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# High school students' preference for hardback versus paperback books

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Thesis  
Hart C.B.  
1962

BOSTON UNIVERSITY  
SCHOOL OF EDUCATION

Thesis

HIGH SCHOOL STUDENTS' PREFERENCE  
FOR HARDBACK VERSUS  
PAPERBACK BOOKS

Submitted by

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TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM, DEFINITIONS, PROCEDURES	
AND LIMITATIONS. . . . .	1
The Problem. . . . .	1
Statement of the problem . . . . .	1
Importance of the study. . . . .	3
Definitions of Terms . . . . .	4
Reader group . . . . .	4
Non-reader group . . . . .	4
Book-type. . . . .	5
Matched editions or matched sets . . . . .	5
Paperback, paperbound, papercover. . . . .	5
Hardback, hardbound, hardcover . . . . .	5
Social advantage . . . . .	5
Procedures Used. . . . .	5
Constructing the matched set list. . . . .	6
Organization of books in library . . . . .	6
Publicity. . . . .	7
Accumulation of circulation data . . . . .	7
Construction and administration of the questionnaire. . . . .	8
Comparison of data . . . . .	9
Limitations of the Study . . . . .	9
Organization of remainder of thesis. . . . .	10

CHAPTER	PAGE
	iv
II. RELATED RESEARCH . . . . .	12
History of the Paperbound Book . . . . .	12
The origin of the booktype . . . . .	12
The paperbound in America from the 1850's to 1940 . . . . .	15
The paperbound book in Great Britain from the 1850's until 1935 . . . . .	18
The paperback book from 1935 to the present. .	19
Paperback Publishing . . . . .	21
Effect on reading habits and literary values .	21
The Paperbound in Education. . . . .	24
The paperbound book in libraries and schools .	24
The paperbound book and the reluctant reader .	27
Readability of the paperback book. . . . .	28
The Future of the Paperbound Book. . . . .	29
Predictions and trends . . . . .	29
Summary of Research. . . . .	30
III. RESULTS OF THE STUDY . . . . .	32
Questionnaire and the Non-Reader Group . . . . .	33
Basic preference . . . . .	33
Factors affecting choice . . . . .	34
Availability of books in paperbound form . . .	38
Relation of purpose to choice. . . . .	38
The Questionnaire and the Reader Group . . . . .	46

CHAPTER	PAGE
Availability of books in paperbound form. . . . .	46
Relation of purpose to choice . . . . .	46
Basic preference of reader group. . . . .	47
Main reason for choice. . . . .	49
Social significance . . . . .	51
Questionnaire Results of Non-Reader and Reader Groups Combined. . . . .	51
Availability of literature in paperbound form as an influencing factor in increasing reading. . . . .	51
Relation of purpose to choice . . . . .	51
Questionnaire Results of Non-Reader and Reader Groups Compared . . . . .	55
Availability of literature in paperbound form as an influencing factor in increasing reading. . . . .	55
Relation of purpose to choice . . . . .	58
Circulation Data of the Reader Group. . . . .	58
Reader Group Questionnaire and Circulation Data Compared . . . . .	59
Availability of paperbound literature as increasing reading. . . . .	60
The intended purpose as a factor influencing choice of edition . . . . .	62

CHAPTER	PAGE
Specific choice for pleasure or school work . . .	62
Stated preference of editions . . . . .	65
Main reason for choice of edition . . . . .	65
Social significance of an edition . . . . .	69
Approximate percentages of students failing to answer questions three through seven . . .	69
Summary and Conclusions . . . . .	71
Recommendations . . . . .	73
BIBLIOGRAPHY. . . . .	74
APPENDIX. . . . .	78

## LIST OF TABLES

TABLE	PAGE
I. Questionnaire Data of Non-Reader and Reader Groups . . . . .	42
II. Combined Questionnaire Data of Non- Reader and Reader Groups . . . . .	53
III. Questionnaire Data of Reader and Non-Reader Groups Compared . . . . .	56
IV. Answers to Question Three and Circulation Data of Reader Group Compared . . . . .	61
V. Answers to Question Four and Circulation Data of Reader Group Compared . . . . .	63
VI. Answers to Question Five and Circulation Data of Reader Group Compared . . . . .	66
VII. Answers to Question Six and Circulation Data of Reader Group Compared . . . . .	67
VIII. Answers to Question Seven and Circulation Data of Reader Group Compared . . . . .	70
IX. List of Authors and Titles of Books Contained in the Matched Sets . . . . .	79



## LIST OF FIGURES

FIGURE	PAGE
1. Facsimile of Question Number One as it Appeared in the Questionnaire . . . . .	35
2. Facsimile of Question Number Two as it Appeared in the Questionnaire . . . . .	37
3. Facsimile of Question Number Three as it Appeared in the Questionnaire . . . . .	39
4. Facsimile of Question Number Four as it Appeared in the Questionnaire . . . . .	40
5. Facsimile of Question Number Five as it Appeared in the Questionnaire . . . . .	48
6. Facsimile of Question Number Six as it Appeared in the Questionnaire . . . . .	50
7. Facsimile of Question Number Seven as it Appeared in the Questionnaire . . . . .	52
8. Facsimile of Questionnaire. . . . .	83

## CHAPTER I

### THE PROBLEM, DEFINITIONS, PROCEDURES AND LIMITATIONS

The American reading public is becoming increasingly aware of the paperback book's universalness. In an attractive, inexpensive format, the paperback book meets the needs of scholar, student, bibliophile and casual reader alike.

#### I. THE PROBLEM

Statement of the problem. The economy of printing is perhaps the greatest reason for the creation and continued existence of the paperback book. Therefore, the paperbound book is most frequently a reprint of the costlier hardback edition. In a comparison of the two editions, the paperbound book is frequently considered a substitute and rarely an equal of its companion edition. The word "substitute" connotes a lower rank than "original," and thus the paperbound book might be considered inferior to the hardback edition. And yet there is a question as to the strength of this assumption. General observation suggests that readers do not always choose the original edition over the paperbound reprint. Furthermore, the environments in which both editions are displayed, obtained, and utilized are frequently dissimilar. There are instances in which one of these two editions is

utilized by one or more readers to the total exclusion of the remaining edition.

On the basis of these observations it seems that an appropriate beginning to an examination of the two editions would be to consider them equal and contiguous. This done, investigation of the values of either edition may be determined, weighed, and then compared.

Preference for one item over another places a value on both objects. It can also serve as an avenue of investigation of additional values. The preference by high school students for either the hardback or the paperbound edition served as the focal point of this study. The investigation of the additional values of the editions was an extension of this preference.

Two methods were used to investigate this student preference. A controlled environment in which this preference could be made and recorded was created. A set of matched editions of paperbound and hardback books bearing the same titles was placed in juxtaposition in a high school library. The existence of these books served a dual purpose, student preference could be observed and recorded, and the utilization of the matched sets would serve as a catalyst for student reaction to the remaining areas of study.

In order to further investigate the significance of student preference for the hardback or paperbound edition and the inherent values of each edition, a questionnaire was constructed and administered to the entire student body. The questions contained in this questionnaire were concerned with five general areas: (1) the basic preference of the student for a particular edition, (2) the physical dissimilarities of the editions, (3) the availability of either edition as influencing reading, (4) the manner of usage as influencing choice of edition, (5) the influence of social values on student preference. The design of the questionnaire was such that a comparison could be made between the answers given by the students who utilized the matched editions and the answers given by the students who did not read these books. The analysis and subsequent discussion of the data obtained by these investigatory devices carried out the purpose of this study: to determine through investigation of student preference the value of the paperbound book to education.

Importance of the study. Paperbound books are being used to some extent by English teachers and librarians in the nation's schools, mostly for "free reading" and book reports. However, many teachers and school librarians are greatly interested in getting additional information about

these books, and in making greater use of them.<sup>1</sup> There seems to be need for much more dispersion of information about paperbacks, for channels of distribution to be opened through the schools, for more information about how to use and explore the special advantages of paperbacks, and additional research in this field.<sup>2</sup> The values of the paperback to the student, as well as to the educator, will be significant in the effective utilization of this type of book in the school.

## II. DEFINITIONS OF TERMS

The reader will encounter several terms peculiar to this study, as well as terms that are somewhat ambiguous due to current usage.

Reader group. This group consists of those students answering questions three through seven in the questionnaire, and recorded as reading one or more of the matched editions.

Non-reader group. This group consists of those students answering questions one through four in the questionnaire, and not recorded as reading any of the matched sets.

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<sup>1</sup> "Paperbacks in School: A Survey by Teachers of English," Publishers' Weekly, 176:37-39, December 28, 1959.

<sup>2</sup> Hanan Landau, "A Survey of the Use of Paperback Pocket-Sized Books in Secondary Schools of New England" (unpublished Master's thesis, Boston University, 1960).

Book-type. Designation of a type of edition, hardback or paperback, is intended by this term.

Matched editions or matched sets. These terms refer to a combination of a hardbound edition and paperbound edition of the same book.

Paperback, paperbound, papercover. These terms, by themselves or preceding the words "book" or "edition," describe a book which has a soft paper cover and is pocket-size.

Hardback, hardbound, hardcover. These terms, by themselves or preceding the words "book" or "edition," describe a book which has a hard cover and is of traditional size.

Social advantage. This term, as used in the questionnaire, refers to a relationship between book-type and social values. In particular this term is concerned with the social aspect of the possession of either edition by the student.

### III. PROCEDURES USED

The procedures utilized in conducting this investigation included the construction of a list containing titles available in both book-types, the ordering and placement of

these matched sets in the library, publicizing their existence, and finally, the administering of a questionnaire to the student body.

Constructing the matched set list. Utilizing publishers' catalogs, trade publications and distribution circulars, a list of titles available in hardback and paperback editions was constructed. After elimination of titles that were thought to be unsuitable for student reading, this list was duplicated and sent to the librarian in charge of the school library where the matched sets would be placed. The school librarian then ordered the hardback editions not already available in the library. The paperback titles were separated according to publishers. Separate lists of these titles were sent to each publisher with a request for free copies.

Organization of books in library. Upon arrival of both editions at the school library, the books were processed by the library staff. The hardback and paperbound editions were paired and given circulation cards. These cards contained the distinguishing initials B.U. in the upper right hand corner, and the initials H.B. or P.B., signifying hardback or paperbound book respectively, preceding the book title. The books were then placed in a separate area of the library, side by side on the shelves.

In order to insure maintenance of only matched sets in this area, the library staff removed the one remaining edition as its companion edition was placed in circulation. A list of the authors and titles of the seventy-six matched sets is contained in Table IX, page 79.

Publicity. The student body was made aware of the existence of the matched editions through use of posters displayed in the library and throughout the school. These posters told the students that they could obtain books in two forms, paperbound and hardback, in the school library. The suggestion was made to visit the library and examine these books. The English department was contacted by the school librarian and agreed to further publicize this study. In the English classrooms, teachers announced the existence of the matched sets to their students. Some teachers assigned book reports based on several titles contained in the matched sets. The English department did not attempt in any manner to force the students into reading any edition contained in the matched sets.

Accumulation of circulation data. No special library procedures were required in order to read from the matched sets. Under the current library procedure, students wrote their names on the cards contained in the edition when taking a book from the library. Approximately two months



after the matched editions were placed in the library, at the end of the school year, these cards were removed from the books. These cards were then utilized to obtain a list of students reading one or more of the matched sets, and the type or types of edition read.

Construction and administration of the questionnaire.

A questionnaire was constructed, mimeographed, and administered by the English department to the entire student body at the end of the school year. The purpose of this questionnaire was threefold. First, the questionnaire would investigate preference towards hardback or paperbound books by the students who had not read any editions from the matched sets. Second, certain factors thought to be significant in influencing student preference for either edition were examined by specific questions in the questionnaire. These questions were asked of the students reading from the matched sets as well as the remaining members of the student body. Finally, the data obtained from the questionnaire could be compared with the circulation data of the readers of the matched sets.

With this intent, the questionnaire was designed to interrogate these two groups of students, the non-reading group and the reader group. Questions one through four were answered by the student who did not read from the

matched sets. Questions three through seven were answered by those students reading from the matched sets in the library.

The factors thought to be significant in influencing student preference for a particular edition were in the areas of visual attraction, intended purpose, and social value. A detailed explanation of the questionnaire construction involving these factors will be found in Chapter Three of this study. Figure 8, page 83, contains a facsimile of the questionnaire.

Comparison of data. Several comparisons were made of the various data obtained from the questionnaire and the circulation cards. First, the data obtained from the circulation cards contained in the matched set was compared with the reader group questionnaire data. Second, the questionnaire data of the reader group and the non-reader group students was compared.

#### IV. LIMITATIONS OF THE STUDY

Although this study is concerned with the value of the physical appearance of the paperback edition, there are several areas of importance not considered. Format, specifically type size, line length, and type of paper, is of proven significance in determining readability. A study

of this format has been made and the results indicate that paperback books are, in general, readable.<sup>3</sup> This study was concerned with the paperback book in the secondary school. Students in the public schools are generally provided with reading material in the form of text books or school library books, free of charge. Therefore, in the questionnaire, no reference was made to what obviously would be a highly influential factor to the general public, cost. The significance of the price of the paperback book should not be overlooked by the educator concerned with school finance. There are a myriad of factors influencing preference for any object over another. The difficulty of obtaining significant data with a questionnaire containing numerous items limited the areas to be investigated. The questionnaire contained a few selected items considered to be highly significant and influencing choice of edition. Therefore, such personal factors as home environment, socio-economic level, and academic interests and ability that would tend to influence student preference for a particular book-type, have not been investigated in this study.

Organization of the remainder of thesis. With a discussion of terms, procedures, and the limitations of this

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<sup>3</sup> James Frank Francis, "Is the Physical Format of Paperback Books Readable?" (unpublished Master's thesis, Boston University, 1959).

study completed; the following chapter will be devoted to a discussion of research on the paperback book. Finally, the results of this study will be reported in the concluding chapter.

## CHAPTER II

### RELATED RESEARCH

Investigation of the research revealed little material concerned with the comparative values of paperbound and hardbound books. Many studies have been made of the values and influences of paperbound books on reading habits of the public and publishing trade economy. A study of the physical format of paperbound books has been made. Examinations and criticisms of the value of the type of literature commonly associated with the paperbound book have been made. The story of the paperbound book, including its paper covered antecedents and predictions of future growth and influence, has been chronicled. Finally, the present use and proposed utilization of the paperbound book in schools and libraries has been the topic of recent studies.

#### I. HISTORY OF THE PAPERBOUND BOOK

The origin of the booktype. It is possible that the earliest use of papercovered books was in the fifteenth century.<sup>1</sup> Paper and papercovered cardboard "wrappers" were

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<sup>1</sup> Frank L. Schick, The Paperbound Book in America (New York: R. R. Bowker Company, 1958), p. 7.

used by printers as early as 1493 in Italy.<sup>2</sup> In England, examples of these early paperbacks appeared in 1593.<sup>3</sup> Mention is made of what may be the earliest attempt at cover appeal in this country. In 1741 a book, in which the title "Some Account of the Trial of Samuel Goodeve, Esq." appeared on the title page, was published. The title on this paper cover read, "The Trial and Execution of the Bloody Brother."<sup>4</sup>

An early version of the paperbound book was the chapbook named through association with its method of distribution, the traveling salesman who were often referred to as hawkers or chapmen. The content of these chapbooks was primarily utilitarian and religious. Comments were made concerning their worth as early as 1683 by such noted figures as Cotton Mather.<sup>5</sup> The booksellers of colonial America attempted legislative restrictions as early as

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<sup>2</sup> "Printed Wrappers of the Fifteenth to the Eighteenth Centuries," Harvard Library Bulletin, VI:3, pp. 313-21, cited by Frank L. Schick. The Paperbound Book in America (New York: R. R. Bowker Company, 1958), p. 8.

<sup>3</sup> Schick, op. cit., p. 8.

<sup>4</sup> Ibid., p. 7.

<sup>5</sup> Hellmut Lehmann-Haupt, Ruth Shepard Grannis, and Lawrence C. Wroth, The Book in America (New York: R. R. Bowker Company, 1939), p. 52.

1713 and again in 1726 and 1729.<sup>6</sup> These chapbooks existed on the Continent in the fifteenth and sixteenth centuries.<sup>7</sup> However, with increasing technological development in printing, their influence waned by the 1830's in colonial America.<sup>8</sup>

During the middle eighties, many series of inexpensive books with paper or paper composition covers were produced in Great Britain. These books frequently were aimed at the traveler in a mode of transportation that afforded ideal conditions for light reading, the railroad. Such series as the "Railway Library," the "Travellers' Library," and the "Run and Read Library," were competitors in what was a hectic and ever changing area of publishing.<sup>9</sup>

In Germany, Christian Tauchnitz founded a publishing house in 1837 in Leipzig with the intent of publishing reprints of British and American authors in paperback form.<sup>10</sup> In the next hundred years, over 5000 titles had been issued in this series aimed for distribution in

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<sup>6</sup> Ibid., p. 53.

<sup>7</sup> Schick, op. cit., p. 27.

<sup>8</sup> Ibid., p. 42.

<sup>9</sup> Ibid., pp. 10-11.

<sup>10</sup> Kurt Enoch, "The Paper-bound Book: Twentieth Century Publishing Phenomenon," Library Quarterly, 24:211-225, July, 1954.

non-English speaking countries.<sup>11</sup>

The paperbound in America from the 1850's to 1940.

Several writers have broken the last century of paperback publishing into specific periods. Frederick, in describing the early history of the paperbound, indicates three periods. During the first book-magazine period from the 1830's to 1860, the publishers attempted to circumvent existing postal fees and also appeal to the avid magazine reader by producing paperbound books similar to magazines at first glance. Changes in postal regulations and reader interest led to the second period, from 1860 to 1900, one of decline in the importance of the paperback. While commenting on the development of paperbound publishing by religious societies and similar organizations, Frederick feels that the third period from 1900 to 1940 was of little economic and social significance.<sup>12</sup>

The year 1831 was considered the start of American paperback publishing with the creation of the "American Library of Knowledge."<sup>13</sup> Schick however questions this

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<sup>11</sup> Schick, op. cit., p. 29.

<sup>12</sup> John T. Frederick, "The Quarter Books," The English Journal, 37:215-221, May, 1948.

<sup>13</sup> Enoch, op. cit., p. 212.



date as signifying the publication of this series of serious non-fiction works by the Boston Society for the Diffusion of Knowledge does not truly represent the advent of the American paperbacks. Because of the serious content and format based on the intent of the Society to give to all readers, scholar and layman, an inexpensive library of educational literature, these books are not true paperback books in the accepted sense.<sup>14</sup>

Another year, 1860, considered the start of a new period by Frederick,<sup>15</sup> saw the creation of a type of literature known as the "dime novel." Beadle and Company was the most prominent firm in this new field that lasted until the early 1900's. The growing firm of Street and Smith gained prominence with its "Frank Merriwell Series."<sup>16</sup> These paperbound books with gaudy, lurid covers and unoriginal, yet entertaining fiction, were enormously successful. In 1865 over four million titles had been published by Beadle and Company.<sup>17</sup> Street and Smith issued over 200 titles in the Frank Merriwell series alone.<sup>18</sup> Hart re-

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<sup>14</sup> Schick, op. cit., pp. 44-45.

<sup>15</sup> Frederick, op. cit.

<sup>16</sup> Quentin Reynolds, The Fiction Factory, (New York: Random House, 1955), pp. 71-98.

<sup>17</sup> Schick, op. cit., p. 51.

<sup>18</sup> Reynolds, op. cit., p. 95.

marks on the influence the dime novels had on the ideals and values of American youth at the time.<sup>19</sup>

Another event of importance was the founding of the American News Company in 1864.<sup>20</sup> This distributing firm handled the dime novels of Beadle and Company and had a profound influence on the paperback publishing industry until 1958.

The 1870's have been considered a dynamic period by Enoch in which the ground work for the present paperback book industry was laid.<sup>21</sup> In an attempt to present the public with good literature as a needed substitute for the trivia and sensationalism of the dime novels, several series of inexpensive paperbound books were marketed. These series, frequently called "libraries," included the popular Frank Leslie's "Home Library of Standard Works by the Most Celebrated Authors."<sup>22</sup> Until leaving the paper-pulp fiction field in the 1930's, Street and Smith published many paperback series patterned after the dime novels in book or magazine form. In 1920 the "Little

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<sup>19</sup> James D. Hart, The Popular Book, (New York: Oxford University Press, 1950), pp. 155-156.

<sup>20</sup> Schick, op. cit., p. 54.

<sup>21</sup> Enoch, op. cit., p. 213.

<sup>22</sup> Schick, op. cit., p. 55.

Blue Books" series, devoted mainly to the publicizing of personal beliefs of its creator, Emanuel Italdeman-Julius, became popular. Around 300 million copies were sold at prices from five to twenty-five cents. Technological advances in bookbinding at this time made the economy of cloth covers competitive to the paperback. This, and a growing public prejudice against paperbacks contributed to the failure of several series.<sup>23</sup>

The paperbound book in Great Britain from the 1850's until 1935. The series called yellowbacks are closely comparable to the modern American paperback. These books have been described by Michael Sadleir and their origin traced back to 1840.<sup>24</sup> These books were usually reprints of popular novels bound in glazed, paper-covered straw-board frequently of a yellow color. The cover was usually illustrated to inform the prospective reader of the content.<sup>25</sup> Clothbound books replaced the yellowbacks by 1880, and in 1886 Routledge's "National Library" appeared. This series led to such successful "libraries" as

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<sup>23</sup> Ibid., pp. 59-61.

<sup>24</sup> Ibid., p. 11.

<sup>25</sup> Michael Sadleir, "Yellow-backs," New Paths in Book Collecting, Essays by Various Hands, John Carter, ed. (London: Constable and Company, 1934), p. 129, cited by Schick, Loc. cit.

Nelson's "New Century Library," and Dent's "Everyman's Library." These series were followed by attempts at more sophisticated literature in this format until 1935.<sup>26</sup>

The paperback book from 1935 to the present. What may be considered the advent of today's paperback book started with an idea of a British publisher, Sir Allen Lane. In 1930, he felt that cheap, easily obtainable books might appeal to the mass public who did not frequent book shops. He chose the paperbound format for economy and planned a series of informative, quality literature.<sup>27</sup> The history of his company, Penguin Books Limited, and its expansion from the highly successful Penguin series to the educational Pelican series is told by Williams.<sup>28</sup> That the Penguin series set the pattern for British paperbacks seems evident. It is also possible that the financial success of the editorial and marketing philosophies of this firm are responsible for the recent emergence of some of the quality paperback series in America. The only American paperback publishing company that started previous to 1939 and still exists today is

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<sup>26</sup> Ibid., pp. 12-13.

<sup>27</sup> Ibid., pp. 13-14

<sup>28</sup> Sir William E. Williams, The Penguin Story, (Harmondsworth: Penguin Books, Ltd., 1956).

Mercury Publications. However, the series produced by this company was more of a magazine than book in format and intent. In 1939, inspired by the success of the Penquin Books, Robert F. deGraff founded "Pocket Books, Inc." With an intent to produce an acceptable class of literature in inexpensive and convenient form, the series was highly successful. The Pocket Book format and its distribution methods served as a pilot for the rapidly growing American paperbound publishing industry.<sup>29</sup> By 1958, over 70 publishing firms were producing paperback books.<sup>30</sup> The summer 1959 edition of "Paperbound Books in Print" contains over 6,000 paperback titles included in 125 paperback series. The first edition of this bibliography of paperbacks in 1955 listed the titles of 45 paperback series.<sup>31</sup> Within the span of ten years, 1947 to 1957, the number of titles had increased from 300 to 1,469. The number of copies sold by the industry showed an increase from 95 million to 300 million.<sup>32</sup>

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<sup>29</sup> Schick, op. cit., pp. 128-129 and Williams, op. cit., p. 54.

<sup>30</sup> Schick, op. cit., p. 95.

<sup>31</sup> Paperbound Books in Print (New York: R. R. Bowker Company, 1959).

<sup>32</sup> Frank L. Schick, "Paperback Publishing," Library Trends, 7:101, July, 1958.

## II. PAPERBACK PUBLISHING

Effect on reading habits and literary values. A study of the history of paperbound books seem to indicate that they were designed to appeal to a different reader or a different reading environment. The creation of the paperbound railroad libraries in the 1830's is perhaps an early example of this.<sup>33</sup> These early paperbacks were designed to meet the need of the traveler who usually read the traditional hardbound series. However, an attempt to meet the needs of a majority of the population who were frequently magazine readers and might dislike visiting the typical "foreboding" atmosphere of the bookshop, was perhaps the foremost reason for the creation of the paperback. Also, the low price would serve as an equal attraction to this class of readers.<sup>34</sup> Enoch discusses this value of the paperback, that of attracting readers of magazines to the areas of literature best presented in book form.<sup>35</sup> This alleged power of the paperback is

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<sup>33</sup> Frank L. Schick, "The Paperbound Book in America (New York, R. R. Bowker Company, 1958), p. 10.

<sup>34</sup> Williams, op. cit., p. 13; and Schick, op. cit., p. 59.

<sup>35</sup> Enoch, op. cit., pp. 216, 221.

based not only on its availability, but the frequently sensational, occasionally tawdry, advertisements. The illustrated cover of the pocketbook and the accompanying posters are designed in the main to sell books and not good literature. Critics have for this reason, more than any other, condemned the pocketbook as a purveyor of all that is bad and in poor literary taste. One critic suggests that the reflective reader will not utilize paperbacks because of their transitory appearance.<sup>36</sup> Another critic says that the desire of the publishers to produce a book of universal appeal in order to make the venture economically feasible has resulted in destruction of literary integrity. Furthermore, this same critic feels that the paperback book has provided an image of fiction that is artificial, and like other areas of mass media has disregarded public service.<sup>37</sup> Yet other critics, while recognizing the weakness of the paperback book in its primary role, still give it credit for past achievements and predict its future value to society. One writer considers the paperback a vehicle of change from the disreputable dime novel to the quality titles now available.

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<sup>36</sup> Joseph Groesbeck, "But Is It Art?", Library Journal, 83:1147, April 15, 1958.

<sup>37</sup> Albert Van Nostrand, The Denatured Novel (Indianapolis: Bobbs-Merrill Company, 1956), pp. 133-155.

The basic format is the same, yet the content is vastly improved.<sup>38</sup>

In a discussion of literature at the turn of the century, Mott was of the opinion that were it not for the paperbound editions such works as Emerson's "Essays" and Thoreau's "Walden" would have never been read by, and therefore influenced, the mass reading public.<sup>39</sup> Lewis presented what appears to be a balanced view of the literary value and social contribution of the paperback book:

Furthermore, any improvements in reading taste must have a place of beginning and that place can never be the top. Because of the existence of low-priced books, many people are now reading some books who never read books before. Many other people are reading more books than they ever read before. The result, at all levels is beneficial and germinant.<sup>40</sup>

However, it is still the opinion of some critics that the paperback book may prepare the way for the transition from drugstore buying to bookstore buying, but does not actually have enough power to assure this desired

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<sup>38</sup> Edith R. Mirrielees, "The Pocketbooks Move Forward," The English Journal, 43:223, May, 1954.

<sup>39</sup> Frank L. Mott, Golden Multitudes (New York: Macmillan Company, 1947), pp. 154-155.

<sup>40</sup> Freeman Lewis, "Paper-bound Books in America," Bowker Lectures on Book Publishing (New York: R. R. Bowker Company, 1957), p. 319, cited by Enoch, op. cit., p. 220.



transition.<sup>41</sup>

### III. THE PAPERBOUND IN EDUCATION

The paperback book in libraries and schools. The use of the paperback book in libraries seems to have been curtailed by the attitude of the person in charge of library purchases, namely the librarians. This attitude is based on two main objections. First, the wearability of the paperbound book as compared with the traditional hardbound book. Second, an emotional prejudice of one who loves books, the librarian, towards acceptance of a type of book that is associated with poor literature in general. Kuhns points out this emotionality as significant in returns to a questionnaire sent to over 70 librarians in the summer of 1954. This survey seemed to indicate that, although opinions were divided, there was more dislike for the paperback than might be expected.<sup>42</sup>

Laskey also points out the concern librarians have for the predicted wearability of the paperbound editions.<sup>43</sup>

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<sup>41</sup> Lester Asheim and Robert Underbrink, "A Hard Look at Soft Covers," Library Quarterly, 28:24, January, 1958.

<sup>42</sup> Elinor C. Kuhns, "Paperback Expendables," Library Journal, 79:2059-62, November 1, 1954.

<sup>43</sup> Harold H. Laskey, "A Survey of the Survey," Library Journal, 83:1143-1145, April 15, 1958.

However some writers suggest that paperback books should be considered expendable items, treated in library budgets as supplies and the administration of these books accordingly simplified.<sup>44</sup>

Fessler's report of a national survey of paperbacks in high school, public, college and university libraries indicated that paperback editions were being used in a limited manner in some public libraries. More educational libraries made use of paperbacks than public libraries. It was felt that prebound paperbacks without the sensational covers would be welcomed by librarians.<sup>45</sup>

Several librarians, realizing the value of the more appropriate paperback covers and the effect of the different physical appearance, have utilized these factors to the utmost. By setting up special displays and "book-fairs" they have seen great value in the paperback book.<sup>46</sup>

The use of paperbacks in the schools was the subject of a survey conducted by the National Council of the Teachers of English in 1959. This survey indicated that

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<sup>44</sup> Ibid.; Kuhns, op. cit.; and Aaron L. Fessler, "Paperbacks in Libraries--'58," Library Journal, 83:1137-42, April 15, 1958.

<sup>45</sup> Fessler, op. cit., p. 1140.

<sup>46</sup> Catherine Cartwright, "Who Reads the Readable Books," Wilson Library Bulletin, 15:817-819, June, 1941.

paperback books had, and would continue to receive a favorable welcome by school librarians. However, only seven states reported significant use of paperbound books in the school libraries. Over 75 per cent of the teachers felt that student reading had increased because of use of paperbound editions. Twenty-two per cent of the teachers and school librarians were interested in increasing the use of the paperbacks by running "book-fairs" and similar events.<sup>47</sup> Another survey sent to a selected representative group of New England secondary schools indicated about one-third of the schools used paperbacks in teaching. This study was concerned with classroom as well as library use of paperbacks.<sup>48</sup> Availability of paperbound books in general, and particularly in the areas of mathematics and science, seemsto be a significant factor in their limited use in the classroom. A need for communications between the paperbound publishing industry and the classroom teacher seems

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<sup>47</sup> "National Survey on the Use of Paperbound Books in Public and Parochial Schools in the United States," The Sub-Committee of the National Council of Teachers of English, Committee on Relations with Paperbound Publishers; and "Paperbacks in School: A Survey by Teachers of English, Publishers' Weekly, 176:37-39, December 28, 1959.

<sup>48</sup> Hanan Landau, "A Survey of the Use of Paperback Pocket-Sized Books in Secondary Schools of New England" (unpublished Master's thesis, Boston University, 1960).

obvious.<sup>49</sup>

The paperbound book and the reluctant reader.

Throughout the history of the paperbound book there have been indications of the publishers' desire to use this format to create a new book-reading public. The size and shape of the paperbound edition had more than economic value; according to the publisher, it had the power to attract that segment of the reading public that had a disinclination toward books. This inherent value given to the paperback by its creators has been recognized by some librarians and educators and is being utilized.<sup>50</sup> It is their opinion that those students who might be classified reluctant readers were led to initiate or increase the reading of books due to the paperbound editions. The paperbound edition allows the student of limited means to possess good literature in book form. This pride of possession can aid in increasing the student interest in

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<sup>49</sup> David Zamchick (ed), "Problems in Paperback Publishing," The English Journal, 47:565, December, 1958.

<sup>50</sup> Margaret C. Scoggin, "Paperbound Books for Young People," Library Journal, 79:2230, November 15, 1954; and Katherine V. Maher, "Try Pocket-Sized Books to Stimulate Reading," The English Journal, 37:422, October, 1948; and Zamchick, op. cit., p. 565.

reading good literature.<sup>51</sup>

Zamchick, in a study of the paperback buying habits of high school students, feels that the slower students would have done little voluntary reading were it not for their purchases of these editions.<sup>52</sup> Punke, in a study of sociological factors affecting leisure time reading of high school students, reports that little leisure reading is done in the school or at the library, rather most "free" reading is done at home by the student.<sup>53</sup>

Readability of the paperback book. A study was conducted in 1959 by Francis on the readability of the paperback book's format. Results indicated that the paperback editions were readable in terms of a constructed scale of readability criteria.<sup>54</sup>

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<sup>51</sup> David Zamchick, "Paperbacks for Slow Learners," Clearing House, 32:289-290, January, 1958; and Lawrence H. Conrad, statement made at annual meeting (1954) of National Council for the Teachers of English, cited by Arthur Hale in "The Mass Market," Publishers' Weekly, 168:2431, December 17, 1955.

<sup>52</sup> David Zamchick, "Paperback Buying Patterns," The English Journal, 49:336-340, 371, May, 1960.

<sup>53</sup> H. H. Punke, "Sociological Factors in the Leisure-Time Reading of High-School Students," Library Quarterly, 7:332-342, July, 1937.

<sup>54</sup> James Frank Francis, "Is the Physical Format of Paperback Books Readable?" (unpublished Master's thesis, Boston University, 1959).

## IV. THE FUTURE OF THE PAPERBOUND BOOK

Predictions and trends. Perhaps the most significant event in the history of the paperbound publishing industry occurred in 1958 when the American News Company withdrew from paperback distribution. This forced the publishers to set up an independent organization that allowed for flexibility in distribution. Along with this, a view toward a balanced distribution of paperbacks in areas new to book-retailing arose.<sup>55</sup>

In 1953 and 1954, Lewis<sup>56</sup> warned about overproduction in the industry and in 1959 this trend was reported by Hale when he mentioned the sales recession in 1955.<sup>57</sup> An indication of growth in the field is that 300 million copies of paperbound books were sold in 1958 and retailers were concerned with providing adequate displays of the paperbacks.<sup>58</sup> This spokesman for the industry, Arthur Hale,

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<sup>55</sup> Frank L. Schick, The Paperbound Book in America, op. cit., p. 94.

<sup>56</sup> Freeman Lewis, "The Future of the Paperbound Book," Publishers' Weekly, 163:2664-68, June 27, 1953; and "Books and the Mass Market," Publishers' Weekly, 166:1664-68, October 15, 1954.

<sup>57</sup> Arthur Hale, "Paperback Trends, 1959: As Wholesalers See Them," Publishers' Weekly, 175:21, March 16, 1959.

<sup>58</sup> Ibid.

predicts a long period of continued expansion for the paper-bound book.<sup>59</sup> This is the industry's prediction of the future of the paperback book. The educators' view of the future seems to be one of hopeful optimism. In the words of William D. Boutwell, "The paperback is a long intellectual drink in a Dixie Cup."<sup>60</sup>

#### V. SUMMARY OF RESEARCH

A summary of the research suggests the following statements.

The tenuous existence of the early paperbound books was dependent not only on the vagaries of the reading public, but such things as technological advances in book-binding and postal rates and regulations.

Throughout the history of the paperbound book an attempt on the part of the publishers to provide a new product to a different consumer is evident.

The paperbound book with its present production and circulation may be deserving of inclusion in the area of mass media. Thus, the paperbound book may gain the alleged power, and be required to share the responsibility that is

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<sup>59</sup> Ibid., p. 23.

<sup>60</sup> William D. Boutwell, "The Paperback: The Best Invention Since the Sandwich," N. E. A. Journal, 48:56, October, 1959.

associated with this term.

Until very recently the paperbound book has been labeled an unsatisfactory product by the booksellers, librarians, educators and the literary reader. The paperbound edition had been considered the "black sheep" of the publishing field and deserving of such metaphoric terms as flighty, vulgar and insipid.

The historical association with poor literature presented in an unsatisfactory manner may have given the paperbound book, as a physical entity, a negative connotation equivalent to a stigma.

Educators, for the most part, have not examined and subsequently utilized the full value of the paperbound book. There has been condemnation, vacillation, acceptance and cautious praise. What has been lacking is enthusiastic, positive action.

The paperbound book has usually been considered in terms of a temporary substitute or an economic expedient by publisher and consumer; but very rarely as a new approach in publishing, with an identity and purpose as individual as its format.



## CHAPTER III

### RESULTS OF THE STUDY

With the creation of the matched editions, the construction and administration of the questionnaire, and the acquisition of data, computations were made and recorded. The results of these computations will be discussed in the following manner.

1. The questionnaire and the non-reader group. An examination of answers given by the students who did not utilize any of the matched sets of hardback and paperback editions. A discussion of the nature of the questions is included.

2. Questionnaire and the reader group. An examination of answers to questions given by the students who utilized the matched sets of hardback and paperback editions. A discussion of the nature of the questions is included.

3. Questionnaire results of non-reader and reader groups combined. An examination of the combined data from questions three and four contained in the questionnaire, as answered by both the non-reader and reader group students.

4. Questionnaire results of non-reader and reader groups compared. An examination of the similarities and

differences in the answers to questions three and four given by both the non-reader and reader group students.

5. Circulation data of reader group. An examination of the numbers and percentages of the reader group students reading from the matched sets of hardback and paperback editions.

6. Reader group questionnaire and circulation data compared. An examination of the answers to questions three through seven and the circulation data of students in the reader group.

#### I. QUESTIONNAIRE AND THE NON-READER GROUP

The questionnaire was designed to serve as a dual purpose recording instrument. It recorded data of both the non-reader and reader groups. Of the seven questions contained in the questionnaire, not all were answered by both groups. Questions one through four, concerned with basic preference, reasons for preference, effect of availability of literature in paperbound editions, and relation of purpose to choice were answered by the non-reader group only. A discussion of the nature of the questionnaire, as well as the results, follows.

Basic preference. Question one was designed to ascertain student preference for either the hardback or

paperbound editions. The students answering this section of the questionnaire would not have utilized the matched sets of editions. It might be construed that their answers were unaffected by any values gained through the use of the matched sets. In order to maintain this assumption the question appeared first on the questionnaire. This initial position would tend to eliminate any change in student reaction that might be caused upon reflection of factors contained in subsequent questions. Figure 1, page 35, is a facsimile of question one as it appeared in the questionnaire.

A decided preference for hardback books is indicated by the data presented in Table I, page 42. Slightly over 60 per cent of the students indicated this preference. It should be noted that, unlike other questions contained in the questionnaire, no student failed to indicate a choice.

Factors affecting choice. Question two was designed to determine the significance of certain factors that might influence student preference toward a particular edition. This question required that the student consider the reasons for the basic preference indicated by question one. The student was then required to indicate the most important factor or factors influencing choice. Of the five factors listed, three were related to the paperbound

1. If you had a choice between a paperbound book or a hardback book, what would be your choice?  
1. Hardback \_\_\_\_\_ . 2. Paperbound \_\_\_\_\_ .

FIGURE 1

FACSIMILE OF QUESTION NUMBER ONE AS IT  
APPEARED IN THE QUESTIONNAIRE

editions. These were, number one concerned with portability, number two indicating appearance in terms of ease of reading, and number five the aspect of cover attraction. Factor three, appearance as suggesting difficulty in reading, was related to the hardback editions. Factor number four, social significance, was related to both editions. This area of social significance was concerned with the possible effect group pressure or social conformity might have on individual student preference. Figure 2, page 37, is a facsimile of question two as it appeared in the questionnaire.

Data recorded on Table I, page 42, shows the following. Size as permitting ease in carrying received slightly over 58 per cent of the students' answers. Almost 9 per cent of the students' answers indicated cover attraction as being significant. Difficulty in reading suggested by appearance received slightly over 4 per cent of the students' answers. The remaining factor, social significance, received slightly over 4 per cent of the students' answers.

It should be noted that the three factors receiving the higher percentages were related to the paperbound edition. Since students were allowed to choose more than one answer to this question, a slightly different interpretation of the results may be made. However, only 66 answers were given by the 631 students in this group.

2. Would your choice depend on any of the following? (Put a check beside the one or ones you feel are most important).

- 1. Size (easy to carry).
- 2. Looks like an easy book to read.
- 3. Looks like a difficult book to read.
- 4. Type of book my friends read.
- 5. The cover of the book appealed to me.

FIGURE 2

FACSIMILE OF QUESTION NUMBER TWO AS IT  
APPEARED IN THE QUESTIONNAIRE

Availability of books in paperbound form. The availability of literature in the paperbound book has been considered significant by several librarians. It has been suggested that student reading would increase if such books existed. Question number three, illustrated in Figure 3, page 39, was designed to investigate this possibility. It should be mentioned that this question was not concerned with accessibility of paperbacks.

Slightly over 60 per cent of the students felt that their reading would not increase if more literature was available in paperbound form. The remaining 40 per cent of the students felt that this availability would lead to an increase in their reading. The above data is contained in Table I, page 43.

Relation of purpose to choice. In order to investigate any influence subsequent utilization might have on preference for a particular edition, question four, illustrated in Figure 4, page 40, was included in the questionnaire. There were two basic parts to this question. Answers one through three were concerned with the existence of the relationship of purpose and choice in the student's mind. If the student felt that such a relationship existed, he checked answer number one. If the student felt that purpose definitely played no part in his choice of editions, or

3. Do you think you would read more books if they were available in paperbound form? 1. Yes \_\_\_\_\_. 2. No \_\_\_\_\_.

FIGURE 3

FACSIMILE OF QUESTION NUMBER THREE AS IT  
APPEARED IN THE QUESTIONNAIRE



4. Would you prefer to read one type of book for pleasure and the other type for school work? 1. Yes \_\_\_\_\_.  
2. No \_\_\_\_\_. 3. Does not matter \_\_\_\_\_. If you answered yes to the above, which type would you prefer for pleasure: 4. Paperbound \_\_\_\_\_. 5. Hardback \_\_\_\_\_.  
Which type for schoolwork: 6. Paperbound \_\_\_\_\_.  
7. Hardback \_\_\_\_\_.

FIGURE 4

FACSIMILE OF QUESTION NUMBER FOUR AS IT  
APPEARED IN THE QUESTIONNAIRE

that it was not significant, he checked answers two and three respectively. Part two in this question was concerned with the specifics of the relationship. Only those students who checked answer number one were asked to complete this part of the question. In this section, answers four and five related pleasure or "free reading" to the two types of books. Answers six and seven related school work or academic usage to the two editions.

In the minds of 45 per cent of the students, purpose and choice were related. Approximately 16 per cent of the students felt that no relation existed. The remaining students, slightly under 39 per cent of those questioned, indicated that the relationship was not significant. The answers to questions four through seven indicated that only 8 percentage points separated the two editions when pleasure or leisure reading was the intended purpose. Paperbound books and leisure reading were associated by about 46 per cent of the students. The hardbacks were related to leisure reading by slightly under 54 per cent of the students. For academic purposes the hardbound editions were the choice of approximately 77 per cent of the students. Paperbound books and schoolwork were associated by slightly under 23 per cent of the students.

It should be noted that when asked to be specific in terms of the relationship between choice and purpose,

**TABLE I**  
**QUESTIONNAIRE DATA OF NON-READER**  
**AND READER GROUPS**

(1) Questionnaire Item	(2) Number Report- ing	(3) Non- Reader Group		(4) Reader Group	
		No.	Per cent	No.	Per cent
I. Basic preference	636				
1. Hardbacks		397	62.4	(a)	
2. Paperbacks		239	37.6		
II. Factors affecting choice	631			(a)	
1. Size (portability)		368	58.3		
2. Appearance (easy reading)		190	30.1		
3. Appearance (difficult reading)		27	4.3		
4. Social signifi- cance (conformity in possession)		25	4.0		
5. Cover attrac- tion		56	8.9		

(a) Students not requested to answer.

TABLE I (continued)

(1) Questionnaire Item	(2) Number Report- ing	(3) Non- Reader Group		(4) Reader Group	
		No.	Per cent	No.	Per cent
III. Availability of literature in paperbacks (as an influencing factor in increasing reading	632(b) 84(c)				
1. Yes, is a factor		252	39.9	34	40.5
2. No, is not a factor		380	60.1	50	59.5
IV. Choice for a specific purpose	655(b) 94(c)				
1. Choice influenced by purpose		295	45.0	38	40.4
2. Choice not influenced by purpose		107	16.3	17	18.1
3. Purpose not considered in choice		253	38.7	39	41.5

(b) Non-reader group.

(c) Reader group.

TABLE I (continued)

(1) Questionnaire Item	(2) Number Report- ing	(3) Non- Reader Group		(4) Reader Group	
		No.	Per cent	No.	Per cent
4. Paperbound book chosen for pleasure	241(d) 37(e)	111	46.1	17	45.9
5. Hardback book chosen for pleasure	241(d) 37(e)	130	53.9	20	54.1
6. Paperbound book chosen for school- work	231(f) 36(g)	53	22.9	14	38.9
7. Hardback book chosen for schoolwork	231(f) 36(g)	178	77.1	22	61.1
V. Basic preference of reader group	69	(a)			
1. Paperbound book				20	29.0

(d) Of the 295 non-reader group students who were requested to answer, 54 students did not.

(e) Of the 38 reader group students who were requested to answer, one student did not.

(f) Of the 295 non-reader group students who were requested to answer, 64 students did not.

(g) Of the 38 reader group students who were requested to answer, two students did not.

(a) Students not requested to answer.

TABLE I (continued)

(1) Questionnaire Item	(2) Number Report- ing	(3) Non- Reader Group		(4) Reader Group	
		No.	Per cent	No.	Per cent
2. Hardback book				27	39.1
3. Both editions				22	31.9
VI. Main reason for choice of edition by reader group	57	(a)			
1. Appearance (ease of reading)				8	14.0
2. Appearance (suggesting distinction)				8	14.0
3. Portability				29	50.9
4. Appearance (did not look like a school book)				7	12.3
5. Cover attrac- tion				5	8.8
VII. Social advantage	65	(a)			
1. Yes				33	50.8
2. No				32	49.2

(a) Students not requested to answer.

as many as 64 students did not choose to do so. The above data is contained in Table I, page 44.

## II. THE QUESTIONNAIRE AND THE READER GROUP

The reader group, whose names appeared on the library cards contained in the matched editions, were asked to answer questions three through seven only. The library cards contained in the matched editions were used along with the questionnaire to obtain the following data.

Availability of books in paperbound form. The nature of question three has been discussed earlier in this chapter.

Slightly under 60 per cent of the students felt that their reading would not increase if more literature were available in paperbound form. The remaining 40 per cent of the students felt that this availability would lead to an increase in their reading. The above data is contained in Table I, page 43.

Relation of purpose to choice. The nature of this question has been discussed earlier in this chapter.

Slightly over 40 per cent of the students related choice and intended purpose. Approximately 18 per cent of the students denied this relationship. The remaining students, approximately 41 per cent, indicated that the rela-

tionship was not significant.

The answers to questions four through seven indicated that slightly over 8 percentage points separated the two editions when pleasure or leisure reading was the intended purpose. Pleasure and the paperbound book were associated by approximately 46 per cent of the students. Pleasure and the hardback book were associated by slightly over 54 per cent of the students.

The hardback edition and school work were associated by approximately 61 per cent of the students. The relationship between the paperbound edition and school work was made by about 39 per cent of the students.

Only one student failed to be specific in the relationship of editions to leisure reading. Two students did not indicate specifically the relationship of edition to school work. The above data is contained in Table I, page 44.

Basic preference of reader group. This particular question, illustrated in Figure 5, page 48, served the same purpose as question number one. The results of this question indicated the basic preference for book type as stated by the reader group.

A preference for hardback books was indicated by slightly over 39 per cent of the students. The paperbound



5. In your use of the selection of titles available in both paperbound and hardback books, which type did you prefer? 1. Paperbound\_\_\_\_. 2. Hardback\_\_\_\_.  
3. Both\_\_\_\_\_.

FIGURE 5

FACSIMILE OF QUESTION NUMBER FIVE AS IT  
APPEARED IN THE QUESTIONNAIRE

edition was preferred by 29 per cent of the students. About 32 per cent of the remaining students indicated no preference for either edition. The above data is contained in Table I, page 44.

Main reason for choice. Question number six, illustrated in Figure 6, page 50, is similar to question number two discussed on page 34. Such factors as cover attraction, appearance as suggesting ease of reading, and portability were covered in answers five, one, and three respectively. The importance of an academic or non-academic appearing book was the concern of answers two and three. In this question students were asked to indicate the one main reason for their choice.

Size in reference to portability was the main reason for the choice of approximately 51 per cent of the students.

Appearance as suggesting ease of reading was chosen by 14 per cent of the students. Another 14 per cent of the students chose appearance in terms of distinction. Slightly over 12 per cent of the students indicated a non-academic appearance as being the reason for their choice.

The remaining students, approximately 9 per cent, chose cover attraction as the determining factor in their choice. Table I, page 45, contains the above data.

6. What was the main reason for your choice?

- 1. It looked easy to read.
- 2. It looked very distinguished.
- 3. It was easy to carry.
- 4. It didn't look like a school book.
- 5. I liked the cover.

FIGURE 6

FACSIMILE OF QUESTION NUMBER SIX AS IT  
APPEARED IN THE QUESTIONNAIRE

Social significance. Question number seven, illustrated in Figure 7, page 52, was designed to examine the possibility that the possession, and subsequent carrying of a particular edition had a positive social value.

The answers were evenly divided on this question. Approximately 50 per cent of the students felt that there was social value in the possession and subsequent carrying of either edition. Table I, page 45, contains this data.

### III. QUESTIONNAIRE RESULTS OF NON-READER AND READER GROUPS COMBINED

In order to give statistical strength to the significance of questions three and four, the answers of both the reader and non-reader groups were combined. Table II, page 53, contains the data discussed below.

Availability of literature in paperbound form as an influencing factor in increasing reading. Slightly over 60 per cent of the students felt that the availability of literature in paperbound form would not lead to an increase in their reading. The remaining students felt that such availability of paperback literature would lead to an increase in reading.

Relation of purpose to choice. Over 44 per cent of the students related choice and intended purpose. Approxi-

7. Do you feel that there is any special social advantage to carrying the book-type of your choice? 1. Yes \_\_\_\_\_.  
2. No \_\_\_\_\_.

FIGURE 7

FACSIMILE OF QUESTION NUMBER SEVEN AS IT  
APPEARED IN THE QUESTIONNAIRE

TABLE II  
 COMBINED QUESTIONNAIRE DATA  
 OF NON-READER AND  
 READER GROUPS

(1) Questionnaire Item	(2) Number Report- ing	(3) Reader and Non- Reader Groups	
		Number	Per cent
III. Availability of literature in paperbacks (as an influencing factor in increasing reading	716		
1. Yes, is a factor		286	39.9
2. No, is not a factor		430	60.1
IV. Choice for a specific purpose	749		
1. Choice influenced by purpose		333	44.5
2. Choice not influenced by purpose		124	16.5
3. Purpose not considered in choice		292	39.0
4. Paperbound book chosen for pleasure	278(a)	128	46.0

(a) 55 students failed to answer.

TABLE II (continued)

(1) Questionnaire Item	(2) Number Report- ing	(3) Reader and Non- Reader Groups	
		Number	Per cent
5. Hardback book chosen for pleasure	278(a)	150	54.0
6. Paperbound book chosen for school- work	267(b)	67	25.1
7. Hardback book chosen for schoolwork	267(b)	200	74.9

(a) 55 students failed to answer.

(b) 66 students failed to answer.

mately 16 per cent denied this relationship. The remaining students, 39 per cent, indicated that the relationship was not significant.

When pleasure or leisure reading was the intended purpose, only 8 percentage points separated the editions. Pleasure and the paperbound book were associated by 46 per cent of the students. Pleasure and the hardback book were associated by 54 per cent of the students.

Approximately 50 percentage points separated the editions when school work was the intended purpose. About 25 per cent of the students associated the paperbound book and school work. The remaining 75 per cent related the hardback book and school work.

#### IV. QUESTIONNAIRE RESULTS OF NON-READER AND READER GROUPS COMPARED

In order to determine the relationship of the group of students utilizing the matched sets, and the remaining students answering the questionnaire, a comparison of answers to questions three and four was made. Table III, page 56, contains the following data.

Availability of literature in paperbound form as an influencing factor in increasing reading. A percentage of less than one per cent separated both the reader and the



TABLE III  
QUESTIONNAIRE DATA OF  
READER AND NON-READER  
GROUPS COMPARED

(1) Questionnaire Item	(2) Per cent of Total No. of Reader Group	(3) Per cent of Total No. of Non- Reader Group	(4) Differ- ence in Percent- ages
III. Availability of literature in paperbacks (as an influencing factor in increasing reading			
1. Yes, is a factor	40.5	39.9	.6
2. No, is not a factor	59.5	60.1	.6
IV. Choice for a specific purpose			
1. Choice influenced by purpose	40.4	45.0	4.6
2. Choice not influenced by purpose	18.1	16.3	1.8
3. Purpose not considered in choice	41.5	38.7	2.8
4. Paperbound book chosen for pleasure	45.9	46.1	.2

TABLE III (continued)

(1) Questionnaire Item	(2) Per cent of Total No. of Reader Group	(3) Per cent of Total No. of Non- Reader Group	(4) Differ- ence in Percent- ages
5. Hardback book chosen for pleasure	54.1	53.9	.2
6. Paperbound book chosen for school- work	38.9	22.9	16.0
7. Hardback book chosen for schoolwork	61.1	77.1	16.0

non-reader group in the answers given to this question.

Relation of purpose to choice. In the area of purpose as influencing choice, no more than 4.6 percentage points separated the two groups. The largest percentage difference was in answer number one. In this answer, the reader group students were less concerned with purpose in influencing choice than the non-reader group students. The two groups were separated by less than one per cent when relating the two editions to "free" or leisure reading.

The greatest divergence between the groups, 16 per cent, was in the relation of a particular edition to school work. In choosing the paperbound book for school work, the reader group was 16 percentage points higher than the non-reader group. In choosing the hardback book for school work, the non-reader group was above the reader group by the same 16 percentage points. In all but the above mentioned areas no more than 2.8 percentage points separated the two groups.

#### V. CIRCULATION DATA OF THE READER GROUP

The preference of the ninety-nine students in the reader group for either or both editions of the matched sets was obtained from the library cards. The hardback editions were read exclusively by forty-five students

or 45.4 per cent of the reader group. The paperbound editions were read exclusively by twenty-eight students or 28.3 per cent of the group. The remaining twenty-six students, comprising 26.3 per cent of the group, read both editions.

#### VI. READER GROUP QUESTIONNAIRE AND CIRCULATION DATA COMPARED

This section deals with a comparison of the answers to the questionnaire given by the reader group, and the actual choices of editions made by these students from the matched sets. The library cards contained in the matched sets of editions, and the questionnaire itself were used in obtaining the data.

Several methods of comparison of this data could have been utilized in this discussion. The choice of method would be primarily dependent on the purpose of the comparison.

Throughout this study of student preference, two groups have been considered. The only significant difference between these groups, the reader group and the non-reader group, has been the utilization of the matched editions. It could be assumed that any values of the two editions would be evident in their use. The reader group

student might be expected to answer the questionnaire with opinions related to his use of the matched sets. Therefore, a significant comparison would indicate the effect this reading of various editions from the matched sets, might have on the reader group students' questionnaire answers.

In organizing this comparison, the reader group students were divided into three groups: (1) the students who had read only hardback editions, (2) the students who had read only paperback editions, and (3) the students reading both editions. This division was based on the feeling that a student from each of these groups had a distinctive reading experience that might condition his questionnaire response.

Availability of paperbound literature as increasing reading. The readers of only hardbacks were the least concerned with availability in terms of increasing reading. Almost three-fourths of this group indicated this disinterest. The readers of only paperbound books were about evenly divided on the importance of this factor in increasing reading. Availability was considered a factor leading to increased reading by 60 per cent of the readers of both editions. The above statements are based on data contained in Table IV, page 61.

TABLE IV  
ANSWERS TO QUESTION THREE AND CIRCULATION DATA  
OF READER GROUP COMPARED

Questionnaire Response	Read Only Hardback Editions		Read Only Paperback Editions		Read Both Editions	
	Number	Per cent	Number	Per cent	Number	Per cent
(1)						
Would read more books if available in paper-bound form	10	27.8	12	42.9	12	60.0
(2)						
Would not read more books if available in paperbound form	26	72.2	16	57.1	8	40.0

The intended purpose as a factor influencing choice of edition. The readers of only paperbound books considered purpose in making a choice of edition more than the remaining students in the total reader group. The readers of only hardback editions, and to a lesser extent the readers of both editions, did not consider purpose an important factor in influencing choice. About an equal percentage of all three groups indicated purpose was not considered when a choice was made. The above statements are based on data contained in Table V, page 63.

Specific choice for pleasure or school work. Only the students who first indicated that intended purpose and choice of edition were related answered this question.

The students who read only hardback editions related them more to school work than pleasure. The same students related the paperbound edition more to pleasure or leisure reading. The students who read only paperbacks indicated the same relationships of edition and purpose as the hardback readers, but to a lesser degree. The readers of both editions were evenly divided in relating the two editions to leisure reading. However, for academic purposes, the paperbound edition was preferred by over one-half of this group. The above statements are based on data contained in Table V, page 64.

TABLE V  
ANSWERS TO QUESTION FOUR AND CIRCULATION DATA  
OF READER GROUP COMPARED

Questionnaire Response	Read Only Hardback Editions		Read Only Paperback Editions		Read Both Editions	
	Number	Per cent	Number	Per cent	Number	Per cent
(1) Intended purpose is a factor influencing choice	14	31.8(a)	14	53.8	10	41.7
(2) Intended purpose is not a factor influencing choice	11	25.0(a)	1	3.9	5	20.8
(3) Purpose is not consid- ered when making choice	19	43.2(a)	11	42.3	9	37.5

(a) Based on responses 1, 2, 3.



TABLE V (continued)

Questionnaire Response	Read Only Hardback Editions		Read Only Paperback Editions		Read Both Editions	
	Number	Per cent	Number	Per cent	Number	Per cent
(4) Would choose hardback edition for leisure reading	10	28.6(b)	4	36.4	6	50.0
(5) Would choose paperback edition for leisure reading	4	71.4(b)	7	63.6	6	50.0
(6) Would choose hardback edition for schoolwork	11	78.6(c)	7	58.3	4	40.0
(7) Would choose paperback edition for schoolwork	3	21.4(c)	5	41.7	6	60.0

(b) Based on responses 4,5.

(c) Based on responses 6,7.

Stated preference of editions. The students who read only the hardback editions showed a greater preference for this edition than its companion paperbound edition. About one-third of this group had no preference for either edition. The students reading only paperbacks showed a strong preference for their choice. About one-half of this group preferred the paperbound edition. The remaining students reading only paperbacks were evenly divided between a preference for the hardback edition, or no preference for either book. The readers of both editions showed a slightly higher preference for paperback books. An equal per cent of students indicated a preference for the hardback edition or no preference for either book. The above statements are based on data contained in Table VI, page 66.

Main reason for choice of edition. The readers of only hardbacks considered size in terms of easy carrying as the main reason for choice of edition. About 40 per cent of the group gave importance to this factor. The students who read only paperbound books also indicated size as the main reason in choice of edition.

Size in terms of portability was of importance to the readers of both editions. Over 60 per cent of this group indicated this factor as significant in choice of edition. The above statements are based on data con-

**TABLE VI**  
**ANSWERS TO QUESTION FIVE AND CIRCULATION DATA**  
**OF READER GROUP COMPARED**

Questionnaire Response	Read Only Hardback Editions		Read Only Paperback Editions		Read Both Editions	
	Number	Per cent	Number	Per cent	Number	Per cent
(1) Preferred paperbound book	4	12.9	8	44.4	8	40.0
(2) Preferred hardbound book	16	51.6	5	27.8	6	30.0
(3) Had no preference for a particular edition	11	35.5	5	27.8	6	30.0

TABLE VII  
ANSWERS TO QUESTION SIX AND CIRCULATION DATA  
OF READER GROUP COMPARED

Questionnaire Response	Read Only Hardback Editions		Read Only Paperback Editions		Read Both Editions	
	Number	Per cent	Number	Per cent	Number	Per cent
(1) Edition chosen because it looked easy to read	3	11.6	2	13.3	3	18.8
(2) Edition chosen because of its distinguished appearance	3	11.6	4	26.7	1	6.2
(3) Edition chosen because it was easy to carry	10	38.4	9	60.0	10	62.5
(4) Edition chosen because it did not look like a school book	5	19.2	0	0	2	12.5

TABLE VII (continued)

Questionnaire Response	Read Only Hardback Editions		Read Only Paperback Editions		Read Both Editions	
	Number	Per cent	Number	Per cent	Number	Per cent
(5) Edition chosen because the cover was attrac- tive	5	19.2	0	0	0	0

tained in Table VII, page 67.

Social significance of an edition. Those students who read both editions placed some importance on the social advantage of a particular book-type. The remaining students in the entire reader group were about evenly divided on whether there was a social advantage or not. The above statements are based on data contained in Table VIII, page 70.

Approximate percentages of students failing to answer questions three through seven. Several reader group students failed to answer certain questions contained in the questionnaire.

Question number six, concerned with main reason for choice, was not answered by 19 per cent of the hardback readers, 13 per cent of the paperback readers, and 10 per cent of the readers of both editions.

Question number seven, concerned with the social advantage of either edition, was not answered by 16 per cent of the hardback readers, and 9 per cent of the remaining two sub-groups.

Question number five, concerned with basic preference, was not answered by 14 per cent of the hardback readers, 10 per cent of the paperback readers, and 6 per cent of the readers of both editions.

TABLE VIII  
ANSWERS TO QUESTION SEVEN AND CIRCULATION DATA  
OF READER GROUP COMPARED

Questionnaire Response	Read Only Hardback Editions		Read Only Paperback Editions		Read Both Editions	
	Number	Per cent	Number	Per cent	Number	Per cent
(1)  There is a special social advantage to carrying a particular edition	14	48.3	9	47.4	10	58.8
(2)  There is no special social advantage to carrying a particular edition	15	51.7	10	52.6	7	41.2

Question number three, concerned with the importance of availability of paperbound literature in influencing reading, was not answered by 9 per cent of the hardback readers, and 6 per cent of the readers of both editions. All the readers of only paperbound books answered this question.

Question number four, concerned with purpose as influencing choice, was not answered by one per cent of the hardback readers, and two per cent of the remaining two sub-groups.

More students who read only hardbacks failed to answer questions three through seven than the other two sub-groups.

## VII. SUMMARY AND CONCLUSIONS

The hardback book is generally preferred over the paperbound book by a majority of the students. Conversely, the single most important factor in determining this preference is the size of the edition in terms of portability. The general physical appearance of an edition was more significant when it suggested easy reading, than as connoting an academic or non-academic complexion. The attraction of an edition's cover was not very important in influencing student preference.



The purpose for which a hardback or paperbound book is selected has an influence on the type of edition chosen. It appears that the hardback book and school work are firmly associated in the minds of a majority of the students. The paperbound book and leisure reading are equally associated.

There is an indication that the paperbound edition has a degree of association with both academic and non-academic use. This dual purpose of the paperbound book was evident in the answers of the students who utilized the matched sets, particularly those who read both editions. Thus, it appears from this result, and other data in the study, that the reading of both paperbound and hardback books in the school library had some influence on the reader's view toward both types of books. As a result of this experience, the students reading one particular edition tended to strengthen this preference; and the readers of both editions tended toward a balanced valuation of the two editions. It is interesting to note that those students who read only hardback editions did not communicate the reasons for preference, and the values of this edition as fully as did the other students in the reader group.

The difficulty in obtaining conclusive evidence of the reasons and values associated with student preference may, in itself, be significant. It is possible that the

areas under investigation are so nebular and diverse that the individual student may find it difficult to recognize their existence and almost impossible to communicate their value.

#### VIII. RECOMMENDATIONS

The results of this study reveal the need for investigation in the areas listed below.

1. The real value of cover illustrations in terms of reader attraction.
2. The importance of peer culture and adult social values in influencing the acceptance or rejection of the paperbound and hardback book by the student.
3. Procedures and methods allowing for more effective utilization of paperbound books in the school.

In addition to these suggested investigations, publishers of paperbound books should strive to improve existing lines of communications, and create programs of cooperative study between the school and the industry. If this were done, there is little doubt that the paperbound book would increase its value to education.

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**APPENDIX**

TABLE IX  
LIST OF AUTHORS AND TITLES OF BOOKS  
CONTAINED IN THE MATCHED SETS

Author	Title
Blackmore, R. D.	Lorna Doone
Bouille, Pierre	The Bridge Over the River Kwai
Bronte, Charlotte	Jane Eyre
Bronte, Emily	Wuthering Heights
Bunyan, John	The Pilgrim's Progress
Conan Doyle, Sir Arthur	Memoirs of Sherlock Holmes
Conrad, Joseph	Lord Jim
Cooper, James Fenimore	The Last of the Mohicans
Crane, Stephen	The Red Badge of Courage
Cronin, A. J.	The Citadel
Darling, Esther B.	Baldy of Nome
Defoe, Daniel	Robinson Crusoe
deKruif, Paul	Microbe Hunters
Dickens, Charles	A Christmas Carol
Dickens, Charles	David Copperfield
Dickens, Charles	Great Expectations
Dickens, Charles	Oliver Twist
Dickens, Charles	A Tale of Two Cities
Dobie, J. Frank	The Mustangs



TABLE IX (continued)

Author	Title
Dodson, Kenneth	Away All Boats
Dostoyevsky, Feodor	Crime and Punishment
Dumas, Alexandre	The Count of Monte Cristo
Dumas, Alexandre	The Three Musketeers
Edmonds, Walter D.	Drums Along the Mohawk
Eliot, George	Adam Bede
Eliot, George	Silas Marner
Forester, C. S.	The Good Shepherd
Forester, C. S.	The Ship
Forester, C. S.	Mr. Midshipman Hornblower
Frank, Pat	Forbidden Area
Franklin, Benjamin	Autobiography
Fuchida, Mitsuo	Midway
Garst, Shannon	Buffalo Bill
Gaulth, William C.	Thunder Road
Grey, Zane	Nevada
Grey, Zane	The Spirit of the Border
Hardy, Thomas	The Mayor of Casterbridge
Hawthorne, Nathaniel	The Scarlet Letter
Hayes, Joseph	The Desperate Hours
Heyerdahl, Thor	Kon Tiki

TABLE IX (continued)

Author	Title
Hilton, James	Goodbye, Mr. Chips
Hinkle, Thomas G.	Tawny
Hugo, Victor	The Hunchback of Notre Dame
Innes, Hammond	The Wreck of the Mary Deare
Kennedy, John F.	Profiles in Courage
Kipling, Rudyard	Captains Courageous
Kjelgaard, Jim	Big Red
London, Jack	White Fang
Lord, Walter	A Night to Remember
Ludwig, Emil	Napoleon
Maugham, W. Somerset	Of Human Bondage
Meigs, Cornelia	Invincible Louisa
Melville, Herman	Moby Dick
Melville, Herman	Typee
Michener, James	The Bridge at Andau
Nordhoff, Charles and James Norman Hall	Mutiny on the Bounty
Patton, Frances Gray	Good Morning, Miss Dove
Pope, Dudley	Graf Spee
Pyle, Howard	Men of Iron
Rayner, D. A.	The Enemy Below

TABLE IX (continued)

Author	Title
Sewell, Anna	Black Beauty
Shakespeare, William	The Merchant of Venice
Stanford, Don	The Red Car
Stevenson, Robert L.	The Black Arrow
Stevenson, Robert L.	Treasure Island
Stoker, Bram	Dracula
Thackeray, W. M.	Vanity Fair
Twain, Mark	The Adventures of Huckleberry Finn
Twain, Mark	Tom Sawyer
Van Loon, Hendrik W.	The Story of America
Wells, H. G.	The Time Machine
White, Robb	Secret Sea
Williams, Beryl	The Great Houdini
Wilson, Harry Leon	Ruggles of Red Gap
Wister, Owen	The Virginian
Young, Desmond	Rommel, the Desert Fox

Dear Student:

Perhaps you know that there are some new books in your school library. These are available in both hard cover and paperbound editions.

You may have read one or more of these books. If you did, then I would like you to answer questions 3-7 only. If, however, you did not find an opportunity to use any of these books for pleasure or school work, would you answer questions 1-4 only.

Thank you very much for your co-operation.  
(Will you check the answer you choose).

1. If you had a choice between a paperbound book or a hardback book, what would be your choice?  
1. Hardback\_\_\_\_\_. 2. Paperbound\_\_\_\_\_.
2. Would your choice depend on any of the following? (Put a check beside the one or ones you feel are most important).
  - \_\_\_1. Size (easy to carry).
  - \_\_\_2. Looks like an easy book to read.
  - \_\_\_3. Looks like a difficult book to read.
  - \_\_\_4. Type of book my friends read.
  - \_\_\_5. The cover of the book appealed to me.
3. Do you think you would read more books if they were available in paperbound form? 1. Yes\_\_\_\_. 2. No\_\_\_\_\_.
4. Would you prefer to read one type of book for pleasure and the other type for school work? 1. Yes\_\_\_\_. 2. No\_\_\_\_. 3. Does not matter\_\_\_\_. If you answered yes to the above, which type would you prefer for pleasure: 4. Paperbound\_\_\_\_. 5. Hardback\_\_\_\_. Which type for schoolwork: 6. Paperbound\_\_\_\_. 7. Hardback\_\_\_\_\_.

FIGURE 8

FACSIMILE OF QUESTIONNAIRE

5. In your use of the selection of titles available in both paperbound and hardback books, which type did you prefer? 1. Paperbound\_\_\_\_. 2. Hardback\_\_\_\_. 3. Both\_\_\_\_.
6. What was the main reason for your choice?
- \_\_\_\_1. It looked easy to read.
- \_\_\_\_2. It looked very distinguished.
- \_\_\_\_3. It was easy to carry.
- \_\_\_\_4. It didn't look like a school book.
- \_\_\_\_5. I liked the cover.
7. Do you feel that there is any special social advantage to carrying the book-type of your choice? 1. Yes\_\_\_\_. 2. No\_\_\_\_.

FIGURE 8 (continued)