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POLICIES THAT RELATE TO STUDENTS AND TRADE
BOOKS IN SELECTED MICHIGAN ELEMENTARY SCHOOLS.

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A SURVEY OF MEDIA CENTER PERSONNEL AND SCHOOL
POLICIES THAT RELATE TO STUDENTS AND TRADE BOOKS
IN SELECTED MICHIGAN ELEMENTARY SCHOOLS

By

Margaret Deitrich Natarella

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ABSTRACT

A SURVEY OF MEDIA CENTER PERSONNEL AND SCHOOL POLICIES THAT RELATE TO STUDENTS AND TRADE BOOKS IN SELECTED MICHIGAN ELEMENTARY SCHOOLS

By

Margaret Deitrich Natarella

The purpose of this study was to determine the activities and services provided by full-time personnel in elementary school media centers and school policies that related to students and trade books. The term trade books as used in this study referred to all kinds of books other than textbooks and encyclopedias. These books are found in the media center with hardbound or paperbound covers and include fiction and nonfiction.

The data for this study were collected from questionnaires completed by 40 full-time media center personnel representing 23 school systems located in the lower peninsula of Michigan. The personnel were divided into three classifications based on their professional training:

1. Certified Librarian (n=17)
2. Noncertified, Degree (n=10)
3. Noncertified, Nondegree (n=13)

The data were analyzed by chi-square, analysis of variance, and Scheffé Method of Multiple Comparisons. Significance was assumed at the .05 level.

It was found that the personnel possessing a college degree but not librarian certification were spending a significantly greater amount of time with the students on trade book activities. All the personnel possessing college degrees were performing a significantly greater number of trade book activities with the students than the personnel not possessing a college degree. There was no significant increase in the amount of time spent or the number of trade book activities performed with the students by the media center personnel who had clerical and/or volunteer help in the center, as compared to personnel who did not have such help.

The communities in which the schools were located spanned five socioeconomic classes: low, low-middle, middle, upper-middle, and high. Significance occurred between schools in low and middle income classes and the receipt of Title I funds. Schools located in all the socioeconomic classes received Title II funds, while only schools located in the middle income class received Title III funds.

The average per pupil media budget for the 1971-72 school year ranged from \$2.21 for schools in low socioeconomic communities to \$10.59 for schools in communities with high incomes. Significance occurred between the schools in

low-middle and high socioeconomic classes in relation to the total media budget.

Significance occurred between socioeconomic status and the average daily number of students using the media center. Students living in communities with low incomes used the center more often, on a daily basis, than students in other communities.

The findings of this study indicated that the media center personnel possessing a college degree placed more emphasis on spending time with the students performing activities related to trade books than did personnel without a degree.

The schools that participated in the study were not taking full advantage of federal funds that were available for obtaining additional print material for the media center. The use of federal money, especially by schools in low socioeconomic communities, would increase the total media budget and the amount spent for trade books.

Schools located in communities with low incomes, in spite of the fact that their media budget was low, provided materials and services that appealed to and met the needs of the students.

Dedicated to
My husband Nic and son Nicky

ACKNOWLEDGMENTS

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CHAPTER I

INTRODUCTION

Through acquired knowledge, man has made numerous discoveries and inventions that have influenced the lives of all people. As a result of these discoveries and inventions, the more advanced societies are very complex. Americans are surrounded by a highly efficient mass communication system, a bounty of material goods, and leisure time. In this context, Stafford pointed out that "the material success of modern life induces movement, a worship of the new, and a rejection of tradition."¹

Literature, as an art form, is presently being rejected as a profitable use of one's leisure. This rejection may be occurring partially because of our contemporary life style. Stafford stated several reasons why he felt literature is struggling for recognition:

1. Mass media, particularly television, have become the principal aesthetic-recreational activity of many people:
2. Society today lives on a kind of introspection of the whole culture, which has an insatiable curiosity to investigate every aspect of psychological, sociological, and physiological life. . . . Analysis disturbs our security, our feeling of unquestioning reliance on most parts of routine existence.

¹William Stafford, Friends to This Ground (Champaign, Illinois: NCTE, 1967), p. 3.

3. As the young come to constitute a larger portion of society, there is an accent on youth and a resultant lack of perspective about life and traditional values.¹

The fast pace of modern living often causes man to lose his perspective and comprehension. Literature can be used successfully by all ages to regain their perspective, reflect on their environment, and acquire new insights concerning their lives.

The literary imagination makes it possible to know immediately and concretely, and with even a breath-taking fullness, what it is like to be a human being. It provides "feeling knowledge."²

Pilgrim and McAllister agreed with Stafford's position regarding the influence of media on reading. They stated that "other media--television, radio, movies, tape recorders--are readily available, require less skill to absorb, and thus take some of the time that otherwise might be devoted to reading."³

The schools, being a product of society, reflect society's views. The use of the mass media in the schools has increased in the last several years. The library is now often designated as the instructional materials center, instructional media center, or learning resource center. In addition to housing trade books, these centers also

¹Ibid., pp. 3-4.

²Ibid., p. 6.

³Geneva Hanna Pilgrim and Mariana K. McAllister, Books, Young People and Reading Guidance (2nd ed.; New York: Harper & Row Publishers, 1968).

contain various types of audio-visual materials and equipment.

Observation of existing elementary programs leads one to the conclusion that reading continues to be the basis of instruction. Within this context, the audio-visual material is used to extend and add dimension to information gained through reading.

Many educators are concerned with the total development of the child in terms of intellectual, physical, emotional, and social functioning. In order to achieve these goals, a child is exposed to a variety of experiences and methods of instruction. One experience encountered by elementary school children is trade books. Through trade books the child may be led to discover that books contain more than facts; this was stated by Hook, Jacobs, and Crisp:

Part of the satisfaction comes from the knowledge, the information, available through literature. This knowledge is not the same as that on the reference shelf; literature is not factual as an encyclopedia article is factual. As Matthew Arnold said, literature affords, "a criticism of life," that is a subjective peering into the recesses of life not penetrable by the tools of the physician or the psychologist. It shows what it means to be a human being--the joy and the anguish, the spirit and not just the body. Unlike the usual television fare that merely strings incidents together and concentrates on what happens, on the superficial trappings of life, literature is concerned with why things happen, on the motivations of man.¹

When literature is used in all aspects of the curriculum, it is assumed that it can help children understand

¹J. N. Hook, Paul H. Jacobs, and Raymond D. Crisp, What Every English Teacher Should Know (Champaign, Illinois: NCTE, 1970), pp. 39-40.

themselves, their surroundings, and people of other cultures. They can also gain information by extending the content areas, and be stimulated in their creative imagination. If one accepts these as the goals of a literature program, then the reading experiences of children should include selections from the various genres of literature: realistic fiction, poetry, folk tales, fantasy, mysteries, biography, historical fiction, informational materials, fable, legend, myth, and epic. Britton, at the Dartmouth Conference in 1966, said:

Our sense of literary form increases as we find satisfaction in a greater range and diversity of works, and particularly as we find satisfaction in works which, by their complexity or the subtlety of their distinctions, their scope or their unexpectedness, make greater and greater demands upon us. Our sense of form increases as our frame of reference of reality grows with experience primary and secondary, of the world we live in.¹

Rosenblatt explained further how literature functions in achieving these goals:

1. Deals with the experiences of human beings in their diverse personal and social relations.
2. Makes comprehensible the myriad ways in which human beings meet the infinite possibilities that life offers.
3. Offers immediacy and emotional persuasiveness.
4. Treats the whole range of choices and aspirations and values out of which the individual must weave his own personal philosophy.

¹James Britton, "Response to Literature," in Response to Literature, ed. by James R. Squire (Champaign, Illinois: NCTE, 1968), p. 5.

5. Enlarges the reader's knowledge of the world.
6. Actively involves the reader in the reading process.¹

While literature may help the reader in ways that have previously been stated, certain preliminary components are required before literature can become an integral part of a child's world. The first of these is an early introduction to literature, i.e., nursery rhymes and illustrated books. "The elementary school years are a critical period in shaping children's reading tastes. Books read during this period have a lasting effect on lifetime reading habits."² However, these early experiences will not reap the desired reward of lifetime readers if the books are not readily available to the children and presented in a voracious and enthusiastic manner by the teacher and librarian.

Cullinan pointed out the need to acquaint children with high-quality literature because of the variety of activities competing for their time. One of these activities is television. Smith reviewed the research on children's tele-viewing and reading habits, then postulated:

As compared with reading, data reveals that children on the average are devoting about one hour per day to voluntary reading and three hours per day in viewing television. Perhaps if teachers and researchers were to direct more vigorous effort to the development of keen tastes in and deep appreciations for the content of good

¹Louis M. Rosenblatt, Literature as Exploration (New York: Noble and Noble, 1968), pp. 3-49.

²Bernice E. Cullinan, Literature for Children, Its Discipline and Content (Dubuque, Iowa: Wm. C. Brown Company Publishers, 1971), p. 2.

books, children would spend less time viewing the bizarre on the screen and more time in communing with the writers of worthwhile literature.¹

Interestingly, Arbuthnot believed people selecting books for children should be flexible in their choices. She said:

. . . any book that makes a child feel more alive, more keenly aware of the worth and needs of other creatures, more eager to do things, ready to fall in love with life and eager to live it to the full--that is a good book for that child, . . .²

Arbuthnot's statement about literature and what it can do for a person was sanctioned by Pilgrim and McAllister. They concluded that:

Probably the greatest single reason for reading a book is enjoyment. For persons who like to read, who have discovered what the printed page can offer in new experiences, in lifting the spirit, in satisfying curiosity, this is enjoyment at its best. Whatever the purpose of reading--to forget troubles, to broaden knowledge, to be charmed by style or literary genius, or simply to pass time in a pleasant, quiet manner--to the reader who interacts honestly and with perception with what he reads the result is pure pleasure. Reading, then, at its best is a deeply satisfying experience. Such experiences are essential to mental health.³

In summary, then, in order to foster a desire for reading, specifically trade books, children should become familiar with a variety of literary forms; this should be an enjoyable experience.

¹Ibid., p. 3.

²May Hill Arbuthnot, "Old Values in New Books," in Ivory, Apes, and Peacocks: The Literature Point of View, ed. by Sam Leaton Sebesta (Newark, Delaware: IRA, 1968), p. 29.

³Pilgrim and McAllister, op. cit., pp. 3-4.

With the increasing number of children's books being published yearly, it is difficult for the classroom teacher to keep abreast of the new publications and maintain an adequate supply of trade books for the students' use. As a result, the school media center and the media specialist must provide these essential services in the elementary school. "The media specialist who is knowledgeable about the learning process, childhood and adolescent growth, and curriculum development, works closely with teachers,"¹ in selecting books, audio-visual materials, and other resources to supplement instruction.

The specialist also provides the students with instruction in library skills and research methods, guidance in book selection, and the use of audio-visual aids. McGuire described the librarian's responsibility to the students as one of being

. . . an expert in reading guidance who knows the field of books for children. She can work strategically with the individual child, motivating the reluctant reader, guiding the great average, and challenging the able reader. The fact that she has continuous contact with children through six or seven years of their elementary education provides one dimension that the classroom teacher does not have.²

The media center is the storehouse for instructional materials that enrich the lives of the students both

¹American Association of School Librarians, Standards for School Media Programs (Chicago, Illinois: ALA and NEA, 1969), p. 3.

²Alice B. McGuire, "The Librarian's Role in the Literature Program," Elementary English, XLIV (1967), 470.

academically and recreationally. The advantages of a centralized center were stated by Cianciolo:

1. Gives the students a real life experience which parallels the library situations they will meet in high school, college, or public library.
2. Facilitates learning of library skills needed to locate, evaluate, and use materials which it provides.
3. Can be shared and used by students and teachers as needs arise.
4. Offers a wide selection of materials.¹

With the emphasis on exposing children to literature and fostering a keen interest in reading, it is important to have the books completely accessible to the children.

Accessibility is defined as the extent to which the students and teachers can easily obtain the selected publications from the facilities that have been organized for the express purpose of distributing these materials.²

Most classrooms have a small collection of books, but this does not adequately meet the daily recreational and informational reading needs of each student. Students should then be able to turn to the resources of the media center and the media specialist.

The librarian serves as the vital operating force of the library, supplying a variety of materials and services to students and teachers. Without this life-giving

¹Patricia Jean Cianciolo, "Criteria for the Use of Trade Books in the Elementary Program" (unpublished Ph.D. dissertation, The Ohio State University, 1963), p. 167.

²Ibid., p. 149.

presence, books would gather dust on the shelves. . . . The librarian is the one source of "reference" without which any library, however small or large, cannot exist. In the execution of her responsibilities, the librarian has the power to determine whether or not the library is used to its fullest potential.¹

With regard to the previous statements, the media specialist and the center should be an integral part of a child's school activities.

If children have free access to the media center and the trade books, then knowledge of the activities the specialist performs in bringing students and trade books together is of prime importance.

The purpose of this study is to survey the library/media centers of school systems that employ full-time certified librarians and full-time noncertified personnel in elementary schools. The study is concerned with determining the activities and services provided by the full-time personnel, and other factors that can affect the students' use of trade books.

Educational Implications and Need for the Study

The study is based on the assumption that the modern educational system should stress creative teaching, individuality, independent learning, and discovery learning of ideas and concepts. In order to achieve these goals, schools must be able to supply students with a variety of materials

¹Valerie Melnick, "The Librarian's Role," Theory Into Practice (Columbus, Ohio: The College of Education, The Ohio State University, 1967), p. 40.

to maintain and encourage their pursuit of knowledge. For this to occur, print and nonprint material must be available before, during, and after school hours. A functioning media center, equipped with current trade books and stressing the present-day educational philosophies, can assist in meeting the needs of the students.

The media program is indispensable in the educational programs that now stress individualization, inquiry, and independent learning for students.

The move away from textbook-dominated teaching and from teacher-dominated teaching has made the school media center a primary instructional center that supports, complements, and expands the work of the classroom.¹

If one accepts the importance of the media center and the media specialist in bringing students and trade books together, then it is essential to know how the specialist functions in this capacity. The activities and services upon which the specialist has to draw to motivate the students, are well-documented and accessible. To what extent are these activities and services offered by the media specialist? More specifically, what relationship exists between the personnel's academic background and the number and types of activities and services provided for the students? Also, what relationship exists between the number and types of activities and services provided, and the school system's philosophy, budget, and facilities for trade books? Studies concerned with and related to these aspects--the media specialist, activities and services provided by the media

¹American Association of School Librarians, op. cit., p. 3.

specialist, and the school system's provisions for trade books--are limited.

It is anticipated that a study relating these areas could be of value: (1) to school systems desiring to improve their educational services, (2) to the media specialist who is trying to increase her repertoire of activities and services, and finally (3) to teachers at the elementary and university levels, to inform them of the media specialist's role in presenting trade books to children.

Questions

The major question this study seeks to answer is:

What activities and services are provided by the full-time personnel working in the media center to bring children and trade books together?

The secondary questions this study seeks to answer are:

Does the academic background of the personnel have any effect on the activities and services rendered?

Does the socioeconomic status of the community affect the type of personnel employed for the media center?

Does the socioeconomic status of the community affect the financial allotment for the purchase of trade books?

Is an adequate budget, based on American Library Association standards, provided for the purchase of trade books?

Assumptions

The assumptions underlying this study are:

1. A central media center is located in each elementary building.
2. Children are permitted to use the media center.
3. Trade books are used by the children for academic and leisure reading.
4. Full-time personnel are working in and responsible for the media center and its functioning.
5. The full-time personnel have contact with the students when they are in the media center.

Method

The population consisted of 23 school systems, from which 76 elementary buildings were randomly selected. A questionnaire was developed and sent to the full-time personnel working in the media center of each of the randomly selected elementary schools. The personal interview technique was used to obtain responses from children while they were in the media center.

Limitations of the Study

The study was limited to the activities and services performed by full-time media personnel with trade books, and school policies and procedures that relate to the trade books housed in the elementary school media center. Activities and policies that relate to other print and nonprint materials were not considered, despite the fact that the

writer considers these materials essential components of modern education.

The sample used for the study was limited to schools located in the lower peninsula of Michigan, and consisted only of full-time personnel working in elementary school media centers.

Definition of Terms

Trade Books--The term book publishers apply to the books usually described by school people as "library books," to distinguish them from textbooks. Trade books include all kinds of books other than textbooks and encyclopedias. Trade books, as used in this study, are adult and juvenile books in both clothbound and paperbound editions, scientific and technical books, biography and other nonfiction, novels, poetry, and plays. Trade books are written, produced, and distributed in entirely different ways from textbooks. Also, schools usually select and use trade books quite differently than the way they select and use textbooks.¹

Media--Printed and audio-visual forms of communication and their accompanying technology.²

Media Program--All the instructional and other services furnished to students and-teachers by a media center and its staff.³

¹James Cass, ed., Books in the Schools (New York: American Book Publishers Council, Inc., 1961).

²American Association of School Librarians, op. cit., p. xv.

³Ibid.

Media Center--A learning center in a school, in which a full range of print and audio-visual media, necessary equipment, and services from media specialists are accessible to students and teachers.¹ For this study, the terms media center and library are interchangeable.

Media Specialist--An individual who has broad professional preparation in educational media. If he is responsible for instructional decisions, he meets the requirements for a teacher. Within this field there may be several types of specialization, such as level of instruction, areas of curriculum, type of media, and type of service. In addition, other media specialists, who are not responsible for instructional decisions, are members of the professional media staff and need not have teacher certification, e.g., certain types of personnel in television and other media preparation areas.² For this study, the terms media specialist and librarian are interchangeable.

School System--All the pupils and buildings under the jurisdiction of one board of education.³

Organization of the Study

Chapter I contained an introduction to the study and a statement of the problem, with the rationale for undertaking the study.

¹Ibid.

²Ibid.

³Writer's definition.

Chapter II is the review of the related literature and research.

The design of the study is presented in Chapter III, and Chapter IV contains an analysis of the data.

The summary, conclusions, and recommendations for further study are presented in Chapter V.

CHAPTER II

REVIEW OF RELATED LITERATURE

The review of related literature is divided into four sections:

1. historical background of the development of elementary school libraries
2. writings concerning the elementary school library
3. literature focusing on elementary school librarians
4. writings on the value of trade books in elementary schools

Historical Background of the Development of Elementary School Libraries

According to Johnson, prior to the nineteenth century, school libraries were nonexistent in the United States.¹ At the beginning of the nineteenth century, those libraries that existed were limited to private schools or academies. These schools were predominantly in New England and the Midwest; by 1850, they began to appear in the South. The libraries in these schools were poorly run, and reading for acquiring knowledge was stressed.

¹Elmer Johnson, History of Libraries in the Western World (2nd ed.; Metuchen, New Jersey: The Scarecrow Press, Inc., 1970).

Paralleling the private school libraries during the 1800's were public libraries, which contained collections of children's books. Most of the public libraries were located along the eastern coast of the United States, from Massachusetts to Kentucky. Even though the library movement did not reach the west coast until approximately 1850, California was the first state to legislate financial aid for school libraries in 1854 and 1866.

After the 1900's, schools and public libraries were competing for revenue, but most people were not in favor of supporting two libraries. As a result, the public libraries received the financial support since they serviced both the adults and the children of the community. Since the public libraries had a larger collection of children's books, they began sending books to the schools for the children's use. Separating the public library and the school was accepted and practiced in most communities by 1910.¹

At the same time, a revision in teaching methods by educators helped foster the cause for independent school libraries. The new methods stressed reading for pleasure, availability of good books besides textbooks, child-centered schools, and educating for a well-rounded, meaningful life.²

In 1917, Certain stated that "in promoting the use of the public-school library for purposes of enjoyment and

¹Ibid., p. 386.

²Ibid.

recreation, attention must be given to such relations between books and readers as exist in terms of real experiences."¹ He went on, "It is important to know, therefore, what the child brings the book as it is to know what the book may bring the child."² Librarians and teachers ". . . should follow up some of the basic instincts and passions of child life in the effort to establish in the children . . . reading for enjoyment and recreation. . . ."³

In 1915, the American Library Association formed the School Libraries Section. They assumed that the idealized library should be a "large, airy, well-lighted room, cheery and inviting, with books readily available for all grades and subjects taught in school."⁴ A joint committee of the National Education Association and the American Library Association in 1925 developed the first standards for elementary school libraries. The United States Office of Education's statistical report of 1929 reported that 1,982 schools or system libraries each contained over 3,000 volumes.⁵

In 1925, Michigan appointed its first school library supervisor, who was to stress service to the students and teachers, while the library was to have an active part in the

¹C. C. Certain, "Public School Libraries," The Library Journal, XLII (May, 1917), 361.

²Ibid.

³Ibid., p. 362.

⁴Johnson, op. cit., p. 387.

⁵Ibid., p. 388.

school's educational program. During the next 20 years, as a result of the depression and World War II, further development of libraries was very slow. But in 1945, The Committee on Post-War Planning of the American Library Association published a report, School Libraries for Today and Tomorrow: Functions and Standards, which outlined programs and established guidelines for the future development of school library services.¹

During the 1950's, the federal government finally became actively involved with school libraries because of the lobby pressure exerted by the American Library Association. Because of their activities, the first federal legislation, The National Defense Education Act of 1959, provided large sums of money for school libraries. This act was eventually succeeded by additional financial aid:

1. The Manpower Development and Training Act--1962
2. Educational Television Facilities Act--1962
3. The Vocational Education Act--1963
4. The Civil Rights Act--1964
5. The Economic Opportunity Act--1964
6. The Elementary And Secondary Education Act--1965
7. The Higher Education Act--1965

¹The Committee on Post-War Planning of the American Library Association, School Libraries for Today and Tomorrow: Functions and Standards (Chicago: American Library Association, 1945).

8. The National Foundation on the Arts and Humanities Act--1965¹

During the late 1960's, the development of the school library in the United States was remarkably successful. With 88,000 schools in the United States, two-thirds had centralized libraries, 40 per cent had full-time librarians, and one-third of the elementary buildings had centralized libraries.²

The Elementary School Library

Brown conducted a nationwide study in 1941, in cities with a minimum population of 10,000. His objectives, which relate to this study, were to determine: (1) the means of supplying library service to students attending public elementary schools, (2) the type of library organization, and (3) why the students use the library. The results of the study showed six organizational structures responsible for supplying library service:

1. Board of education
2. City board of the public library
3. Cooperative method--written agreement between the board of education and the board of the public library
4. An informal agreement with the public library

¹Winifred Ladley, ed., "Federal Legislation for Libraries," Papers presented at an Institute conducted by the University of Illinois Graduate School of Library Science, November 6-9, 1966 (Ann Arbor: Edwards Brothers, Inc., 1967), p. 25.

²Johnson, op. cit., p. 395.

5. County library
6. Parent-teacher associations¹

Brown also reported the library organization consisted of classroom libraries, a centralized library, or a combination of the classroom and centralized libraries. Students used the library for leisure, reading, to work on the vertical files, and other school-related projects.

The Committee on Post-War Planning of the American Library Association stated the purposes of the school library are to:

1. Participate effectively in the school program as it strives to meet the needs of pupils, teachers, parents and other community members.
2. Provide boys and girls with the library materials and services most appropriate and most meaningful in their growth and development as individuals.
3. Stimulate and guide pupils in all phases of their reading that they may find increasing enjoyment and satisfaction and may grow in critical judgment and appreciation.
4. Provide an opportunity through library experiences for boys and girls to develop helpful interests, to make satisfactory personal adjustments, and to acquire desirable social attitudes.
5. Help children and young people to become skillful and discriminating users of libraries and of printed and audio-visual materials.
6. Introduce pupils to community libraries as early as possible and cooperate with those libraries in their efforts to encourage continuing education and cultural growth.
7. Work with teachers in the selection and use of all types of library materials which contribute to the teaching program.

¹Howard Washington Brown, "A Study of Methods and Practices in Supplying Library Service to Public Elementary Schools in the United States" (unpublished Ph.D. dissertation, University of Pennsylvania, 1941), p. 4.

8. Participate with other teachers and administrators in programs for the continuing professional and cultural growth of the school staff.
9. Cooperate with other librarians and community leaders in planning and developing an over-all library program for the community or area.¹

A study conducted by Lemley in 1949 consisted of analyzing city school surveys done between 1907 and 1947 in order to evaluate the trends in library service pertaining to facilities, budget, personnel, circulation, records, and curriculum integration. The years from 1907 to 1947 were divided into three periods: 1907-1918, 1919-1930, and 1931-1947. The first two time periods showed little evidence of library facilities. The last period mentioned the kinds of facilities, and concern for the comfort of the reader. However, all periods showed a lack of utilization of the available materials.²

A definite trend emerged from 1907 to 1947 in regard to the location of the library. During the early years, the library was located in the poorly lit, difficult-to-reach basement. Later, it was moved to a centralized location, which facilitated its use by the students and staff.

Financial support from the school board was lacking during the first period. School boards of larger systems

¹The Committee on Post-War Planning of the American Library Association, op. cit.

²Dawson E. Lemley, "The Development and Evaluation of Administrative Policies and Practices in Public Schools in City School Surveys, 1907-1947" (unpublished Ph.D. dissertation, University of Pittsburgh, 1949).

were appropriating \$500 to \$1,000 annually for library materials during the second and third time periods.

From 1907 to 1930, the librarian was designated as a teacher-librarian, with teaching responsibilities having priority. The educational qualifications were those needed for a classroom teacher. However, during the later years, the librarian possessed a college degree but classroom responsibilities still existed.

Since school administrators were not interested in the library, there was very little communication between the librarian and administrators. None of the surveys mentioned the library's function in relation to curriculum needs. Record keeping became more important during the third period. The information recorded concerned circulation, use, and interlibrary loans.

Lemley's recommendations included:

1. The library should be attractive, roomy, and well-lighted.
2. The books and other materials should be classified and easily accessible to students and staff.
3. School boards should appropriate library funds on the basis of pupil population: \$1.50 per child for the first 500 children, \$1.00 per child for 500 to 1,000 children, and \$.75 for over 1,000 children.
4. The librarian's qualifications should match those of the best teacher in the system.

5. Children and teachers should have scheduled times to come to the library.
6. Frequent and formal written communication from the librarian to the administrators should take place in order to keep administrators informed of the library's function.¹

In 1954, Kaye investigated the principal's role in helping to maintain outstanding library service in his own school. Kaye visited 54 schools in New York, New Jersey, and Connecticut. His findings were in opposition to those of Brown and Lemley. As stated previously, Brown found six different organizational patterns for libraries; however, Kaye found only three:

1. The board of education assumed complete financial and administrative control.
2. A cooperative agreement existed between the school board and the public library, with the school board giving financial aid to the public library.
3. The public library serviced the school without financial aid from the school boards.²

The results of Kaye's study in regard to the principal's role in supporting the library disagreed with Lemley's results. Kaye found the principals: went to the board of

¹Ibid.

²Bernard William Kaye, "The Role of the Principal in Relation to Library Service in the Public Elementary Schools" (unpublished Ed.D. dissertation, Teachers College, Columbia University, 1954).

education and other sources such as the parent-teacher association to secure financial aid for the library, presented information to the public and the board regarding the library facilities and gave suggestions for improving the existing facilities, and gave the librarian the same status as the other faculty members in regard to clerical help, salary, and released time for professional improvement.

In comparing the three studies by Brown, Lemley, and Kaye, the Kaye study showed a marked improvement in administrative and public awareness and support of the library, and the recognition and treatment of the librarian as a fully qualified professional.

Lowrie stated:

It is the function of the elementary school library then, to assist the child to interpret himself in relation to others and develop in him a better understanding of life about him, to arouse true intellectual curiosity, to introduce to him rich cultural heritage and to instill the understanding of the intrinsic importance of libraries in an informed nation.¹

The purpose of Lowrie's study was to determine if the previously stated principles were being met by ten school systems located in various sections of the United States. Other objectives concerned the library's role in curriculum enrichment and the recreational reading of fourth, fifth, and sixth grade students.

¹Jean Elizabeth Lowrie, "Elementary School Libraries: A Study of the Program in Ten School Systems in the Areas of Curriculum Enrichment and Reading Guidance with Emphasis on Fourth, Fifth, and Sixth Grades" (unpublished Ph.D. dissertation, School of Library Science, Western Reserve University, 1959), p. 5.

The results showed the library to be an integral part of every phase of the school curriculum, and supplying much of the student's reading material. In support of the library and librarian's role in providing recreational reading material for children, Lowrie wrote:

It is not the responsibility of the school librarian to teach the techniques and skills of reading (although she must have some understanding of the general psychology of reading). It is her responsibility, however, to provide books which will expand the reading interest and vocabularies of the students. . . .

It is the purpose of the school library to surround boys and girls with books representing the finest in literature as well as books which will serve as stepping stones to these; with books which will provide the "best" for the beginning readers and for the advanced readers; with books which will present adventure or humor, mystery or sports, fairy tales or romance, sad stories or family stories, travel or lives of famous people--whatever the particular interest may be at a particular time.¹

In 1960, Gaver conducted a study in which she developed instruments to evaluate the program of library services available in elementary schools in terms of:

1. The provision of library-related materials
2. The accessibility of resources and services
3. The extent of library-related activities
4. The degree of pupil mastery of library skills
5. The amount and kind of reading done by children, and their purposes and interests in reading.²

¹Ibid., p. 89.

²Mary Virginia Gaver, Director, "Effectiveness of Centralized Library Service in Elementary Schools," Report of research conducted at the Graduate School of Library Service, Rutgers--The State University, in cooperation with the United States Office of Education under contract No. 489, SAE-8132, New Brunswick, New Jersey, 1960, p. 10.

Gaver related her findings to the educational achievement of the students and the types of communities in which the schools were located. The measures differentiated in favor of the school library (central) in the areas of:

1. The quantity and quality of the materials in areas of books, magazines, and reference
2. Accessibility of resources and services
3. Library-related activities
4. Mastery of library skills
5. Amount and quality of reading¹

Another study relying on the responses of children was done by Bishop in 1963. The purpose of the study was to identify experiences children in the fifth and sixth grades of the Oak Park and Arlington County Public Schools had in the centralized library. The students considered materials and equipment the most influential element in the library experience. However, they were aware of the activities, privileges, and atmosphere of the library. They also stated the librarian was the major source of help in the library, but the librarian was also the prime reason for not receiving help, followed by the lack or unavailability of material and equipment. However, in most cases where the librarian did not render assistance, she was busy helping other students or was not within the confines of the library.²

¹Ibid.

²Martha Dell Bishop, "Identification of Valuable Learning Experiences in Centralized Elementary School Libraries" (unpublished Ed.D. dissertation, George Peabody College for Teachers, Library Science, 1963).

Darling conducted a national survey of school library standards. In this particularly extensive study, he reported in depth on the standards of 53 states and territories concerning library personnel, materials, expenditures, quarters and equipment, organization, and program.¹

Knade's article stated that the ". . . library helps supply the variety of learning materials and heterogeneity of experiences necessary to learning and becomes, as a result, an important and integral part of the elementary school curriculum."² If the school personnel are convinced that the library is absolutely essential in fulfilling present educational goals, it should receive support--financially, administratively, and philosophically. These three are necessary in order to carry out a "dynamic library curriculum" that provides for:

1. Reading guidance for pupils
2. References and other tools for problem solving
3. Instruction in the use of the library and its materials
4. Personal and social guidance through the personal counseling of the librarian

¹Richard L. Darling, Survey of School Library Standards (Washington, D. C.: United States Department of Health, Education, and Welfare, 1964).

²Oscar Knade, "A Library Is to Serve: An Elementary School Principal Examines the Services of the Elementary School Library," Elementary English, XLIII (March, 1964), 289.

5. Guidance in listening and viewing
6. Individual growth through its student assistant program¹

The curriculum should be flexible, have a sequence of instruction for all grades, and service both students and staff.

Mehit was concerned with determining if the type of library service (classroom, central, combination of both) had any effect upon the use of books by sixth grade students living in northeastern Ohio. The study showed 58 per cent of the school had central or combination libraries. No significant difference was found among the means of the number of library books and the means of the number of outside reading books utilized by the students in each of the three categories.²

McMillin analyzed the library situation in 121 schools, in relation to American Library Association Standards, and then limited the study to three schools with full-time librarians, three with part-time librarians or no librarians, and three with no central library, to determine if there is any educational justification for library programs.³

¹Ibid., p. 291.

²George Mehit, "Effects of Type of Library Service Upon Utilization of Books by Sixth Grade Pupils in Selected County Elementary Schools of Northeastern Ohio" (unpublished Ed.D. dissertation, Western Reserve University, 1965).

³Ralph Donnelly McMillin, "An Analysis of Library Programs and a Determination of the Educational Justification of These Programs in Selected Elementary Schools of Ohio" (unpublished Ed.D. dissertation, Western Reserve University, 1965).

The results showed that 3.3 per cent met ALA standards for room size, 15 per cent equaled or surpassed ALA standards for the book collection, 9 per cent met or equaled ALA recommendations regarding the per pupil expenditure, and 61 per cent had some kind of paid librarian service.

To justify library programs, the fourth and sixth grade scores of the sixth grade students on the Iowa Basic Skills test were compared. During the sixth grade, six schools, two from each group, gave the test in the fall and the remaining three gave it in the spring. The fourth grade scores showed no significant difference, but significant differences were found among the mean scores of the fall sixth grade group in reading comprehension and the spring group in vocabulary.

Two articles, one by Taylor, Mahar, and Darling¹ and the other by McClellan,² gave strong support for the library. Taylor and associates stated:

. . . Since good school library programs constitute a fundamental part of elementary and secondary education, all schools need functional and well-designed library facilities. Libraries should be planned for flexibility

¹James L. Taylor, Mary H. Mahar, and Richard L. Darling, "Library Facilities for Elementary and Secondary Schools," U. S. Department of Health, Education and Welfare, Office of Education (Washington, D. C.: U. S. Government Printing Office, Division of Public Documents, 1965, OE-15050).

²Jack McClellan, "New Roles for School Libraries," Elementary English, XLIII (October, 1965), 648.

of use by teachers and pupils--all day, every school day, and, in some schools, evenings and Saturdays.¹

McClellan agreed with Taylor and his associates, and he extended their use of the library to include a library schedule that insures full use of the facilities every hour of the school day. The library should be open before and after school and for a few hours each day during the summer months. McClellan believed that "having a library in the physical plant and a staff to operate it is basic to a sound educational program."²

Srygley viewed the library as having a vital role in today's education scheme:

If learning is seen as a process of discovery, with learners involved in planning and evaluating their own programs, the library becomes a necessity. In a world of change the importance of teaching children the process of learning, or how to study, suggests the necessity for providing a learning laboratory designed for this purpose. Thus the library becomes a potent factor in determining possibilities for curriculum implementation.³

A major financial effort put forth by the Knapp Foundation, Inc., was responsible for the Knapp School Libraries Project. A grant of \$1,130,000 sustained a five-year demonstration project composed of five elementary school libraries and three secondary libraries located in various sections of the United States. Teacher education institutions

¹Taylor, et al., op. cit., p. 3.

²McClellan, op. cit.

³Sara Krentzman Srygley, "The Role and Function of the Elementary School Library," Elementary English, XLIV (May, 1967), 473.

located near the schools were also involved in the project.

The objectives for the study were:

1. To demonstrate the educational value of school library programs, services, and resources which fully meet the national standards for school libraries.
2. To promote improved understanding and use of library resources on the part of teachers and administrators, by relating the demonstration situations to teacher education programs in nearby colleges.
3. To guide and encourage citizens from as many communities as possible, in the development of their own library programs through planned activities enabling them to study demonstration situations.
4. To increase interest and support for school library development among educators and citizens generally, by disseminating information about the demonstration programs and evaluating their effectiveness in reaching the stated goals.¹

The summation of the project brings to focus many of the organizational and functional responsibilities of the library previously mentioned in this review. Those stressed were:

1. The library is a central resource center playing a vital role in fulfilling the educational goals of the school.
2. All faculty members should become involved in planning the library program.
3. The faculty as well as the students should use and benefit from the available facilities.
4. The library should have professional, technical, and clerical personnel.

¹Peggy Sullivan, ed., Realization: The Final Report of The Knapp School Libraries Project (Chicago: American Library Association, 1968), pp. 6, 15, 21, 26.

To determine the educational services provided by media centers in selected schools in Nebraska, Iowa, Kansas, and Missouri was the purpose of Jensen's study. He found that:

1. All the schools offered a program combining library and audio-visual materials under the supervision of a professional.
2. Ninety per cent of the centers conducted orientation and instructional workshops for the staff and students throughout the school year.
3. Some ordered films for the teachers.
4. All were open during school hours, and 80 per cent were open before and after school.
5. Teachers were kept up to date regarding the resources, equipment, and professional materials available to them.¹

In 1971, May conducted a study in California involving 48 schools, to evaluate the Elementary and Secondary Education Act, Title II, Phase 2, for 1965-66. Large quantities of material were used to establish supplemental programs in selected schools. May sought to determine whether the schools met their objectives and those of the California State Department of Education for this program. The California Department of Education developed three

¹Louis Richard Jensen, "Educational Services Provided by Media Centers in Selected Elementary Schools" (unpublished Ed.D. dissertation, The University of Nebraska, 1970).

criteria for the project:

1. To demonstrate the educational value of a centralized school library to students and teachers.
2. To provide pilot programs throughout California for observational purposes.
3. To demonstrate and evaluate new concepts in the use of instructional materials in the educational program.

The results showed 43 schools fulfilled objective 1, 31 objective 2, and 35 objective 3. The side efforts of the program included:

1. Encouraging other schools to improve their libraries.
2. Coordinating with other state and federal programs.
3. Involving other professionals not directly associated with the program.¹

Summary

The library's place in the realm of education has changed drastically over the years. It has moved from a small, insignificant room in an obscure corner of the school building, to a multiroomed, centrally located facility. The books found in the library are used for leisure reading as well as for securing information. Many other types of

¹Frank Curtis May, "The California School Library Program Funded Through the Elementary and Secondary Education Act, Title II, Phase Two for 1965-66: An Evaluation on Selected Criteria" (University of Denver, 1971). Dissertation Abstracts International, XXXII, No. 7 (January, 1972), 4036A-4037A.

learning materials, such as films, filmstrips, tape recorders, and records, are also found in the library.

All of the materials and equipment play a vital role in educating the children. The facilities are used directly by the students to meet immediate academic and personal needs, or they are used indirectly by the staff in curriculum planning.

The library is considered an integral part of every phase of the school curriculum. Administrators are actively involved in securing financial support for the library, and the federal government, through the passage of several laws, has made available additional financial support.

The Elementary School Librarian

Separating the librarian from the library is difficult; they are dependent on each other. One cannot function properly without the other. A library devoid of a librarian is unable to give maximum service to the faculty and students. A librarian working in a poorly equipped library is hampered in her efforts to respond to the needs of those she serves. The literature is explicit in defining the librarian's role in relation to the total school.

Williams summarized the findings of interviews conducted with teachers to determine what they expected from the school librarian. The librarian was expected to:

1. Make the library a workshop for the pupils.
2. Instruct pupils in the manner of utilizing the library as a workshop.

3. Supply teachers with up-to-date bibliographies of publications and articles in their several fields.
4. Participate actively in the curriculum revision program.
5. Administer a room or alcove, or corner, for "free," "recreational," "leisure reading."
- f. Possess and manifest both ability and willingness to administer the library on the theory that it is an agency of instruction rather than a book repository.¹

The Committee on Post-War Planning described the librarian as a person who should:

1. Know many books, their contents, style of writing, level of difficulty
2. Know individual pupils--their reading abilities and interests.
3. Keep or have available records of pupils' reading.
4. Encourage the expansion of interests.
5. Promote discrimination in selection and reading.
6. Develop appreciation of good writing.²

According to the committee, the school librarian is perhaps the most important factor in a full program of library service. A professional librarian who knows books and knows how to select, organize and interpret them; a master teacher who understands children and knows what the school should do for them; and a practical

¹Lester A. Williams, "What the School Expects of the School Librarian," The Library Journal, XLIV (September 15, 1939), 678-680.

²The Committee on Post-War Planning of the American Library Association, op. cit., pp. 11-12.

executive who is skilled in organizing a variety of forces to produce effective action--all are needed in the person of the successful school librarian.¹

Henne, Brooks, and Ersted added another facet to the librarian's role; she helps the faculty ". . . recognize developmental needs, democratic values, and life problems as a basis for curriculum development."² Thus, the librarian has the responsibility of collecting and organizing materials the teachers can use for developing new units of study.

Smith concurred with Henne and associates regarding the librarian's role in curriculum development. She surveyed librarians working in New York State. According to a state education law, school librarians are classified and certified as teachers of a special subject; therefore, they should have a role in curriculum improvement. Smith listed 14 ways in which the librarian participated in curriculum improvement. The activities performed by the majority of the librarians were:

1. Processing professional library materials.
2. Providing a professional guidance collection for the teachers.
4. Assisting teachers in locating and using guidance material.

¹Ibid., p. 16.

²Frances Henne, Alice Brooks, and Ruth Ersted, Youth, Communication and Libraries (Chicago: American Library Association, 1949), p. 140.

Smith concluded that the librarian's role in curriculum improvement is determined by the school's program, administrative policies, and the professional status of librarians within the system.¹

Lowrie stated:

The librarian works toward the achievement of [the elementary school] program in two major and interlocking areas: (1) curriculum enrichment and (2) reading for pleasure. She serves specifically as a coordinating factor in curriculum experimentation. The librarian is responsible for seeing through systematic planning, that the necessary instruction is given to students in order that materials may be easily located. She must be in close touch with the teacher so that the reference work, whether done in the classroom or in the library, will be meaningful. She must be aware of the subjects for study, the approach of the teacher, the interests of the children.²

Besides giving the professional qualifications of the librarian, Lowrie also described the personality of the librarian and the importance of combining the affective and the cognitive domains.

The librarian cannot be an esoteric person, nor can she selfishly promote her "own program." She must be a professionally trained person with an understanding of library organization, of teaching aids, of elementary curriculum trends, of reading guidance techniques and of the development of elementary children. She must have a sense of critical evaluation as well as personal appreciation of books. She must possess the ability to work easily with many people. She must be able to create a happy environment for human relationships and foster a delight in the use of library materials. Above all,

¹Susan Seaburg Smith, "The Role of the School Librarian in Curriculum Improvement" (unpublished Ed.D. dissertation, Advanced School of Education, Teachers College, Columbia University, 1956).

²Lowrie, op. cit., pp. 6-7.

she must be aware of the necessity of a carefully planned program--planned in close cooperation with the teachers and administrators with whom she is working.¹

Drennan and Darling's nationwide survey stemmed from the 1960 census. They identified librarians and used a questionnaire to obtain information regarding the librarians' current employment, past employment, education, and personal background. The findings of the first three areas are reported here. Since the fourth topic does not have any direct bearing on the present study, it was eliminated. The majority of the librarians were female, had a median age of 50.2 years, and were United States citizens. Over 50 per cent had five or more years of college, and the median year in which they had completed their highest academic degree was 1943. Twenty-five per cent worked in elementary schools. The average number of years in the same school was 13.8.²

The article, "The School Librarian: A New Image" by McGuire contrasted the old image of the school librarian with the new. Today's librarian is a counselor, teacher, reading mentor, administrator, and a budget and materials specialist.³

¹Ibid., pp. 274-275.

²Henry J. Drennan and Richard L. Darling, "Library Manpower," Occupational Characteristics of Public and School Librarians, U. S. Department of Health, Education and Welfare, Office of Education (Washington, D. C.: U. S. Government Printing Office, Division of Public Documents, 1966, OE-15061).

³Alice Brooks, McGuire, "The School Librarian: A New Image," Educational Leadership, XXI (January, 1964), 227-230.

In "A Library Is to Serve," Knade made a strong appeal for hiring a professional rather than using volunteers or a technician. As stated earlier, the library and librarian are dependent on each other and both are important for a successful program.

Staffing is the key to a good library. A true librarian is a teacher, not a "technician." Saving money on staffing by employing a "technician" or expecting volunteer parents to fill the shoes of a trained librarian is no saving at all. School districts do not utilize the services of volunteers to direct the music, art, and physical education programs; they employ qualified teachers. Should the school librarian be any less qualified?¹

The librarian's involvement in classroom activities was stated by McClellan. Previous information was concerned with schoolwide curriculum involvement, but McClellan pinpointed what should be done to help students and teachers working on the same units.

The librarian assists class work by:

- a. Helping teachers to be informed regarding current developments.
- b. Keeping the library up-to-date by obtaining new materials.
- c. Removing materials that have become obsolete or are no longer needed.
- d. Preparing bibliographies and reading lists.
- e. Providing reading and reference guidance to pupils.
- f. Helping teachers locate information.²

Ladley extended McGuire's description of a librarian. She used the term "new breed" librarian, and presented a challenge to the schools of library science to seek out and produce this "new breed":

¹Knade, op. cit., p. 291.

²McClellan, op. cit., p. 647.

Consideration must be given to . . . the realization that personnel must be recruited, trained, and employed if school library resources and services are more adequately to support effective education programs. A new breed of school librarians must evolve. The school librarian of this breed must know the world, what it is like and why; he must possess a liberal education; and he must have a broad understanding of the general spectrum of librarianship. He must have the vision and the know how to plan, to recognize opportunity, to carry out programs, to try new ideas, and to see into the future. He must be an administrator, an educational planner, a business manager, and a supervisor, along with being a librarian committed to service to students and teachers. If this be true, then it follows that education for school librarianship must change. A library education program to train the new breed may well be the profession's most critical need.¹

In The School Library, A Force for Educational Excellence, Davies agreed with McGuire and Ladley regarding the professional qualifications of the librarian. First, the librarian must be a certified teacher with knowledge of teaching techniques and methods, how learning takes place, subject content--and then, a librarian.²

In 1969, the American Association of School Librarians received funds from the Knapp Foundation to conduct a nationwide study called The School Library Manpower Project. The project was concerned, as was Ladley, with training for the librarian. Because of educational innovations and the increased involvement of librarians in the total school program, a new approach to their training is needed. The

¹Ladley, op. cit., pp. 30-31.

²Ruth Ann Davies, The School Library, A Force for Educational Excellence (New York: R. R. Bowker Company, 1969).

project was also concerned with job analysis and recruitment. Public and private, elementary and secondary schools were involved in the study.¹ Emphasis in the present review is on the activities related to trade books, which are performed by the head or assistant librarian in elementary schools. Table 1 lists each task and the percentage to which it is done by the head or assistant librarian.

TABLE 1.--Trade book activities performed by librarians and assistant librarians.^a

Task	Head	Assistant
Plans, organizes, and supervises book fairs	30.1	16.1
Participates in book fair activities	38.1	28.0
Organizes and advises library or book club.	36.8	46.0
Organizes and leads literary and book discussions.	48.5	42.0
Plans and conducts picture book hours.	72.0	74.0
Plans and conducts story hours.	80.7	76.0
Plans and directs special observances of book and library weeks, holidays, etc.	90.8	80.0
Reads aloud to children.	84.1	84.0
Assists with vacation reading programs.	57.3	52.0
Gives book talks and reviews at faculty meetings.	32.6	22.0

^aAmerican Association of School Librarians, "School Library Personnel Task Analysis Survey" (Chicago: American Library Association, 1969), p. 68.

¹American Association of School Librarians, "School Library Personnel Task Analysis Survey" (Chicago: American Library Association, 1969).

According to this summary, the conclusion can be drawn that the head and assistant librarians are very involved in making the students aware of trade books. Other results of the study showed over 50 per cent of the head librarians had master's degrees and over 50 per cent of the assistant librarians had a bachelor's degree. These two groups reported having between five and nine years of library experience. More elementary schools employed clerks or aides as opposed to employing assistant librarians, audio-visual specialists, and technicians.

Fortin surveyed librarians working in Wisconsin to explore their values, educational training, and work satisfaction. He found that 80 per cent of the librarians were female, with their median age being 43 years, which is slightly lower than the median age reported in Darling's findings. Seventy-eight per cent of the total population had a bachelor's degree and 20 per cent had a master's degree. Only 29 per cent of the 596 librarians surveyed were in elementary schools. Ninety-four per cent reported having good rapport with the students. Ninety-three per cent said they were satisfied with their position and were not anxious for a change. According to the Allport-Vernon-Lindzey Study of Values, this group placed great emphasis on religion.¹

¹Clifford Charles Fortin, "The Relation of Certain Personal and Environmental Characteristics of School Librarians to Their Life Values and Work Satisfaction" (unpublished Ph.D. dissertation, University of Minnesota, 1970).

Summary

Today's librarian is a professionally trained librarian and a teacher. She combines the knowledge of library organization with teaching skills. She is totally involved in the school's curriculum. The services rendered by the librarian affect every member of the school community either directly or indirectly. Without a professionally trained, totally committed librarian, the library's potential can not be realized.

The Value of Trade Books in Elementary Schools

For literature to be enjoyable to the young, it takes an appealing book, an eager child, a comfortable setting, and a sensitive, enthusiastic adult. Without any one of these components, the experience is likely to be less than satisfying. For literature does not just happen in a child's life. It is in his hands because an adult who really cares about children and books gets them together under the best possible conditions.¹

There are several adults who are in a position to bring children and books together. However, the emphasis in this study is placed on the librarian's role in doing this. Studies concerning the function of the library and the librarian in relation to children and reading have already been discussed. Now it is essential to review why children should be exposed to trade books.

In the article, "Changing Libraries for Changing Schools," Cleary stated:

¹Leland B. Jacobs, Using Literature with Young Children (Columbia, New York: Columbia University, Teachers College Press, 1965), p. 1.

The role of the librarian in reading guidance has become much more than bringing the right book to the right child at the right time. It is guidance for changing aspects of thinking and behavior. . . . The immature reader needs organized assistance in learning to read critically, to interpret what he reads, to generalize, to see implications and relationships. . . . The factors of exposure and accessibility to books continue to be basic to the reading program. . . . In terms of learning for children, reading guidance programs appear to be successful in direct proportion to the skills and energy of teachers and librarians who study and understand their pupils; who know values in books; who detail specific goals for their guidance activities; and who continue learning situations that make realistic and meaningful the vicarious experience that children have in books.¹

Masterson conducted a study with students attending the Horace Mann School in Chicago, to determine if students enrolled in an elementary school with a central library make higher scores on reading tests and if improvement in reading is more marked at all grade levels when a full-time librarian supervises an active library program. The two major hypotheses proved to be correct for the sample. Masterson also concluded that the majority of children with an I.Q. about 95 read below anticipated capacity when no school library services were available.²

Monahan compared the reading of elementary school students who had a central library in the building with students who did not have such a library. The results showed

¹Florence Damon Cleary, "Changing Libraries for Changing Schools," Wilson Library Bulletin, XXIX (April, 1955), 609.

²Elizabeth G. Masterson, "An Evaluation of the School Library in the Reading Program of the School" (unpublished Master's thesis, Graduate Library School, University of Chicago, 1953).

that students in the school with the central library read more and varied books.¹

Lowrie believed the library to be a unifying factor, especially when the school is re-evaluating its reading program. The librarian has a great responsibility to the reading program, and is in a position to see that reading becomes a satisfying experience for every child. She is able to provide materials relating to the varied interests of the children and also help classroom teachers with their reading programs.²

Masterson, Monahan, and Gaver's studies all agreed on the positive effects of a central library on elementary school students' pleasure reading.

A study establishing criteria for the use of trade books in the elementary school was conducted by Cianciolo in 1963. She established criteria for selection of trade books, provisions for learning experiences, and accessibility of trade books. The recommendations for accessibility included:

1. The collection should be located in a central library within the elementary school.
2. The collection should be organized and classified in a manner that is simple and convenient.
3. The collection should be made accessible to the children on the basis of previously arranged-for

¹Marietta Monahan, "A Comparison of Student Reading in Elementary School, with and Without a Central Library" (unpublished Master's thesis, Graduate Library School, University of Chicago, 1956).

²Lowrie, op. cit.

group visits and nonscheduled visits by individuals.

4. The collection should be accessible to the children during the summer vacation.
5. Adequate funds should regularly be allotted for the purchase of trade books and provision of school library services.
6. The collection should be built up as part of a school program in a manner that is largely independent of public library services.¹

In "What Is the Role of Children's Literature in the Elementary School?" Walker stated, ". . . Reading helps a child both to find himself as a unique personality and to lose himself in those broader interests which encompass other peoples, places, and times."² If self-understanding and development of a self-concept in relation to others are goals of education as well as literature, why not have literature in the total curriculum? If literature is reserved for special occasions and not considered part of the daily curriculum, "children lose the benefits which are derived from a well-planned, thoughtfully organized body of literature experiences."³

¹Cianciolo, op. cit., p. 230.

²Edith V. Walker, "What Is the Role of Children's Literature in the Elementary School?" in Children's Literature --Old and New, ed. by Virginia M. Reid (Champaign, Illinois: National Council of Teachers of English, 1964), p. 1.

³Ibid., p. 3.

McGuire described the librarian as a reading specialist who helps children progress from insecure readers to discerning readers by introducing and guiding ". . . children through the world of books, so that they become able, enthusiastic readers, who read widely, deeply, and critically."¹

McClellan believed that the skill reading program should include reading trade books. A large collection of trade books must be available for the children to use in their classrooms or homes and still have sufficient books in the library for other demands.²

Interest in literature is not something that occurs automatically. It must constantly be nurtured through the use of book talks, reading aloud, creative dramatics, or other activities that will excite imaginations and make book characters come alive.

Eisenman conducted a study in Kentucky to determine the effectiveness of literature in the Covington school system. She concluded that few teachers realized the potential of literature. Almost 92 per cent of the teachers said they enjoyed reading good books and they should keep abreast with the trends, but the average number of books read per year per teacher was one. The second purpose of the study was to determine the attitudes of fifth and eighth grade students toward literature and to identify factors which relate to

¹McGuire, op. cit., p. 228.

²McClellan, op. cit., p. 649.

favorable or unfavorable attitudes. The results showed that girls obtained a higher mean score than boys at both grade levels, and the fifth grade mean scores of both sexes were higher than the eighth grade mean scores. Reading comprehension and I.Q. scores were investigated as possible influences on a child's attitude toward literature. Eisenman concluded that a high I.Q. score was not necessary for a favorable attitude toward literature, and reading comprehension did not seem to be a significant factor in a child's appreciation of literature.¹

Taylor, Mahar, and Darling stated that books are basic to the library's facilities; they should be on open shelves, and available to students and teachers.² The accessibility of the books as a factor in determining their use was stressed by Cianciolo.³

Fenwick's introduction emphasized the necessity for adults to bring literature and children together.⁴ Reasons for bringing the two together were also stated by Sanders:

¹Sister M. Victoria Eisenman, "An Exploratory Study to Investigate the Values of Literature as Experienced by Elementary Parochial School Children and Teachers in the Diocese of Covington" (unpublished Ph.D. dissertation, Graduate School, St. Louis University, 1962).

²Taylor, Mahar, and Darling, op. cit., p. 8.

³Cianciolo, op. cit.

⁴Sara Innis Fenwick, ed. A Critical Approach to Children's Literature (Chicago: The University of Chicago Press, 1967).

If a child can feel that what he is reading is of importance to him; if he can by his reading gain mastery of an art that he wishes to accomplish, a fact that he is pleased to know, or the understanding of an emotion that has been disturbing him, then the message has been conveyed; and he has gained from the insights and knowledge of the writer.¹

Sanders also believed that the first books a child reads are crucial in guaranteeing "that a child psychologically experiences literature as a useful tool. . . ." ² Too often, the learning of skills is stressed using reading material that lacks substance, and as a result, the child does not encounter the psychological and social values of literature.

Srygley believed the library to be an indisputable resource for the teaching of reading. One of the school's functions is to develop readers, "those who can read and who choose to do so because they learn early what reading can mean to them." ³ Trade books can be used to meet the needs of the reader. These books can help challenge imaginations, answer questions, distill knowledge, and open doors to adventure.

According to Britton, a person's literary form increases if a person encounters the different genres of

¹Jacquelyn Sanders, "Psychological Significance of Children's Literature," in A Critical Approach to Children's Literature, ed. by Sara Fenwick (Chicago: University of Chicago Press, 1967), p. 16.

²Ibid.

³Srygley, op. cit., pp. 478-479.

literature.¹ The librarian is in the ideal position for urging children to extend their literary form by gaining satisfaction from a diversity of works. She has at her fingertips biographies, historical fiction, poetry, realistic fiction, fantasy, and science fiction. Any of these will help a child grow, be it socially, intellectually, or emotionally.

Pilgrim and McAllister listed needs of young readers that can be helped through reading:

1. . . . Reassurance that they are normal physically, mentally, emotionally, and socially.
2. . . . Opportunities to develop emotional independence from adults.
3. . . . Help in solving their problems concerning family relationships.
4. . . . Help in establishing their roles as adults, particularly in the areas of earning a living and of establishing a home and family.
5. . . . Satisfactory relationships with other young people of both sexes.
6. . . . Need to understand and learn how to control, whenever it is possible, the physical world and the universe.
7. . . . Need to experience success directly and vicariously.
8. . . . Help in developing socially sensitive attitudes and in attaining a degree of socially responsible behavior.
9. . . . Help in working out a consistent personal philosophy of life.
10. . . . Help in developing an aesthetic appreciation.
11. . . . Opportunities for wholesome fun and relaxation.²

¹Britton, op. cit., p. 5.

²Pilgrim and McAllister, op. cit., pp. 71-72.

The reason a school library exists is to give service, said Bowers.¹ Probably the most important service given is reading guidance. The librarian, as a professional, knows materials, the interests of individual children, school curriculum, and teachers' methods and philosophies. All of these influence the librarian when she is helping a child select appropriate material for classwork, special interests, or leisure reading.

Hall conducted a study to determine the literature experiences in relation to recreational reading which cooperating teachers were providing for elementary school children. The information was collected by having student teachers respond to a questionnaire. The topics on the questionnaire were: library corner, reading to children, independent reading, booksharing activities, school library facilities, and teacher background. The conclusions of the study were:

The data indicates that in many of the classrooms surveyed there are deficiencies in experiences provided with children's literature and recreational reading. Many teachers selected to work with student teachers do not offer experiences which would lead to the goals of enjoyment of reading. If children do become enthusiastic readers, the enthusiasm is not a result of a conscious effort to produce that interest through planned curriculum experiences.²

In conclusion, Hall stated that:

¹Melvyn K. Bowers, Library Instruction in the Elementary School (Metuchen, New Jersey: The Scarecrow Press, Inc., 1971).

²Mary Ann Hall, "Literature Experiences Provided by Cooperating Teachers," The Reading Teacher, XXIV (February, 1971), p. 431.

Developing a permanent interest in reading cannot be left to chance. Literature experiences are an essential part of the elementary curriculum. The need for improving the quantity and quality of literature experiences is great and must receive attention in both pre-service and in-service education of teachers as a part of the national effort to make the "right to read" a reality.¹

Sirota's study was designed to determine if a planned literature program of daily oral reading by the teacher would increase the quantity and quality of voluntary reading done by fifth grade students in Union, New Jersey. Sirota concluded that the teacher's daily oral reading can have a significant effect on the quantity and quality of children's voluntary reading. Other factors influencing the children's reading are: the classroom environment, the teacher's keeping abreast of children's literature, and the teacher's ability to stimulate and maintain the children's interest in reading.²

Chapter Summary

Literature and children must be brought together by an enthusiastic adult. One influential adult is the school librarian. She has hundreds of trade books at her disposal, and her knowledge of books and children helps her select the right book for each child. These books can help the reader

¹Ibid., p. 463.

²Beverly S. Sirota, "The Effect of a Planned Literature Program of Daily Oral Reading by the Teacher on the Voluntary Reading of Fifth-Grade Children" (unpublished Ph.D. dissertation, New York University, 1971). Dissertation Abstracts International, XXXII (November, 1971), 2320A-2321A.

solve problems, grow mentally and emotionally, or escape from reality by entering the world of fantasy.

Without the library's facilities and the librarian's knowledge of books, children, and curriculum needs, children's involvement with literature may not occur. Through the combined efforts of librarians, teachers, and administrators, the library and trade books will continue to be essential components in helping schools reach their educational goals.

CHAPTER III

METHODOLOGY

Introduction

The primary purpose of this study was to survey the activities and services provided by full-time media personnel that relate to trade books and students. The secondary concern was to obtain information regarding school policies that pertain to the media center, media personnel, and trade books.

The first part of the study was concerned with collecting background information about the community and the school. This information concerned the socioeconomic status of the community, busing of children, budget and facilities of the media center, and school policies and procedures that directly or indirectly affect the trade books housed in the media center.

The second part of the study was concerned with collecting information about the full-time personnel working in the media center. Questions concerning the personnel referred to professional preparation and position responsibilities.

The final section of the study was concerned with determining what, if any, effect the information obtained in parts one and two has on the use of trade books by students.

Population

The school systems participating in the study were selected by the criteria of having a centralized media center staffed by a full-time employee. The full-time personnel included certified and noncertified librarians. The selected schools were located in the lower peninsula of Michigan.

The names of systems having certified librarians were obtained from the Coordinator of Regional Library Development for the state of Michigan. A total of 14 systems was in this category. (See Table 2.) A number was given to each elementary building in the systems having grades kindergarten through fifth or sixth. The table of random numbers was used to select three elementary buildings from each system.

TABLE 2.--School systems with full-time certified librarians in elementary buildings.

Ann Arbor	Muskegon
Bloomfield Hills	Oak Park
Dearborn	Plymouth
East Detroit	Portage
Livonia	Southfield ^a
Madison Heights ^a	Utica
Midland	Waterford ^a

^aSpecific buildings selected did not qualify for the study since they did not have a full-time person working in the media center.

The full-time noncertified personnel were obtained from the remaining school systems in Michigan. The 1971-1972

Michigan Education Directory and Buyer's Guide¹ was used to obtain the names of these systems. Systems having fewer than five elementary buildings with grades kindergarten through fifth or sixth were eliminated because an informal survey indicated most would not have the facilities to meet the initial criteria of the study, which were a centrally located media center staffed by a full-time employee. A list of 103 systems having five or more buildings with grades kindergarten through fifth or sixth was compiled. Using the table of random numbers, 40 school systems were selected from this list for further study. After selecting the systems, a number was assigned to each elementary building in the system meeting the grade requirement. The buildings were selected by using the table of random numbers.

A letter of inquiry (Appendix A) was sent to the superintendent or assistant superintendent of each system selected, to ascertain the classification of the full-time personnel working in the media center of the respective buildings. The classifications were:

1. Certified librarian
2. Noncertified personnel
3. Personnel in charge of more than one building
4. Other _____

Ninety-five per cent of the inquiries were returned. The returns and results are illustrated in Table 3.

¹Michigan Education Directory and Buyer's Guide 1971-72 (Urbana, Illinois: Pyramid Paper Company, Inc., 1971).

TABLE 3.--School systems and the number of buildings having personnel in the four classifications.

School System	Number of Buildings	No. of Buildings in Each Classification			
		1 ^a	2	3	4
Battle Creek	16	0	3	13	0
Beecher	8	0	1	7	0
Belding	5	0	0	5	0
Berkley	8	0	8	0	0
Charlotte	5	0	0	5	0
Carleton	5	0	0	0	5
Cherry Hill	5	0	0	5	0
Clarkston	5	0	0	0	5
Coldwater	6	0	1	5	0
Dowagiac	6	0	0	6	0
East Lansing	10	0	9	0	0
Garden City	5	0	5	0	0
Grand Blanc	6	0	0	0	6
Grand Ledge	8	0	0	8	0
Kelloggsville	5	0	0	0	5
Kentwood	7	0	7	0	0
Hudsonville	6	0	0	0	6
Ionia	5	0	0	5	0
L'Anse	8	0	0	8	0
Lapeer	10	0	0	10	0
Manistee	5	0	0	5	0
Niles	8	1	3	1	3
Owosso	9	0	0	0	9
Port Huron	18	0	0	18	0
Rochester	7	0	0	7	0
Romulus	8	0	0	0	8
Roseville	14	0	0	0	14
Royal Oak	18	0	18	0	0
Saginaw	32	0	32	0	0
South Lake	7	0	0	7	0
Stevensville	5	0	0	5	0
Swartz Creek	6	0	0	6	0
Traverse City	14	0	0	6	8
Trenton	6	0	0	5	1
Troy	7	0	0	0	7
Van Dyke	10	0	0	10	0
Wyandotte ^b	9	1	0	0	8

^a1 = Certified, 2 = Noncertified, 3 = In charge of several buildings, 4 = Other.

^bNot included in the study.

School systems listing personnel in classifications one and two were selected from the returns illustrated in Table 3. Personnel in classifications three and four did not meet the initial criterion of working full-time in one building; therefore these schools were not included in the study.

Collection of Data

A questionnaire was developed and sent to 76 individuals working full time in elementary school media centers. (See Tables 4 and 5.) It contained five sections, which were concerned with:

1. Community and School
2. Professional Training and Responsibilities
3. Media Budget
4. Media Facilities
5. Trade Book Activities (Appendix B)

All the sections were designed to obtain information that related directly or indirectly to the trade books housed in the media center.

Two cover letters, one addressed to the building principal and the second to the full-time personnel, accompanied each questionnaire. (Appendix A)

Forty-two questionnaires were sent to 14 systems employing full-time certified librarians (Table 4). Thirty-four questionnaires were sent to nine systems employing full-time noncertified personnel (Table 5). Fifty-four per cent

TABLE 4.--School systems and the buildings having full-time certified librarians.

School System	Buildings
Ann Arbor	Angell Mack
Bloomfield Hills	Mitchell Eastover Vaughn Wing Lake
Dearborn	William Ford Long
East Detroit	McDonald Deerfield Kellwood Warrendale
Livonia	Harrison Hoover Monroe
Madison Heights	Halfman Monroe Schroenhals
Midland	Chestnut Hill Longview Siebert
Muskegon	Marquette Nims Phillips
Oak Park	Carver Dewey Pepper
Plymouth	Fiegel Isbister Tanger
Portage	Haverhill Lake Center Waylee
Southfield	Kennedy Northbrook Schoenhals
Utica	Monfort Schwarzkoﬀ Switzer
Waterford	Cooley Lotus Lake Pontiac Lake

TABLE 5.--School systems and the buildings having full-time noncertified personnel.

School System	Buildings
Battle Creek	Ann J. Kellogg Franklin Lincoln
Berkely	Berkley Oxford Tyndall
Coldwater	Lakeland
East Lansing	Central Marble Pinecrest Red Cedar
Garden City	Farmington Maplewood Marquette
Kentwood	Brookwood Meadowlawn Townline
Niles	Central Eastside Oak Manor
Royal Oak	Churchill Grant Longfellow Oakridge Twain
Saginaw	Fuerbringer Nelle Haley Houghton Kempton Longstreet Loomis Merrill Park Stone Zilwaukee

were returned from the schools in Table 4 and 76 per cent were returned from the schools in Table 5.

Three of the questionnaires from the certified personnel and five from the noncertified personnel were eliminated because they were not working full time in one building. It was determined from follow-up contacts that the majority of the nonrespondents were not working full time in one elementary building and therefore would not have met the criterion for the study.

Statistical Procedures

The raw data were analyzed by using analysis of variance and chi-square.

One-way analysis of variance was used to analyze the relationships between: professional training of the media personnel and the amount of time spent with students on trade book activities; professional training and the number of trade book activities performed with the students; the number of years of library experience and the amount of time spent performing trade book activities with the students; and whether the personnel thought they had enough time to perform trade book activities with students. Analysis of variance was also used to determine if the socioeconomic status of the communities in which the schools were located had an effect on the average daily number of trade books checked out by students; the average daily number of students using the media center; the total media budget; and the trade book allocations for the 1971-72 school year.

If significance was found by the analysis of variance, then the post hoc Scheffé Method of Multiple Comparisons was used to determine where the (actual) significance occurred. The Scheffé was used with professional training and the amount of time spent on trade book activities; professional training and the number of trade book activities performed with the students; socioeconomic status and the number of students using the media center; and socioeconomic status with the total media budget.

Two-way analysis of variance was used to analyze the effect of having clerical and/or volunteer help in the media center on the amount of time spent performing trade book activities and the number of trade book activities performed with the students by the personnel.

Chi-square was used to analyze the relationship of: socioeconomic status of the community to the school receiving federal funds from Title I, II, or III; professional training of the media personnel to the manner in which students spend their time in the media center; professional training to professional title; professional training to teachers accompanying students to the media center and remaining with them; and professional training to the sources used for obtaining trade book titles. The following demographic data are reported by percentages: schools busing students; communities by socioeconomic status; written library philosophy, book selection policy, and literature curriculum; and trade book collection and hours the media center is open.

Hypotheses

1. The certified librarians do not spend more time on trade book activities with the low and high grades than the noncertified personnel.
2. The certified librarians do not perform more trade book activities with the low and high grades than the noncertified personnel.
3. The personnel with more experience in library work do not spend more time than those with less experience on trade book activities with the students.
4. The personnel with more experience in library work do not perform more trade book activities with the students than those with less experience.
5. The personnel who think they have enough time to spend on trade book activities with the students do not spend more time than the personnel who do not think they have enough time for trade book activities.
6. The personnel who think they have enough time to spend on trade book activities do not perform a greater number of activities with the students than the personnel who think they do not have enough time for trade book activities.
7. The personnel having clerical and/or volunteer help in the media center do not spend more time on trade book activities with the low or high grades than personnel not having this additional assistance.

8. The personnel having clerical and/or volunteer help in the media center do not perform more trade book activities with the low or high grades than personnel not having this additional assistance.
9. There is no difference in the number of books checked out of the media center by the students and the socioeconomic status of the community in which they are educated.
10. There is no difference in the number of students using the media center and the socioeconomic status of the community in which they are educated.
11. There is no difference between community socioeconomic status and the amount of funds allocated by the respective school systems for the media center.
12. There is no difference between community socioeconomic status and the amount of funds allocated from the media center budget for the purchase of trade books.
13. There is no relationship between the socioeconomic status of the community and whether the schools receive federal funds under Titles I, II, and/or III.
14. There is no relationship between the professional preparation of the personnel and the manner in which the students spend their time in the media center.
15. There is no relationship between the professional training of the personnel and whether teachers accompany their students to the media center and remain with them.

16. There is no relationship between the professional training and professional title of the media center personnel.

17. There is no relationship between professional training and the sources used to obtain trade book titles.

Hypotheses 1 through 12 were analyzed by analysis of variance. Hypotheses 13 through 17 were analyzed by chi-square.

Summary

Two populations from which subsequent samples were taken have been discussed. A process of random selection was used to obtain the school systems and buildings employing noncertified personnel. Random selection was also used to obtain specific buildings from the school systems employing certified librarians. A questionnaire which consisted of 35 questions was used to obtain the data. The statistical procedures of chi-square, analysis of variance, and the post hoc Scheffé method of multiple comparisons were discussed in relation to the data to be analyzed. Seventeen null hypotheses for the study were listed.

CHAPTER IV

ANALYSIS OF DATA

The primary purpose of this study as presented in Chapter I was to survey the media centers of school systems employing full-time certified librarians and full-time non-certified personnel in the elementary buildings. The study was concerned with determining the activities and services provided by the full-time personnel and other factors that may affect the use of trade books by the students.

The data presented in this chapter were obtained from the questionnaire responses of 40 full-time media center personnel. Three statistical procedures were used to analyze the data. One-way analysis of variance and Scheffé Method of Multiple Comparisons were used for: Professional Training and Trade Book Activities; Socioeconomic Status and the Average Number of Students Using the Media Center Daily; and Socioeconomic Status and the Total Media Budget.

One-way analyses of variance are presented for: The Number of Years of Library Experience and Adequate Time for Activities in conjunction with Trade Book Activities; Socio-economic Status and the Daily Number of Trade Books Checked Out of the Media Center.

Two-way analyses of variance are presented relating Clerical and/or Volunteer Help in the Media Center to Trade Book Activities.

Chi-square tests results are presented for: Socio-economic Status and Receipt of Federal Funds; Professional Preparation and Student Activities in the Media Center; Professional Preparation and Teachers Accompanying Students to the Media Center; Professional Preparation and Professional Title; and Professional Preparation and Sources Used for Obtaining Trade Book Titles.

Data reported by percentages are: Schools Busing Students; Communities by Socioeconomic Status; Written Library Philosophy, Book Selection Policy, and Literature Curriculum; and Trade Book Collection and Hours the Media Center Is Open.

Professional Preparation and Trade
Book Activities

Table 6 presents the cell means and standard deviation for the dependent measures, time spent with students in the low and high grades on trade book activities for the independent measure, professional preparation.

TABLE 6.--Cell means for the dependent measure: time spent with low and high grades.

Categories	Amount of Time--Hours	
	Low Grades	High Grades
Certified (n=17)	3.76	2.07
Noncertified, degree (n=10)	9.53	5.80
Noncertified, nondegree (n=13)	1.07	0.52
Standard Deviation	7.40	4.40

Table 7 presents the cell means and standard deviation for the dependent measures, number of trade book activities performed with students in the low and high grades for the independent measure, professional preparation.

TABLE 7.--Cell means for the dependent measure: number of activities performed with low and high grades.

Categories	Number of Activities	
	Low Grades	High Grades
Certified (n=17)	2.59	1.94
Noncertified, Degree (n=10)	3.00	2.60
Noncertified, Nondegree (n=13)	0.62	0.46
Standard Deviation	2.36	1.94

There was a positive correlation ($r=.78$) between the amount of time spent with the low grades and the amount of time spent with the high grades. A positive correlation ($r=.92$) also occurred between the number of activities performed with the low and high grades.

Tables 8 and 9 present analysis of variance for the independent measure, professional training, and the dependent measures, time spent with the low and high grades and activities performed with the low and high grades.

TABLE 8.--One-way analysis of variance--independent measure: professional training.

Dependent Measure	M.S. (between)	M.S. (within)	F	p<
Time--Low Grades	206.44	54.78	3.77	0.03*
Time--High Grades	81.50	19.28	4.23	0.02*

*Significant at .05 level.

d.f.--between groups=1

d.f.--within groups=37

TABLE 9.--One-way analysis of variance--independent measure: professional training.

Dependent Measure	M.S. (between)	M.S. (within)	F	p<
Activities-- Low Grades	20.35	5.55	3.67	0.04*
Activities-- High Grades	14.40	3.75	3.85	0.03*

*Significant at .05 level.

d.f.--between groups=1

d.f.--within groups=37

Tables 10 and 11 indicate a significant difference at the .05 level between professional training and the amount of time spent with the low and high grades performing various trade book activities. The Scheffé Method of Multiple Comparisons was used to determine where the significant differences occurred for the independent measure, professional training. Simple and complex contrasts using means were used for the analysis.

Tables 12 and 13 show significant differences occurred between the noncertified, degree and the noncertified, non-degree categories for the dependent measures, amount of time spent performing trade book activities with the low or high grades. However, there is no significant difference between the amount of time spent performing trade book activities with low or high grades and whether the media personnel is certified or noncertified. Therefore, the $H_{0,1}$ which stated--The certified librarians do not spend more time on trade book activities with the low and high grades than the noncertified personnel--cannot be rejected.

TABLE 10.--Scheffé Method of Multiple Comparisons for dependent measure: time spent with low grades.

	Lower Limit	Estimated Population Contrast	Upper Limit
<u>Simple Contrasts</u>			
Certified vs. Noncertified, Degree	- 13.28	\leq - 5.76	\leq 1.76
Certified vs. Noncertified, Nondegree	- 4.26	\leq 2.69	\leq 9.64
Noncertified, Degree vs. Noncertified, Nondegree	0.51	\leq 8.45*	\leq 16.39
<u>Complex Contrasts</u>			
Degree vs. Nondegree	- 0.88	\leq 5.57	\leq - 12.01
Certified vs. Noncertified	- 7.59	\leq - 1.54	\leq 4.52

*Significant at .05 level.

TABLE 11.--Scheffé Method of Multiple Comparisons for the dependent measure: time spent with high grades.

	Lower Limit	Estimated Population Contrast	Upper Limit
<u>Simple Contrasts</u>			
Certified vs. Noncertified, Degree	- 8.19	\leq - 3.76	\leq 0.74
Certified vs. Noncertified, Nondegree	- 2.57	\leq 1.55	\leq 5.68
Noncertified, Degree vs. Noncertified, Nondegree	0.57	\leq 5.28*	\leq 9.99
<u>Complex Contrasts</u>			
Degree vs. Nondegree	- 0.41	\leq 3.42	\leq 7.24
Certified vs. Noncertified	- 4.68	\leq - 1.09	\leq 2.51

*Significant at .05 level.

TABLE 12.--Scheffé Method of Multiple Comparisons for the dependent measure: number of activities--low grades.

	Lower Limit	Estimated Population Contrasts	Upper Limits
<u>Simple Contrasts</u>			
Certified vs. Noncertified, Degree	- 2.80	\leq - 0.41	\leq 1.98
Certified vs. Noncertified, Nondegree	- 0.24	\leq 1.97	\leq 4.19
Noncertified, Degree vs. Noncertified, Nondegree	- 0.14	\leq 2.39	\leq 4.91
<u>Complex Contrasts</u>			
Degree vs. Nondegree	0.13	\leq 2.18*	\leq 4.23
Certified vs. Noncertified	- 1.15	\leq 0.78	\leq 2.71

*Significant at .05 level.

TABLE 13.--Scheffé Method of Multiple Comparisons for the dependent measure: number of activities--high grades.

	Lower Limit	Estimated Population Contrasts	Upper Limit
<u>Simple Contrasts</u>			
Certified vs. Noncertified, Degree	- 2.63	\leq - 0.66	\leq 1.31
Certified vs. Noncertified, Nondegree	- 0.34	\leq 1.48	\leq 3.30
Noncertified, Degree vs. Noncertified, Nondegree	0.06	\leq 2.14*	\leq 4.21
<u>Complex Contrasts</u>			
Degree vs. Nondegree	0.12	\leq 1.81*	\leq 3.50
Certified vs. Noncertified	- 1.17	\leq 0.41	\leq 1.99

*Significant at .05 level.

Tables 12 and 13 show significant differences occurred between the degree and nondegree categories for the dependent variable, number of activities performed with the low or high grades.

Table 13 further shows a significant difference between noncertified, degree and noncertified, nondegree and the number of activities performed with high grades. There is no significant difference between the number of activities performed with the low or high grades and the certified versus noncertified. The $H_{0,2}$ which stated--The certified librarians do not perform more trade book activities with the low and high grades than the noncertified personnel--cannot be rejected.

Years of Experience in Library Work

Tables 14 and 15 present the cell means and standard deviations for the four dependent measures, time spent with the low and high grades, and the number of trade book activities performed with the low and high grades, and the independent measure, number of years of library experience.

TABLE 14.--Cell means for the dependent measure: time spent with low and high grades.

Years Experience	Amount of Time--Hours	
	Low Grades	High Grades
0 - 2.9 (n=5)	1.05	0.20
3 - 5.9 (n=19)	4.67	2.86
6 - 8.9 (n=6)	10.25	5.79
9 - 17.0 (n=7)	1.07	0.14
Standard Deviation	7.97	4.74

TABLE 15.--Cell means for the dependent measure: number of activities performed with the low and high grades.

Years of Experience	Number of Activities	
	Low Grades	High Grades
0 - 2.9 (n=5)	1.40	0.80
3 - 5.9 (n=19)	1.53	1.42
6 - 8.9 (n=6)	4.33	3.33
9 - 17.0 (n=7)	1.28	0.57
Standard Deviation	2.42	1.96

There was a positive correlation ($r=.79$) between the amount of time spent with the low grades and the amount of time spent with the high grades. A positive correlation ($r=.93$) also existed between the number of activities performed with the low grades and the number performed with the high grades.

Tables 16 and 17 present analysis of variance for the independent measure, number of years of library experience and the dependent measures, amount of time spent with the low and high grades, and the number of activities performed with the low and high grades. Significance did not exist between the number of years of library experience and the amount of time spent on trade book activities. Therefore, $H_{0,3}$ which stated--The personnel with more experience in library work do not spend more time than those with less experience on trade book activities with the students; and $H_{0,4}$ which stated--The personnel with more experience in library work do not perform more trade book activities with the students than those with less experience--cannot be rejected.

TABLE 16.--One-way analysis of variance--independent measure:
number of years of library experience.

Dependent Measure	M.S. (between)	M.S. (within)	F	p<
Time--Low Grades	113.47	63.50	1.79	0.17
Time--High Grades	44.23	22.44	1.97	0.14
d.f.--between groups=1		d.f.--within groups=33		

TABLE 17.--One-way analysis of variance--independent measure:
number of years of library experience.

Dependent Variable	M.S. (between)	M.S. (within)	F	p<
Activities-- Low Grades	14.02	5.84	2.40	0.09
Activities-- High Grades	9.59	3.83	2.50	0.08
d.f.--between groups=1		d.f.--within groups=33		

There is no significant difference between the number of years of library experience and the number of activities performed with the low and high grades.

Adequate Time for Activities

Tables 18 and 19 present the cell means and standard deviations for the four dependent measures, time spent with the low and high grades and the number of trade book activities performed with the low and high grades and the independent measure, adequate time for trade book activities.

TABLE 18.--Cell means for the dependent measure: time with low and high grades.

Adequate Time	Amount of Time--Hours	
	Low Grades	High Grades
Yes (n=14)	6.86	3.88
No (n=26)	2.98	1.76
Standard Deviation	7.78	4.69

TABLE 19.--Cell means for the dependent measure: number of activities performed with low and high grades.

Adequate Time	Amount of Time--Hours	
	Low Grades	High Grades
Yes (n=14)	2.57	2.29
No (n=26)	1.77	1.27
Standard Deviation	2.51	2.04

A positive correlation ($r=.81$) existed between the amount of time spent with low grades and the amount of time spent with the high grades. A positive correlation ($r=.93$) also existed between the number of trade book activities performed with the low grades and with the high grades.

Tables 20 and 21 present an analysis of variance for the independent measure, adequate time for activities and the actual amount of time spent and number of trade book activities performed with students. No significance exists between the variable, adequate time for trade book activities and

the actual amount of time spent performing trade book activities with the students. Therefore, $H_{0,5}$ which stated--The personnel who think they have enough time to spend on trade book activities with the students do not spend more time than the personnel who do not think they have enough time for trade book activities--and $H_{0,6}$ which stated--The personnel who think they have enough time to spend on trade book activities do not perform a greater number of activities with the students than the personnel who think they do not have enough time for trade book activities--cannot be rejected.

TABLE 20.--One-way analysis of variance--independent measure:
adequate time.

Dependent Variables	M.S. (between)	M.S. (within)	F	p<
Time--Low Grades	137.42	60.59	2.27	0.14
Time--High Grades	40.72	21.99	1.85	0.18

d.f.--between groups=1

d.f.--within groups=38

TABLE 21.--One-way analysis of variance--independent measure:
adequate time.

Dependent Measure	M.S. (between)	M.S. (within)	F	p<
Activities-- Low Grades	5.86	6.32	0.92	0.34
Activities-- High Grades	9.40	4.16	2.26	0.14

d.f.--between groups=1

d.f.--within groups=38

Tables 22 and 23 present the cell means and the standard deviations for the four dependent measures, time spent with the low and high grades and the number of activities performed with the low and high grades, and the independent measure, having clerical and/or volunteer help in the media center.

TABLE 22.--Cell means for the dependent measure: time spent with the low and high grades.

Independent Variable			Amount of Time--Hours	
Clerical	Volunteers		Low Grades	High Grades
Yes	Yes (n=18)		4.72	1.99
Yes	No (n=8)		7.19	5.22
No	Yes (n=6)		1.42	1.13
No	No (n=8)		2.78	1.97
Standard Deviation			7.80	4.71

TABLE 23.--Cell means for the dependent measure: number of activities performed with the low and high grades.

Independent Variable			Number of Activities	
Clerical	Volunteers		Low Grades	High Grades
Yes	Yes (n=18)		1.83	1.44
Yes	No (n=8)		2.86	2.38
No	Yes (n=6)		1.67	1.50
No	No (n=8)		2.00	1.38
Standard Deviation			2.58	2.12

A positive correlation ($r=.82$) existed between the amount of time spent with the low grades and amount of time spent with the high grades. A positive correlation ($r=.93$) also existed between the number of activities performed with

the low grades and the number of activities performed with the high grades.

Table 24 presents the analysis of variance for the independent variable, clerical and/or volunteers and the dependent variable, time spent with the low grades.

TABLE 24.--Two-way analysis of variance--dependent measure:
time spent with low grades.

Source of Variation	Time Spent With Low Grades		
	M.S. (between)	F	p<
Clerical (C)	98.16	1.54	0.22
Volunteers (V)	37.48	0.59	0.45
C.V. Interaction	2.57	0.04	0.84

d.f.--between groups=1

d.f.--within groups=36

There is no significant difference between the independent variable, having clerical and/or volunteers and the amount of time spent with the low grades.

Table 25 presents a two-way analysis of variance for the independent variable, clerical and/or volunteer help in the media center and the amount of time spent with the high grades.

TABLE 25.--Two-way analysis of variance--dependent measure:
time spent with high grades.

Sources of Variation	Time Spent With High Grades		
	M.S. (between)	F	p<
Clerical (C)	17.17	0.77	0.38
Volunteer (V)	48.23	2.17	0.15
C.V. Interaction	12.09	0.54	0.46

d.f.--between groups=1

d.f.--within groups=36

There is no significant difference between the dependent variable, time spent with the high grades and having clerical and/or volunteer help in the library. Therefore, the $H_{0,7}$ which stated--The personnel having clerical and/or volunteer help in the media center do not spend more time on trade book activities with the low or high grades than personnel not having this additional assistance--cannot be rejected.

Table 26 presents an analysis of variance for the independent measure, clerical and/or volunteers and the number of activities performed with the low grades.

TABLE 26.--Two-way analysis of variance--dependent measure: number of activities performed with low grades.

Sources of Variation	Number of Activities		
	M.S. (between)	F	p<
Clerical (C)	0.80	0.12	0.73
Volunteers (V)	5.33	0.80	0.38
C.V. Interaction	1.06	0.16	0.70

d.f.--between groups=1

d.f.--within groups=36

There is no significant difference between the dependent measure, number of activities performed with the low grades and the independent measure, having clerical and/or volunteer help in the media center.

Table 27 presents an analysis of variance for the independent measure, clerical and/or volunteer help in the media center and the dependent measure, number of activities performed with the high grades.

TABLE 27.--Two-way analysis of variance--dependent measure:
number of activities performed with high grades.

Sources of Variation	Number of Activities		
	M.S. (between)	F	p<
Clerical (C)	0.83	0.19	0.67
Volunteer (V)	2.49	0.55	0.46
C. V. Interaction	2.36	0.53	0.47

d.f.--between groups=1

d.f.--within groups=36

There is no significant difference between the independent measure, having clerical and/or volunteer help and the dependent measure, number of activities performed with the high grades. Therefore, the $H_{0,8}$ which stated--The personnel having clerical and/or volunteer help in the media center do not perform more trade book activities with the low or high grades than personnel not having this additional assistance--cannot be rejected.

Community and School

Forty schools participated in the study, 50 per cent of which bus children to school. The socioeconomic status of the communities in which the schools are located is presented in Table 28. Eighty-seven per cent of the communities were in the middle income level.

A chi-square analysis indicated a significant positive relationship existed between the socioeconomic status of the communities and their schools receiving federal funds, which were used to purchase trade books, from Title I though not

from Titles II or III (Table 29). The table also illustrates that schools in the lower socioeconomic levels received funds from Title I, while schools in the higher levels did not receive Title I funds. Therefore, $H_{0,13}$ which stated--There is no relationship between the socioeconomic status of the community and whether the schools receive federal funds under Titles I, II, and/or III--can be rejected.

TABLE 28.--Percentage of school communities in five socioeconomic categories (n=37).

Socioeconomic Category	Per Cent
Low	8.1
Low Middle	35.1
Middle	32.4
Upper Middle	18.9
High	5.4

TABLE 29.--Association of socioeconomic status of communities and receipt of Title I, II, and/or III funds by the schools.

SES Level	Title I*		Title II		Title III	
	% Yes	% No	% Yes	% No	% Yes	% No
Low	66.67	33.33	100.00	0.00	0.00	100.00
Low Middle	0.00	100.00	69.23	30.77	0.00	100.00
Middle	16.67	83.33	58.33	41.67	8.33	91.67
Upper Middle	0.00	100.00	42.86	57.14	0.00	100.00
High	0.00	100.00	100.00	0.00	0.00	100.00
	$\chi^2=12.80$		$\chi^2=4.53$		$\chi^2=2.14$	
	d.f.= 4		d.f.=4		d.f.=4	
	r= .26		r= .16		r=-.04	

*Significant at .05 level.

Thirty-eight per cent of the schools reported having a written library philosophy. A summation of their philosophies showed the schools had the following points in common:

A. The School Library Bill of Rights¹

- To provide materials which will enrich and support the curriculum taking into consideration the varied interests, abilities and maturity levels of pupils served.
- To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
- To provide a background of information which will enable pupils to make intelligent judgments in their daily lives.
- To provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking.
- To provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.
- To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library.

B. Library complements all school activities.

C. Library meets the reading and audio-visual needs of the school and students.

D. Library is a catalyst for the excitement of learning and living fully as a contributing person in our society.

¹American Association of School Librarians, School Library Bill of Rights, adopted at the American Library Association Council Meeting, July 8, 1955, cited in Wyllis E. Wright, ed., The Bowker Annual of Library and Book Information (New York: R. R. Bowker Company, 1961), p. 104.

E. Library meets the needs of the community.

Fifty-five per cent of the schools reported that they had a written book selection policy. The points common to all the selection policies were:

- A. The School Library Bill of Rights.¹
- B. A book is judged on its own merits.
- C. Book selection aids should be consulted before ordering any books.
- D. Books should reflect today's world.
- E. Books should fulfill recreational and emotional needs of the students.
- F. Books should contribute directly or indirectly to the educational purposes of the school.

Nineteen per cent of the respondents indicated they had a written literature curriculum in the school.

Facilities and Operational Procedures

According to the data, 8 per cent of the schools met the American Library Association standards for the number of students the media center can accommodate at one time.²

Sixty-four per cent of the schools have a trade book collection that is more than 80 per cent of the total book collection located in the media center (Table 30).

¹ Ibid.

² Accommodate 15 per cent of the total enrollment. Michigan Association of School Librarians, op. cit., p. 8.

TABLE 30.--Schools reporting the percentage of the total book collection designated as trade books (n=30).

Per Cent Trade Books	Per Cent Schools
0 - 25	16.67
26 - 40	10.00
41 - 60	6.67
61 - 80	3.33
81 - 89	23.33
90 - 94	10.00
95 - 100	30.00

Table 31 presents the average daily number of trade books checked out per pupil, based on socioeconomic status of the community.

TABLE 31.--Cell means and standard deviation for socioeconomic status and the daily average percentage of trade books checked out per pupil.

Socioeconomic Status	Daily Means	Standard Deviation
Low (n=3)	0.20	0.29
Low Middle (n=11)	0.35	0.16
Middle (n=9)	0.34	0.27
Upper Middle (n=6)	0.28	0.14
High (n=2)	0.25	0.02

Students attending schools in communities with low-middle and middle socioeconomic status checked out the greatest number of trade books, based on daily averages. The lowest daily number of trade books checked out by students

occurred in schools located in communities having a low socioeconomic status.

Table 32 presents an analysis of variance for the independent measure, socioeconomic status and the dependent variable, daily average number of trade books checked out of the media center per pupil.

TABLE 32.--One-way analysis of variance--independent measure: SES, dependent measure: average daily number of books checked out per pupil.

Source of Variation	d.f.	M.S.	F	p<
Between Categories	4	0.20	0.47	0.76
Within Categories	26	0.42		
Total	30			

The $H_{0,9}$ which stated--There is no difference in the number of books checked out of the media center by the students and the socioeconomic status of the community in which they are educated--cannot be rejected; i.e., there is no difference between socioeconomic status and the number of trade books checked out daily by the students.

Table 33 presents the average number of students using the media center daily for each socioeconomic category. Students attending schools located in low socioeconomic communities used the media center more than students in other socioeconomic categories.

TABLE 33.--Cell means and standard deviation for the average percentage of the total school population using the media center daily.

Socioeconomic Status	Daily Means	Standard Deviation
Low (n=3)	0.49	0.26
Low Middle (n=11)	0.25	0.08
Middle (n=11)	0.27	0.13
Upper Middle (n=7)	0.47	0.23
High (n=2)	0.32	0.00

Table 34 presents the analysis of variance for the independent variable, socioeconomic status and the dependent variable, average daily number of students using the media center.

TABLE 34.--One-way analysis of variance--independent measure: SES, dependent measure: number of students using the media center daily.

Source of Variation	d.f.	M.S.	F	p<
Between Categories	4	0.08	3.48	0.02*
Within Categories	29	0.02		
Total	33			

*Significant at .05 level.

A significant difference exists between the socioeconomic status of the community and the average daily number of students using the media center. Therefore, the $H_{0,10}$ which stated--There is no difference in the number of

students using the media center and the socioeconomic status of the community in which they are educated--can be rejected. The Scheffé Method of Multiple Comparisons did not indicate where the significance occurred. The cell size may have been responsible for this (Table 34).

As indicated by the respondents, students use the trade books for leisure reading, individual reading, classroom work, and literary growth.

All the respondents indicated the media center was open during school hours. Of these, 12.5 per cent opened the center before school hours, 10.0 per cent kept the center open after school, and 35.0 per cent kept the center open before and after school. Eighty-five per cent of all the respondents indicated the media center was open between five and seven hours daily, and the remaining 15 per cent were open more than seven hours daily.

Ninety per cent of the respondents indicated their school had an open media center; i.e., the students were able to go to the center on an individual basis when necessary.

Table 33 illustrates how the professional training of the personnel influences the students' activity when they visit the media center.

A positive correlation exists between the teaching of library skills and the professional preparation of the personnel. The $H_{0,14}$ which stated--There is no relationship between the professional preparation of the personnel and the manner in which the students spend their time in the media

TABLE 35.--Professional preparation related to student activities in the media center
(per cent)

Preparation	Browsing		Learning Library Skills*		Reference and Research		A-V Equipment	
	% Yes	% No	% Yes	% No	% Yes	% No	% Yes	% No
Certified	100.00	0.00	100.00	0.00	29.41	70.59	41.18	58.82
Noncertified, Degree	100.00	0.00	90.00	10.00	50.00	50.00	20.00	80.00
Noncertified, Nondegree	84.62	15.38	69.23	30.77	30.77	69.23	23.08	76.92
	$\chi^2=4.37$		$\chi^2=6.45$		$\chi^2=1.33$		$\chi^2=1.79$	
	d.f.=2		d.f.=2		d.f.=2		d.f.=2	
	r= .30		r= .40		r=-.02		r= .18	

*Significant at .05 level.

center--can be rejected. Professional training was not significantly correlated with the other three variables.

Table 36 illustrates the relationship between the professional preparation of the personnel and whether the classroom teacher accompanies her students to the media center and remains with them.

TABLE 36.--Professional preparation related to teacher accompanying students to the media center.

Preparation	% Teachers Accompany*	
	% Yes	% No
Certified	17.65	82.35
Noncertified, Degree	40.00	60.00
Noncertified, Nondegree	69.23	30.77
$\chi^2 = 8.17$ d.f. = 2 r = .45		

*Significant at .05 level.

Table 36 indicates that as the professional preparation decreases the percentage of teachers accompanying students to the media center increases. The $H_{0,15}$ which stated--There is no relationship between the professional training of the personnel and whether teachers accompany their students to the media center and remain with them--can be rejected.

Sixty per cent of the personnel reported having volunteer help in the media center. The volunteers helped by performing the following tasks: shelving books, mending

books, typing, filing, preparing date due cards, working at the circulation desk, and working on the vertical file.

Seventy-seven per cent of the personnel indicated that all their working time was spent in the media center. Activities performed with the children required that the children came to the center rather than the personnel going to individual classrooms.

Table 37 presents the per pupil means of the total media budget for the 1971-72 school year, according to socioeconomic status.

TABLE 37.--Cell means for per pupil budget, based on socioeconomic status.

SES	Per Pupil Budget (\$)	Standard Deviation
Low (n=3)	2.21	1.44
Low Middle (n=11)	2.26	1.70
Middle (n=7)	3.42	2.04
Upper Middle (n=5)	5.44	4.02
High (n=2)	10.59	8.09

Table 38 presents an analysis of variance for socioeconomic status and the per pupil yearly media budget. The table shows a significant difference between socioeconomic status of the communities in which the schools are located and the allocations for the media center budget. The post hoc Scheffé Method of Multiple Comparisons indicated that the significant difference occurred between low-middle and high socioeconomic communities. Therefore, $H_{0,11}$ which stated--

There is no difference between community socioeconomic status and the amount of funds allocated by the respective school systems for the media center--can be rejected.

TABLE 38.--One-way analysis of variance--dependent measure: total media budget.

Source of Variance	d.f.	M.S.	F	p<
Between Categories	4	35.02	4.28	0.01*
Within Categories	23	8.19		
Total	27			

*Significant at .05 level

Table 39 presents the trade book allocations per pupil for 1971-72, based on socioeconomic status.

TABLE 39.--Cell means for trade book allocations per pupil.

SES	Means	Standard Deviation
Low (n=2)	0.86	0.52
Low Middle (n=10)	1.36	0.92
Middle (n=5)	2.75	1.44
Upper Middle (n=6)	4.21	4.91
High (n=2)	5.99	3.89

There was no significant difference between socioeconomic status of the communities in which the schools are located and the trade book allocations for the 1971-72 school year, as determined by analysis of variance (Table 40). The

$H_{0,12}$ which stated--There is no difference between community socioeconomic status and the amount of funds allocated from the media center budget for the purchase of trade books--cannot be rejected.

TABLE 40.--One-way analysis of variance--dependent measure: trade book budget.

Source of Variance	d.f.	M.S.	F	p<
Between Categories	4	14.98	1.97	0.14
Within Categories	20	7.60		
Total	24			

Professional Training and Responsibilities

Table 41 presents chi-square values correlating professional preparation and professional title. A significant correlation existed between professional preparation and professional title. The $H_{0,16}$ which stated--There is no relationship between the professional training and professional title of the media center personnel--can be rejected.

Table 42 presents percentages of the total population and the number of times books were ordered during the school year. Sixty per cent of the respondents ordered trade books between two and five times a year. Twenty-five per cent of the total respondents ordered and processed their own books, while 75 per cent sent their orders to a central location in the school system, which also handled the processing of new books.

TABLE 41.--Chi-square correlating professional preparation and professional title in per cent.*

Preparation	Title				
	Librarian	Media Specialist	Resource Teacher	Library Aide	Other
Certified	35.29	64.71	0.00	0.00	0.00
Noncertified, Degree	30.00	0.00	50.00	0.00	20.00
Noncertified, Nondegree	15.38	0.00	0.00	30.77	53.85
$\chi^2=48.81$	d.f.=8	r=.69			

*Significant at the .05 level.

TABLE 42.--Frequency of ordering trade books as a per cent of total population (n=40).

Times Ordered	Per Cent of Total Population
One Time	15.00
Two Times	40.00
Three-Five Times	20.00
Nine Times	7.50
Other	17.50

Table 43 presents the sources used by the personnel to obtain trade book titles and information about trade books they wished to order for the media center.

Significant correlations exist between the professional preparation and the use of the Book Publisher and The Horn Book Magazine. Seventy per cent of the certified personnel

TABLE 43.--Sources used by the personnel for ordering trade books.

Preparation	Sources													
	Book Jobber		Book Publisher*		Bulletin ^a		The Children's Catalog		The Booklist		The Horn Book Magazine*		School Library Journal	
	% Yes	% No	% Yes	% No	% Yes	% No	% Yes	% No	% Yes	% No	% Yes	% No	% Yes	% No
Certified	29.41	70.59	17.65	82.35	58.82	41.18	76.47	23.53	64.71	35.29	70.59	29.41	41.18	58.82
Noncertified, Degree	60.00	40.00	40.00	60.00	60.00	40.00	70.00	30.00	40.00	60.00	30.00	70.00	30.00	70.00
Noncertified, Nondegree	61.54	38.46	61.54	38.46	23.08	76.92	61.54	38.46	30.77	69.23	30.77	69.23	23.08	76.92
	$\chi^2=3.88$		$\chi^2=6.09$		$\chi^2=4.61$		$\chi^2=.79$		$\chi^2=3.70$		$\chi^2=6.32$		$\chi^2=1.14$	
	d.f.=2		d.f.=2		d.f.=2		d.f.=2		d.f.=2		d.f.=2		d.f.=2	
	r=-.29		r=-.39		r=.30		r=.14		r=.30		r=.35		r=.17	

*Significant at the .05 level.

^aThe Bulletin of the Center for Children's Books.

used the Horn Book Magazine, as opposed to 30 per cent of the noncertified, degree and 30 per cent of the noncertified, nondegree. The inverse occurred with the use of the Book Publisher as a source for ordering trade books. The $H_{0,17}$ which stated--There is no relationship between professional training and the sources used to obtain trade book titles--can be rejected. No significant correlation exists between the remaining five sources--Book Jobber, The Bulletin of the Center for Children's Books, The Children's Catalog, The Booklist, and School Library Journal--and professional training.

Summary

Significance occurred between schools located in low socioeconomic communities and the number of students using the media center daily. Therefore, $H_{0,10}$, which stated no difference in the number of students using the media center and the socioeconomic status of the community in which they are educated, can be rejected.

Significance occurred between schools located in low-middle and high socioeconomic communities in relation to the total media budget for the 1971-72 school year. Therefore, $H_{0,11}$, which stated no difference between community socioeconomic status and the amount of funds allocated by school system for the media budget, can be rejected.

Significance occurred between schools located in communities with low and middle incomes and the receipt of

Title I funds. Therefore, $H_{O,13}$, which stated no relationship between socioeconomic status of the communities and receipt of federal funds, can be rejected.

Significance occurred between professional preparation and the teaching of library skills. As training increased, the percentage for teaching library skills also increased. Therefore, $H_{O,14}$, which stated no relationship between professional training and the manner in which students spend their time in the media center, can be rejected.

Significance occurred between professional preparation and teachers accompanying students to the media center. As training increased, the percentage of teachers accompanying students to the center also increased. Therefore, $H_{O,15}$, which stated no relationship between professional training and teachers accompanying students to the media center, can be rejected.

Significance occurred between professional preparation and the use of the Book Publisher and The Horn Book Magazine as sources for obtaining trade book titles. Therefore, $H_{O,17}$, which stated no relationship between professional preparation and the sources used to obtain book titles, can be rejected.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This study was concerned with determining the activities and services provided by the full-time personnel in elementary school media centers and school policies that may affect the use of trade books by students. Forty individuals working full time in media centers participated in the study. These individuals were placed into three categories based on professional training:

1. Certified librarians (n=17)
2. Noncertified, degree (n=10)
3. Noncertified, nondegree (n=13)

The personnel participating in the study were employed by school systems located in the lower peninsula of Michigan.

Summary of Findings

Professional Preparation

It was found that the personnel possessing a college degree but not librarian certification were spending a significantly greater amount of time with the students on trade book activities. However, all of the personnel possessing college degrees were performing a significantly greater number of trade book activities with the students than the

personnel not possessing a college degree. The correlations between the amount of time spent on trade book activities with the low and high grades were high. Likewise, the correlations for the number of trade book activities performed with the low and high grades were high. This indicates that the media center personnel are spending approximately equal amounts of time with all students on trade book activities.

Library skills were taught to students a greater percentage of the time by certified librarians as opposed to the noncertified personnel. The certified librarians used the professional journals more as sources for obtaining trade book titles than did the noncertified group.

A significant relationship existed between professional training and professional title. The certified group held the professional titles of librarian or media specialist. The noncertified, degree group indicated their professional titles to be: librarian, resource teacher, or other. The noncertified, nondegree personnel listed their professional titles as: librarian, library aide, or other. The percentage of the personnel indicating their title to be librarian decreased as the amount of training decreased.

The number of years of library experience did not influence significantly the amount of time spent and the number of trade book activities performed for the students by the media personnel.

Communities and Schools

The communities in which the schools were located spanned five socioeconomic classes: low, low-middle, middle, upper-middle, and high.

A significant relationship existed between socioeconomic status and the receipt of Title I funds. Schools in the low and middle socioeconomic classes received Title I funds which were used to purchase trade books. Schools in all the classes received Title II funds, while only schools in the middle class received Title III funds. No significant relationship existed between socioeconomic status and the receipt of funds from Title II and III.

The average per pupil media budgets for the 1971-72 school year ranged from \$2.21 for schools in low socioeconomic communities to \$10.59 for schools in high socioeconomic communities. Significant difference occurred between socioeconomic class and the total media budget. The Scheffé Method of Multiple Comparisons indicated the significance to occur between the low-middle and high classes. The budget allocations for the low-middle class ranged from \$.93 to \$5.15 and the high class ranged from \$4.86 to \$16.31. Thirty-eight per cent of the media budget was allocated for the purchase of trade books by schools in low socioeconomic communities; 56 per cent was allocated by schools in high socioeconomic communities.

Significance occurred between socioeconomic status and the average daily number of students using the media

center. Students living in communities with low incomes used the center more often, on a daily basis, than students in other communities. Students attending schools located in communities with low-middle incomes checked out more trade books on a daily basis than students living in other communities. However, there was no significance between socioeconomic status and the average daily number of books checked out.

Facilities and Operational Procedures

In all the schools, the media center was open during school hours. Approximately one-third of the centers were open before, during, and after school hours. Sixty-three per cent of the schools had a trade book collection which comprised over 80 per cent of the total books found in the media center. Over half of the respondents ordered trade books between two and five times during the 1971-72 school year.

Having clerical and/or volunteer help in the media center did not significantly increase the amount of time and/or the number of trade book activities the media personnel performed for the students. The personnel who indicated they had adequate time to spend on trade book activities did not spend a significantly greater amount of time on activities than those who indicated they did not have adequate time to spend on trade book activities.

The data for each hypothesis tested were required to show significance at the .05 level for rejection of the null hypotheses.

Conclusions From the Findings

The personnel with college degrees were spending more time and performing more trade book activities with students than the nondegree group. Usually, the training of the non-degree personnel is centered around the clerical aspects of the media center. Therefore, in many cases, they would not be expected--or given the responsibility--to work with the students in this capacity. In such cases, trade book activities are usually performed by the classroom teachers.

There was a definite correlation between the amount of professional training and the teaching of library skills to students. As the amount of training increased, the percentage of the personnel teaching library skills also increased. It was also found that as the amount of training decreased, the percentage of teachers accompanying their students to the media center increased. Once again, the amount of professional training influenced the extent of contact the media personnel had with students. This further indicates that the noncertified, nondegree personnel, trained to function in a clerical capacity, are not held responsible for student instruction.

The certified librarians are aware of the professional journals that feature articles and bibliographies that

relate to trade books. The nonacademically trained person, in most cases, does not make extensive use of the professional journals and, as a result, appears to rely on publishers' representatives for information regarding current trade books.

Accepting the definition of a certified elementary school librarian, as defined by the state of Michigan, as being a certified elementary school teacher with 27 credit hours in Library Science, then personnel not meeting the above specifications should not hold the title of librarian. In reviewing the data, it can be seen that some personnel in the noncertified, degree and noncertified, nondegree categories have the title of librarian. It appears that the use of a particular title is determined by the individual school systems, rather than by the amount of professional training a person possesses.

"Title I of the Elementary and Secondary Education Act provides funds for special educational programs to help educationally disadvantaged children."¹ The data indicated schools in communities having low and middle incomes received Title I funds. Based on this information, schools located in the low-middle income class are eligible for Title I funds.

¹Office of Education, U. S. Department of Health, Education and Welfare, "Title II Elementary and Secondary Education Act," School Library Resources, Textbooks, and Other Instructional Materials Guidelines (Washington, D. C.: United States Government Printing Office, Division of Documents, revised May, 1967), OE - 15059-A.

Receipt of these funds would give schools additional moneys for the media center budget.

Title III funds are granted to schools for use in developing new and innovative programs. Only schools in the middle income class reported receipt of Title III funds. This indicates schools are not taking full advantage of the financial resources available to them. Use of these funds would result in increased spending for trade books.

While all of the schools reported the media center was open during school hours, only one-third indicated the center was open before and after school. The school day, for a student, is filled with numerous academic and extra-curricular activities and as a result, it may not be possible for some students to use the center during school hours. Having the center open either before or after school gives students an additional opportunity to use the facilities. Only through use can the media center be justified. This, in turn, affects the financial allotment given to the media center, the amount designated for the purchase of trade books, and the number of times during the school year trade books can be ordered.

The personnel who indicated having additional help in the media center did not spend a significantly greater amount of time on trade book activities than people without additional help. This may imply that the personnel is involved with other duties, which limits her contacts with students. For this group, the data show the highest daily

mean of trade books checked out by students was .35. In this instance, students may not be made aware of trade books because of the lack of effort by the media personnel. As a result, they are not encouraged to check out and read the trade books.

The personnel who had adequate time to devote to trade book activities did not spend a significantly greater amount of time on these activities than the personnel who did not have enough time.

As indicated by the responses of the media center personnel, the activities that prevent them from devoting more time to trade book activities are:

1. Working with teachers
2. Reviewing new materials
3. Flexible scheduling
4. Checking audio-visual equipment and material
5. Supervising student help
6. Reports

All of the above activities are essential for the functioning of the media center. However, priorities need to be established in favor of increasing contacts with students for the specific purpose of providing incentive for reading trade books.

Parent volunteers or high school students helping in the center could provide needed assistance, thereby freeing the full-time personnel to work with the students. Cooperation within the building among teachers, media center

personnel, and administrators in establishing curriculum recommendations for the inclusion of trade books to complement the content areas would provide additional opportunities for the students to read trade books.

Recommendations for Further Research
Related to Trade Books and Media Centers

1. The same research design be repeated for the state of Michigan using a larger sample, which would include schools located in the upper peninsula.
2. A similar study be done on the national level.
3. An analysis of the training programs for noncertified, nondegree media personnel offered by institutions in Michigan.
4. An in-depth study of the media center of schools located in low socioeconomic communities.

Reflections: Questions Arising
From the Study

When comparing the data for the average daily percentage of students using the media center and the average daily percentage of trade books checked out, it is seen that students are not checking out trade books every time they come to the center. The students interviewed indicated they came to the center to view filmstrips, look at various materials being displayed, or listen to stories. I believe these same activities can account for the differences in the numbers visiting the media center and the numbers checking out

books. Also, a specific book the student wants may not be available, so he leaves the center without a book.

Why would students attending schools located in low socioeconomic communities use the center more, on a daily basis, than students in other communities? It is interesting that these schools had the lowest per pupil media budget, but they employed only degree personnel. Do they believe it is more important to allot money for the salary of a person who will interact with and instruct the students when they come to the center, than to use the money for the purchase of additional materials? Since this information is not available, I can only speculate. I think the person working in the center has good rapport with the students and devotes a great deal of time evaluating print and nonprint material before purchasing new materials, since the budget is so limited. However, these schools did take advantage of Title I funds, which provided additional money for new materials. Some of these schools indicated the center was open before, during, and after school, thereby giving the students additional time to use it.

The students interviewed stated the librarian helped them find books. If noncertified, nondegree personnel have limited contact with the students, who helps them when they are in the media center? As stated earlier, the less training the personnel had, the more teachers accompanied their students to the center. In these cases, is the teacher helping students with book selection and library skills?

Maybe school systems need to re-evaluate the function of the media center and its personnel. Why do they employ someone who is not qualified to assume the full responsibilities of the position?

Is communication between the state office of education and school systems adequate when it pertains to informing systems about the availability of federal money? The study showed that not all schools eligible for federal funds are receiving these funds. Why is this occurring? Is it because of the breakdown in communication from the state office informing school systems in time to apply for funds, or is it because the school administrators and media center personnel do not complete and return the necessary forms?

What is the yearly number of certified librarians graduating from Michigan institutions? What are the professional aspirations of these people? What type of employment do they accept? In relation to these questions, why do school systems hire noncertified, nondegree personnel in place of certified or degree people?

The students interviewed stressed the use of informational books for class reports. People concerned with children's literature constantly stress using literature with all aspects of the curriculum. In this situation, is reading for pleasure being limited? I think more interviews with students and teachers are necessary before a conclusive statement can be made about the reading done by children.

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APPENDICES

APPENDIX A

**LETTERS TO SUPERINTENDENTS, PRINCIPALS, AND
LIBRARIANS/MEDIA SPECIALISTS**

MICHIGAN STATE UNIVERSITY EAST LANSING • MICHIGAN 48823

COLLEGE OF EDUCATION • DEPARTMENT OF ELEMENTARY AND SPECIAL EDUCATION • BRICKSON HALL

December 28, 1971

Dear

I am a graduate student in the Department of Elementary and Special Education at Michigan State University currently working on my Ph.D. thesis.

My thesis is concerned with the personnel working in the library/media center. One aspect of the thesis is to determine what activities the librarian/media specialist utilizes to stimulate and motivate the children to read the trade books found in the center.

However, before I can do this, it is essential to acquire information that will help me obtain a representative sample for further in depth study. I have made the following categories to classify the personnel in the library/media center:

1. Full-time certified librarian
2. Full-time non-certified librarian.
3. Full-time person in charge of more than one building.
4. Other

On the attached sheet, you will find the names of the elementary buildings in your district. Please indicate, by the corresponding number, the classification for the personnel in your building.

Your district is one of 40 in Michigan selected to provide the necessary data for my research. Thank you very much for your time and cooperation in this matter.

Sincerely,

Margaret A. Natarella
Graduate Assistant
Department of Elementary
and Special Education

Please indicate by the corresponding number the classification for the person in each building.

Categories:

1. Full-time certified librarian.
2. Full-time non-certified librarian.
3. Full-time person in charge of more than one building.
4. Other

Name of appropriate schools

Please mail the completed form by January 15, 1972. Thank you!

MICHIGAN STATE UNIVERSITY EAST LANSING • MICHIGAN 48823

COLLEGE OF EDUCATION • DEPARTMENT OF ELEMENTARY AND SPECIAL EDUCATION • ERICKSON HALL

February 18, 1972

Dear

Thank you for returning my initial inquiry dated December 28, 1971 concerning the classification of personnel employed by your district in the media centers/libraries of the elementary schools. This information was helpful in selecting a representative sample of the different classifications of personnel found in the media centers/libraries in selected Michigan elementary schools.

The enclosed questionnaire(s), completed by the appropriate personnel, will provide additional important data for my thesis. My research is concerned with the media specialist/librarian, media center/library and their roles in the use of trade books in the elementary school. Please forward the questionnaire(s) to the full-time media specialist/librarian working in the elementary buildings of your district.

The district's name will be listed in the appendix of the thesis but the information obtained will not be directly related to your district in the analysis and recording of the data.

Again, thank you for your cooperation. If you desire, I will be happy to forward a summary of the data at the conclusion of the study.

Sincerely,

Margaret A. Natarella
Graduate Assistant
Department of Elementary
and Special Education

j1

MICHIGAN STATE UNIVERSITY EAST LANSING • MICHIGAN 48823

COLLEGE OF EDUCATION • DEPARTMENT OF ELEMENTARY AND SPECIAL EDUCATION • BRICKSON HALL

February 18, 1972

Dear

I am a doctoral candidate at Michigan State University, currently collecting data for my thesis. My research is concerned with the media specialist/librarian, media center/library, and their roles in the use of trade books in the elementary school.

Mr. , through earlier correspondence, gave the initial information concerning the type of skilled personnel you have working in your media center/library. This preliminary information was necessary in order to obtain a representative sample of the different classifications of personnel working in the media centers/libraries in selected Michigan elementary schools.

The enclosed questionnaire, completed by the appropriate personnel, will provide much of the necessary data for my research. Please forward this questionnaire to the media specialist/librarian in your building.

The district's name will be listed in the appendix of the thesis but the information obtained will not be directly related to your district in the analysis and recording of the data.

Thank you for your cooperation. If you desire, I will be happy to forward a summary of the data at the conclusion of the study.

Sincerely,

Margaret A. Natarella
Graduate Assistant
Department of Elementary
and Special Education

j1

Enclosure: Questionnaire

MICHIGAN STATE UNIVERSITY EAST LANSING • MICHIGAN 48823

COLLEGE OF EDUCATION • DEPARTMENT OF ELEMENTARY AND SPECIAL EDUCATION • BRICKSON HALL

February 28, 1972

Dear

I am a doctoral candidate at Michigan State University currently collecting data for my thesis. My research is concerned with the media specialist/librarian, media center/library and their roles in the use of trade books in the elementary school.

Since your district has full-time certified librarians in the elementary schools, it is therefore essential for the study to obtain data from your school.

The district's name and specifically your building will be listed in the appendix of the thesis, but the information obtained will not be directly related to your district or building in the analysis and recording of the data.

Please give the attached questionnaire to the librarian in your building.

Thank you very much for your cooperation in this matter. If you desire, I will be happy to forward a summary of the data at the conclusion of the study.

Sincerely,

Margaret A. Natarella
Graduate Assistant
Department of Elementary
and Special Education

j1

Enclosure: Questionnaire

MICHIGAN STATE UNIVERSITY EAST LANSING • MICHIGAN 48823

COLLEGE OF EDUCATION • DEPARTMENT OF ELEMENTARY AND SPECIAL EDUCATION • ERICKSON HALL

February 28, 1972

Dear Media Specialist/Librarian:

I am a doctoral candidate at Michigan State University currently collecting data for my thesis. My research is concerned with the media specialist/librarian, media center/library, and their roles in the use of trade books in the elementary school. I am referring to the children's literature books housed in a central location.

The attached questionnaire, completed by you, will provide an important portion of the data for my research. The district's name will be listed in the appendix of the thesis but the information obtained will not be directly related to your district in the analysis and recording of the data.

Thank you for your cooperation and time in this matter.

Please return the completed questionnaire by March 6, 1972. If you desire, I will be happy to forward a summary of the data at the conclusion of the study.

Sincerely,

Margaret A. Natarella
Graduate Assistant
Department of Elementary
and Special Education

j1

MICHIGAN STATE UNIVERSITY EAST LANSING • MICHIGAN 48823

COLLEGE OF EDUCATION • DEPARTMENT OF ELEMENTARY AND SPECIAL EDUCATION • BRICKSON HALL

March 27, 1972

Dear Librarian/Media Specialist:

Earlier this month you received a letter and a questionnaire from me regarding your school's position and your activities related to the trade books found in the media center/library. As of this date, I have not received your completed copy.

Without your cooperation, it is impossible for me to conduct my research. Please return the completed questionnaire by April 3, 1972.

If you have already sent the questionnaire but I did not receive it prior to mailing this letter, please disregard this request.

Sincerely,

Margaret A. Natarella
Graduate Assistant
Department of Elementary
and Special Education

j1

APPENDIX B

QUESTIONNAIRE

NAME _____ SCHOOL BUILDING _____

SCHOOL DISTRICT _____

NUMBER OF CHILDREN IN THE BUILDING _____

COMMUNITY AND SCHOOL

Please answer all of the following questions. More than one answer may be checked where indicated.

1. If children in your building are bused to school, what per cent of the population is bused? _____
2. What is the Social Economic Status of the community? _____
3. If you have received Federal Funds in the past five years and some portion of the funds was used to purchase trade books, please indicate the source(s) and amount you used for trade books.

Title I _____
 Title II _____
 Title III _____

4. Does the school have a written library philosophy?

() Yes () No

5. If the answer to #4 is YES, please state the philosophy as concisely as possible or attach a copy of it.

6. Does the school have a written book selection policy?

() Yes () No

7. If the answer to #6 is YES, please state the policy as concisely as possible or attach a copy of it.

8. Does the school have a written literature curriculum?

() Yes () No

PROFESSIONAL

9. What is your professional training?

- ☐ B.A. Major _____
☐ B.A. and certification - type of certification and level _____
☐ M.A. _____
☐ Other Please specify _____

10. How many years experience have you completed in library work? _____

11. What is your professional title?

- ☐ Librarian
☐ Media specialist
☐ Resource teacher
☐ Other Please specify _____

12. How often do you order trade books?

- ☐ Weekly
☐ Monthly
☐ Twice a year
☐ Other Please specify _____

13. From what source(s) do you obtain the titles of the trade books you order?
Check as many as needed.

- ☐ Book Jobber
☐ Book Publisher
☐ The Bulletin of the Center for Children's Books
☐ The Children's Catalog
☐ The Booklist
☐ The Horn Book Magazine
☐ Other Please specify _____

14. Where is the book ordering and processing done?

- ☐ Locally
☐ Centrally

15. Do you have any clerical help?

- ☐ Yes ☐ No

16. If the answer to #15 is NO, what clerical duties prevent you from spending more time with the students when they come to the media center?

17. Do you feel you have enough time to devote to activities such as book talks and book reviews?

() Yes () No

18. If the answer to #17 is NO, what duties other than clerical prevent you from spending more time with the students when they come to the media center?

BUDGET

19. What is your total media budget (print & non-print material) for the 1971-72 school year? _____
20. What per cent of the media budget has been allocated for the purchase of trade books during the 1971-72 school year? _____

FACILITIES

21. How many pupils can the media center accomodate at one time?
- () 0-20
() 21-39
() 40-59
() Other Please specify _____
22. The trade book collection is what per cent of the total book collection?
- _____
23. What is the average daily number of trade books checked out by students?
- _____
24. What is the average daily number of students using the media center?
- _____
25. Why do the students use the trade books?
- _____
26. When is the media center open? (Check as many as necessary).
- () Before school hours
() During school hours
() After school hours
() Other Please specify _____

27. How many hours per school day is the media center open?

- ☐ Less than two hours
- ☐ Two through four hours
- ☐ Five through seven hours
- ☐ Other Please specify _____

28. When do the children come to the media center? (Check more than one if necessary.)

- ☐ Scheduled time with the entire class.
- ☐ Scheduled time with a small group.
- ☐ Individually
- ☐ Other Please specify _____

29. When the children come to the media center, how is their time spent? (Check more than one if necessary.)

- ☐ Book Selection
- ☐ Browsing and free reading
- ☐ Learning library skills
- ☐ Other Please specify _____

30. When children come to the media center, does a teacher accompany them and remain with them?

- ☐ Yes ☐ No

31. Do you have volunteers helping you in the media center?

- ☐ Yes ☐ No

32. If your answer to #31 is YES, how do they help you?

33. What grades use the media center? _____

Listed below are activities related to trade books. Please indicate the number of hours per week that you perform the activities for each grade level.

Example:

Grade Levels	K	1	2	3	4	5	6
Storytelling Hours	$\frac{1}{4}$	$\frac{1}{2}$	$\frac{3}{4}$	0	0	$\frac{1}{4}$	0

ACTIVITIES

	K	1	2	3	4	5	6
Art Activities							
Book Reviews							
Book Talks							
Choral Reading							
Creative Dramatics							
Creative Writing							
Puppetry							
Reading Aloud							
Reading Club							
Storytelling							
Studying about people who are responsible for creating trade books: authors, illustrators, publishers.							

34. Where do you perform the above activities?

- ☐ Media Center
☐ Classrooms
☐ Auditorium
☐ Other Please specify _____

35. Would you like a copy of the results of the study?

- ☐ Yes ☐ No

Please return the completed questionnaire by March 20, 1972.

APPENDIX C

STUDENT INTERVIEWS

Interviews conducted with children when they visited the media center of their elementary school.

Kindergarten

Why do you come to the library?

- To get books
- To get books to read
- So I can get books
- To take books home and read them

Are you looking for a special book?

- A Dr. Seuss book
- A monkey book
- Some baseball books

Can you remember any of the books you read this year?

- Dinosaurs, expeditions books, and ducks
- Eels, some can electric shock you
- Space--Up in space there are lots of planets and some of them are weird names
- Spiders, I caught some spiders

Do you do anything else besides look at books when you come to the library?

- Look at the airplane models
- Look at the rocket model
- Look at filmstrips

How does the librarian help you when you come to the library?

- She helps me find my books and helps me sign them out

First Grade

Why did you come to the library this morning?

- To watch movies, I like to watch movies
- 'Cause I wanted to look for filmstrips

Do you come to the library for any other reason than watching movies?

- Yea, to get books
- Get a rocket book

Can you tell me about any of the books you read this year?

- Frog and Toad and Friends most of the time I read The Cat in the Hat.

Second Grade

What kinds of books do you like to read?

- I like to read science books, and easy-to-read books
- Henry and Beezus, Beverly Cleary books
- Herbert, about a guy who takes his vitamins and is really strong
- Charlie and the Chocolate Factory, and that's pretty funny

What special science books do you read?

- Space, history, very far back--dinosaurs, and experiments, and things that are happening in the world like man's trying to make a baby and stuff like that. I like to read those kind of books.

Did you read any of the books for special reports?

- Most of the books because we were doing something

special in class. They were for study groups. And sometimes I get books for home but they are mostly science books.

Could you tell me about the study groups?

- Hanukka, yea studied about everything about Christmas. I studied about where Santa Claus comes from, the North Pole.
- Weather. One book and it showed how to make a weather dial thing to tell you where the wind was.
- Studying about bugs.

What other things do you do when you come to the library?

- I look at films
- I listen to stories
- I read books a little bit

How does the librarian help you?

- Oh, she'll help me find books, and sometimes help me use the card catalogue.

Third Grade

What is the title of your book?

- I Want to Be a Dentist

Why did you pick this book?

- Because my teeth aren't coming in very well and I want to find out about them.

How often do you come to the library?

- Whenever I want to get a book, about every three days.

Are there special books you like to read?

- Things that aren't true

Do you use the books for classwork?

- Yes, do reports and things like that. This year I did reports on aardvark, bald eagle, and dinosaur.

Fourth Grade

Could you tell me about any of the books you have read this year?

- Henry and Beezus, Beverly Cleary books and a lot of mysteries.
- I like science fiction--A Wrinkle in Time. It's sort of funny in places and they go to different places.
- I like fiction. I read Henry Reed, Inc. and Centerbury Tales.
- I really like science fiction because it has a lot of thrills.

Have you used the library books for special reports you did in class?

- One on turtles
- We're still working on a report about drugs.
- Did one on atomic vegetables and atomic cows

Fifth Grade

Could you tell me about any of the books you read this year?

- I read a lot of Sherlock Holmes mysteries.

- I like James and the Giant Peach and Charlie and the Chocolate Factory.
- This year I read Follow My Leader, Rain Forest, and Thunder Country.

How often do you come to the library?

- Three times a week
- Every two weeks
- Every day

How does the librarian help you?

- Helps me find books and use the card catalogue
- Finds other books written by the same author of the book I just finished.

Did you use library books for special reports?

- I did reports on Hawaii, Montana, and Florida.

What type of books did you use for your reports?

- Nonfiction; they tell me if have factories or just farms.