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The Instruction of Library Skills by Iowa Elementary Librarians in the Upper Elementary Grades

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The Instruction of Library Skills by Iowa Elementary Librarians in the Upper Elementary Grades

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Abstract

What are Iowa elementary librarians doing to help their students learn in school? This paper is a partial attempt to find out. The primary purpose of this paper is to research the instruction of library skills taught by Iowa elementary librarians in their upper elementary library programs. Another objective is to research not only when library skills are taught but also how they are taught to students.

THE INSTRUCTION OF LIBRARY SKILLS BY IOWA ELEMENTARY LIBRARIANS
IN THE UPPER ELEMENTARY GRADES

A Research Paper
Presented to
the Faculty of the College of Education
University of Northern Iowa

For Approval of a Research Paper
in Partial Fulfillment of the Requirements for the Degree
Master of Arts in Education

by
Lennis Kay Lange
January, 1971

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Head, Library Science

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Chapter 1

The school library supports the educational program of the school. The responsibilities for organizing and promoting a library program rests primarily with the librarian. From the librarian students learn the importance of basic and specific library skills. With these skills students use the library to acquire more knowledge in their fields of study.

In the upper elementary grades students are increasingly using the library. Both teachers and students are demanding more depth and accuracy of materials, something beyond the textbook. Daily, more and better information is made available in print and non-print materials for use in the classroom.

What are Iowa elementary librarians doing to help their students learn in school? This paper is a partial attempt to find out. The primary purpose of this paper is to research the instruction of library skills taught by Iowa elementary librarians in their upper elementary library programs. Another objective is to research not only when library skills are taught but also how they are taught to students.

There are two other objectives:

1. Comparing library programs of small and large school districts.
2. Noting any differences of library programs directed by librarians with various educational backgrounds.

Perhaps by achieving these goals a better evaluation of Iowa elementary librarians can be made.

To gain more background, books, magazines and curriculum guides were reviewed. The literature for this study was limited. It was the intent of this researcher to determine the library skills taught in Iowa upper elementary grades. A comprehensive background of library skills was attained

and from my readings a list of library skills was compiled. Palovic and Goodman was an excellent source and Ayres, Beck and Mott contained useful lists of library skills. Conlon, Freund and Lowrie discussed the importance of teaching library skills in the upper elementary level. The curriculum guides pointed out the varieties of library skills taught in schools.

A two-page questionnaire to be sent to elementary librarians was formulated to answer the researcher's objectives. One page was concerned with the librarian's background and program and the other contained a list of library skills and methods of instruction for teaching said skills.

With the use of the Iowa Educational Directory 1968-1969 School Year a list of school districts with an elementary librarian was selected. Only those school districts which employed elementary librarians without any other teaching duties were used. That is, if a school district employed a librarian who taught in the high school or junior high as well as in the elementary school or schools, it was not included on the list. Because of the two-year lag the list was not completely accurate. Some school districts have added elementary librarians, eliminated them or added further teaching duties to their contracts. However, I do have a large enough list from the above source to carry out the objectives of this study. If a school district had more than one elementary librarian, one was chosen to represent the school district.

With the cooperation of Mr. Clyde Greve a letter of transmittal was written. The letter as well as the two-page questionnaire was mailed to the total population.

Forty-nine letters were sent out, of which forty-six were returned. However, forty-three schools employed an elementary librarian, and of this number thirty-eight instructed library skills. Therefore, the bulk of

information used in this research paper was contributed by eighty-five per cent of the selected population.

Table 1

Analysis of Questionnaire Results

	Number	Percent
Number of questionnaires mailed	49	100%
Number of questionnaires returned	46	94%
Number of schools with elementary librarians	43	89%
Number of schools with an elementary library program	38	85%

Chapter 2

As a total group, elementary librarians teach many library skills. As noted in Table 2 only one skill, note taking, is not taught by at least one-half of the total schools with library programs. Of the seventeen listed library skills every librarian taught the card catalog and the Dewey Decimal System to their students. Teaching the appreciation of literature, care of books, almanacs, atlases, encyclopedias and parts of a book are taught in over eighty per cent of the schools.

Reading Table 2 one notes some differences of library programs in school districts with less than 1500 students and those with more than 1500 students. Those with less than 1500 students stress the appreciation of literature, parts of book, dictionary, and vertical file more than the larger schools. The larger schools emphasize the teaching of atlases, other reference materials not listed, making of a bibliography, research reports and note taking more than the small schools. Although there may be many reasons for these differences of programs between the sizes of school districts, the collections of the larger schools appears to be significantly better for research purposes than the smaller school.

Both sizes of school districts do teach some library skills about equally. These skills include the teaching of the card catalog, the Dewey Decimal System, almanacs, encyclopedias, alphabetizing, non-book materials and Abridged Readers Guide.

When comparing those librarians who hold a M.A., B.A. or no degree in library science (see Table 3) one discovers many differences. According to the research those librarians without a major in library science teach fewer library skills than M.A. or B.A. degree holding librarians. As a group the

non-major librarians teach less almanacs, encyclopedias, appreciation of literature, atlas, making of a bibliography, non-book materials, other reference materials not listed, parts of book and research reports as compared with the other two groups.

Those librarians with a B.A. degree in library science appear to be teaching more library skills than any other group. They teach more almanacs, alphabetizing, appreciation of literature, making of a bibliography, dictionary, non-book materials, parts of a book, and vertical file than the M.A. or non-major group.

The M.A. degree librarians tend to stress reference materials. They teach more about the atlases, dictionaries, non-book materials, and other reference materials not listed than the other two groups. For some reason ninety-two per cent of the M.A. group teach the care of books to their students while only fifty-eight per cent teach the important skill of alphabetizing.

There are some skills taught about evenly among the three differently educated librarian groups. The Abridged Reader's Guide to Periodical Literature, and note taking are taught about the same per cent. Every librarian taught the card catalog and Dewey Decimal System.

Table 4 describes the grade levels at which these various library skills are taught. One can read what grades certain skills are stressed or in some cases, not even attempted.

Few librarians teach the Abridged Reader's Guide, making of a bibliography, note taking or research reports of fourth graders. But appreciation of literature, card catalog, care of books, dictionary, encyclopedia and parts of book are taught to fourth graders more than in the other two grades.

Fifth grade seems to be the level librarians introduce or end many library skills. The Abridged Reader's Guide, almanacs, atlases, making of a bibliography, the Dewey Decimal System, non-book materials, note taking, other reference materials not listed, and research reports are taught in greater numbers. Teaching the care of books, the dictionary, alphabetizing and parts of books are not taught as much in the fifth grade as in the fourth grade.

Most librarians at the sixth grade level stress the reference materials and research skills more than the two lower grades. Still at this level teaching the card catalog and Dewey Decimal System is very important. It is amazing to note the large number of skills being taught at this level. It seems in the sixth grade librarians try to make one last effort to cover almost everything before the students move on to seventh grade. Sixty-six per cent of the librarians are still teaching the care of a book. This has been done since kindergarten. Yet for many students the information is heard again. Forty-five percent of the librarians still teach the parts of a book. It appears perhaps there is much duplication of some skills in the elementary level.

Table 2

Library Skills Taught in School Districts With Less Than 1500
Students as Compared With School Districts With More Than 1500 Students

	Under 1500		Over 1500		Totals	
	Raw Score	Percentage	Raw Score	Percentage	Raw Score	Percentage
<u>Abridged Reader's Guide to Periodical Literature</u>	9	56%	12	55%	21	55%
<u>Almanacs</u>	13	85%	18	82%	31	82%
<u>Alphabetizing</u>	12	75%	16	73%	28	74%
<u>Appreciation of Literature</u>	15	94%	17	77%	32	84%
<u>Atlases</u>	11	69%	20	91%	31	82%
<u>Bibliography, Making of</u>	9	56%	14	64%	23	61%
<u>Card Catalog</u>	16	100%	22	100%	38	100%
<u>Care of Books</u>	13	85%	19	86%	32	84%
<u>Dewey Decimal System</u>	16	100%	22	100%	38	100%
<u>Dictionary</u>	13	85%	15	68%	28	74%
<u>Encyclopedias</u>	13	85%	18	82%	31	82%
<u>Non-book Materials</u>	10	63%	13	59%	23	61%
<u>Note Taking</u>	4	25%	8	38%	12	32%
<u>Other Reference Materials not Listed</u>	8	50%	16	73%	24	64%
<u>Parts of a Book</u>	14	88%	17	77%	31	82%
<u>Research Reports</u>	7	41%	13	59%	20	52%
<u>Vertical File</u>	9	56%	10	45%	19	50%

Table 3

A Comparative Study of Upper Elementary Library Skills Taught by B.A.-M.A.
Degree Holding Librarians and Those Without a Degree in Library Science

	No Degree		B.A. Degree		M.A. Degree		Totals	
	Raw Score	Percentage	Raw Score	Percentage	Raw Score	Percentage	Raw Score	Percentage
<u>Abridged Reader's Guide to Periodical Literature</u>	5	50%	9	56%	7	58%	21	55%
Almanacs	6	60%	15	94%	10	83%	31	82%
Alphabetizing	6	60%	15	94%	7	58%	28	74%
Appreciation of Literature	7	70%	15	94%	10	83%	32	84%
Atlases	7	70%	12	75%	12	100%	31	82%
Bibliography, Making of	4	40%	12	75%	7	58%	23	61%
Card Catalog	10	100%	16	100%	12	100%	38	100%
Care of Books	8	80%	13	81%	11	92%	32	84%
Dewey Decimal System	10	100%	16	100%	12	100%	38	100%
Dictionary	8	80%	13	81%	7	58%	28	74%
Encyclopedias	6	60%	14	88%	11	92%	31	82%
Non-book Materials	5	50%	11	69%	7	58%	23	61%
Note Taking	3	30%	5	31%	4	33%	12	32%
Other Reference Materials Not Listed	4	40%	9	56%	11	92%	24	64%
Parts of a Book	7	70%	15	94%	9	75%	31	82%
Research Reports	4	40%	8	50%	8	67%	20	52%
Vertical File	4	40%	12	75%	3	25%	19	50%
Totals	10	100%	16	100%	12	100%	38	100%

Table 4

Library Skills Taught in the Upper Elementary Grades

	Fourth Grade		Fifth Grade		Sixth Grade		Total	
	Raw Score	Percentage	Raw Score	Percentage	Raw Score	Percentage	Raw Score	Percentage
<u>Abridged Reader's Guide to Periodical Literature</u>	4	11%	10	26%	21	55%	21	55%
<u>Alamancs</u>	12	27%	22	58%	27	72%	31	82%
<u>Alphabetizing</u>	26	71%	20	52%	19	50%	28	74%
<u>Appreciation of Literature</u>	32	84%	31	82%	30	79%	32	84%
<u>Atlases</u>	16	42%	23	61%	25	66%	31	82%
<u>Bibliography, Making of</u>	5	13%	10	26%	20	52%	23	61%
<u>Card Catalog</u>	36	95%	34	89%	32	84%	38	100%
<u>Care of Books</u>	31	82%	26	71%	25	66%	32	84%
<u>Dewey Decimal System</u>	26	71%	36	95%	32	84%	38	100%
<u>Dictionary</u>	25	66%	20	52%	18	47%	28	74%
<u>Encyclopedias</u>	24	63%	23	61%	22	58%	31	82%
<u>Non-book Materials</u>	18	47%	21	55%	21	55%	23	61%
<u>Note Taking</u>	2	5%	8	21%	7	19%	12	32%
<u>Other Reference Materials Not Listed</u>	10	26%	14	37%	21	55%	24	64%
<u>Parts of a Book</u>	30	79%	20	52%	17	45%	31	82%
<u>Research Reports</u>	5	13%	10	26%	18	47%	20	52%
<u>Vertical File</u>	16	42%	15	39%	17	45%	19	50%

Chapter 3

What methods of instruction do librarians use to teach library skills? Thirty-eight librarians marked 1,411 methods they employed. As Table 5 makes very clear, one method dominates - the lecture. Worksheets, filmstrip, transparencies and displays also rates high.

One can further study this method of instruction in Table 16. Each library skill is basically taught by this method. Few librarians use records, slides, or tapes. Also librarians make little use of textbooks or workbooks. While teaching the appreciation of literature, librarians assign some book reports to their students. Some usefulness is made of displays and bulletin boards to teach the appreciation of literature, card catalog, the Dewey Decimal System and parts of books. Except for the appreciation of literature few librarians use films or filmstrip-records.

Four methods of instruction were selected for comparison reasons. They are lecture, worksheet, filmstrip, and transparencies.

Comparing school districts with less than 1500 students to those with more than 1500 students, one again is reminded of the importance of the lecture. The lecture dominates almost every skill. However, worksheets appear to be a favorite method to follow up the lecture. With the worksheet the librarian may evaluate the understanding of the student. Studying Table 6 some trends are evident. In both sizes of schools librarians rely upon the lecture, worksheet and filmstrip for teaching the card catalog and Dewey Decimal System; however, more librarians in the larger schools make more use of the transparencies than the smaller schools. There is also a significant difference of methods concerning the use of the filmstrip. Smaller schools use this method for the instruction of almanacs, alphabetizing,

card catalog, Dewey Decimal System, dictionary, and parts of a book, M.A. librarians use the transparencies more than the other groups.

Though some librarians employ a variety of teaching methods as they teach their students, most librarians rely heavily upon the lecture and worksheet methods. However, these methods dominate the most other classrooms in America. The methods of instruction librarians use do not vary much with those used by classroom teachers.

Table 5

Methods of Instruction Used by Upper Elementary Librarians

	Raw Score	Percentage
Lecture	354	24%
Worksheets	253	18%
Filmstrip	165	12%
Transparencies	148	10%
Displays	135	10%
Bulletin Boards	118	8%
Filmstrip-Record	50	4%
Textbook	31	2%
Films	30	2%
Workbooks	26	2%
Oral Reports	25	2%
Book Reports	24	2%
Tapes	22	2%
Slides	16	1%
Records	14	1%
Totals	1,411	100%

Table 6

A Comparative Study of Four Methods of Instruction for School Districts
With More Than 1500 Pupils and Those With Less Than 1500 Pupils

	Lecture				Worksheets				Filmstrip				Transparencies				Total	
	L E S S	M O R E	% R E	% S	L E S S	M O R E	% R E	% S	L E S S	M O R E	% R E	% S	L E S S	M O R E	% R E	% S	L E S S	M O R E
<u>Abridged Reader's Guide to Periodical Literature</u>	6	67%	12	100%	7	78%	8	67%	2	22%	5	42%	3	33%	5	42%	9	12
Almanacs	10	77%	11	61%	13	100%	14	87%	6	45%	2	11%	4	31%	4	22%	13	18
Alphabetizing	7	58%	9	56%	12	100%	15	94%	4	33%	2	13%	3	25%	6	33%	12	16
Appreciation of Literature	9	60%	5	29%	2	13%	2	12%	3	20%	7	41%	0	0%	1	6%	15	17
Atlases	8	73%	17	85%	8	73%	9	45%	6	55%	4	20%	3	27%	7	35%	11	20
Bibliography, Making of	9	100%	9	64%	4	44%	10	71%	4	44%	3	21%	2	22%	8	57%	9	14
Card Catalog	16	100%	18	82%	14	87%	15	68%	10	63%	11	50%	7	44%	15	68%	16	22
Care of Books	11	85%	18	95%	4	31%	2	11%	3	23%	5	26%	1	8%	4	21%	13	19
Dewey Decimal System	11	69%	21	95%	13	81%	18	82%	7	44%	12	55%	4	25%	12	55%	16	22
Dictionary	11	85%	13	87%	12	92%	7	47%	9	69%	7	47%	6	46%	12	80%	13	15
Encyclopedias	6	46%	16	89%	8	62%	10	56%	5	38%	10	56%	6	46%	10	56%	13	18
Non-book Materials	8	80%	9	69%	2	20%	1	8%	2	20%	3	23%	5	50%	2	15%	10	13
Note Taking	3	75%	7	88%	2	50%	2	25%	1	25%	1	13%	3	75%	3	38%	4	8
Other Reference Materials Not Listed	7	88%	10	63%	4	50%	6	38%	1	13%	8	50%	1	13%	5	31%	8	16
Part of a Book	10	71%	15	88%	8	59%	9	53%	4	29%	7	41%	4	29%	3	18%	14	17
Research Reports	4	57%	12	92%	4	57%	5	38%	3	43%	5	38%	3	43%	2	15%	7	13
Vertical File	7	78%	9	90%	3	33%	0	0%	2	22%	1	10%	1	11%	0	0%	9	10

A Comparative Study of Four Methods of Instruction
Between B.A., M.A. Degree Holding Librarians and Those Without a Major in Library Science

	Lecture						Worksheets						Filmstrips						Transparencies						Total		
	N O	B %	A	B %	M A	M %	N O	B %	A	B %	M A	M %	N O	B %	A	B %	M A	M %	N O	B %	A	B %	M A	M %	N O	B A	M A
<u>Abridged Reader's Guide to Periodical Literature</u>	3	60%	8	89%	7	100%	3	60%	7	78%	5	71%	1	20%	3	33%	3	43%	2	40%	4	45%	2	29%	5	9	7
Almanacs	2	33%	11	73%	8	80%	5	83%	14	93%	8	80%	2	33%	5	33%	1	10%	2	33%	5	33%	1	10%	6	15	10
Alphabetizing	3	50%	9	60%	4	57%	5	83%	15	100%	7	100%	1	17%	4	27%	1	14%	2	33%	4	27%	3	43%	6	15	7
Appreciation of Literature	3	43%	9	60%	2	20%	0	0%	4	27%	0	0%	1	14%	3	20%	6	60%	1	14%	0	0%	0	0%	7	15	10
Atlases	5	71%	9	75%	11	92%	3	43%	7	58%	7	58%	3	43%	6	50%	1	8%	2	29%	4	33%	4	33%	7	12	12
Bibliography, Making of	4	100%	9	75%	5	71%	4	100%	6	50%	5	71%	0	0%	4	33%	3	43%	3	75%	4	33%	4	57%	4	12	7
Card Catalog	10	100%	13	81%	11	92%	8	80%	13	81%	8	67%	4	40%	11	70%	6	50%	6	60%	8	50%	8	67%	10	16	12
Care of Books	7	88%	12	92%	10	91%	1	13%	5	37%	1	9%	2	25%	4	31%	2	18%	1	13%	2	15%	2	18%	8	13	11
Dewey Decimal System	10	100%	13	81%	12	100%	9	90%	14	88%	8	67%	3	30%	8	50%	8	67%	3	30%	6	38%	7	58%	10	16	12
Dictionary	7	88%	10	77%	7	100%	6	75%	7	54%	6	86%	4	50%	4	31%	4	57%	3	38%	9	69%	6	86%	8	13	7
Encyclopedias	5	83%	9	64%	8	73%	4	67%	8	57%	6	55%	2	33%	7	50%	6	55%	2	33%	10	71%	4	36%	6	14	11
Non-book Materials	3	60%	9	82%	5	71%	2	40%	0	0%	1	14%	0	0%	3	27%	2	29%	2	40%	4	36%	1	14%	5	11	7
Note Taking	3	100%	3	60%	4	100%	1	33%	1	20%	2	50%	0	0%	2	40%	0	0%	2	67%	4	80%	2	50%	3	5	4
Other Reference Materials Not Listed	2	50%	7	78%	8	73%	2	50%	3	33%	5	45%	2	50%	2	23%	5	45%	1	25%	1	11%	4	36%	4	9	11
Parts of a Book	3	43%	13	87%	9	100%	4	57%	8	53%	5	56%	1	14%	7	47%	3	33%	1	11%	2	13%	4	45%	7	15	9
Research Reports	4	100%	6	50%	6	75%	2	50%	3	25%	4	50%	1	25%	6	50%	1	13%	1	25%	4	33%	0	0%	4	8	8
Vertical File	3	75%	10	83%	3	100%	1	25%	2	17%	0	0%	1	25%	2	17%	0	0%	0	0%	0	0%	1	13%	4	12	3

Chapter 4

On the first page of the questionnaire librarians answered thirteen questions concerning their education, teaching experience, library programs and size of school districts and elementary building and buildings. Throughout this paper the author used the information concerning education and size of schools. A more in-depth study of these important variables is presented in balance of the paper.

Table 8 describes the size of school districts and student population the elementary librarians serve. Only two librarians work in school districts with less than 500 students. Few small schools employ an elementary librarian whose only teaching assignment is working in the elementary library. The number of students an elementary librarian must serve is amazing. Only four librarians work with less than 500 students. But thirty-three librarians work in elementary schools totaling over 1000 students and for nine librarians the number is over 2000.

Tables 9 and 10 further outline the educational background of elementary librarians. It is significant to compare the education of elementary librarians and the size of the school district they are employed by. In school districts with less than 1500 students most elementary librarians have a B.A. degree in library science. However, forty-four per cent do not have a major in library science. Only one librarian has earned an M.A. degree in this size of school district. In school districts with over 1500 students, though twenty-four per cent did not have a degree with a major in library science, fifty-two per cent had received their Master's Degree. This is a glaring difference. The smaller schools are not attracting advanced degree librarians. The small school seems to be content with B.A. librarians or those

without a major in library science. The larger schools encourage their librarians towards an advanced degree or search for those with the M.A. degree.

As for the number of hours in library science, most librarians have at least 20 hours. As a group, fifty-three per cent have over thirty hours. In schools with a student enrollment of over 1500 students almost two-thirds have earned over thirty hours. However, about one-fifth of the elementary librarians in the smaller schools have only ten to twenty hours and one librarian in the total group polled did not have any hours at all.

Table 8

Pupils Enrolled in School Districts and Elementary Buildings in Cities With an Elementary Librarian

	0-500	500-1000	1000-1500	1500-2000	Over 2000	Total
Pupils enrolled per school districts	2	12	4	6	19	43
Pupils enrolled in school building polled	4	6	15	9	9	43

Table 9

Number of School Districts with B.A., M.A. Degree Holding Librarians and Those Without a Major in Library Science

	None		B.A.		M.A.		Total	
	Raw Score	Percentage	Raw Score	Percentage	Raw Score	Percentage	Raw Score	Percentage
Less than 1500	8	44%	9	50%	1	6%	18	100%
More than 1500	5	20%	7	28%	13	52%	25	100%
Total	13	30%	16	37%	14	33%	43	100%

Table 10

Total Number of Hours Earned in Library Science by Elementary Librarians

	No Hours		0-10 Hours		10-20 Hours		20-30 Hours		Over 30 Hours		Totals	
	Raw Score	Percentage	Raw Score	Percentage	Raw Score	Percentage	Raw Score	Percentage	Raw Score	Percentage	Raw Score	Percentage
Less Than 1500	1	6%	0	0%	4	22%	6	33%	7	39%	18	100%
More Than 1500	0	0%	0	0%	1	4%	8	32%	16	64%	25	100%
Total	1	3%	0	0%	5	11%	14	33%	23	53%	43	100%

Chapter 5

Before anyone begins to answer the important question of quality instruction of library skills by elementary librarians, one must know what is being taught. The primary purpose of this paper was to search for this unknown in Iowa.

After studying the information gained by the results of this inquiry there are some basic conclusions drawn.

First, elementary librarians teach a large number of skills. This is significant because of the large number of students librarians are responsible to. Teaching these skills is looked upon by elementary librarians as a very important part of their job.

Second, there are some differences between the size of school and library skills taught in those schools. Perhaps because of the size of library collection and demands from the curriculum and/or teacher, larger schools teach more research skills than do small schools. However, some skills are stressed about the same in all schools. It appears as if almost every elementary student knows something about the card catalog, has heard of the Dewey Decimal System, knows the parts of the book and how to take care of it and is exposed to "good literature".

Third, B.A. degree librarians with a major in library science surprisingly teach more skills than do M.A. degree librarians. Although all librarians teach the Dewey Decimal System and the card catalog, those librarians without a major in library science generally teach fewer skills.

Fourth, lecturing and worksheets are the favorite methods of instruction by librarians. Because of the large student populations many librarians may have found this the easiest way of presenting library skills to their students.

However, a number of librarians use a variety of methods, such as filmstrip, transparencies, displays and bulletin boards.

Fifth, the vast difference in educational backgrounds of librarians employed by larger school districts as compared with smaller school districts is striking. The larger schools have attracted the more professional librarians.

Sixth, quality education taught by elementary librarians is impossible if a vast majority of librarians must try to administer a library program to over 1000 students.

The author does not believe elementary librarians are doing a poor job of teaching library skills. Under the circumstances they are doing a commendable job. But today's student must be intellectually equipped to make the fullest possible use of the library. The place to build the foundation of these important skills is in the elementary school. This is the duty of the elementary librarian - a job which needs improvement.

Raw Data of School Districts With Less Than 1500 Pupils

Grade Level			Library Skills	Methods of Instruction														
				Book Reports	Bulletin Boards	Displays	Films	Filmstrip	Filmstrip-Record	Lecture	Oral Report	Records	Slides	Tapes	Textbook	Transparencies	Workbooks	Worksheets
4	5	6																
2	4	9	<u>Abridged Reader's Guide to Periodical Literature</u>	0	1	3	0	2	0	6	0	0	0	1	1	3	1	7
8	9	13	Almanacs	0	2	3	0	6	0	10	0	0	0	0	0	4	1	13
10	9	10	Alphabetizing	0	2	2	0	4	0	7	0	0	0	0	0	3	1	12
15	15	15	Appreciation of Literature	10	13	7	5	3	7	9	5	8	4	4	0	0	0	2
7	7	10	Atlases	0	1	2	0	6	0	8	0	0	1	1	0	3	0	8
1	4	7	Bibliography, Making of	0	0	0	0	4	1	9	0	0	0	0	2	2	1	4
16	15	14	Card Catalog	0	4	3	0	10	1	16	0	0	1	0	1	7	1	14
13	10	10	Care of Books	0	8	6	1	3	0	11	0	0	0	1	0	1	1	4
11	16	15	Dewey Decimal System	0	4	6	0	7	0	11	0	0	0	1	0	4	1	13
11	9	11	Dictionary	0	2	5	0	9	1	11	1	0	0	0	0	6	1	12
10	9	10	Encyclopedias	0	2	4	0	5	0	6	3	0	0	0	0	6	1	8
8	8	10	Non-book Materials	0	3	2	0	2	0	8	0	0	0	0	0	5	1	2
0	3	1	Note Taking	0	0	0	1	1	1	3	0	0	0	0	1	3	0	2
4	1	8	Other Reference Materials not Listed	0	2	2	2	1	1	7	0	0	0	0	0	1	0	4
13	9	8	Parts of a Book	0	3	6	0	4	2	10	1	0	0	1	0	4	1	8
3	6	6	Research Reports	0	2	1	0	3	1	4	1	0	1	0	1	3	0	4
10	8	8	Vertical File	0	2	4	0	2	0	7	1	0	0	0	0	1	1	3

Raw Data from Library Programs Taught
by Librarians With a B.A. Degree in Library Science

Grade Level			Library Skills	Methods of Instruction														
4	5	6		Book Reports	Bulletin Boards	Displays	Films	Filmstrip	Filmstrip-Record	Lecture	Oral Reports	Records	Slides	Tapes	Textbook	Transparencies	Workbooks	Worksheets
2	4	9	<u>Abridged Reader's Guide to Periodical Literature</u>	0	1	2	1	3	0	8	0	0	0	0	0	4	1	7
6	12	15	Almanacs	0	3	6	0	5	0	11	0	0	0	0	0	5	1	14
13	11	10	Alphabetizing	0	2	2	0	4	0	9	0	0	0	0	0	4	1	15
15	15	14	Appreciation of Literature	8	13	9	4	3	7	9	7	6	3	3	0	0	0	4
5	9	12	Atlases	0	0	1	0	6	0	9	0	0	1	1	0	4	0	7
3	5	10	Bibliography, Making of	0	0	1	0	4	1	9	0	0	0	0	2	4	1	6
15	15	14	Card Catalog	0	5	6	1	11	4	13	0	0	1	0	0	8	1	13
13	11	10	Care of Books	0	6	6	1	4	0	12	0	0	0	1	0	2	1	5
14	16	14	Dewey Decimal System	0	3	8	0	8	2	13	0	0	0	0	0	6	1	14
11	11	11	Dictionary	0	1	5	0	4	3	10	1	0	0	0	0	9	1	7
12	12	11	Encyclopedias	0	1	4	0	7	2	9	3	0	0	0	0	10	1	8
10	10	10	Non-book Materials	0	4	3	1	3	0	9	0	0	0	0	0	4	1	0
1	4	4	Note Taking	1	0	0	1	2	2	3	0	0	0	0	1	4	0	1
2	5	8	Other Reference Materials Not Listed	0	1	2	2	2	1	7	0	0	0	0	0	1	0	3
15	11	8	Parts of a Book	0	5	6	0	7	2	13	1	0	0	1	0	2	1	8
2	6	7	Research Reports	0	2	1	1	6	0	6	1	0	1	0	0	4	0	3
10	10	11	Vertical File	0	1	1	0	2	0	10	1	0	0	0	0	0	1	2

Raw Data From Library Programs Taught by Librarians
With a M.A. Degree in Library Science

Grade Level			Library Skills	Methods of Instruction														
				Book Reports	Bulletin Boards	Displays	Films	Filmstrip	Filmstrip-Record	Lecture	Oral Reports	Records	Slides	Tapes	Textbook	Transparencies	Workbooks	Worksheets
4	5	6																
1	4	7	<u>Abridged Reader's Guide to Periodical Literature</u>	0	1	1	0	3	1	7	1	0	0	0	2	2	0	5
2	6	7	Almanacs	0	0	0	0	1	0	8	1	0	0	0	1	1	0	8
7	5	5	Alphabetizing	0	0	0	0	1	0	4	0	0	1	0	1	3	1	7
10	10	10	Appreciation of Literature	7	9	6	7	6	8	2	2	6	1	5	0	0	0	0
7	10	8	Atlases	1	0	0	0	1	0	11	1	0	0	0	1	4	1	7
2	3	6	Bibliography, Making of	0	0	0	0	3	2	5	0	0	0	0	2	4	1	5
11	11	11	Card Catalog	0	3	2	1	6	1	11	0	0	2	1	4	8	1	8
10	10	10	Care of Books	0	5	4	2	2	2	10	0	0	1	0	1	2	0	1
6	11	10	Dewey Decimal System	1	5	4	1	8	1	12	0	0	1	1	3	7	1	8
7	6	3	Dictionary	1	0	1	1	4	1	7	0	0	0	1	1	6	1	6
7	8	7	Encyclopedias	1	0	2	2	6	1	8	1	0	0	1	2	4	1	6
6	7	7	Non-book Materials	0	1	3	1	2	2	5	0	0	2	2	1	1	0	1
0	2	3	Note Taking	0	0	0	0	0	1	4	1	0	0	0	1	2	1	2
5	9	9	Other Reference Materials Not Listed	0	2	1	0	5	1	8	0	0	1	0	2	4	1	5
8	6	6	Parts of a Book	0	2	0	2	3	1	9	0	0	0	0	1	4	1	5
1	3	7	Research Reports	0	0	0	0	1	2	6	1	0	0	0	3	0	1	4
2	2	3	Vertical File	0	0	1	0	0	0	3	0	0	0	0	0	1	0	0

Total Raw Statistics of Questionnaire

Grade Level			Library Skills	Methods of Instruction														
4	5	6		Book Reports	Bulletin Boards	Displays	Films	Filmstrip	Filmstrip-Record	Lecture	Oral Reports	Records	Slides	Tapes	Textbook	Transparencies	Workbooks	Worksheets
4	10	21	<u>Abridged Reader's Guide to Periodical Literature</u>	0	3	5	1	7	1	18	1	0	0	1	3	8	1	15
12	22	27	Almanacs	0	4	7	0	8	0	21	1	0	0	0	1	8	1	27
26	20	19	Alphabetizing	0	3	3	0	6	0	16	0	0	1	0	1	9	2	27
32	31	30	Appreciation of Literature	19	29	19	13	10	17	14	12	14	5	9	0	1	0	4
16	23	25	Atlases	1	1	2	0	10	0	25	1	0	1	1	1	10	1	17
5	10	20	Bibliography, Making of	0	1	1	0	7	3	18	0	0	0	0	4	11	2	14
36	34	32	Card Catalog	0	13	10	2	21	5	34	0	0	3	1	4	22	3	29
31	26	25	Care of Books	0	18	14	4	8	2	28	0	0	1	1	1	5	2	6
26	36	32	Dewey Decimal System	1	15	15	1	19	3	32	0	0	1	2	3	16	3	31
25	20	18	Dictionary	1	3	7	1	16	4	24	1	0	0	1	1	18	2	19
24	23	22	Encyclopedias	1	2	7	2	15	3	22	4	0	0	1	2	16	2	18
18	21	21	Non-book Materials	0	7	8	2	5	2	17	0	0	2	3	2	7	1	3
2	8	7	Note Taking	1	0	0	1	2	3	10	1	0	1	0	2	6	1	4
10	14	21	Other Reference Materials Not Listed	0	3	4	2	9	2	17	0	0	0	1	2	6	1	10
30	20	17	Parts of a Book	0	9	8	1	11	4	25	1	0	0	1	1	7	2	17
5	10	18	Research Reports	0	3	1	0	8	2	16	2	0	1	0	3	5	1	9
16	15	17	Vertical File	0	3	4	0	3	0	16	1	0	0	0	0	1	1	3

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CURRICULUM GUIDES

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- Long Beach Unified School District. Guide to Teaching Library Education in Elementary Schools, 1962.

R.R. 4
Fort Dodge, Iowa 50501

Dear Elementary Librarian:

I am in the process of conducting a master's degree project. The topic is concerned with the library skills taught at the upper elementary level as well as the methods of instruction used by librarians in Iowa. For this important information I need your assistance. Enclosed is a questionnaire for you to fill out which requires only a short time to complete. All returns will be treated as confidential and in total, not individually.

Please use the stamp that I have enclosed for you. Though I know this is a busy time, I hope you can return this form to me by September 25.

Sincerely yours,

Lennis K. Lange

I would like to express my appreciation for your cooperation with Mr. Lange.

Sincerely yours,

Clyde Greve, Head
Dept. of Library Science
University of Northern Iowa
Cedar Falls, Iowa

Please read the questionnaire before you begin. Circle, check or write the correct responses for the first thirteen questions. It is important for this study that your answers are accurate.

1. How many students are enrolled in your school district?
A) 0 - 500 B) 500 - 1000 C) 1000 - 1500 D) 1500 - 2000
E) over 2000
2. How many students are enrolled in your elementary building or buildings of responsibilities?
A) 0 - 250 B) 250 - 500 C) 500 - 750 D) 750 - 1000
E) over 1000
3. As an elementary librarian do you have other teaching duties, including secondary librarian?
Yes _____ No _____
4. How many years of classroom teaching experience do you have?
_____ years
5. How many years have you been a full-time or part-time librarian, including secondary level?
_____ years
6. How many years have you been an elementary librarian?
_____ years
7. Do you have a degree with a major in Library Science?
B.A. _____ M.A. _____ None _____
8. How many hours do you have in Library Science, including A.V. courses?
A) none B) 0 - 10 C) 10 - 20 D) 20 - 30 E) over 30
9. Do you have an organized library program for your upper elementary grades?
Yes _____ No _____
10. Do you have a written curriculum guide concerning objectives, list of library skills, goals, etc. for your upper elementary grades?
Yes _____ No _____
11. Do you have a separate library class for instruction of library skills?
Yes _____ No _____
12. Do you teach library skills with the cooperation of another class (such as English, Social Studies or the self contained class)?
Yes _____ No _____ Partially _____
13. Do you teach specific units (such as the card catalog, Dewey Decimal System, etc.)?
Yes _____ No _____

I would like to thank each elementary librarian who took time to answer the questionnaire. Those responding librarians are employed by the following school districts.

1. Ackley-Geneva Community School District
2. Algona Community School District
3. Ames Community School District
4. Ankeny Community School District
5. Baxter Community School District
6. Bettendorf Community School District
7. Boone Community School District
8. B-G-M Community School District (Brooklyn)
9. Carlisle Community School District
10. Carroll Community School District
11. Cedar Falls Community School District
12. Cedar Rapids Community School District
13. Clear Lake Community School District
14. Davenport Community School District
15. Deep River-Millersburg Community School District
16. De Witt Community School District
17. Dike Community School District
18. Exira Community School District
19. Fort Dodge Community School District
20. Fort Madison Community School District
21. Grundy Center Community School District
22. Holstein Community School District
23. Hubbard Community School District
24. Humboldt Community School District

25. Iowa City Community School District
26. Iowa Falls Community School District
27. Jefferson Community School District
28. Keokuk Community School District
29. LaPorte City Community School District
30. Linn-Mar Community School District
31. Marcus Community School District
32. Marion Independent School District
33. Maurice-Orange Community School District
34. Nevada Community School District
35. North Scott Community School District
36. Pleasant Valley Community School District
37. Rockwell City Community School District
38. Sioux Center Community School District
39. Washington Community School District
40. Waterloo Community School District
41. Waverly-Shell Rock Community School District
42. Wayne Community School District
43. West Delaware Community School District