

1984

## Factors Which Contribute to the Usage of the Vinton Public Library by Students in Grades Four through Six

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### Abstract

The purpose of this study was to determine factors which contribute to the usage of the Vinton Public Library by students in grades four through six in Vinton, Iowa. The 285 students were surveyed by means of a questionnaire. The results of this survey indicated that parents' use of the Vinton Public Library seemed to be an important factor in children's use of the Vinton Public Library; that children wanted to find books and materials for homework at the Vinton Public Library; that children appear to be less interested in AV materials for listening, and that there appears to be an opportunity for the librarian from the Vinton Public Library to initiate some community public relations to foster children's reading and to offer some in-school programming at the elementary level.

FACTORS WHICH CONTRIBUTE TO  
THE USAGE OF THE VINTON PUBLIC  
LIBRARY BY STUDENTS IN GRADES  
FOUR THROUGH SIX

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

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

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Elizabeth Galloway Stark

June 27, 1984

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July 16, 1984

## ABSTRACT

The purpose of this study was to determine factors which contribute to the usage of the Vinton Public Library by students in grades four through six in Vinton, Iowa. The 285 students were surveyed by means of a questionnaire. The results of this survey indicated that parents' use of the Vinton Public Library seemed to be an important factor in children's use of the Vinton Public Library; that children wanted to find books and materials for homework at the Vinton Public Library; that children appear to be less interested in AV materials for listening, and that there appears to be an opportunity for the librarian from the Vinton Public Library to initiate some community public relations to foster children's reading and to offer some in-school programming at the elementary level.



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## Chapter 1

### INTRODUCTION

According to statistics, any library can be as good as the librarian and the library board want to make it. That is true even of a small library.<sup>1</sup>

A major problem of all libraries is discovering how well or how poorly they function. The librarian and the board need to have information from the public they serve as to whether the public is satisfied with the service of the library or if not, what problems need to be solved. In this paper, the writer will examine the use of the Vinton Public Library by one segment of the population it serves.

The library in Vinton is a Carnegie Library. In 1904, the Andrew Carnegie Foundation gave \$10,000.00 toward the building of the new library with the stipulation that the city supply funds for the operating costs and the maintenance. In addition to serving the citizens of Vinton, the library until recent years served most of the smaller towns in Benton County. Because of this, it has received and continues to receive financial support from the county. Most of the smaller towns now have their own libraries, but the Vinton library still serves the rural residents who live nearby.

The library staff has in recent years developed a number of

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<sup>1</sup>Pauline Winnick, "Evaluation of Public Library Service to Children," Library Trends, 22:365, January, 1974.

programs to encourage users of all ages. Those programs include: pre-school story hour; summer reading program for the second through the sixth grade; a story hour for three-year-olds; kindergarten story hour; Spanish and French classes for grade school children; a sign language class; a "let's read together" program for parents and children; and regular visitations by the fifth and sixth grade school children. The library staff has never been large. In 1958, it consisted of one librarian and one assistant. At the present time, there are one librarian and five part-time assistants.<sup>2</sup>

In order to provide a broader picture of what has happened at the library in the last twenty years, this writer has reviewed records relating to finances, circulation, and book stock. Those records show that since 1963, funding from the city alone has increased four times. Money allocated for salaries and wages has increased six and a half times while the total allocation for print and non-print media is four times as large as it was in 1963. Circulation for adult books is not quite double the 1963 figure and the juvenile book circulation is close to one and a half times more than what it was in 1963.<sup>3</sup>

There are 5,040 citizens in Vinton to make use of the services that the library provides. Vinton is a county seat town in the middle of a rich agricultural area. The town of Vinton is the home of the Iowa Braille and Sight Saving School. The local public school has a K-12 student enrollment of approximately 1,500. For a number of years now, the percentage of high school graduates going on to higher

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<sup>2</sup>Statement of Arlene Sturtz, librarian, in a personal interview, Vinton, Iowa, January 12, 1984.

<sup>3</sup>Iowa Public Library Statistical Report, 1963; State Library of Iowa, The Iowa Public Library Statistics, 1981-82.

education has remained stable at fifty-five percent.

There has been little planned cooperation between the staff of the public library and the library staff of the public school. During the last twenty years, the public school established a library in each of the three elementary buildings.

### Statement of Problem

The purpose of this study was to examine the factors which might contribute to the usage of the Vinton Public Library by students in grades four through six in Vinton, Iowa, and to gather information as a basis for making recommendations to the public library for possible program development.

The specific questions to be answered are:

1. Do students whose parents are good role models in regard to reading use the public library more than students whose parents do not spend time reading at home?

2. Do students who have or have had family members read to them use the public library more than students who have not been read to in their homes?

3. Do students whose present classroom teacher reads to them on a daily basis use the library more frequently than students of teachers who do not read on a daily basis?

4. What information can be elicited from students to form the basis of recommendations to the public library for program development?

The hypotheses for this paper were testing statistical data related to questions one through eight on the student questionnaire. Following the hypotheses, four guiding questions which cover information

gained from questions nine through nineteen on the questionnaire were examined. Information gathered from the guiding questions might be useful for program development by the librarian of the Vinton Public Library.

Hypotheses:

The hypotheses to be tested are:

1. There will be no significant difference between the children who have a card for the Vinton Public Library and those who do not and the use patterns of that library they report about themselves.
2. There will be no significant difference between the children who have a card for the Vinton Public Library and those who do not and the use patterns of that library they report about their parents.
3. There will be no significant difference between the children who have a library card for the Vinton Public Library and those who do not in relation to their mothers' reading habits.
4. There will be no significant difference between the children who have a library card for the Vinton Public Library and those who do not in relation to their fathers' reading habits.
5. There will be no significant difference in the use patterns of the Vinton Public Library reported by the children about themselves and the use patterns of that library they reported about their parents.
6. There will be no significant difference in the use pattern of the Vinton Public Library reported by the children about themselves and the mothers' reading habits.
7. There will be no significant difference in the use pattern of the Vinton Public Library reported by the children about themselves and the fathers' reading habits.

8. There will be no significant difference in the use pattern of the Vinton Public Library as reported by the children about themselves and the frequency with which they were read aloud to at home before entering kindergarten.

9. There will be no significant difference in the use patterns of the Vinton Public Library as reported by the children about themselves and the frequency with which someone in the family reads to them.

10. There will be no significant difference in the use patterns of the parents of the Vinton Public Library as reported by the children and the frequency with which someone in the family reads aloud to the children.

11. There will be no significant difference in the use pattern of the Vinton Public Library as reported by the children about themselves and the frequency with which their teacher reads aloud to them.

### Guiding Questions

1. What kinds of experiences will children report about their use of the Vinton Public Library?

2. What kinds of activities and media will the children report a preference for finding at the Vinton Public Library?

3. What kinds of things will the children report that they would like the librarian from the public library to do on a classroom visit?

4. What kinds of reasons will the children report for the lack of use of the Vinton Public Library?

### Significance of the Study

For years public libraries have been funded by local governments

out of a sense of duty and pride. We have now reached a point in time when public funds are increasingly hard to obtain. Because of the current economic climate, it becomes obvious that in order for public libraries to get their share of the public money they will need to justify their programs.<sup>4</sup> In order for the library board and the staff to know if they are providing the services that the public needs and wants, they must have a method of getting that information. Studies done to determine what services to offer children in public libraries are rare; therefore, the research that this writer conducted has the potential of assisting the local library board and the staff in setting goals and making plans for services offered to the Vinton children. Data gathered from the student responses to the questionnaire may have an impact on future cooperative efforts between Vinton Public Library and the school libraries/media centers.

#### Limitations

The questionnaire was given only once and since this type of sampling has not been done in Vinton before, there are no other records with which to cross check information gained from this questionnaire.

The questionnaire as a research tool may not necessarily give conclusive information. The students' responses may have been colored by a wish to give what they perceive to be an answer that is socially acceptable; the students may not have had a clear understanding of the questions, and the student may have been careless in answering the questions.

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<sup>4</sup>Vernon E. Palmour, Nancy V. DeWath, and Marcia C. Bellassai, A Planning Process for Public Libraries (Chicago: American Library Association, 1980), p. xiii.



### Assumptions

It is assumed that use of the public library by elementary age students is desirable and that efforts to determine their use of the public library are worthwhile.

A second assumption is that the Vinton children in grades four through six will have some familiarity with the Vinton Public Library.

It is further assumed that the results of this study will be useful to the librarian of the Vinton Public Library.

### Definition of Terms

Librarian - "A person responsible for the administration of a library."<sup>5</sup>

Closed form questionnaire - A questionnaire from which responders must choose from a given set of answers.

Library Board - "An official body consisting of several individuals which has comprehensive authority for governing an organization or agency. Its members, commonly called trustees or directors, may be elected, appointed, or selected by some legally established procedure . . . it in most cases retains authority in broad policy making areas but delegates considerable authority to the chief administrative officer."<sup>6</sup>

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<sup>5</sup>Heartsill Young, ed., The ALA Glossary of Library and Information Science (Chicago: American Library Association, 1983), p. 130.

<sup>6</sup>Ibid., p. 26.

## Chapter 2

### LITERATURE REVIEW

Books have always been highly prized items in our country. In colonial America, ownership of books was mainly limited to doctors, merchants, lawyers, and planters. Ownership of books added even more status to people's place in society.<sup>7</sup> Later some of those leading citizens instituted apprentice libraries that were for young country boys who had gone to cities to work.<sup>8</sup> In 1803 in Salisbury, Connecticut, the Bingham Library for Youth was established. It was the first library in the United States to receive municipal support.<sup>9</sup> There were only twenty-one juvenile or youth libraries in the country between 1800-1850.<sup>10</sup> One of the questions in the early days of libraries was whether there should be library service for children.<sup>11</sup> The American Library Association took up that question in the 1897 conference in Philadelphia. Those that attended the conference deliberated about what children should read and what the philosophy of children's library

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<sup>7</sup>Harriet G. Long, Public Library Service to Children: Foundations and Development (Metuchen, New Jersey: The Scarecrow Press, Inc., 1969), p. 17.

<sup>8</sup>Ibid., p. 44.

<sup>9</sup>Frances Clarke Sayers, "The American Origins of Public Library Work with Children," Library Trends, 12:6,7, July, 1963.

<sup>10</sup>Long, loc. cit.

<sup>11</sup>Sayers, op. cit., p. 7.

service should be.<sup>12</sup> Shontz writes that over the years, library service for children developed instinctively instead of being based on knowledge from research.<sup>13</sup> In the last twenty-five to thirty years, those in charge of providing library service were faced with population shifts that necessitated changes in methods of providing service. As many moved away from the inner cities, a population of poorer and more disadvantaged people was left behind. Decisions had to be made that would enable both the people in the suburbs and the people in the inner cities to have library service that met their needs.<sup>14</sup>

There have been other social changes that have had an impact on what has happened in the public library. Many children are now growing up in homes where both parents work or in a one parent household. Members of the households are involved with hobbies, watching television, or volunteer work.<sup>15</sup> Latch-key children are all too common with both parents working. Other children are supervised after school by babysitters.<sup>16</sup> There is little time or opportunity in such situations for parents to accompany their children to the public library or to read to the children in the home. Tucker reports that only 14

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<sup>12</sup>Sayers, op. cit., p. 9.

<sup>13</sup>Marilyn Louise Shontz, "Selected Research Related to Children's and Young Adult Services in Public Libraries," Top of the News, 38:126, Winter, 1982.

<sup>14</sup>Sara Innis Fenwick, "Library Service to Children and Young People," Library Trends, 25:355, July, 1976.

<sup>15</sup>May Hill Arbuthnot, Children's Reading in the Home (Glenview: Scott, Foresman and Company, 1969), p. 2.

<sup>16</sup>Mary Jane Anderson, "Service for the Eighties: Trends in Society Which Will Affect Public Library Service to Children Tomorrow," Illinois Libraries, 60:851, December, 1978.

percent of working class mothers read to their children at bedtime.<sup>17</sup> The general attitude of the working class toward reading shows less enthusiasm toward literature. Tucker says the negative attitude toward reading and literature is likely a carry-over from the days when the working class looked upon reading as a "frivolous" activity.<sup>18</sup>

Other considerations in the home environment also play an important role in regard to the amount of reading that takes place. In reviewing the literature, source after source<sup>19</sup> pointed a finger at the amount of time that is spent watching television in many homes. Television is a passive activity and requires no effort. Reading is losing out because it requires thinking.<sup>20</sup> Robinson, who was reviewing Witty and Associates' annual report, found that sixth graders watched twenty-four hours of television per week.<sup>21</sup> That was in 1967. The January 25, 1984, Cedar Rapids Gazette reported that "America's television fixation reached an all time high in 1983, with average daily TV viewing per household breaking the seven-hour mark."<sup>22</sup>

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<sup>17</sup>Nicholas Tucker, The Child and the Book: A Psychological and Literary Exploration (Cambridge: Cambridge University Press, 1981), p. 220.

<sup>18</sup>Ibid., pp. 220-221.

<sup>19</sup>Nicholas Tucker, The Child and the Book: A Psychological and Literary Exploration (Cambridge: Cambridge University Press, 1981), p. 221; John and Kay Lindskoog, How to Grow a Young Reader (Elgin: David C. Cook Publishing Company, 1978), p. 21; Helen Robinson, "Research Related to Children's Interests and to Developmental Values of Reading," Library Trends, 22:95, October, 1973.

<sup>20</sup>Tucker, op. cit., p. 227.

<sup>21</sup>Robinson, loc. cit.

<sup>22</sup>The Gazette (Cedar Rapids), January 25, 1984, p. 1. col. 1,2.

Children are generally not aware of the impact that their leisure activities have on their lives. Parents who demonstrate the importance of reading by role modeling have a lasting effect on their children.<sup>23</sup> Research has shown that the more education the parents have, the more apt their children are to use the library.<sup>24</sup>

Family size is another determining factor in the amount of time spent in reading. The more children there are in the family, the less time there is for privacy and reading.<sup>25</sup> It also affects time that parents have to be reading role models and to visit the library.

Boys tend to read less than girls.<sup>26</sup> This may be the result of being read to mainly by women - mothers in the homes and female teachers in the schools. As a result, boys may conclude that reading is an effeminate activity.<sup>27</sup> Another possible reason is that boys

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<sup>23</sup>May Hill Arbuthnot, Children's Reading in the Home (Glenview: Scott, Foresman and Company, 1969), p. 3; "The Role of Libraries in America," Information Hotline, 8:9, June, 1976; Elizabeth H. Gross, Public Library Service to Children (Dobbs Ferry: Oceana Publications Inc., 1967), 21; Valerie J. Cook, "The Influences of Home and Family on the Development of Literacy in Children," School Psychology Review, 9:371, No. 4, 1980.

<sup>24</sup>Information Hotline, op. cit., p. 11.

<sup>25</sup>I. J. Leng. Children in the Library a Study of Children's Leisure Reading Tastes and Habits (Cardiff University of Wales Press, 1968), p. 125; Edwin B. Parker and William Paisley, "Predicting Library Circulation from Community Characteristics," Public Opinion Quarterly, 29:47, Spring, 1965.

<sup>26</sup>I. J. Leng. Children in the Library a Study of Children's Leisure Reading Tastes and Habits (Cardiff University of Wales Press, 1968), p. 117; Sister Mary Edith and Sister Mary Amatora, "The Age Factor in Children's Interests in Free Reading," Education, 71:569, May, 1951.

<sup>27</sup>Leng, p. 118.

may not have found enough fiction books that have subject matter to their liking.

School libraries were mentioned by several sources as having an impact on how much students use the public library. Prior to the 1960s, many of the elementary schools had only room libraries. During the 1960s, elementary schools all over the country developed central libraries with the help of federal funds.<sup>28</sup>

The school libraries were perceived to be so successful at meeting the needs of children that the report prepared by the New York State Commission of Education's Committee on Library Development in 1970 recommended that all library service for children from preschool through sixth grade be handled by the public schools. The reasons given for this were that schools have a ready made group unlike the public library which must entice users to the library; the school library is able to provide for the curriculum needs, whereas there has seldom been close enough cooperation between the school and the public library to meet curriculum needs; and schools have a better understanding of individual children and are aware of abilities and backgrounds of each child.<sup>29</sup>

Gallivan writes that statistical data have shown that an outstanding school library can have a decisive effect in stimulating interest in reading.<sup>30</sup> Some studies have shown that school libraries

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<sup>28</sup>Fenwick, op. cit., p. 354.

<sup>29</sup>J. Gordon Burke and Gerald R. Shields, Children's Library Service: School or Public, (Metuchen: The Scarecrow Press, Inc., 1974), pp. 14-16.

<sup>30</sup>Marion F. Gallivan, "Research on Children's Services in Libraries: an Annotated Bibliography," Top of the News, 30:276, April, 1974.

do not diminish use of public libraries but increase use because of the good reading habits that have developed.<sup>31</sup> Even though many feel that the school libraries have had a positive effect on library usage, there have been elements within the school that quite possibly have produced negative effects on both school and public libraries. For the most part, students have not been required to do much homework in the last several years.<sup>32</sup> That in and of itself spelled trouble for the public libraries. According to the extensive Philadelphia study, one of the main reasons for student use of the public library was to find material for homework.<sup>33</sup>

Another concern about what has happened in the school has been the basic reading instruction in the elementary grades. Pfau writes that "basic reading instruction is carefully planned but recreational reading is given only incidental emphasis."<sup>34</sup> He further states that "the reading programs fail to differentiate between reading experience for skill building and those experiences that build attitudes and habits."<sup>35</sup> Pfau quotes Guy Bond who says that the basal material should be seen as an introduction from which the students move out into "new

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<sup>31</sup>"What is Happening to Public Library Circulation?", Library Journal, 91:3859, September, 1966.

<sup>32</sup>Ibid.

<sup>33</sup>John Q. Benford, "The Philadelphia Project," Library Journal, 96:2044, June, 1971; Marilyn Louise Shontz, "Selected Research Related to Children's and Young Adult Services in Public Libraries," Top of the News, 38:131, Winter, 1982.

<sup>34</sup>Donald W. Pfau, "Effects of Planned Recreational Reading Programs," Reading Teacher, 21:35, October, 1967.

<sup>35</sup>Ibid.

and untried channels."<sup>36</sup> The students have been instructed with carefully designed reading programs and still the students are not reading as "significantly" as they should. Huck who is quoted by Pfau says, "We have developed an illiterate group of literates."<sup>37</sup> Careful instruction from the basal reading material is not enough. Teachers must encourage and allow students to have daily classroom time for reading. Gallivan reports on Pfau's study which demonstrated that children who were allowed thirty minutes recreational reading time borrowed significantly more books.<sup>38</sup> It is not only important for parents to role model reading. Students must observe that reading and literature are an important part of the teacher's day.<sup>39</sup>

Finally, in regard to factors within the school, Tucker bluntly writes, "Sometimes schools in themselves help to contribute to this lack of interest, with libraries kept locked during most of the day, or teachers who are themselves reluctant readers may push dull and unsuitable books at their pupils."<sup>40</sup>

The use of the public library by students is affected by factors within the home and school; however, to a large degree the public library itself plays a key role in determining the use of the library by the students. A number of sources pinpointed some aspects of library service to children which should concern those in the public library.

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<sup>36</sup> Ibid., p. 36.

<sup>37</sup> Ibid., p. 34.

<sup>38</sup> Gallivan, op. cit., p. 277.

<sup>39</sup> R. A. McCracken and M. J. McCracken, "Modeling Is the Key to Sustained Reading," Reading Teacher, 31:407, January, 1978.

<sup>40</sup> Tucker, op. cit., p. 226.



The sources said that students need to be able to find the material that they want and need;<sup>41</sup> they need to have material available in a variety of formats.<sup>42</sup> The students need to be served by a staff that has had the training and experience that is necessary to provide guidance to them;<sup>43</sup> students need to be provided with displays, furniture, and colors which create a welcome environment;<sup>44</sup> the library staff needs to employ various outreach programs to encourage more student users;<sup>45</sup> and finally, students and their parents need to have access to the library during times which are convenient for working parents.<sup>46</sup>

Research which will determine the needs of the students and their families is sorely needed. Winnick said it was acknowledged in 1950 that research was needed on public library service for children. She said that in 1974 the need is still unfulfilled.<sup>47</sup> That need for more research still holds true in 1984. Librarians need facts, not

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<sup>41</sup>Nicholas Tucker, The Child and the Book: A Psychological and Literary Exploration (Cambridge: Cambridge University Press, 1981), p. 222; Elizabeth H. Gross, Public Library Service to Children (Dobbs Ferry: Oceana Publishing, Inc., 1967), p. 24.

<sup>42</sup>John Q. Benford, "The Philadelphia Project," Library Journal, 96:2044, June 15, 1971; Helen Robinson, "Research Related to Children's Interests and to Developmental Values of Reading," Library Trends, 22:96, October, 1973; Marilyn Louise Shontz, "Selected Research Related to Children's and Young Adult Services in Public Libraries," Top of the News, 38:130, Winter, 1982.

<sup>43</sup>Gross, op. cit., p. 26.

<sup>44</sup>Jim Trelease, The Read-Aloud Handbook (New York: Penguin Books, Ltd., 1982), pp. 86-87.

<sup>45</sup>Shontz, op. cit., p. 133; Gross, op. cit., p. 133.

<sup>46</sup>Trelease, loc. cit.

<sup>47</sup>Winnick, op. cit., p. 361.

feelings. The problem is, according to Shontz, that thus far, librarians have no facts.<sup>48</sup>

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<sup>48</sup>Shontz, op. cit., p. 125.

## Chapter 3

### METHODOLOGY

A questionnaire (see Appendix A) was used to determine factors that influence whether or not the students in grades four through six use the public library in Vinton and the services that the library might provide.

The questionnaire was a closed-form format which required the students to choose from a list of concrete responses. The responses which are set keep the responder's mind on what is before him/her. Having concrete responses also made tabulation and analysis less complicated.<sup>49</sup> Among the responses children chose such things as "I don't know" or "never" when those responses were appropriate.

The questionnaire that served as a basis for this writer's questionnaire is from the book, A Planning Process for Public Libraries by Palmour, Bellassai, and DeWath.<sup>50</sup> The questionnaire was designed as a student survey for sixth grade. This writer has modified this questionnaire so that the problems addressed in this paper were answered.

The modified questionnaire is composed of nineteen questions.

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<sup>49</sup>Earl R. Babbie, Survey Research Methods (Belmont, California: Wadsworth Publishing Company, Inc., 1973, p. 141; Debold B. Van Dalen, PhD., Understanding Educational Research an Introduction (4th ed. (New York): McGraw Hill, 1979), p. 154.

<sup>50</sup>Palmour, op. cit., pp. 198-02.

The questions cover the influence of the family, the school, and the public library in the use or non-use of the library by the students. An attempt was made to make the questionnaire clean and uncluttered to enable the responder to identify each question and its response lines easily.

The students were not asked to identify themselves by name. They were asked to identify themselves only by sex and grade.

The students surveyed were located in three elementary schools all in the city of Vinton. East Elementary houses grades kindergarten through grade four. There is only one fourth grade classroom in this building. West Elementary also houses kindergarten through grade four. There are three fourth grade classrooms in this building. The fifth and sixth grade classes are in the Lincoln school. There are four classrooms of each grade. There are approximately one hundred students per grade level.

At the time of this study the writer of this paper was the elementary librarian in the Vinton public schools and regularly met with all of the students in each of the grades involved in this study.

Three days were used to administer the questionnaire using one day for each grade level. The questionnaire was given to the fifth grade on April 16, the fourth grade on April 17, and the sixth grade on April 18. The questionnaire was given to all of the students of a given grade level on one day. This was done to reduce the possibility for discussions about the questionnaire among the pupils.

The questionnaire was given in classrooms instead of the library because individual desks were available in the classrooms. A forty-five minute period was allotted to administer the survey to each classroom.

Because each of the classes was settled and ready to work the time actually needed was never more than twenty-five minutes.

There was no attempt to give the questionnaire to any students who were absent but a record was kept of the number absent from each grade on the day the questionnaire was administered. On April 16 there were five fifth graders absent, on April 17 there were six fourth graders absent and on April 18 there were three sixth graders absent. Two sixth graders failed to identify themselves by sex, therefore, their surveys were discarded.

The students in each classroom were asked to supply their own pencils. A copy of the survey was prepared for each student.

The purpose of the questionnaire was briefly explained to the children. The students in each of the classrooms were cooperative and filled out the questionnaire in a serious manner. This writer felt that the most valid results would be achieved if the questions were read aloud to accommodate students of varying abilities; therefore, the students were asked to respond only to the question being read aloud.

It was explained to the students before they took the survey that they could ask questions as the instrument was administered if it was necessary. Two examples of questions asked were: "Does it count if I see my parents read a newspaper or a magazine instead of a book?" For a few students who lived near the town of Garrison the question was, "Can we respond to the questions about the use of the Vinton Public Library as if it were the Garrison library because that is the library my family uses?" In the first instance this writer responded by saying that since the question concerned a book that they

were limited to responding only about use of books. In the second instance the students were told that since the survey was limited to the Vinton Public Library their responses should be limited to the use of that library. On the question regarding how often the students were read to before entering kindergarten, a number of the students simply felt they were unable to respond honestly to that because they could not recall. An attempt was made to give objective answers to all of the students' questions without indicating a desired response.

## Chapter 4

### DATA ANALYSIS

The purpose of this study was to examine the factors which might contribute to the usage of the Vinton Public Library by students in grades four through six in Vinton, Iowa and to gather information as a basis for making recommendations to the public library for possible program development.

Data were gathered by means of a closed-form questionnaire which was administered to the fourth, fifth, and sixth grade classes in the Vinton Community Schools. The questionnaire was administered on April 16, 17, and 18 in 1984. There were a total of 285 respondents (see Table 1). Two were unusable because sex was not designated by the students on their questionnaires. Two hundred eighty three usable

Table 1  
Distribution of Student Population  
by Grade and Sex

Grade levels	Boys	Girls	Total
Grade four	45	47	92
Grade five	54	39	93
Grade six	64	34	98
Total	163	120	283

questionnaires were tabulated and used in the data analysis. Of the 283 students, 120 were girls and 163 were boys. Grade four was composed of ninety two students. Forty seven of the ninety two were girls and forty five were boys. The fifth grade population totaled ninety three with thirty nine girls and fifty four boys. The total number of sixth graders was ninety eight. Thirty four of the students in this class were girls and sixty four were boys.

Eleven hypotheses were formulated for testing. They were tested by questions one through eight of the questionnaire. Each hypothesis predicted that there would be no significant difference on the variables being tested. The chi-square ( $\chi^2$ ) was computed for each set of data and the .05 level was used to test the significance. For each hypothesis the variables of sex, grade level, and total population were analyzed.

Responses from questions nine through nineteen on the questionnaire for which no hypotheses were formulated are presented in tables and discussed in narrative toward the end of this chapter.

Hypothesis one stated that there will be no significant difference between the children who have a card for the Vinton Public Library and those who do not and the use patterns of that library they report about themselves. On testing H-1 with regard to sex the chi-square statistic was 76.73 which was significant at .000000001. Hypothesis one was rejected on the basis of sex. (see Table 13, page 53). When this hypothesis was tested on the basis of grade level (see Table 14, page 53) the chi-square statistic was 108.21 which was significant at .000000002. Hypothesis one is rejected on the basis of grade level. When H-1 was tested concerning the total population (see Table 15,



page 54) the chi-square statistic was 63.90 which was significant at .000000001. Hypothesis one was also rejected on the basis of total population. The tables for this hypothesis show that most of the children in this population do have public library cards and their most frequent responses were "often" and "sometimes" when they were asked how often they had used the public library in the past twelve months.

According to H-2 there will be no significant difference between the children who have a card for the Vinton Public Library and those who do not and the use patterns of that library they report about their parents (see Table 16, page 54). The chi-square statistic for the sex variable was 19.75 which was significant at .02. The hypothesis was rejected on the basis of sex. When H-2 was tested with regard to grade level (see Table 17, page 55) it was accepted with a chi-square of 20.16 which was significant at .17. Based on total population (see Table 18, page 55) the hypothesis was rejected with a chi-square of 8.83 which was significant at .03.

Hypothesis three stated that there will be no significant difference between children who have a library card for the Vinton Public Library and those who do not in relation to their mothers' reading habits. When this hypothesis was tested on the basis of sex (see Table 19, page 56) the chi-square was 21.81 which was significant at .04. On the basis of sex this hypothesis was rejected. The chi-square statistic for the grade variable (see Table 20, page 56) was 13.80 which was significant at .84 and was accepted. This hypothesis was also accepted when tested with regard to total population. On the total population test there was a chi-square of 4.62 which was significant at .33 (see Table 21, page 57).

Hypothesis four continued to test the influence of the parents on childrens' usage of the public library. It stated that there will be no significant difference between children who have a library card for the Vinton Public Library and those who do not in relation to their fathers' reading habits. When this hypothesis was tested on the basis of sex (see table 22, page 57) it was accepted with a chi-square of 13.0 which was significant at .37. It was also accepted when tested according to grade level (see Table 23, page 58). On this test there was a chi-square of 18.17 which was significant at .58. When H-4 was tested according to total population (see Table 24, page 58) it was accepted with a chi-square of 5.36 which was significant at .25.

Hypothesis five stated that there would be no significant difference in the use patterns of the Vinton Public Library reported by the children about themselves and the use patterns of that library they report about their parents. This hypothesis was rejected on the basis of sex, grade level, and total population. The chi-square when tested according to sex (see Table 25, page 59) was 47.30 which was significant at .0008. Tested according to grade level the chi-square for H-5 was 52.90 with significance at .02 (see Table 26, page 60). The chi-square of this hypothesis when tested according to the total population (see Table 27, page 61) was 25.27 which was significant at .002.

According to H-6 there will be no significant difference in the use pattern of the Vinton Public Library reported by the children about themselves and the mothers' reading habits. The hypothesis was accepted on the basis of sex, grade level, and total population. When tested according to sex (see Table 28, page 61) the test resulted in a chi-square of 21.74 which was significant at .79. A chi-square of 47.61

which was significant at .32 was the result when this hypothesis was tested according to grade level (see Table 29, page 62). The total population test (see Table 30, page 63) resulted in a chi-square of 10.72 which was significant at .55.

Hypothesis seven stated that there will be no significant difference in the use pattern of the Vinton Public Library reported by the children about themselves and the fathers' reading habits. That hypothesis was rejected on the basis of sex (see Table 31, page 63) with a chi-square of 43.87 which was significant at .03. When H-7 was tested in regard to grade level (see Table 32, page 64) it was rejected with a chi-square of 59.01 which was significant at .025. The test on total population (see Table 33, page 65) was accepted with a chi-square of 20.68 which was significant at .06.

Hypothesis eight tested whether reading to children in their pre-school years would have an affect on library usage. This hypothesis stated that there will be no significant difference in the use pattern of the Vinton Public Library as reported by the children about themselves and the frequency with which they were read aloud to at home before entering kindergarten. The test on the sex variable (see Table 34, page 65) resulted in a chi-square of 21.86 which was significant at .40. Hypothesis eight was accepted on the basis of sex. Hypothesis eight was rejected when it was tested on grade level (see Table 35, page 66). The chi-square of this test was 58.03 which was significant at .004. On the basis of total population (see Table 36, page 67) the chi-square was 9.53 which was significant at .39. The hypothesis was accepted when the total population variable was tested. Results in this hypothesis may have been influenced by the fact that they could not remember if they were read to as preschoolers or not.

According to H-9 there will be no significant difference in the use patterns of the Vinton Public Library as reported by the children about themselves and the frequency with which someone in the family reads to them. This hypothesis was accepted for each of the three tests. The sex variable test (see Table 37, page 67) yielded a chi-square of 28.80 which was significant at .12. When H-9 was tested on the basis of grade level (see Table 38, page 68) a chi-square of 43.97 was obtained with a significance at .09. The total population test of the hypothesis (see Table 39, page 69) was also accepted with a chi-square of 14.67 which was significant at .10.

Hypothesis ten stated that there will be no significant difference in the use patterns of the parents of the Vinton Public Library as reported by the children and the frequency with which someone in the family reads aloud to the children. When tested on the basis of sex (see Table 40, page 69) H-10 was accepted with a chi-square of 29.04 which was significant at .11. When a chi-square of 53.08 was obtained with a significance of .01 the hypothesis on the basis of grade level (see Table 41, page 70) was rejected. The hypothesis for the total population (see Table 42, page 71) was likewise rejected with a chi-square of 19.16 with significance at .02.

Only one hypothesis in this study dealt with the influence of the classroom teacher. Hypothesis eleven stated that there will be no significant difference in the use patterns of the Vinton Public Library as reported by the children about themselves and the frequency with which their teacher reads aloud to them. This hypothesis was accepted when tested on the basis of sex (see Table 43, page 71). A chi-square of 32.06 was obtained which was significant at .06. The hypothesis was

rejected for grade level (see Table 44, page 72) with a chi-square of 144.50 which was significant at .000000005. The chi-square of the total population test (see Table 45, page 73) was 17.91 which was significant at .04. The hypothesis was rejected.

The students were asked to respond to some questions on the student survey questionnaire which were not dealt with in the eleven hypotheses. In this research paper the four guiding questions that followed the hypotheses covered questions nine through nineteen on the questionnaire. The kinds of experiences that children reported about their use of the Vinton Public Library varied according to sex and grade level.

There was a notable grade level difference in who accompanied the children to the Vinton Public Library (see Table 2). Forty eight of the ninety two fourth graders reported that they went to the library

Table 2

Children's Responses on Who Accompanies Them  
to Public Library by Sex and Grade

Persons who accompany students to library	Fourth		Fifth		Sixth		Total
	B	G	B	G	B	G	
Don't go	6	8	7	2	4	2	29
Come alone	10	8	16	9	16	9	68
With family	26	22	12	11	10	6	87
With friends	3	9	19	17	34	17	99
Total	45	47	54	39	64	34	283

with members of their family. Thirty six of the ninety three fifth graders responded that they usually went to the library with friends. More than half of the sixth grade class reported that they went to the library with friends. The fifth and sixth grade students attended the Lincoln School which is next door to the Vinton Public Library. The teachers in this school frequently take their classes to visit the public library, so it was not surprising that their most frequent response was that they went with friends.

Despite the fact that teachers in grades kindergarten through four make no organized effort to take their students on class visits to the public library, thirty six of the fourth graders reported that they did visit the library with a class (see Table 3). The fifth and sixth grade students responded overwhelmingly that they visited the public library with the class.

Table 3

Children's Responses on Class Visits to  
Public Library by Sex and Grade

Class visits to public library	Fourth		Fifth		Sixth		Total
	B	G	B	G	B	G	
Yes	16	20	28	28	55	32	179
No	17	17	14	9	7	2	66
Don't remember	12	10	11	2	2	0	37
Total	45	47	53	39	64	34	*282

\*One fifth grade boy failed to answer question 10

It is interesting to note on Table 4 that 163 of the 283 students responded that they had visited the library prior to the class visit.

Table 4  
Children's Responses on Whether Class Visit Was First  
Visit to Public Library by Sex and Grade

Class visit response	Fourth		Fifth		Sixth		Total
	B	G	B	G	B	G	
Yes	7	5	5	5	7	5	34
No	14	19	30	25	48	27	163
No class visit	17	13	13	7	5	1	56
Don't remember	7	10	6	2	4	1	30
Total	45	47	54	39	64	34	283

In regard to whether or not books were borrowed on the class visit (see Table 5) it is again obvious that the fourth grade had not had as many opportunities for a class visit and for those who did visit as a class it appears to have been simply a visit rather than a time to borrow a book. The reverse of this is true for the fifth and sixth grades because the main reason for their visits to the library was to borrow a book.

When the students responded to the question that asked whether they had gone back to the library on their own after the class visit (see Table 6) sixty of the ninety eight sixth graders reported that

Table 5

Children's Responses on Whether Books Were Borrowed on  
Class Visit to Public Library by Sex and Grade

Response to book borrowing	Fourth		Fifth		Sixth		Total
	B	G	B	G	B	G	
Yes	3	5	25	21	52	30	136
No	18	25	12	8	6	3	72
No class visit	24	17	17	10	6	1	75
Total	45	47	54	39	64	34	283

they had gone back by themselves. The number of students that returned on their own decreased for the fifth grade. The fourth grades had the least number of students that returned on their own. The reason for the low number of returners in the fourth grade may be due to the small number of class visits.

The students were given an opportunity to respond to what they would like to find when they go to the public library (see Table 7). Students in all three grades responded heavily in the affirmative that they would want to find fiction books; a quiet place to study, and librarians to help answer questions. Students in all three grades indicated by their responses that they also expected to find material to help them in their homework. The number of students that expected help in this area was greater in the fifth and sixth grades. Seventy of the ninety three fifth graders and seventy seven of the ninety eight sixth graders wanted the library to provide material that would help



Table 6

Children's Responses on Whether They Returned to  
Public Library by Themselves After  
Class Visit by Sex and Grade

Response to returning to public library	Fourth		Fifth		Sixth		Total
	B	G	B	G	B	G	
Yes	11	15	20	15	35	25	121
No	13	15	19	15	24	8	94
No class visit	21	17	14	9	5	1	67
Total	45	47	53	39	64	34	*282

\*One fifth grade boy's response was omitted because of a double response

with homework. The fifth and sixth grades have access to the school library all of the time, and they use the library as a resource for school work as well as a place to find books for recreational reading. The fourth grades are scheduled in for library time for up to forty five minutes per week to select a book for recreational reading. The fourth grades do not have access to the library at other times, and, therefore, they seldom use the library as a resource for school work. Summer reading clubs were selected by forty two of the ninety two of the fourth graders as something they would like the public library to provide. The desire for summer reading clubs lessened as the students got older. Only twenty nine fifth graders thought this was a desirable program while the number of sixth graders who wanted summer reading clubs dropped to twenty four. It was interesting to note that all three

Table 7

Children's Responses on Media and Programs Desirable  
at Public Library by Sex and Grade\*

Media and program preferences	Grade four						Grade five						Grade six					
	Yes		No		Not Sure		Yes		No		Not Sure		Yes		No		Not Sure	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
a. fiction book	28	39	9	2	8	6	39	32	11	1	3	6	43	29	8	2	12	3
b. non-fiction books for fun	25	26	16	13	4	8	29	7	17	21	8	11	39	18	17	13	7	3
c. non-fiction for research	22	24	15	8	8	15	39	30	10	6	5	3	39	25	19	3	5	6
d. records	11	19	22	16	12	12	20	11	26	20	8	8	16	9	42	18	4	7
e. cassettes	10	26	22	14	13	7	20	12	26	18	8	9	21	14	34	15	7	5
f. magazines	16	18	20	17	9	12	26	20	24	14	4	5	44	24	13	7	5	3
g. newspapers	4	3	33	38	7	5	8	4	40	34	6	1	8	7	49	24	6	3
h. place to listen to cassettes/records	9	9	33	22	3	16	25	20	24	11	5	8	19	14	39	16	5	3
i. summer reading club	16	26	24	10	5	11	14	15	34	16	6	8	11	13	41	10	10	11
j. school year reading club	11	12	25	18	9	17	20	20	28	17	6	2	6	13	44	6	12	15
k. games to play in library	24	26	15	11	6	9	30	22	16	10	8	7	24	18	32	7	6	9
l. quiet place to study	32	35	7	7	6	5	41	34	10	3	3	2	43	30	14	2	6	2
m. materials for homework	30	28	8	10	7	9	39	31	9	4	6	4	48	29	12	2	3	3
n. librarians to answer questions	32	36	5	5	8	6	37	29	8	3	9	7	49	28	5	2	9	4

\*One student failed to answer question 14, other students failed to respond to parts of question 14

grades rated newspapers as a low priority item for them in the public library. Fewer than one half of the children expressed interest in finding records or cassettes or a place to listen to them at the public library.

The students responded that they do not care whether they have paperback or hardback books (see Table 8). Two hundred seventeen of the students indicated that they have no preference.

Table 8  
Children's Responses on Preference for Hardback  
or Paperback Books by Sex and Grade

Preference of book format	Fourth		Fifth		Sixth		Total
	B	G	B	G	B	G	
Hardback	8	4	6	2	11	3	34
Paperback	3	6	5	4	6	7	31
Doesn't matter	34	37	43	33	46	24	217
Total	45	47	54	39	63	34	*282

\*One sixth grade boy failed to answer question 15

The students were unsure what they would like a librarian from the public library to do on a classroom visit (see Table 9). The most frequently checked response was "I don't know". Seventy six students indicated an interest in a film or filmstrip. At least fifty students responded that they would be interested in book talks; having books available for them to take home, and puppet shows.

In regard to issues which may affect their usage of the public

Table 9  
 Children's Responses on Preferences for Classroom Visit  
 Programs by Librarian from Public  
 Library by Sex and Grade

Classroom visit programs	Fourth		Fifth		Sixth		Total
	B	G	B	G	B	G	
Talk about books	5	8	11	5	13	12	54
Talk about library	4	9	10	5	8	6	42
Show film or filmstrip	13	13	18	3	20	9	76
Give puppet show	8	15	9	6	7	5	50
Bring books to take home	7	13	10	6	9	8	53
Give slide show/music	1	4	1	1	6	2	15
I don't know	18	15	12	17	20	10	92

library (see Table 10) sixty one of the fourth graders reported that their families would not let them go alone to the library at night. On this same topic fifty three of the fifth grade and forty of the sixth grade reported that they were not allowed to go alone to the library at night. Another factor which the students reported as a problem for them was the distance of the library from their homes.

When the students were given a chance to respond to whether the public library should be open on Sunday (see Table 11) seventy nine of the boys chose "yes" for a response. Fifty two of the girls

Table 10  
 Children's Responses on Factors Which Affect  
 Usage of Public Library by Sex and Grade

Factors which affect usage	Fourth				Fifth				Sixth				*Total
	True		False		True		False		True		False		
	B	G	B	G	B	G	B	G	B	G	B	G	
a. I don't go to library because I don't have time	11	14	34	33	11	8	43	31	11	8	51	26	281
b. Library not open when I want to use it	9	11	36	36	9	7	45	32	9	6	53	28	281
c. Library too far from home	15	18	30	29	25	18	28	21	27	17	35	17	280
d. Library too far from school	10	11	35	36	3	0	51	39	0	0	62	34	281
e. Family won't let me go alone at night	29	32	16	15	34	19	20	20	25	15	37	19	281
f. No way to get to library	9	10	36	37	12	8	42	31	8	8	54	26	281
g. Library doesn't have material I want	6	7	39	40	9	3	45	36	7	1	55	33	281
h. I don't know much about library or its services	18	13	27	34	12	10	42	29	10	4	52	30	281

\*Three boys failed to answer all or parts of question 17

Table 11

Children's Responses on Desirability of Sunday Hours  
for Public Library by Sex and Grade

Opinions on Sunday hours	Fourth		Fifth		Sixth		Total
	B	G	B	G	B	G	
Yes	23	23	28	19	28	10	131
No	12	10	16	9	15	12	74
Don't know	10	14	10	11	19	12	76
Total	45	47	54	39	62	34	*281

\*Two sixth grade boys failed to answer question 18

indicated that they would be in favor of Sunday hours. Seventy six students responded with "I don't know."

The fourth, fifth, and sixth grade students had an opportunity to respond to whether they felt a need to know more about school and public libraries (see Table 12). Only thirty five boys and twenty six girls responded that they needed to know more about the school libraries. When questioned about whether they needed to know more about the public library 128 students responded with a "yes." It is interesting to note that of the students who responded that they needed to know more the number was nearly evenly divided between boys and girls.

Table 12

Children's Responses on Whether They Need More Knowledge  
About Libraries by Sex and Grade

Libraries	Fourth						Fifth						Sixth					
	Yes		No		Don't know		Yes		No		Don't know		Yes		No		Don't know	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
a. School library/ media center	11	12	23	18	9	17	11	5	31	23	11	11	13	9	40	15	8	10
b. Public library	18	29	16	14	11	4	23	15	23	13	8	11	22	21	35	12	5	1

\*Two fourth grade boys failed to answer part (a.); one fifth grade boy failed to answer part (a.); two sixth grade boys failed to answer question 19; one sixth grade student failed to answer part (a.)

## Chapter 5

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this paper was to examine the factors which might contribute to the usage of the Vinton Public Library by students in grades four through six in Vinton, Iowa.

The students in these grades were given a closed-form questionnaire which was administered to each class by the writer of this paper who was at the time of this study the elementary librarian for the students.

Eleven hypotheses were formulated for testing. They were tested by questions one through eight of the questionnaire. Each hypothesis predicted that there would be no significant difference on the variable being tested. The chi-square ( $\chi^2$ ) was computed for each set of data and the .05 level was used to test the significance. Sex, grade level, and total population were analyzed for each hypothesis.

Hypothesis one stated there will be no significant difference between children who have a card for the Vinton Public Library and those who do not and the use patterns of that library they report about themselves. This hypothesis, when tested on sex, grade level, and total population, was rejected.

Hypothesis two stated there will be no significant difference between the children who have a card for the Vinton Public Library and those who do not and the use patterns of that library they report about their parents. When H-2 was tested on sex and total population it was



rejected. This hypothesis was accepted on the grade level test.

Hypothesis three stated there will be no significant difference between children who have a library card for the Vinton Public Library and those who do not in relation to their mothers' reading habits. The test of this hypothesis on sex was rejected. The grade level and total population tests were accepted.

Hypothesis four stated there will be no significant difference between children who have a library card for the Vinton Public Library and those who do not in relation to their fathers' reading habits. This hypothesis was accepted when tested on sex, grade level, and total population.

Hypothesis five stated there will be no significant difference in the use patterns of the Vinton Public Library reported by the children about themselves and the use patterns of that library they report about their parents. This hypothesis was rejected when tested on sex, grade level, and total population.

Hypothesis six stated there will be no significant difference in the use pattern of the Vinton Public Library reported by the children about themselves and the mothers' reading habits. This hypothesis was accepted when tested on sex, grade level, and total population.

Hypothesis seven stated there will be no significant difference in the use pattern of the Vinton Public Library reported by the children about themselves and the fathers' reading habits. This hypothesis was rejected when tested on sex and grade level. When tested on total population H-7 was accepted.

Hypothesis eight stated there will be no significant difference in the use pattern of the Vinton Public Library as reported by the

children about themselves and the frequency with which they were read aloud to at home before entering kindergarten. When H-8 was tested on sex and total population it was accepted, but it was rejected on the grade level test.

Hypothesis nine stated there will be no significant difference in the use patterns of the Vinton Public Library as reported by the children about themselves and the frequency with which someone in the family reads to them. The tests of H-9 on sex, grade level, and total population were accepted.

Hypothesis ten stated there will be no significant difference in the use patterns of the parents of the Vinton Public Library as reported by the children and the frequency with which someone in the family reads aloud to the children. This hypothesis was accepted when tested on sex, but on the tests of grade level and total population it was rejected.

Hypothesis eleven stated there will be no significant difference in the use patterns of the Vinton Public Library as reported by the children about themselves and the frequency with which their teacher reads aloud to them. When H-11 was tested on sex it was accepted. The grade level and total population tests of H-11 were rejected.

The results of the hypotheses which were tested showed that the majority of fourth, fifth, and sixth graders in Vinton do have library cards and do use the library on an "often" and "sometimes" basis; however, there is a significant number of students who do have cards and do not use them. Those non-users and the small number of students who do not have library cards represent an untapped market for the staff of the public library to try to reach.

Results of the tests for H-2 and H-5 seem to suggest that parents' use patterns of the public library have more impact on whether children have library cards and on childrens' use patterns of the public library than the parents' reading habits. This may be a factor because of the age of the group. Several of these students reported that they usually come to the library with family. They also responded that the distance from the library was a factor in their usage of the public library as was the fact that they were not allowed to go alone to the public library at night.

When hypotheses ten and eleven were tested there seemed to be a relationship between parents' use of the public library and their reading aloud to their children by grade level and total population as well as childrens' use of the public library and their teacher reading aloud by grade level and total population. Data showed a tendency for children who responded that their parents or teachers read to them "daily" or "several times a week" to report that they visited the public library "often" or "sometimes."

This writer thinks that the teachers of the Lincoln School who took their students to the public library had an influence on the results of this research. One would expect to find a correlation between the parents' use of the library and the childrens' use. On a number of the hypotheses there seemed to be little relationship between the students use of the public library and use of the public library by their parents. It is this writer's opinion that several of the children who reported that they had library cards and used the library are children whose parents do not use the public library. Children whose parents are non-users may not normally make use of the public library

and may have done so only because of the classroom visits.

When testing the influence of reading aloud to pre-kindergarten age children by family members one would hope that the children who had been read to on a regular basis would be influenced to be more frequent users of the library. According to the test results there was no significant difference. There were several students who questioned what to do if they could not remember how often they had been read to before they started school. Perhaps their difficulty in remembering affected the outcome of the study.

If a study similar to this were to be done again this writer recommends surveying a student population who have not had access to the public library in organized classroom visits. Results would be obtained which might show a more valid picture of factors which contribute to sustained usage of a public library.

Children need to be introduced to libraries and library programs at a young age if we hope to make children lifelong users of the public libraries. There are always parents who are good role models for their children and make the use of the public library a routine part of family life. The schools working in cooperation with the staff of the public library may be able to help the students who do not have those positive role modeling parents by organizing some regularly scheduled class visits to the public library by the primary age children in our schools.

This writer suggests that the school media specialist act as a facilitator between the public library and the school to organize a program of regular visits by the children in grades kindergarten through six to the public library. A minimum of one visit per year by each classroom would be recommended. During these visits the librarian or library staff could familiarize the students with the

entire library and the children's departments in particular. The librarian or staff could also give book talks or have puppet shows. He/she could show films or filmstrips that are available to the local library through the Inter-library loan service. The classroom teachers in grades kindergarten through six would be encouraged to provide time for the librarian to visit the children in their classrooms. Suggestions for programs by the librarian from the public library for school visits would be the same as the suggestions for the programs given to the children during their classroom visits to the public library.

Continued cooperation between the school and public library could result in a planned curriculum for the programs given at each grade level both in the classrooms and at the public library.

A sizable number of the students surveyed responded that they do not use the public library because they cannot come alone to the library at night and they live too far from the library. This points to a need for parent involvement. The staff of the public library needs to build an awareness in the parents of this community of the value of the public library for their children and for themselves. The Cedar Valley Times which is Vinton's daily newspaper relies on local news to a great extent. The staff of the public library could submit library news on a regular basis to help inform the public about new programs, media, hours, and services available at the public library.

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APPENDIX A

STUDENT SURVEY

\_\_\_\_\_ GRADE

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CHECK OR COMPLETE AS INDICATED

- A. What is your sex? \_\_\_\_\_ (1) Male \_\_\_\_\_ (2) Female
1. Do you have a library card for the Vinton Public Library?
- \_\_\_\_\_ (1) Yes  
\_\_\_\_\_ (2) No
2. How often have you used the public library during the past 12 months?
- \_\_\_\_\_ (1) Often (at least one or two times a month)  
\_\_\_\_\_ (2) Sometimes (once every two or three months)  
\_\_\_\_\_ (3) Never  
\_\_\_\_\_ (4) I don't know
3. How often have either or both of your parents used the public library in the past 12 months?
- \_\_\_\_\_ (1) Often  
\_\_\_\_\_ (2) Sometimes  
\_\_\_\_\_ (3) Never  
\_\_\_\_\_ (4) I don't know
4. How often do you see your mother read a book?
- \_\_\_\_\_ (1) Daily  
\_\_\_\_\_ (2) Weekly  
\_\_\_\_\_ (3) Seldom  
\_\_\_\_\_ (4) Never  
\_\_\_\_\_ (5) I live with my father or other relative
5. How often do you see your father read a book?
- \_\_\_\_\_ (1) Daily  
\_\_\_\_\_ (2) Weekly  
\_\_\_\_\_ (3) Seldom  
\_\_\_\_\_ (4) Never  
\_\_\_\_\_ (5) I live with my mother or other relative

6. How often has someone in your family read to you in the past 12 months?

- (1) Daily  
 (2) Weekly  
 (3) Seldom  
 (4) Never

7. How often were you read to at home before you began kindergarten?

- (1) Daily  
 (2) Weekly  
 (3) Seldom  
 (4) Never

8. How often has your teacher read to you this school year?

- (1) Daily  
 (2) Several times a week  
 (3) Seldom  
 (4) Never

9. With whom do you usually come to the library? CHECK ONE.

- (1) I don't go to the library  
 (2) I usually come alone  
 (3) I usually come with members of my family  
 (4) I usually come with friends

10. Have you ever visited the public library with your class?

- (1) Yes (In what grade or grades?) \_\_\_\_\_  
 (2) No  
 (3) I don't remember

11. Was this class visit your first visit to the public library?

- (1) Yes  
 (2) No  
 (3) I have not visited with my class  
 (4) I don't remember

12. Did you check out any books on your class visit?

- (1) Yes  
 (2) No  
 (3) I did not visit with my class

13. Did you go back to the library on your own after your class visit?

- (1) Yes  
 (2) No  
 (3) I did not visit with my class

14. What do you want to find when you go to the public library?  
PLEASE ANSWER EACH ONE.

	(1) Yes	(2) No	(3) I'm not sure
a. Fiction books	_____	_____	_____
b. Non-fiction books for fun	_____	_____	_____
c. Non-fiction books for research	_____	_____	_____
d. Records	_____	_____	_____
e. Cassettes	_____	_____	_____
f. Magazines	_____	_____	_____
g. Newspapers	_____	_____	_____
h. A place to listen to records/cassettes	_____	_____	_____
i. Summer reading clubs	_____	_____	_____
j. School year reading clubs	_____	_____	_____
k. Games to play within the library	_____	_____	_____
l. A quiet place to study	_____	_____	_____
m. Materials to help me with my homework	_____	_____	_____
n. Librarians to help answer questions	_____	_____	_____

15. Would you rather read paperback books or hardback books?

\_\_\_\_\_ (1) Hardback books  
 \_\_\_\_\_ (2) Paperback books  
 \_\_\_\_\_ (3) It doesn't matter to me

16. If the librarian from the public library were to visit your class-  
room, what would you like her/him to do?

\_\_\_\_\_ (1) Talk about books  
 \_\_\_\_\_ (2) Talk about the library  
 \_\_\_\_\_ (3) Show a film or filmstrip

- \_\_\_\_\_ (4) Give a puppet show
- \_\_\_\_\_ (5) Bring books for me to take home
- \_\_\_\_\_ (6) Give a slide show with music
- \_\_\_\_\_ (7) I don't know

17. Which of the following statements about the public library are true for you? PLEASE CHECK TRUE OR FALSE FOR EACH ITEM BELOW.

	(1) True	(2) False
a. I don't go to the library because I don't have enough time	_____	_____
b. The library is not open the hours I want to use it	_____	_____
c. The library is too far from my home	_____	_____
d. The library is too far from my school	_____	_____
e. My family won't let me go to the library alone at night	_____	_____
f. I have no way to get to the library	_____	_____
g. The library doesn't have the material I want	_____	_____
h. I don't really know very much about the library or its services	_____	_____

18. Should the public library be open on Sundays?

- \_\_\_\_\_ (1) Yes
- \_\_\_\_\_ (2) No
- \_\_\_\_\_ (3) I don't know

19. Do you think you need to know more about libraries and how to use them?

	(1) Yes	(2) No	(3) Don't know
a. School library/media center	_____	_____	_____
b. Public library	_____	_____	_____

THANK YOU FOR FILLING OUT THIS SURVEY.

APPENDIX B

Table 13  
Children with and without Library Cards  
and Their Reported Use of  
Public Library by Sex

Frequency of use	Boys		Girls		Total
	Yes	No	Yes	No	
Often	61	5	42	1	109
Sometimes	39	4	26	1	70
Never	12	10	2	10	34
I don't know	25	6	34	4	69
Total	137	25	104	16	*282

\*One fifth grade boy failed to answer question 2

Table 14  
Children with and without Library Cards and  
Reported Use of Public Library by Grade

Frequency of use	Fourth		Fifth		Sixth		Total
	Yes	No	Yes	No	Yes	No	
Often	23	1	28	0	52	5	109
Sometimes	16	1	28	2	21	2	70
Never	4	14	5	5	5	1	34
I don't know	27	6	21	3	11	1	69
Total	70	22	82	10	89	9	*282

\*One fifth grade boy failed to answer question 2

Table 15

Children with and without Library Cards and  
Their Reported Use of Public Library  
by Total Population

Frequency of use	Yes	No	Total
Often	103	6	109
Sometimes	65	5	70
Never	14	20	34
I don't know	59	10	69
Total	241	41	*282

\*One fifth grade boy failed to answer question 2

Table 16

Children with and without Library Cards and  
Reported Frequency with Which Their  
Parents Use Public Library by Sex

Frequency of use by parents	Boys		Girls		Total
	Yes	No	Yes	No	
Often	25	0	15	0	40
Sometimes	29	10	22	0	61
Never	44	11	34	8	97
I don't know	39	5	33	8	85
Total	137	26	104	16	283



Table 17

Children with and without Library Cards and Reported  
Frequency with Which Their Parents  
Use Public Library by Grade

Frequency of use by parents	Fourth		Fifth		Sixth		Total
	Yes	No	Yes	No	Yes	No	
Often	15	0	11	0	14	0	40
Sometimes	12	6	18	2	21	2	61
Never	16	8	28	6	34	5	97
I don't know	26	9	26	2	20	2	85
Total	69	23	83	10	89	9	283

Table 18

Children with and without Library Cards and Reported  
Frequency with Which Their Parents Use Public  
Library by Total Population

Frequency of use by parents	Yes	No	Total
Often	40	0	40
Sometimes	51	10	61
Never	78	19	97
I don't know	72	13	85
Total	241	42	283

Table 19

Children with and without Library Cards and Reported  
Frequency with Which Their Mothers  
Read a Book by Sex

Frequency of book reading by mothers	Boys		Girls		Total
	Yes	No	Yes	No	
Daily	44	8	43	3	98
Weekly	32	6	20	4	62
Seldom	47	10	33	4	94
Never	12	1	7	6	26
Live with father	3	0	0	0	3
Total	138	25	103	17	283

Table 20

Children with and without Library Cards and Reported  
Frequency with Which Their Mothers  
Read a Book by Grade

Frequency of book reading by mothers	Fourth		Fifth		Sixth		Total
	Yes	No	Yes	No	Yes	No	
Daily	31	6	27	3	29	2	98
Weekly	14	8	18	1	20	1	62
Seldom	20	5	30	5	30	4	94
Never	4	3	6	2	9	2	26
Live with father	1	0	1	0	1	0	3
Total	70	22	82	11	89	9	283

Table 21

Children with and without Library Cards and Reported  
Frequency with Which Their Mothers Read  
a Book by Total Population

Frequency of book reading by mothers			Total
	Yes	No	
Daily	87	11	98
Weekly	52	10	62
Seldom	80	14	94
Never	19	7	26
Live with father	3	0	3
Total	241	42	283

Table 22

Children with and without Library Cards and  
Reported Frequency with Which Their  
Fathers Read a Book by Sex

Frequency of book reading by fathers	Boys		Girls		Total
	Yes	No	Yes	No	
Daily	22	2	15	2	41
Weekly	21	2	17	0	40
Seldom	51	12	30	5	98
Never	35	8	28	6	77
Live with mother	8	2	14	3	27
Total	137	26	104	16	283

Table 23

Children with and without Library Cards and Reported  
Frequency with Which Their Fathers Read  
a Book by Grade

Frequency of book reading by fathers	Fourth		Fifth		Sixth		Total
	Yes	No	Yes	No	Yes	No	
Daily	13	2	12	0	12	2	41
Weekly	13	2	14	0	11	0	40
Seldom	21	7	28	4	32	6	98
Never	19	8	19	5	25	1	77
Live with father	4	3	9	2	9	0	27
Total	70	22	82	11	89	9	283

Table 24

Children with and without Library Cards and Reported  
Frequency with Which Their Fathers Read  
a Book by Total Population

Frequency of book reading by fathers	Yes	No	Total
Daily	37	4	41
Weekly	38	2	40
Seldom	81	17	98
Never	63	14	77
Live with father	22	5	27
Total	241	42	283

Table 25

Children's Report of Their Own and Their Parents'  
Use of the Public Library by Sex

Use of library by parents	Boys				Girls				Total
	Often	Sometimes	Never	Don't know	Often	Sometimes	Never	Don't know	
Often	16	8	0	1	6	4	0	5	40
Sometimes	18	10	4	7	12	6	0	4	61
Never	19	13	15	7	10	12	4	16	96
Don't know	13	12	3	16	14	6	8	13	85
Total	66	43	22	31	42	28	12	38	*282

\*One fifth grade boy failed to answer question 2

Table 26

Children's Report of Their Own and Their Parents'  
Use of Public Library by Grade

Parents' use of library	Fourth				Fifth				Sixth				Total
	Often	Some- times	Never	Don't know	Often	Some- times	Never	Don't know	Often	Some- times	Never	Don't know	
Often	9	4	0	3	4	5	0	2	9	3	0	1	40
Sometimes	7	4	2	4	8	6	2	4	15	6	0	3	61
Never	1	7	9	7	9	8	5	11	19	10	5	5	96
Don't know	7	2	7	19	7	11	3	7	13	5	1	3	85
Total	24	17	18	33	28	30	10	24	56	24	6	12	*282

\*One fifth grade boy failed to answer question 2

Table 27

Children's Report of Their Own and Their Parents'  
Use of Public Library by Total Population

Parents' use of library					Total
	Often	Sometimes	Never	Don't know	
Often	22	12	0	6	40
Sometimes	30	16	4	11	61
Never	29	25	19	23	96
Don't know	27	18	11	29	85
Total	108	71	34	69	*282

\*One fifth grade boy failed to answer question 2

Table 28

Use Patterns of Public Library Children Reported About Themselves  
and Their Mothers' Reported Reading Habits by Sex

Reading habits of mothers	Boys				Girls				Total
	Often	Some- times	Never	Don't know	Often	Some- times	Never	Don't know	
Daily	23	12	6	11	19	11	3	13	98
Weekly	11	13	5	9	8	5	3	8	62
Seldom	26	14	8	8	14	9	4	11	94
Never	6	2	3	2	2	2	2	6	25
Live with father	0	2	0	1	0	0	0	0	3
Total	66	43	22	31	43	27	12	38	*282

\*One fifth grade boy failed to answer question 2

Table 29

Use Patterns of Public Library Children Reported About Themselves  
and Their Mothers' Reported Reading Habits by Grade

Reading habits of mothers	Fourth				Fifth				Sixth				Total
	Often	Some-times	Never	Don't know	Often	Some-times	Never	Don't know	Often	Some-times	Never	Don't know	
Daily	13	4	6	14	8	14	2	6	21	5	1	4	98
Weekly	3	5	4	10	7	4	4	4	9	9	0	3	62
Seldom	7	5	6	8	12	12	2	8	21	6	4	3	94
Never	1	2	2	1	1	0	2	5	6	2	1	2	25
Live with father	0	1	0	0	0	0	0	1	0	1	0	0	3
Total	24	17	18	33	28	30	10	24	57	23	6	12	*282

\*One fifth grade boy failed to answer question 2



Table 30

Use Patterns of Public Library Children Reported About  
Themselves and Their Mothers' Reported  
Reading Habits by Total Population

Reading habits of mothers	Often	Sometimes	Never	Don't know	Total
Daily	42	23	9	24	98
Weekly	19	18	8	17	62
Seldom	40	23	12	19	94
Never	8	4	5	8	25
Live with father	0	2	0	1	3
Total	109	70	34	69	*282

\*One fifth grade boy failed to answer question 2

Table 31

Use Patterns of Public Library Children Reported About Themselves  
and Their Fathers' Reported Reading Habits by Sex

Reading habits of fathers	Boys				Girls				Total
	Often	Some- times	Never	Don't know	Often	Some- times	Never	Don't know	
Daily	9	3	2	9	7	3	1	5	39
Weekly	8	10	4	1	8	7	0	3	41
Seldom	33	16	4	9	13	7	6	10	98
Never	14	10	11	10	10	7	2	14	78
Live with mother	2	4	1	2	6	3	3	5	26
Total	66	43	22	31	44	27	12	37	*282

\*One fifth grade boy did not answer question 2

Table 32

Use Patterns of Public Library Children Reported About Themselves  
and their Fathers' Reported Reading Habits by Grade

Reading habits of father	Fourth				Fifth				Sixth				Total
	Often	Some-times	Never	Don't know	Often	Some-times	Never	Don't know	Often	Some-times	Never	Don't know	
Daily	5	2	1	6	5	2	1	3	6	2	1	5	39
Weekly	7	4	3	2	3	10	0	1	6	3	1	1	41
Seldom	8	3	7	10	13	10	2	7	25	10	1	2	98
Never	4	8	4	11	6	3	6	10	14	6	3	3	78
Live with mother	0	0	3	4	2	5	1	2	6	2	0	1	26
Total	24	17	18	33	29	30	10	23	57	23	6	12	*282

\*One fifth grade boy failed to answer question 2

Table 33

Use Patterns of Public Library Children Reported About  
Themselves and Their Fathers' Reported  
Reading Habits by Total Population

Reading habits of fathers	Often	Sometimes	Never	Don't know	Total
Daily	16	6	3	14	39
Weekly	16	17	4	4	41
Seldom	46	23	10	19	98
Never	24	17	13	24	78
Live with mother	8	7	4	7	26
Total	110	70	34	68	*282

\*One fifth grade boy failed to answer question 2

Table 34

Use Patterns of Public Library Children Reported About Themselves  
and Reported Frequency with Which They Were Read to  
before Entering Kindergarten by Sex

Being read to before kinder- garten	Boys				Girls				Total
	Often	Some- times	Never	Don't know	Often	Some- times	Never	Don't know	
Daily	21	10	5	9	20	12	3	14	94
Weekly	25	23	7	6	12	10	5	14	102
Seldom	14	8	8	12	8	5	3	8	66
Never	5	3	2	3	2	0	1	3	19
Total	65	44	22	30	42	27	12	39	*281

\*One fifth grade boy failed to answer question 2  
One sixth grade boy failed to answer question 7

Table 35

Use Patterns of Public Library Children Reported About Themselves  
and Reported Frequency with Which They Were Read to  
before Entering Kindergarten by Grade Level

Frequency of being read to before kindergarten	Fourth				Fifth				Sixth				Total
	Often	Some- times	Never	Don't know	Often	Some- times	Never	Don't know	Often	Some- times	Never	Don't know	
Daily	14	7	3	15	9	11	4	5	18	4	1	3	94
Weekly	6	6	7	12	10	16	3	6	21	11	2	2	102
Seldom	3	2	7	5	6	4	1	13	13	7	3	2	66
Never	1	2	1	1	1	0	2	1	5	1	0	4	19
Total	24	17	18	33	26	31	10	25	57	23	6	11	*281

\*One fifth grade boy failed to answer question 2  
One sixth grade boy failed to answer question 7

Table 36

Use Patterns of Public Library Children Reported About  
Themselves and Reported Frequency with Which They  
Were Read to before Entering Kindergarten  
by Total Population

Frequency of being read to before kindergarten					Total
	Often	Sometimes	Never	Don't know	
Daily	41	22	8	23	94
Weekly	37	33	12	20	102
Seldom	22	13	11	20	66
Never	7	3	3	6	19
Total	107	71	34	69	*281

\*One fifth grade boy failed to answer question 2  
One sixth grade boy failed to answer question 7

Table 37

Use Patterns of Public Library Children Reported About Themselves  
and Reported Frequency with Which Family Member  
Read to Them by Sex

Frequency of being read to by family member	Boys				Girls				Total
	Often	Some- times	Never	Don't know	Often	Some- times	Never	Don't know	
Daily	4	0	0	2	0	0	0	1	7
Weekly	6	2	0	3	3	4	0	3	21
Seldom	27	20	8	6	22	6	7	12	108
Never	29	21	14	20	17	18	5	22	146
Total	66	43	22	31	42	28	12	38	*282

\*One fifth grade boy failed to answer question 2

Table 38

Use Patterns of Public Library Children Reported About Themselves  
and Reported Frequency with Which Family Member  
Read to Them by Grade Level

Frequency of being read to by family member	Fourth				Fifth				Sixth				Total
	Often	Some-times	Never	Don't know	Often	Some-times	Never	Don't know	Often	Some-time	Never	Don't know	
Daily	1	0	0	2	1	0	0	0	2	0	0	1	7
Weekly	4	0	0	4	4	5	0	2	1	1	0	0	21
Seldom	11	7	9	10	16	13	4	7	22	6	2	1	108
Never	8	10	9	17	7	12	6	15	31	17	4	10	146
Total	24	17	18	33	28	30	10	24	56	24	6	12	*282

\*One fifth grade boy failed to answer question 2

Table 39

Use Patterns of Public Library Children Reported About  
Themselves and Reported Frequency with Which Family  
Member Read to Them by Total Population

Frequency of being read to by family member	Reported use of library by parents				Total
	Often	Sometimes	Never	Don't know	
Daily	4	0	0	3	7
Weekly	9	6	0	6	21
Seldom	49	26	15	18	108
Never	46	39	19	42	146
Total	108	71	34	69	*282

\*One fifth grade boy failed to answer question 2

Table 40

Children Reported on Use Patterns of Public Library by Parents  
and Frequency with Which Family Member  
Read to Them by Sex

Frequency of being read to by family member	Reported use of library by parents								Total
	Boys				Girls				
	Often	Some- times	Never	Don't know	Often	Some- time	Never	Don't know	
Daily	2	1	1	2	0	0	0	1	7
Weekly	1	4	3	2	3	2	2	3	20
Seldom	11	16	14	20	4	8	11	24	108
Never	10	19	37	20	8	12	28	14	148
Total	24	40	55	44	15	22	41	42	283

Table 41  
 Children Reported on Use Patterns of Public Library by Parents  
 and Frequency with Which Family Member  
 Read to Them by Grade

Frequency of being read to by family member	Reported use of library by parents												Total
	Fourth				Fifth				Sixth				
	Often	Some-times	Never	Don't know	Often	Some-times	Never	Don't know	Often	Some-times	Never	Don't know	
Daily	1	0	0	2	0	1	0	0	1	0	1	1	7
Weekly	4	2	0	2	0	4	3	3	0	0	2	0	20
Seldom	5	7	8	17	5	7	11	18	5	10	6	9	108
Never	5	9	15	15	6	8	20	7	7	14	30	12	148
Total	15	18	23	36	11	20	34	28	13	24	39	22	283



Table 42

Children Reported on Use Patterns of Public Library by Parents  
and Frequency with Which Family Member Read  
to Them by Total Population

Frequency of being read to by family member	Reported use of library by parents				Total
	Often	Sometimes	Never	Don't know	
Daily	2	1	1	3	7
Weekly	4	6	5	5	20
Seldom	15	24	25	44	108
Never	18	31	65	34	148
Total	39	62	96	86	283

Table 43

Children Reported on Their Own Use Patterns of Public Library  
and Reported Frequency with Which Their Teachers  
Read Aloud to Them by Sex

Frequency of being read to by teachers	Boys				Girls				Total
	Often	Some- times	Never	Don't know	Often	Some- times	Never	Don't know	
Often	18	14	7	10	16	14	1	20	100
Sometimes	25	11	9	10	15	7	4	11	92
Never	8	14	3	6	5	5	5	3	49
Don't know	15	4	3	5	7	1	2	4	41
Total	66	43	22	31	43	27	12	38	*282

\*One fifth grade boy failed to answer question 2

Table 44

Children Reported on Their Own Use Patterns of Public Library  
and Reported Frequency with Which Their Teachers  
Read Aloud to Them by Grade

Frequency of being read to by teachers	Fourth				Fifth				Sixth				Total
	Often	Some- times	Never	Don't know	Often	Some- times	Never	Don't know	Often	Some- times	Never	Don't know	
Daily	10	8	2	15	20	19	5	14	4	1	1	1	100
Several times a week	5	3	5	6	8	11	5	10	27	4	3	5	92
Seldom	3	3	7	5	0	0	0	0	10	16	1	4	49
Never	6	3	4	7	0	0	0	0	16	2	1	2	41
Total	24	17	18	33	28	30	10	24	57	23	6	12	*282

\*One fifth grade boy failed to answer question 2

Table 45

Children Reported on Their Own Use Patterns of Public Library  
and Reported Frequency with Which Their Teachers  
Read Aloud to Them by Total Population

Frequency of being read to by teachers	Often	Sometimes	Never	Don't know	Total
Daily	34	38	8	30	100
Several times a week	40	18	13	21	92
Seldom	13	19	8	9	49
Never	22	5	5	9	41
Total	109	70	34	69	*282

\*One fifth grade boy failed to answer question 2