1971

Effectiveness of library learning centers at the elementary school level

Jane W. Baker

University of Northern Iowa

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Effectiveness of library learning centers at the elementary school level

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Abstract
The problem to be studied focuses on the need for media centers and media programs in the elementary schools. The Standards for School Media Programs published jointly by the Department of Audio-Visual Instruction of NEA and the American Association of School Librarians in June 1969 defines the media center as "a learning center in the school where a full range of print and audiovisual media, necessary equipment, and services from media specialists are accessible to students and teachers." The focus of the media program is on facilitating and improving the learning process in its new direction--with emphasis on the learner, on ideas and concepts rather than on isolated facts, and on inquiry rather than on rote memorization.
EFFECTIVENESS OF LIBRARY LEARNING CENTERS
AT THE ELEMENTARY SCHOOL LEVEL

A Research Paper
Presented to
Mr. Clyde Greve of the Department of Library Science
University of Northern Iowa

in Partial Fulfillment
of the Requirements for the Course
Research 35:299

by
Jane W. Baker
July 1971
This Research Paper by: Jane W. Baker

Entitled: EFFECTIVENESS OF LIBRARY LEARNING CENTERS AT THE
ELEMENTARY SCHOOL LEVEL

has been approved as meeting the research paper requirement for the
Degree of Master of Arts in Education

Clyde L. Greve

Director of Research Paper

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Date approved: 7/16/71
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INTRODUCTION

Statement of the Problem

The problem to be studied focuses on the need for media centers and media programs in the elementary schools. The Standards for School Media Programs published jointly by the Department of Audio-Visual Instruction of NEA and the American Association of School Librarians in June 1969 defines the media center as "a learning center in the school where a full range of print and audiovisual media, necessary equipment, and services from media specialists are accessible to students and teachers." The focus of the media program is on facilitating and improving the learning process in its new direction—with emphasis on the learner, on ideas and concepts rather than on isolated facts, and on inquiry rather than on rote memorization.

The media program is defined as "all the instructional and other services furnished to students and teachers by a media center and its staff."¹

The national standards provide guidelines for media programs of good quality and establish criteria for the media services, resources, and facilities these organizations consider essential in the educational process.²


²Ibid., p. 5.
The State of Iowa, Department of Public Instruction has also published in 1969 a Plan for Progress in the Media Center, K-6, a guide to the development of elementary libraries or media centers.

This booklet presents a three step program for the development of elementary media centers. The committee responsible recommends that Iowa schools move as rapidly as possible from one step to another taking no more than three years for each step.3

Both the national standards and the Iowa state booklet use the term media center. There are many other terms for such a center; for example, library, media library, instructional materials center, library learning center, and multi-media center.4, 5

While national standards and state standards provide guidelines for quality libraries, the question arises whether it is possible for students to acquire the skills needed to use a media center without specific instruction and/or without a library learning center, at the elementary level.

For the purpose of this study library skills are defined as the ability to locate and use printed material found in a library learning center.

Dr. Richard Darling, in a speech at the National Audio-Visual annual conference in July 1968 said, "today the average suburban home has radios, TV receivers, phonographs, tape recorders, slide projectors and even movie projectors. Every child in the United States today learns outside of school, through electronic devices."6

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3State of Iowa, Department of Public Instruction. Plan for Progress in the Media Center (Des Moines: Department of Public Instruction, 1969), p. 3.

4Ibid.

51969 Standards, op. cit., p. xi.

Messieurs Elstein and Hartz in an article in the Wilson Library Bulletin, critical of the Standards, raise the question whether a central library is needed if the teacher is skilled, the classroom has curricular material and a public library is nearby.

The area of concern is: How effective are library learning centers at the elementary school level?

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REVIEW OF RELATED LITERATURE

The school library came into being about 1900 when the need for its resources and services first became apparent, and the concept of the service to be provided by the public library began to change. It was at this time also that the first qualified librarian was appointed to a school position.

In the beginning the school library was just a place where students obtained books for supplementary reading. Most of the librarian's time was spent in organizing the book collection and in the circulation and retrieval of books.

During the 20's and 30's the school library reacted to a revolution in education. It became a work area for the completion of job assignments at which the student worked according to his own ability rate. It was the period of the activity program, the problem approach, and the project method. The library changed from the status of a storehouse of books to a laboratory of learning.

During the 50's there was a decline in the use of library facilities. The atmosphere of conformity generated after World War II discouraged the expression of diverse opinions in the classroom. The explosion of knowledge also prevented teachers from seeking the enrichment services of the library.  

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However, from 1960 an interest in improving the quality of school library service spread. The goal of the 60's was to establish school libraries in all schools and to stock them with sufficient resources to support the educational program.

Some of the significant trends in education which affected the role of the library were:

1. a focus on the individual rather than the group;
2. making the individual more responsible for his own learning;
3. true inquiry in place of memorization;
4. topics taught in depth in lieu of "fact teaching";
5. nonclassification of children by age, but rather grouping them according to their readiness to absorb the subject matter to be learned;
6. non-graded in place of the graded school;
7. real discovery instead of "show and tell" in education.9

As the philosophy of education changed and teaching methods progressed from the one-textbook approach to the multi-media approach, it stood to reason that there would be a change in the library concepts.10

The media center philosophy is based on the idea that the role of the center is to support the instructional program of the school, supplying materials in many forms, equipment for their use, and related services to students and teachers at all levels wherever and whenever

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they are needed.\textsuperscript{11,12}

The most obvious difference between the media center and the traditional school library is in its collections, which have shifted from books and other print materials to a more balanced collection of print and audio-visual materials. The largest single segment of the collection still consists of print materials. The 1969 Standards, in fact, call for larger book collections than before. The book collections are weighted to materials directly related to units of instruction and teachers are more important in helping to choose materials than formerly. Librarians work with teachers in planning units of instruction, incorporating materials for use in class, and for follow-up work in the media center. Librarians also serve on curriculum committees. In other words they play a larger and specific role in terms of teaching, and relating media to the curriculum.\textsuperscript{13}

The 1969 Standards also recommend more magazines and newspapers to provide as much current information as possible on changes in scientific, social, economic, and political affairs.\textsuperscript{14}

The traditional view of the library as one of the teaching stations in the school has rapidly given way to the idea that it is a service agency supporting the whole curriculum.

One of the results is the abandonment of the old rigid scheduling of classes to the library. Today teachers encourage pupils to use the


\textsuperscript{12}1969 Standards, loc. cit., p. 5.

\textsuperscript{13}Ibid., p. 21.

\textsuperscript{14}Ibid., p. 30.
media center individually and in small groups whenever the need for materials arises and brings the whole class to the library only irregularly and for specific purposes.\textsuperscript{15}

During the 60's several events occurred that had an influence on the development of the libraries.

In 1960 the concept of the school library as an instructional materials center which renders a service was accepted by the American Library Association with the publishing of its \textit{Standards for School Library Programs}. The national standards gave detailed statements of the requirements for effective library services and of the contribution of the school library to high quality education. The general objectives of the standards applied to all schools and to elementary and secondary schools alike.\textsuperscript{16}

In 1962 two programs were inaugurated that focused attention on elementary libraries.

The Knapp Foundation granted $1,130,000 to the American Library Association for a five year program for the purpose of establishing quality libraries around the country. The first two of the three phases of this program were concerned with the upgrading of five elementary libraries. At the time of this program much attention was given these schools by educators interested in the progress of school libraries.

The results of this program were published by the American Library Association in a book entitled, \textit{Realization}. This report also

\begin{itemize}
\item \textsuperscript{15}Ibid., p. 4.
\end{itemize}
states that the philosophy of the school library as a center for all instructional materials...has won general acceptance and a considerable variety of implementations have strengthened it as a concept. 17

The Encyclopedia Britannica School Library Awards program was also started in 1962. The awards are given annually with the advisory assistance of the American Association of School Librarians and have generated much public interest in school library development. One of the purposes of the awards is to point up the importance of good elementary school libraries to quality education. 18

Federal programs were also stimulating the development of school libraries in every state in the union.

In 1965 the Elementary and Secondary Education Act made available to schools one billion, three hundred million dollars. Under Title I schools received the largest amount of the money—one billion dollars—primarily intended to help disadvantaged children. Title II benefited most directly libraries with one hundred million for print and non-print materials. In Iowa this money was not distributed to schools directly but was used to purchase materials retained in area centers. However, no provision was made for personnel or for the distribution of the print materials. 19 Title III received one million for innovative experimental programs.


During the 60's statements from people in the field of library science also support the concept of the importance of elementary school libraries, qualified librarians, and the teaching of library skills.

In his book Rossoff says that there is no general agreement concerning the best approach or method of teaching library skills. In determining who should teach the library lesson, the teacher or librarian, he says both should teach depending on circumstances. In general, the librarian should teach as the bulk of the responsibility of teaching library skills is her responsibility. Only in understaffed situations would the teacher share the librarian's responsibility. However, he feels there are certain skills that are best handled by the classroom teacher as they are needed.20

Wheeler says that where total knowledge is impossible, knowing where and how to obtain it is necessary. Those who have learned to use the library have the key to almost unlimited knowledge, he states. He thinks that if attitudes are to be shaped, this teaching should start in the elementary school and continue throughout the school life of the student in a progressive fashion.21

According to Dorothy Roche, all students need library instruction. She feels it serves to promote better study habits in all subject areas, gives the student the "library habit," and encourages reading.22

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20Rossoff, op. cit., p. 86.


Bess Gray says the importance of primary instruction, elementary as it is, should never be minimized. She thinks it is an excellent time to learn good library manners, the appreciation and proper care of books, and library procedures.23

Several authors agree that a modern elementary school library is the instructional materials center of the entire school and as such makes a unique contribution; that it is indispensable to the school program.

One school system that explored the benefits of a fully staffed and equipped elementary school library was the Maedgen Elementary School, Lubbock, Texas. Their research was carried out under Title III ESEA as an innovative project. Previously the school had operated with individual room libraries and without professional library assistance. One of the objectives was to measure pupil proficiency in the use of the library, at the 5th and 6th grade, after a school year of instruction in library usage in a fully staffed and equipped elementary school library.

The result of this experiment showed an improvement in library skills with a significant difference compared to the control school which had no library usage instruction by a specialized staff. The article states that "any doubt concerning the value of an organized

program of library services should be dispelled by this statistical study of an elementary school situation.  "

Another research program was carried out in connection with the Encyclopedia Britannica Library Awards. In 1963 twelve school districts, six among the finalists and six non-finalists, responded to a request for information about the programs of service in their elementary school libraries. Responses were received from 358 teachers. One hundred thirty-five were served by libraries with full-time librarians, 138 by part-time librarians, 38 with only volunteer personnel, and 47 with classroom collections only. Each teacher checked a list of 175 library activities or services to show which were provided in her classroom or for her students.

The scores for those schools having libraries were above the average in all areas of the checklist. There was very little difference in number of activities between schools with a central collection but no employed personnel, and schools with classroom collections only—a finding corroborated by other research which the writer had carried out. Some schools in the classroom collection category presented a better picture than did some in the central collection category. In other words, the employment of a school librarian is not, by itself, assurance of an excellent program of services and activities. While there is some educational value in the mere provision of a central collection, the research showed the activities carried out by volunteer personnel do not have a measurable impact on the classroom.


The investigator was unable to find in the library literature records of any similar research in the area under study.
DESIGN OF THE STUDY

Description of Research Method

The following question will be answered by the proposed study:
How relatively effective at the elementary school level is the teaching of library skills under each of the following conditions?

1. with library learning centers but no library skills taught.
2. with library learning centers and with library skills taught.
3. without library learning centers and without library skills taught.
4. without library learning centers but with library skills taught.

The first step in answering the question stated above was to locate four samples of upper elementary midwestern students who were enrolled in the sixth grade during the 1970-1971 school year.

From each of these samples it was necessary to identify twenty-five students who had been in one of each of these four school situations since kindergarten. The total of the four samples was 100 students.

The first sample consisted of students from a school with a library learning center but no library skills taught.

The second sample consisted of students from a school with a library learning center and with library skills taught.

The third sample consisted of students from a school without a library learning center and without library skills taught.

The fourth sample consisted of students from a school without a library learning center but with library skills taught.
Sampling Procedures

In order to carry out the research project letters were sent to a selected group of librarians and teachers in schools in central Iowa, informing them of the proposed project, and asking for their cooperation.

From the responses received four schools were selected, one for each of the areas to be studied.

In May 1971, copies of the library skills tests were sent to the respondents to be administered to their sample of sixth grade students. Included with the test was a questionnaire, to be filled out by the teacher or librarian, regarding the school library facilities and staffing. The purpose of the questionnaire was to insure that the school met the criteria previously established for this study. (See Appendix A.)

When the tests were returned they were manually tabulated. This data was then analyzed.

Data Gathering Instrument

Since no applicable standardized test of library skills for elementary school pupils was available, a test was devised based on other tests of library skills reported in the literature and/or in use across the nation. The test was related directly to skills needed in locating printed materials and extracting information from them. (See Appendix B.)

The test consisted of twenty items of multiple choice type, designed to be read by the pupils and answered by writing a single letter corresponding to the chosen alternative. (See Appendix C.)

After the test was constructed it was submitted for review by colleagues and then used in the study. Administration time was approximately twenty-five minutes.
Statistical Treatment

In order to determine whether significant differences existed among the four groups, A, B, C, and D, the results were tabulated (see Table 1 for group numbers, mean, standard deviation of proper response in each group) and an Analysis of Variance of 2 X 2 Factorial Design was undertaken.

Table 1
Comparison of Scores for Sixth Grade Library Skills Test

<table>
<thead>
<tr>
<th>Group*</th>
<th>Number</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>25</td>
<td>10.8</td>
<td>3.0854</td>
<td>12</td>
</tr>
<tr>
<td>B</td>
<td>25</td>
<td>12.32</td>
<td>1.5929</td>
<td>5</td>
</tr>
<tr>
<td>C</td>
<td>25</td>
<td>8.96</td>
<td>2.5215</td>
<td>9</td>
</tr>
<tr>
<td>D</td>
<td>25</td>
<td>9.04</td>
<td>2.2357</td>
<td>9</td>
</tr>
</tbody>
</table>

*Group A - Library - No library skills.

Group B - Library - Library skills.

Group C - No library - No library skills.

Group D - No library - Library skills.
ANALYSIS OF DATA

This data was analyzed by analysis of variance using a 2 X 2 factorial design, G. W. Snedecor, Statistical Methods.\textsuperscript{26}

Factor A has reference to Library Skills/No Library Skills.

Factor B has reference to Library/No Library.

Factor AB has reference to the interaction between these two conditions.

Table 2
Source Table
Notations Employed

<table>
<thead>
<tr>
<th></th>
<th>Factor B*</th>
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<tbody>
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<td></td>
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<table>
<thead>
<tr>
<th>Group A</th>
<th>Group C</th>
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<tbody>
<tr>
<td>270</td>
<td>224</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Group B</th>
<th>Group D</th>
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<tbody>
<tr>
<td>308</td>
<td>226</td>
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</tbody>
</table>

*Factor A. Library Skills - No Library Skills.

*Factor B. Library - No Library.

The statistical results indicate that:

Factor A is not significant \( P > .05\) d.f. - 1,99.

Factor B is highly significant \( P > .01\) d.f. - 1,99.

Factor AB is not significant \( P > .05\) d.f. - 1,00.

(See Table 3.)

\textsuperscript{26}G. W. Snedecor, Statistical Methods (Ames, Iowa: Iowa State College Press, 1956), p. 246 (F-Table).
Table 3
Analysis of Variance Table

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>D.F.</th>
<th>S.S.</th>
<th>M.S.</th>
<th>F Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Library Skills/No Skills</td>
<td>1</td>
<td>16</td>
<td>16</td>
<td>2.6240</td>
</tr>
<tr>
<td>B Library/No Library</td>
<td>1</td>
<td>164</td>
<td>163.04</td>
<td>26.8700</td>
</tr>
<tr>
<td>AB Interaction Library</td>
<td>1</td>
<td>13</td>
<td>12.9600</td>
<td>2.1254</td>
</tr>
<tr>
<td>Within Cells (Residual or Error)</td>
<td>96</td>
<td>585</td>
<td>6.0975</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>99</td>
<td>778</td>
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Since factor A indicates the effect of teaching library skills, then it is ineffective.

Since factor B indicates the effect of having a library learning center, then it is effective.

Since factor AB is interaction between the two groups, then it is ineffective. The lack of significance of interaction between the two groups may be due to the small number in the study.

In considering the results of this study it might be important to consider some general information concerning the schools involved. Both schools with library learning centers were larger schools, having over twice the enrollment of the non-library schools. In neither case were public libraries available within the bounds of the school district for these schools. In the case of the schools with classroom collections
only, public libraries were available. This would seem to indicate that the presence of a public library does not take the place of a central library in the school.

The frequency distribution table (see Table 4) shows that the three highest scores on the test were made by pupils in group A. This group, with a central library but no librarian, comes from a suburban school with a high socio-economic population. This school also has the services of a competent aide, and reportedly good teachers. These factors might tend to influence their high scores.

The other three groups all come from towns in central Iowa with populations under 2,000.

In considering the frequency distribution it can be noted that the range of the scores is smaller for group B, which is the school with a library and skills taught. This group also had the highest total scores. (See Table 2.)

By dividing the frequency distribution scores into high, middle, and low scores it can be seen that a fourth of the scores for groups A and B (the groups with libraries) are in the top one-third of the correct answers, while only one score from group C and D falls in this area. Group C and D both have several scores in the low third of the correct scores, while only one score falls in this category from group A and B. This analysis of the frequency distribution would indicate the importance of having library learning centers as compared with having library skills taught. It also appears that teaching library skills helps to a greater degree those students with a library learning center.
Table 4

Frequency Distribution of Correct Responses of Test Scores

<table>
<thead>
<tr>
<th>Scores</th>
<th>Frequency</th>
<th>Scores</th>
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SUMMARY AND CONCLUSIONS

Restatement of Problem

This study has sought to answer the question: How relatively effective at the elementary school level is the teaching of library skills under the following conditions?

1. with library learning centers but no library skills taught.
2. with library learning centers and with library skills taught.
3. without library learning centers and without library skills taught.
4. without library learning centers but with library skills taught.

Description of Procedures

In the study, letters were sent to a selected group of librarians and teachers in schools in central Iowa informing them of the proposed study, and asking for their cooperation. From those who responded four schools were selected, one for each of the areas to be studied.

A random sample of twenty-five students, who had been in each of these schools since kindergarten, were given an objective paper and pencil test of library skills. The test consisted of twenty items of multiple choice type, to be read by the pupils and answered by writing a single letter corresponding to the chosen alternative. The total of the four samples was one hundred students.

Since no applicable standardized test of library skills was available, a test was devised by the author.
The tests were administered in May, 1971. When the tests were returned to the researcher they were manually tabulated and an analysis of variance of 2 X 2 factorial design was undertaken.

**Major Findings**

Since the data was relatively limited, the findings are to be considered only in relation to the samples studied.

From the data it empirically looks as if students with access to a library learning center know how, or have the skills to use a center, and those without a library learning center do not.

Teaching helps to a greater degree those students with a library.

**Conclusion**

In conclusion, I would have to say that having a library learning center at the elementary school level is more effective than teaching library skills.

**Recommendation for Further Study**

As a result of the questions that have arisen during the course of the present study, the following suggestions for further research are made:

1. A study might be made employing techniques similar to the present study but including a large number of cases.

2. Conditions relating to the four sample groups could be more closely controlled in regard to mental ability, age, sex, and economic background of the students, and size of the schools.

3. An item analysis of the test questions and an index of difficulty might be made.
BIBLIOGRAPHY


State of Iowa, Department of Public Instruction. Plan for Progress in the Media Center. Des Moines: Department of Public Instruction, 1969.


QUESTIONNAIRE

(Please answer and return with the tests)

1. Please check the type of organization your school most closely resembles.
   K - 8 ____  K - 6 ____  Other (please specify) ____

2. Please give the approximate enrollment of your building ____

3. Please check the type of library arrangement located within your building
   Central library for your school system ____
   Central library for your building ____
   Home room library ____
   Other types (please specify) ____

4. Are materials classified in a card catalog? Yes____ No____

5. Are non-fiction books classified according to the Dewey Decimal System of classification? Yes____ No____

6. Does your building have the services of a trained librarian? Yes____ No____

7. If not, does your building have the services of a library aide? Yes____ No____

8. Have the students in this school received any instruction in library usage, such as regular lessons, over a period of time? If so, how much? 1 yr.____ 2 yr.____ 3 yr.____ Other types (please specify) ___________________

9. Is there a public library available within the bounds of the school district? Yes____ No____

10. If yes, are your students allowed to use this without cost? Yes____ No____
TABLE OF SKILLS ANALYSIS FOR TEST

I. PARTS OF A BOOK AND THEIR USAGE

1. Location of copyright date
2. Purpose of index
3. Definition of table of contents

II. DICTIONARIES, ENCYCLOPEDIAS, AND OTHER REFERENCE BOOKS

4. Use of guide words
5. Supplementary information found in dictionary
6. Coverage of encyclopedias
7. Comparison of encyclopedia indexes
8. Coverage of atlas
9. Definition of atlas
10. Coverage of almanacs

III. ARRANGEMENT OF BOOKS

11. Dewey Decimal System
12. Shelving of biography
13. Arrangement fiction materials
14. Arrangement non-fiction materials (decimals)
15. Alphabetical arrangement fiction by author and title

IV. CARD CATALOG

16. Location of "call number"
17. Recognition of analytic card
18. As a library index

V. INDEXES

19. Index as source of information
LIBRARY SKILLS TEST DIRECTIONS

This is a test of some of the skills you may have been learning since you first entered school. Give this test your close attention and do your best on every question. You will probably find some of the questions quite easy and others more difficult. You are not expected to answer every question correctly.

Work carefully but do not spend too much time on any one question. You may answer questions even when you are not perfectly sure of the correct answer. Your score will be the number of correct answers. If you change your mind about an answer be sure to erase your first mark completely.

There are 20 questions in this test. Following each question there are five suggested answers. Read each question, then look at the given suggested answers and decide which one is correct. Write the letter for the correct answer in front of the number of that question.

Sample Problem

1. The author usually tells why he has written a book in the
   A. bibliography
   B. preface
   C. index
   D. table of contents
   E. appendix

Because the correct answer to the sample problem is the preface, which is lettered "b," the letter "B" should be written in the space by the number 1., since this is the answer to the first question.
1. The copyright date as given in a book usually is found
   A. in the index
   B. on the title page
   C. in the glossary
   D. on the back of the title page
   E. in the preface

2. In a book, the alphabetical list of the topics mentioned in it, together with the pages on which they may be found, is called the
   A. table of contents
   B. bibliography
   C. index
   D. title page
   E. glossary

3. The page in a book on which a certain chapter begins can be found in the
   A. appendix
   B. table of contents
   C. preface
   D. glossary
   E. index

4. A dictionary page with the guide words, "frank - freeholder," will include
   A. frame
   B. frailty
   C. fraud
   D. freelance
   E. freeze

5. If you look up any common word in an unabridged dictionary you would find
   A. spelling
   B. origin of the word
   C. synonyms
   D. parts of speech
   E. all of these

6. Encyclopedias contain facts about
   A. events
   B. things
   C. places
   D. people
   E. all of the above

7. Which encyclopedia has no index
   A. Encyclopedia International
   B. World Book Encyclopedia
   C. Compton's Pictured Encyclopedia
   D. Collier's Encyclopedia
   E. The Encyclopedia of Popular Science
8. An atlas contains the following
A. relief maps
B. political maps
C. economic maps
D. all of the above
E. none of the above

9. An atlas is
A. a yearbook
B. a book of maps
C. an anthology
D. statistics about geography
E. B and D answers

10. Which of the following statements is not true about the World Almanac
A. is published yearly
B. contains information about events of the past year
C. is classed as a yearbook
D. has no index
E. contains information about sports events

11. In order that books on the same subject may be kept together on the shelves, Melvil Dewey divided the whole field of knowledge into
A. 8 main classes
B. 12 main classes
C. 10 main classes
D. 14 main classes
E. none of the above

12. Depending on the choice of the library, individual biographies may be shelved by the call number(s)
A. B
B. 92
C. 920
D. 921
E. A, B, and D answers

13. A biography of Benjamin Franklin by Charles Graves will be found on the biography shelves under
A. Benjamin
B. Charles
C. Franklin
D. Graves
E. the title

14. In a library, fiction books are arranged on the shelves
A. in alphabetical order by title
B. in alphabetical order by subject
C. by the Dewey Decimal System
D. in alphabetical order by author's last name
E. in alphabetical order by author's first name
15. Of the books with the following classification numbers, which one will stand first on the shelves
A. 745.54
B. 745.6
C. 745
D. 745.59
E. 745.5

16. Of the fiction books with the following titles and authors, which one will stand last on the shelves
A. Estes --- Ginger Pye
B. Enright --- Thimble Summer
C. Erickson --- Black Penny
D. Eichenberg --- Ape in a Cape
E. Elkin --- Loudest Noise in the World

17. The call number usually appears on the catalog card in the
A. upper right-hand corner
B. lower right-hand corner
C. upper left-hand corner
D. lower left-hand corner
E. lower center

18. The card catalog sometimes indexes important parts of a book and shows pages on which those parts are found. This is called a(an)
A. subject entry
B. author entry
C. title entry
D. added entry
E. analytic entry

19. The card catalog is to the library what the ....... is to a book
A. glossary
B. index
C. title
D. author
E. table of contents

20. In the Reader's Guide notation "Life 19:12 May 8 '71," the number 12 stands for
A. the page
B. the volume
C. the year
D. the month
E. the day