARTER

	No Response	1-10	11-20	21-30	31-40	More Than 40
No Response	0	4	0	0	0	0
Pen	1	8	0	0	0	0
Knife or Scissors	0	2	0	0	0	0
Torn Out	3	23	5	1	0	0
Removed Whole Volume	3	27	1	0	0	0
Razor Blade	0	3	0	0	0	0
Other	1	5	0	0	1	0

* In the Appendices following, 1-10, 11-20, 21-30, 31-40, More Than 40, refer to copy machine use per quarter.

APPENDIX E
COMPUTED DATA NOT USED IN THESIS
TEXT FOR QUESTION TEN

METHOD OF REMOVING MATERIALS FROM LIBRARY
CLASSIFIED BY SEX

	Male	Female
No Response	2	0
In Purse or Pocket	4	3
Under Coat or Clothing	11	2
Threw It Out The Window	1	2
Inside or Between Other Books	27	10
Just Walked by the Security Desk With It	14	10
Other	2	0

METHOD OF REMOVING MATERIALS FROM LIBRARY
BY CLASSIFICATION

	Freshman	Junior	Graduate	Sophomore	Senior	Special
No Response	0	1	0	1	0	0
In Purse or Pocket	0	2	0	3	2	0
Under Coat or Clothing	0	2	0	5	6	0
Threw Out Window	0	0	2	0	1	0
Inside or Between Other Books	1	15	1	8	12	0
Just Walked by Security Desk	0	14	0	1	9	0
Other	0	1	0	1	0	0

METHOD OF REMOVING MATERIALS FROM LIBRARY
 CLASSIFIED ACCORDING TO NUMBER OF
 LIBRARY VISITS PER WEEK

	One	Two	Three	Four	Five	More Than Five
No Response	0	0	1	0	0	2
Pen	5	0	1	0	0	0
Kinfe or Scissors	9	2	0	0	1	1
Torn Out	1	2	0	0	0	0
Removed Whole Volume	15	5	10	6	0	1
Razor Blade	6	4	7	3	3	1
Other	0	0	1	0	0	1

METHOD OF REMOVING MATERIAL FROM LIBRARY
 CLASSIFIED ACCORDING TO THE
 TIME OF USUAL VISIT

	Before 6	After 6	No Regular Time
No Response	0	0	2
In Purse or Pocket	0	2	5
Under Coat or Clothing	2	2	9
Threw It Out The Window	2	0	1
Inside or Between	3	12	22
Other Books			
Just Walked By The Security Desk	7	5	12
Other	0	1	1

METHOD OF REMOVING MATERIALS FROM LIBRARY
CLASSIFIED ACCORDING TO COPY MACHINE
USE PER QUARTER

	No Response	1-10	11-20	21-30	31-40	More Than 40
No Response	0	2	0	0	0	0
In Purse or Pocket	1	6	0	0	0	0
Under Coat or Clothing	0	11	2	0	0	0
Threw It Out The Window	1	2	0	0	0	0
Inside or Between Other Books	2	32	2	1	0	0
Just Walked by Security Desk	2	19	2	0	1	0
Other	2	0	0	0	0	0



APPENDIX F

COMPUTED DATA NOT USED IN THESIS

TEXT FOR QUESTION ELEVEN

AMOUNTS OF EXCISED ARTICLES AND
STOLEN VOLUMES CLASSIFIED
BY SEX

	Male	Female
Excised Articles	78	28
Whole Bound Periodicals	10	9
Whole Unbound Periodicals	23	28
Whole Volumes	36	30

AMOUNTS OF EXCISED ARTICLES AND
STOLEN VOLUMES BY
CLASSIFICATION

	Freshman	Junior	Graduate	Sophomore	Senior	Special
Excised Articles	0	39	2	26	39	0
Whole Bound Periodicals	0	0	1	1	17	0
Whole Unbound Periodicals	0	18	0	5	28	0
Whole Volumes	1	17	0	7	41	0

AMOUNTS OF EXCISED ARTICLES AND STOLEN VOLUMES
CLASSIFIED BY THE NUMBER OF
LIBRARY VISITS PER WEEK

	One	Two	Three	Four	Five	More Than Five
Excised Articles	57	12	22	6	3	6
Whole Bound Periodicals	12	4	0	3	0	3
Whole Unbound Periodicals	22	15	8	3	0	0
Whole Volumes	26	12	16	8	2	2

AMOUNTS OF EXCISED ARTICLES AND STOLEN VOLUMES
CLASSIFIED BY THE USUAL
TIME OF VISIT

	Before 6	After 6	No Regular Time
Excised Articles	15	22	69
Whole Bound Periodicals	6	2	11
Whole Unbound Periodicals	19	7	25
Whole Volumes	12	16	38

AMOUNTS OF EXCISED ARTICLES AND STOLEN VOLUMES
CLASSIFIED BY COPY MACHINE
USE PER QUARTER

	No Response	1-10	11-20	21-30	31-40	More Than 40
Excised Articles	5	93	7	1	0	0
Whole Bound Periodicals	1	16	2	0	0	0
Whole Unbound Periodicals	3	47	1	0	0	0
Whole Volumes	1	63	2	0	0	0

APPENDIX G
COMPUTED DATA NOT USED IN THESIS
TEXT FOR QUESTION TWELVE

REASONS FOR THEFT CLASSIFIED
BY SEX

	Male	Female
For Extended Use	27	20
To Use In Class	8	6
Too Lengthy To Copy	17	5
Price For Xerox Too High	5	5
Other	10	4

REASONS FOR THEFT BY
CLASSIFICATION

	Freshman	Junior	Graduate	Sophomore	Senior	Special
For Extended Use	1	21	1	5	19	0
To Use In Class	0	7	1	1	5	0
Too Lengthy To Copy	0	4	1	7	10	0
Price For Xerox Too High	0	1	1	3	5	0
Other	0	6	0	3	5	0

REASONS FOR THEFT CLASSIFIED
 BY NUMBER OF LIBRARY
 VISITS PER WEEK

	One	Two	Three	Four	Five	More Than Five
For Extended Use	17	8	12	6	2	1
To Use In Class	6	1	2	3	0	2
Too Lengthy To Copy	12	3	2	3	1	2
Price For Xerox Too High	5	2	0	2	0	0
Other	3	4	4	1	2	0

REASONS FOR THEFT CLASSIFIED
 BY THE TIME OF
 USUAL VISIT

	Before 6	After 6	No Regular Time
For Extended Use	9	13	25
To Use In Class	2	3	9
Too Lengthy To Copy	4	3	15
Price For Xerox Too High	2	1	7
Other	1	4	9

REASONS FOR THEFT CLASSIFIED
BY COPY MACHINE USE
PER QUARTER

	No Response	1-10	11-20	21-30	31-40	More Than 40
For Extended Use	4	41	2	0	0	0
To Use In Class	1	12	0	1	0	0
Too Lengthy To Copy	1	17	4	0	0	0
Price For Xerox Too High	1	9	0	0	0	0
Other	1	12	0	0	1	0

APPENDIX H
COMPUTED DATA NOT USED IN THESIS
TEXT FOR QUESTION THIRTEEN

* DESTINATION OF STOLEN MATERIALS
CLASSIFIED BY SEX

	Male	Female
Passed On To Friend	8	2
Destroyed It	10	2
Returned To Library	14	3
Still Have It	13	11
Other	2	2

* Refers to excised Material

* DESTINATION OF STOLEN MATERIALS
CLASSIFIED BY SEX

	Male	Female
Passed On To Friend	5	2
Destroyed It	3	1
Returned To Library	9	8
Still Have It	8	8
Other	0	0

* Refers to whole volumes

* DESTINATION OF STOLEN MATERIALS
BY CLASSIFICATION

	Freshman	Junior	Graduate	Sophomore	Senior	Special
Passed On To Friend	0	4	0	2	4	0
Destroyed It	0	4	1	4	3	0
Returned To Library	0	6	0	4	7	0
Still Have It	0	8	0	2	14	0
Other	0	2	0	1	1	0

* Refers to excised material

* DESTINATION OF STOLEN MATERIALS
BY CLASSIFICATION

	Freshman	Junior	Graduate	Sophomore	Senior	Special
Passed On To Friend	0	1	1	3	2	0
Destroyed It	0	3	0	1	0	0
Returned To Library	1	4	1	2	9	0
Still Have It	0	6	0	1	9	0
Other	0	0	0	0	0	0

* Refers to whole volumes

* DESTINATION OF STOLEN MATERIALS CLASSIFIED
 BY NUMBER OF LIBRARY VISITS
 PER WEEK

	One	Two	Three	Four	Five	More Than Five
Passed On To Friend	6	2	1	0	0	1
Destroyed It	8	1	2	1	0	0
Returned To Library	6	0	7	2	1	2
Still Have It	9	5	4	3	3	0
Other	2	1	0	0	0	1

* Refers to excised material

* DESTINATION OF STOLEN MATERIALS CLASSIFIED
 BY NUMBER OF LIBRARY VISITS
 PER WEEK

	One	Two	Three	Four	Five	More Than Five
Passed On To Friend	2	1	2	1	0	1
Destroyed It	2	2	0	0	0	0
Returned To Library	6	3	4	3	0	0
Still Have It	8	2	2	1	2	1
Other	0	0	0	0	0	0

* Refers to whole volumes

* DESTINATION OF STOLEN MATERIALS CLASSIFIED
BY THE TIME OF
USUAL VISIT

	Before 6	After 6	No Regular Time
Passed On To Friend	0	1	9
Destroyed It	2	2	8
Returned To Library	1	5	11
Still Have It	7	5	12
Other	1	1	2

* Refers to excised material

* DESTINATION OF STOLEN MATERIALS CLASSIFIED
 BY THE TIME OF
 USUAL VISIT

	Before 6	After 6	No Regular Time
Passed On To Friend	2	2	3
Destroyed It	1	2	1
Returned To Library	5	4	8
Still Have It.	1	4	11
Other	0	0	0

* Refers to whole volumes

* DESTINATION OF STOLEN MATERIALS CLASSIFIED
BY COPY MACHINE USE
PER QUARTER

	No Response	1-10	11-20	21-30	31-40	More Than 40
	Passed On To Friend	1	6	0	0	0
Destroyed It	0	4	0	0	0	0
Returned To Library	1	15	1	0	0	0
Still Have It	0	14	1	0	1	0
Other	0	0	0	0	0	0

* Refers to whole volumes

* DESTINATION OF STOLEN MATERIALS CLASSIFIED
BY COPY MACHINE USE
PER QUARTER

	No Response	PER QUARTER					More Than 40
		1-10	11-20	21-30	31-40		
Passed On To Friend	0	8	2	0	0	0	
Destroyed It	1	9	1	1	0	0	
Returned To Library	3	14	0	0	0	0	
Still Have It	2	19	2	0	1	0	
Other	1	3	0	0	0	0	

* Refers to excised material

APPENDIX I
COMPUTED DATA NOT USED IN THESIS
TEXT FOR QUESTION SEVEN

SUBJECTS WHO HAVE STOLEN MATERIALS CLASSIFIED
 BY NUMBER OF LIBRARY VISITS
 PER WEEK

	One	Two	Three	Four	Five	More Than Five
No Response	0	0	1	0	0	1
Yes	36	13	20	9	4	5
No	112	70	85	42	36	48

SUBJECTS WHO HAVE STOLEN MATERIALS CLASSIFIED
BY THE TIME OF
USUAL VISIT

	Before 6	After 6	No Regular Time
No Response	0	1	0
Yes	14	22	52
No	98	128	167

SUBJECTS WHO HAVE STOLEN MATERIALS
CLASSIFIED BY COPY MACHINE
USE PER QUARTER

	No Response	1-10	11-20	21-30	31-40	More Than 40
No Response	0	1	0	0	0	0
Yes	8	72	6	1	1	0
No	36	325	19	4	4	5

APPENDIX J
COMPUTED DATA NOT USED IN THESIS
TEXT FOR QUESTION SEVENTEEN

AFFECTS OF LIBRARY VANDALISM ON ALL
SUBJECTS USE OF THE LIBRARY
CLASSIFIED BY SEX

	Male	Female
No Response	8	3
Yes.	162	190
No	66	53

AFFECTS OF LIBRARY VANDALISM ON ALL
 SUBJECTS USE OF THE LIBRARY
 BY CLASSIFICATION

	Freshman	Junior	Graduate	Sophomore	Senior	Special
No Response	0	5	1	1	4	0
Yes	12	144	9	74	111	2
No	14	52	0	19	33	1

AFFECTS OF LIBRARY VANDALISM ON ALL SUBJECTS
 USE OF THE LIBRARY CLASSIFIED
 BY NUMBER OF VISITS PER WEEK

	One	Two	Three	Four	Five	More Than Five
No Response	5	3	2	0	1	0
Yes	91	58	87	42	31	44
No	52	22	17	9	8	10

AFFECTS OF LIBRARY VANDALISM ON ALL SUBJECTS
 USE OF THE LIBRARY CLASSIFIED
 BY TIME OF USUAL VISIT

	Before 6	After 6	No Regular Time
No Response	3	3	5
Yes	73	120	159
No	36	28	55

AFFECTS OF LIBRARY VANDALISM ON ALL SUBJECTS USE
 OF THE LIBRARY CLASSIFIED BY
 COPY MACHINE USE
 PER QUARTER

	No Response	1-10	11-20	21-30	31-40	More Than 40
No Response	10	1	0	0	0	0
Yes	25	239	20	5	5	4
No	9	104	5	0	0	1

APPENDIX K
COMPUTED DATA NOT USED IN THESIS
TEXT FOR QUESTION NINETEEN

HELPFULNESS OF A COURSE ON
HOW TO USE THE LIBRARY
CLASSIFIED BY SEX

	Male	Female
No Response	7	1
Yes	67	71
No	162	174

BIND ENTIRE	SPINE LETTERING
NO. COVERS	MASTER'S THESIS:
REMOVE ADV	<u>A COMPARATIVE STUDY</u>
INDEX BACK	TENDENCIES AND
INDEX FRONT	MOTIVATIONAL FACTORS
COLOR NO.	STUDENTS FROM VARIOUS
PATTERN ON FILE	ACADEMIC DEPARTMENTS
XXXXXXXXXXXX	WHO VANDALIZE LIBRARY
RUB SENT	MATERIALS AT APPLACHIAN
NEW BINDING	STATE UNIVERSITY
GOLD BLACK WHITE	MIRAM PRESTON WILLIAM
OTHER	
SPECIAL INSTRUCTIONS	
DO NOT TRIM TRIM NARROW MARGINS	
LINES	COVER NO.
	129

LIBRARY APPALACHIAN STATE UNIVERSITY			
BINDERY	VOL. 6 OF 2	QUANTITY 141	TRIM 1 1/2
MISC	JOB NO. 152	COVER SIZE T X 7	
Y	REF. BK.	BOOK	BK. PAM. MAG. PAM. NEW CASE MISC. These
F	SPECIAL PREP.	INSERT MATS	LABELS BEN. SEW B
Z	2 VOLS BD IN 1	TAPE STUB	GUM FILLER STUB FILLER
O	V	T	G F
G	FILLER W/STUB	SEP. SHEETS	PAPER PKT. BKRM. PKT.
L	W	S	P R
I	PTS. BD. IN PAPER	PTS. BD. IN CLOTH	PERMA - FILM
N	A	J	UP TO 12" OVER 12"
			D E

1 THE HECKMAN BINDERY, INC.
NORTH MANCHESTER • INDIANA
WRITE HEAVY. THIS IS A FIVE PART FORM.

64

HELPFULNESS OF A COURSE ON
 HOW TO USE THE LIBRARY
 BY CLASSIFICATION

	Freshman	Junior	Graduate	Sophomore	Senior	Special
No Response	0	3	1	1	3	0
Yes	4	58	2	34	40	0
No	22	140	7	59	105	3

HELPFULNESS OF A COURSE ON
 HOW TO USE THE LIBRARY
 CLASSIFIED BY NUMBER
 OF VISITS PER WEEK

	One	Two	Three	Four	Five	More Than Five
No Response	3	2	2	0	1	0
Yes	34	23	35	17	11	19
No	111	58	69	34	28	35

HELPFULNESS OF A COURSE ON
 HOW TO USE THE LIBRARY
 CLASSIFIED BY TIME OF
 USUAL VISIT

	Before 6	After 6	No Regular Time
No Response	0	1	0
Yes	14	22	52
No	98	128	167

HELPFULNESS OF A COURSE ON HOW TO
 USE THE LIBRARY CLASSIFIED
 BY COPY MACHINE USE
 PER QUARTER

	No Response	1-10	11-20	21-30	31-40	More Than 40
No Response	7	1	0	0	0	0
Yes	6	120	10	0	0	2
No.	31	277	15	5	5	2

APPENDIX L
COMPUTED DATA NOT USED IN THESIS
TEXT FOR QUESTION TWENTY

SUBJECTS' SELECTIONS OF DEPARTMENT TO TEACH
COURSE ON HOW TO USE THE LIBRARY
CLASSIFIED BY SEX

	Male	Female
No Response	8	4
The Library	77	73
The English Department	34	37
The Library Science Department	73	88
Each Academic Department	36	40
Other	8	4

SUBJECTS' SELECTIONS OF DEPARTMENT TO TEACH
COURSE ON HOW TO USE THE LIBRARY
BY CLASSIFICATION

	Freshman	Junior	Graduate	Sophomore	Senior	Special
No Response	0	4	2	1	5	0
The Library	10	58	4	34	42	2
The English Department	8	25	0	18	20	0
The Library Science Department	8	75	1	31	45	1
Each Academic Department	0	33	3	9	31	0
Other	0	6	0	1	5	0

SUBJECTS' SELECTIONS OF DEPARTMENT TO TEACH COURSE
ON HOW TO USE THE LIBRARY CLASSIFIED BY
NUMBER OF VISITS
PER WEEK

	One	Two	Three	Four	Five	More Than Five
No Response	5	4	1	0	1	1
The Library	55	23	39	16	8	9
The English Department	25	15	15	7	6	4
The Library Science Department	45	29	24	20	18	24
Each Academic Department	18	12	23	5	4	14
Other	0	0	4	3	3	2

SUBJECTS' SELECTIONS OF DEPARTMENT TO TEACH COURSE
ON HOW TO USE THE LIBRARY CLASSIFIED
BY NUMBER OF VISITS
PER WEEK

	Before 6	After 6	No Regular Time
No Response	4	2	6
The Library	33	45	72
The English Department	14	29	28
The Library Science Department	38	50	73
Each Academic Department	19	21	36
Other	4	4	4

SUBJECTS' SELECTIONS OF DEPARTMENT TO TEACH COURSE
ON HOW TO USE THE LIBRARY CLASSIFIED
BY COPY MACHINE USE
PER QUARTER

	No Response	1-10	11-20	21-30	31-40	More Than 40
No Response	9	3	0	0	0	0
The Library	11	126	8	3	1	1
The English Department	8	59	3	0	1	0
The Library Science Department	10	137	12	0	1	0
Each Academic Department	3	67	2	1	1	2
Other	3	6	0	1	1	1

APPENDIX M
COMPUTED DATA NOT USED IN THESIS
TEXT FOR QUESTION TWENTY-ONE

POSSIBLE SOLUTIONS RANKED BY SUBJECTS
AND CLASSIFIED BY SEX

	Male	Female
Closed Stacks For All Volumes and Periodicals	204	234
Periodical Check-Out	206	239
Stiff Penalties	203	234
Electronic Check-Out System	205	233
Other	24	25

POSSIBLE SOLUTIONS RANKED BY SUBJECTS
AND CATEGORIZED BY
CLASSIFICATION

	Freshman	Junior	Graduate	Sophomore	Senior	Special
Closed Stacks For All Volumes and Periodicals	24	184	6	90	132	2
Periodical Check-Out . .	25	188	6	90	133	3
Stiff Penalties	25	186	7	89	128	2
More Security Personnel.	25	185	7	89	129	2
Electronic Check-Out . . System	25	183	6	90	132	2
Other	3	17	2	8	19	0

POSSIBLE SOLUTIONS RANKED BY SUBJECTS
AND CLASSIFIED BY NUMBER OF
VISITS PER WEEK

	One	Two	Three	Four	Five	More Than Five
Closed Stacks For All Volumes and Periodicals	133	76	99	47	34	49
Periodical Check-Out	136	72	101	50	37	49
Stiff Penalties	133	71	100	49	35	49
More Security Personnel	133	72	99	48	35	50
Electronic Check-Out System	133	75	98	49	35	47
Other	12	12	10	8	2	5

POSSIBLE SOLUTIONS RANKED BY SUBJECTS
AND CLASSIFIED BY COPY MACHINE
USE PER QUARTER

	No Response	1-10	11-20	21-30	31-40	More Than 40
Closed Stacks For All Volumes and Periodicals	29	375	20	5	4	5
Periodical Check-Out	32	378	20	5	5	5
Stiff Penalties	29	375	19	5	4	5
More Security Personnel	28	375	20	5	4	5
Electronic Check-Out System	29	376	19	5	4	5
Other	5	39	2	1	1	1

POSSIBLE SOLUTIONS RANKED BY SUBJECTS
AND CLASSIFIED BY TIME
OF USUAL VISIT

	Before 6	After 6	No Regular Time
Closed Stacks For All Volumes and Periodicals	100	137	201
Periodical Check-Out	104	140	201
Stiff Penalties	103	139	195
More Security Personnel	104	138	195
Electronic Check-Out System	103	139	196
Other	8	14	27

APPENDIX N
COMPUTED DATA NOT USED IN THESIS
TEXT FOR QUESTION FOURTEEN

FREQUENCY OF SELECTED JOURNAL USE
CLASSIFIED BY SEX

	Male	Female
The Instructor	1	0
The Grade Teacher	0	0
Elementary School Journal	0	0
Publicer's Modern Language Association	0	0
American Literature	2	0
College English	1	0
Americah Historical Review	1	0
Journal of Modern History	0	0
Hispanic American Historical Review	1	0
The Research Quarterly	3	1
Johper	5	1
The Physical Educator	5	1
Psychology Today	1	0
Journal of Behavior Research Therapy	0	0
Scientific American	0	0

* Refers to excision or removal without authorization

* FREQUENCY OF SELECTED JOURNAL USE
CLASSIFIED BY SEX

	Male	Female
The Instructor	6	7
The Grade Teacher	3	8
Elementary School Journal	4	6
Publisher's Modern Language Association	7	6
American Literature	9	5
College English	4	5
American Historical Review	9	3
Journal of Modern History	4	1
Hispanic American Historical Review	0	2
The Research Quarterly	17	8
Johper	20	9
The Physical Educator	22	10
Psychology Today	14	13
Journal of Behavior Research Therapy	3	2
Scientific American	15	6

* Refers to use of journal in studies

BY CLASSIFICATION

	Freshman	Junior	Graduate	Sophomore	Senior	Special
The Instructor	2	57	0	2	27	0
The Grade Teacher	1	47	0	1	21	0
The Elementary School Journal	1	48	0	2	24	0
Publisher's Modern Language Association	0	30	5	12	30	0
American Literature	3	26	5	18	15	0
College English	0	18	4	8	19	0
American Historical Review	4	37	0	20	26	0
Journal of Modern History	3	17	0	7	12	0
Hispanic American Historical Review	1	11	0	5	9	0
The Research Quarterly	2	30	2	17	29	1
Johper	0	35	2	20	33	1
The Physical Educator	2	48	3	25	37	1
Psychology Today	11	81	2	18	53	0
Journal of Behavior Research Therapy	3	22	0	1	14	0
Scientific American	4	66	1	12	50	0

* Refers to use of journals in studies

* FREQUENCY OF SELECTED JOURNAL USE
BY CLASSIFICATION

	Freshman	Junior	Graduate	Sophomore	Senior	Special
The Instructor	0	1	0	0	1	0
The Grade Teacher	0	0	0	0	0	0
The Elementary School Journal	0	0	0	0	0	0
Publisher's Modern Language Association	0	0	0	2	1	0
American Literature	0	0	0	1	1	0
College English	0	1	0	0	1	0
American Historical Review	0	0	0	0	1	0
Journal of Modern History	0	0	0	0	0	0
Hispanic American Historical Review	0	0	0	0	1	0
The Research Quarterly	0	2	0	2	1	0
Johper	0	2	0	0	5	0
The Physical Educator	0	3	0	0	6	0
Psychology Today	0	1	0	0	0	0
Journal of Behavior Research Therapy	0	1	0	0	0	0
Scientific American	0	0	0	0	0	0

* Refers to excision or removal of bound volume(s) without authorization

TABLE OF RECEIVED SERIALS
 CLASSIFIED BY NUMBER OF VISITS
 PER WEEK

	One	Two	Three	Four	Five	More Than Five
The Instructor	17	17	18	16	10	10
The Grade Teacher	14	11	16	12	9	7
The Elementary School Journal	11	13	17	14	9	11
Publisher's Modern Language Association	10	11	21	14	8	13
American Literature	19	10	17	9	2	10
College English	10	7	6	8	6	12
American Historical Review	21	13	24	11	7	11
Journal of Modern History	7	2	15	4	2	10
Hispanic American Historical Review	5	3	10	1	2	5
The Research Quarterly	36	17	12	6	5	5
Johper	38	16	17	6	6	8
The Physical Educator	48	22	21	9	7	9
Psychology Today	47	28	34	13	19	23
Journal of Behavior Research Therapy	14	5	11	3	2	5
Scientific American	37	21	26	15	17	17

* Refers to use of journals in studies

FREQUENCY OF SELECTED JOURNAL USE
 CLASSIFIED BY NUMBER OF VISITS
 PER WEEK

	One	Two	Three	Four	Five	More Than Five
The Instructor	1	0	0	0	1	0
The Grade Teacher	0	0	0	0	0	0
The Elementary School Journal	0	0	0	0	0	0
Publisher's Modern Language Association	1	1	0	0	0	1
American Literature	0	1	1	0	0	0
College English	0	2	0	0	0	0
American Historical Review	0	0	0	0	1	0
Journal of Modern History	0	0	0	0	0	0
Hispanic American Historical Review	0	0	0	0	1	1
The Research Quarterly	3	0	0	0	1	0
Johper	5	0	1	0	1	0
The Physical Educator	5	1	1	1	1	0
Psychology Today	1	0	0	0	0	0
Journal of Behavior Research Therapy	0	0	0	0	1	0
Scientific American	0	0	0	0	0	1

* Refers to excision or removal of bound volume(s) without authorization

CLASSIFIED BY TIME OF
USUAL VISIT

	Before 6	After 6	No Regular Time
The Instructor	0	0	2
The Grade Teacher	0	0	0
The Elementary School Journal	0	0	0
Publisher's Modern Language Association	0	2	1
American Literature	1	0	1
College English	2	0	0
American Historical Review	0	1	0
Journal of Modern History	0	0	0
Hispanic American Historical Review	0	1	0
The Research Quarterly	1	0	4
Johper.	0	1	6
The Physical Educator	0	2	7
Psychology Today	0	0	1
Journal of Behavior Research Therapy	0	0	1
Scientific American	0	0	0

* Refers to excision or removal of bound volume(s) without authorization

FREQUENCY OF SELECTED JOURNAL USE
CLASSIFIED BY TIME OF
USUAL VISIT

	Before 6	After 6	No Regular Time
The Instructor	21	28	39
The Grade Teacher	13	21	36
The Elementary School Journal	14	25	36
Publisher's Modern Language Association	17	30	30
American Literature	17	20	30
College English	7	15	27
American Historical Review	19	31	37
Journal of Modern History	6	13	20
Hispanic American Historical Review	7	6	13
The Research Quarterly	16	23	42
Johper	19	28	44
The Physical Educator	19	38	59
Psychology Today	31	57	77
Journal of Behavior Research Therapy	9	14	17
Scientific American	28	39	66

* Refers to use of journals in studies

CLASSIFIED BY COPY MACHINE
USE PER QUARTER

	No Response	1-10	11-20	21-30	31-40	More Than 40
The Instructor	9	71	5	1	1	1
The Grade Teacher	9	55	2	1	1	2
The Elementary School Journal	6	60	6	1	1	1
Publisher's Modern Language Association	8	62	4	1	0	0
American Literature	4	53	4	1	2	3
College English	4	38	2	1	1	3
American Historical Review	5	69	5	2	3	3
Journal of Modern History	1	28	5	2	2	1
Hispanic American Historical Review	1	18	2	1	2	2
The Research Quarterly	2	71	4	3	1	0
Johner	4	81	5	1	0	0
The Physical Educator	7	101	5	2	1	0
Psychology Today	14	138	4	2	3	4
Journal of Behavior Research Therapy	2	32	1	3	1	1
Scientific American	11	109	7	1	2	3

* Refers to use of journals in studies

	No Response	1-10	11-20	21-30	31-40	More Than 40
The Instructor	0	1	1	0	0	0
The Grade Teacher	0	0	0	0	0	0
The Elementary School Journal	0	0	0	0	0	0
Publisher's Modern Language Association	1	2	0	0	0	0
American Literature	0	2	0	0	0	0
College English	0	2	0	0	0	0
American Historical Review	0	0	0	0	1	0
Journal of Modern History	0	0	0	0	0	0
Hispanic American Historical Review	0	0	0	0	1	0
The Research Quarterly	0	3	2	0	0	0
Johper	0	5	2	0	0	0
The Physical Educator	0	7	2	0	0	0
Psychology Today	0	1	0	0	0	0
Journal of Behavior Research Therapy	0	0	1	0	0	0
Scientific American	0	0	0	0	0	0

* Refers to excision or removal of bound volume(s) without authorization

APPENDIX O
COMPUTED DATA NOT USED IN THESIS
TEXT FOR QUESTION EIGHTEEN

INTEREST REGARDING COURSE ON HOW
TO USE THE LIBRARY CLASSIFIED
BY SEX

	Male	Female
No Response	4	0
Yes	22	11
No	35	16

INTEREST REGARDING COURSE ON HOW
TO USE THE LIBRARY BY
CLASSIFICATION

	Freshman	Junior	Graduate	Sophomore	Senior	Special
No Response	0	8	0	2	8	0
Yes	16	89	5	43	67	0
No	10	104	5	49	73	3

INTEREST REGARDING COURSE ON HOW TO USE
 THE LIBRARY CLASSIFIED BY
 NUMBER OF VISITS
 PER WEEK

	One	Two	Three	Four	Five	More Than Five
No Response	3	7	3	1	2	2
Yes	56	39	57	22	18	29
No	89	37	46	28	20	23

INTEREST REGARDING COURSE ON HOW TO
 USE THE LIBRARY CLASSIFIED
 BY TIME OF USUAL VISIT

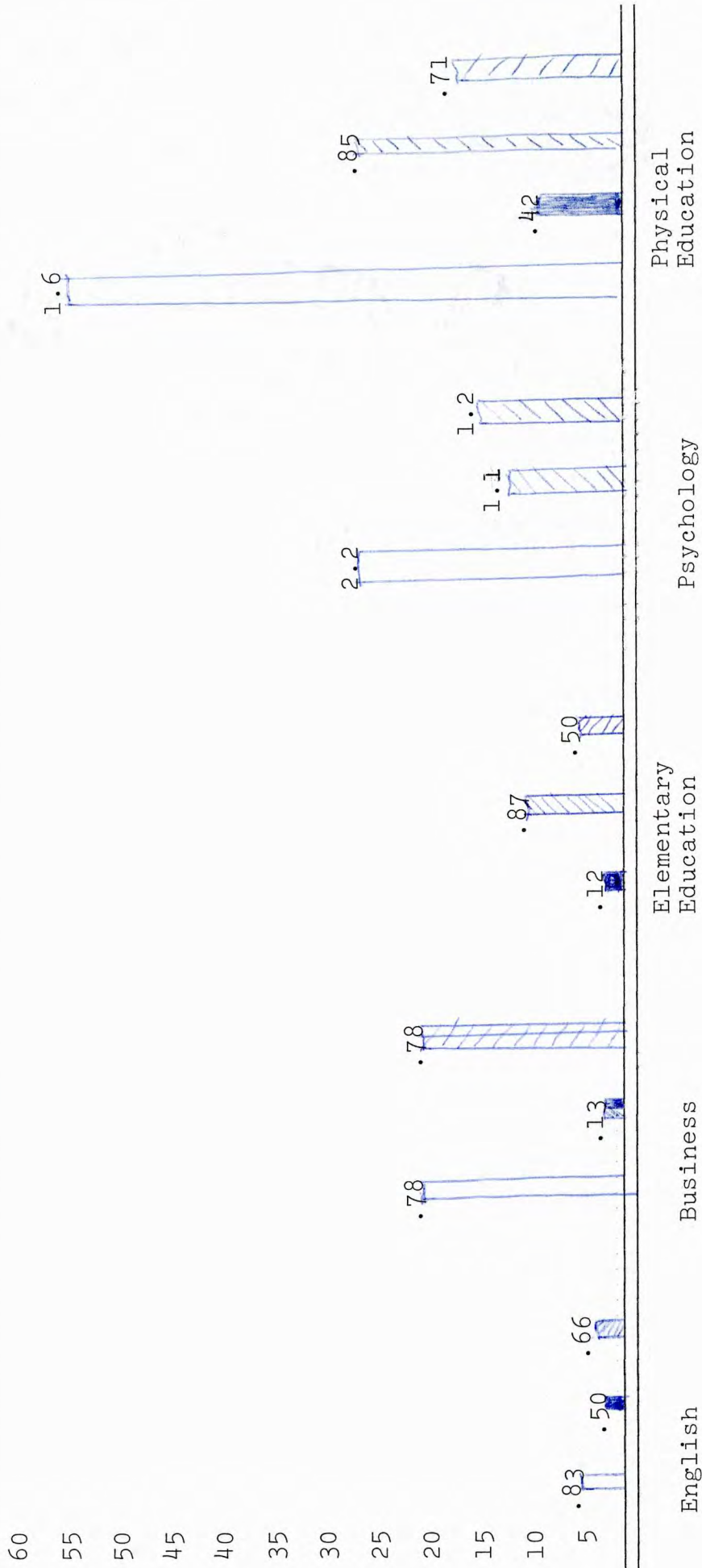
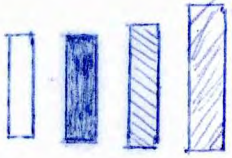
	Before 6	After 6	No Regular Time
No Response	5	7	6
Yes	50	72	98
No	57	72	115

INTEREST REGARDING COURSE ON HOW TO USE
THE LIBRARY CLASSIFIED BY
COPY MACHINE USE
PER QUARTER

	No Response	1-10	11-20	21-30	31-40	More Than 40
No Response	11	7	0	0	0	0
Yes	14	182	18	1	2	1
No	19	207	7	4	3	4

ADDENDUM

Excised Articles Per Vandal
 Whole Bound Periodicals Per Vandal
 Whole Unbound Periodicals Per Vandal
 Whole Volumes Per Vandal



CRANES THESIS REPORT
RESEARCH IN QUALITY

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