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## **An Investigation of the Inter-relationship of Library Aptitudes and Library Skills Instruction at Central Avenue School, Tacoma, Washington**

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424

AN INVESTIGATION OF THE INTER-RELATIONSHIP  
OF LIBRARY APTITUDES AND LIBRARY SKILLS  
INSTRUCTION AT CENTRAL AVENUE SCHOOL,  
TACOMA, WASHINGTON

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A Thesis  
Presented to  
the Graduate Faculty  
Central Washington State College

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

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by  
Dorothy Louise Sturdivant  
June, 1968

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APPROVED FOR THE GRADUATE FACULTY

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## CHAPTER I

### THE PROBLEM AND DEFINITIONS OF TERMS USED

Do school librarians perform necessary services or are such services to be regarded as frills? When school budgets must be pared, should the library go first? Many statements have been made concerning the importance of the library in the public school but the emphasis has usually been centered on the collection of a large number of books. Very little study has been made in the area of getting the student to avail himself of the resources and almost none on the relationship of library skills education to the utilization of these skills. This report was concerned with library skills instruction and utilization of these skills.

#### I. THE PROBLEM

Statement of the problem. It was the purpose of this study to determine the influence of systematic library skills instruction on the library aptitude of growing children in their use of school library facilities and on the scope of their recreational reading, by means of an instrument designed to measure application of skills.

Importance of the study. Cooperative efforts of the librarian, classroom teacher, and administrator make it possible for library resources to touch every classroom. The most essential partner in this educational enterprise is the classroom teacher (19:9). Independent research and learning have frequently been stressed as important objectives of education. In spite of the value placed on independent learning, very little investigation has been done on the most effective means of reaching this goal (9:428).

The classroom teacher may sometimes find it difficult to teach students to efficiently utilize the resources that the school library has to offer (19:4). Library skills programs in the schools represent a development of recent years, and under present teacher education programs, it is highly unlikely all of the teachers have actually observed a good library program in action (25:39). Remedial measures in the college program could affect the teacher of the future, but the teacher now actively working in his profession may be influencing thousands of students who in turn could miss the full opportunity of the library.

Some administrators have recognized the lack of teacher preparedness and have supplied the services of a teacher-librarian. This is often an experienced classroom teacher who has had specialized training in the library

field. It is this librarian's role to maintain the library facility and to function as a reader's adviser. Much of this advisory service is in the area of library skills as well as in the selection of reading materials.

On an individual basis the librarian undertakes to guide a particular reader progressively. This is one area which requires the close cooperation of the classroom teacher and the librarian (15:173). Since this involves a knowledge of the reader's needs and capabilities, both work together to help the pupil use the library's advantages to the utmost. Programs require careful planning to incorporate classroom work with library usage.

The classroom teacher determines the success or failure of a library program (19:3). This teacher influences the quality and amount of library use by pupils and most importantly, establishes for the pupils a relationship between what they are doing in the library and what is going on in the classroom (19:3).

## II. DEFINITIONS OF TERMS USED

Library aptitude. The noun aptitude when used in the term "library aptitude" means the disposition to skillfully seek the possibilities or potentiality a library has to offer an individual.

Systematic instruction. This phrase refers to that instruction which is presented in a sequentially organized order. Basic library instruction is frequently begun in kindergarten. Each skill once introduced, is continued on a rising scale of later grade levels, and proceeds from the controlled situation of the instructional period to the relatively free area of the library where initiative, selectivity, and personal responsibility are keys to the student's upward progress.

Library usage. This is the independent application of skills and appreciation of the library resources.

Library facilities. In this report the library facilities refer to the elementary school library at Central Avenue School, Franklin Pierce School District, Tacoma, Washington.

Recreational reading. Recreational reading is that reading which is done from self-chosen materials. This could involve material used for leisure time reading or for class assignment in the area of voluntary enrichment and free-selection. This is non-specified, teacher-assigned reading.

Scope. The noun scope when used in the term "wider scope" refers to the latitude in selection of reading

materials from classified areas, by the student.

### LIMITATIONS OF THE STUDY

This study was limited to a comparison of one experimental group of 20 children with two control groups of 20 children each, selected from the fifth grade of the public elementary school at Tacoma, Washington, during the 1967-68 school year.

Many variables which were not controlled could have influenced the ratings of the groups when they were compared with each other. Such unmeasurable factors as home background, personal experience, over-all health, and emotional stability of the groups could have affected the outcome. In the classroom the room conditions, the quality of teaching, reading interests, and established library habits could have had some bearing upon the test ratings.

### ORGANIZATION OF THE REMAINDER OF THE THESIS

This investigation of library skills instruction was organized into 5 major divisions. The present chapter identified and stated the problem. Chapter II contained a review of literature written by authorities concerning the classroom teacher and the teacher-librarian in the library

skills area, with specific case studies used to cite the effectiveness of library instruction. Chapter III was a report of a study in library instruction conducted in the fifth grade at Tacoma, Washington, during the 1967-68 school year by the writer. Comparison was made of an experimental group that received library usage instruction by the librarian in the presence of the classroom teacher, with two control groups. One control group received the same library instruction without the presence of the classroom teacher; the second control group received no formal, class-wide library usage instruction. The specific technique used and the results obtained were reported in the 4th section. The 5th and final major division contained a summary with conclusion and recommendations suggested by the study.

## CHAPTER II

### OVERVIEW OF THE LITERATURE

"School libraries are too much on the fringe of education. The time for the library-centered school has now come" (24:43). With the advent of John Dewey and his philosophy of individual development and freedom of choice, the progress of the school curriculum has made the school library a necessity. Recorded knowledge doubles every ten years (24:43).

In an evaluation of American schools, Francis S. Chase wrote:

The self-contained classroom and single textbook gives way to the library, to the research project, to the study of issues, conflicting opinions, basic references, and skills of independent research. From this viewpoint the library becomes the heart of the teaching-learning situation (4:15).

This fact makes an impact on the persons in charge of getting the best of materials into the hands of students. If improvement is to come into this area, it follows that classroom teachers and librarians must work cooperatively to develop library aptitudes in the students of today.

#### I. LITERATURE ON THE CLASSROOM TEACHER AND LIBRARY SKILLS

A selection from an investigation by Hajda has



significance for teachers:

The over-all trend in book reading since early childhood to adulthood is curvilinear: from a tiny fraction of the preschool children, the percentage of book readers rises to 1/2 of the grade school children, then to 2/3 of teen-agers, and then declines to somewhat over 2/5 of adults (8:65).

The findings of Dr. Hajda's study do not indicate that better school libraries will change the attitude toward book reading, but it could indicate that the present curriculum in the school is not influencing the book reading habit to any extent in students. Dr. Hajda reported the data of this study corroborates from many different angles that "an attachment to books that lasts for life is more likely to depend on parental family than on schools" (8:65).

Dr. Paul Witt stated that he had come to suspect that the lack of preparation in teacher-training is reflected in teachers' failure to make better use of library materials. He felt that prospective teachers should be introduced to good school libraries early in their professional training. Dr. Witt concluded, "In view of teacher education, it seems that teacher educators in general do not attach a high priority to school libraries. They may say they do, but their practices do not give strong support to such declaration."<sup>1</sup>

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<sup>1</sup>Quoted from an address by Dr. Paul Witt delivered American Library Association Conference, St. Louis, Mo., June 30, 1964.

Evidence of lack of library usage preparedness was indicated by a study conducted on "Prospective Teacher's Knowledge of Library Fundamentals: a study of the responses made by 4,170 college seniors to tests designed to measure familiarity with libraries" (18:56). Feagley's Library Orientation Test for College Freshmen, Bennett's Use of the Library Test, and Peabody Library Information Test were administered in institutions producing both elementary and secondary school teachers from 38 different states. The primary findings of the study is that "no evidence was gained from these tests to contradict the hypothesis that prospective teachers, as a group, cannot make intelligent use of library facilities" (18:56).

Similar observation is found in the book authored by Martin Rossoff, The Library in High School Teaching. He wrote that the unfortunate truth is that teachers come into the schools without any orientation to the nature and use of the school library. He found that few courses in education prepare teachers along this line and that education textbooks ignore the subject almost completely (19:4).

## II. LITERATURE ON THE LIBRARY AND THE LIBRARIAN

Mae Graham, in an article written for Library Trends,

stated she was encouraged to find these sentences in a recent National Education Association publication:

The elementary school has a unique opportunity to influence the course of a child's further schooling and of his intellectual life in general. Here his knowledge and understanding of himself and his world, his habits in the use of his intellect, his skill and language and numbers, his ability to seek out further learning, and his sense of the aesthetic received their first formal impetus (7:142-43).

This concept has implications for the school librarian because the same publication gave the library as the place where the discovery is made by the pupil to exercise his own judgment in the selection and use of materials which aid in the development of individual study habits.

The Harvard Report declared the extent to which a successful library program will substantially improve the total reading program cannot be over-estimated (1:27). To be effective, reading for individual development needs to be largely voluntary in nature (11:790). Because of their expertise librarians are peculiarly fitted to offer guidance when it is needed as part of the regular library program. Dr. Celia Stendler considers library reading programs as the second requisite of an effective recreational reading program (22:157-58).

The Houston Study as one check for the effectiveness of library reading carried out a project to determine "what an adequate elementary school program can do for slow

learners" (20:37). The program provided at least one scheduled period per week in the library for three semesters for pupils who were not reading on grade level. A variety of techniques were used to stimulate interest in books. Basic test data was kept on each child.

The conclusion was that improvement in reading ability on the part of the majority of the pupils did take place. The report recommended regular library periods be scheduled for all slow reading groups.

A warning was noted by Winifred Ladley that a certain danger exists in the emphasis upon reading guidance by the librarian for individual students. She felt prime importance placed here could obscure the continuing need for formal training in specific study skills related to the use of library materials (14:15-6).

Joyce, from a study conducted at State Teachers College, Lowell, Mass., found the weakest areas in a test given to college freshmen and seniors were literature, reference books, abbreviations, and biographical reference sources. Low scores on skill in finding items in the card catalog were noted. The results of this test when statistically analyzed, showed a positive relationship between knowledge of library tools and academic rank (12:198-99).

Current methods of instruction such as flexible

scheduling, team teaching, and use of programmed materials motivates continuous study and alteration of the curriculum. "With all that has been written and discussed about continuous expansions and alterations of the curriculum, it must be understood that the curriculum changes only as the teacher changes it" (16:12).

In one attempt to recognize the need in objectives of library instruction, Helen Carpenter reported on a project involving 20 public schools in New York City. The groups were selected from schools having libraries but having had no previous library instruction. The problem was to determine "what instruction in the use of the library should be given to elementary school pupils to enable them to answer such reference questions for themselves" (2:15-9).

A record was kept of all reference questions brought to the school library during a five-day period. There was a total of 989 questions, ranging from the simple type requiring for the answer the consultation of just one book to the more complex type requiring first the use of the card catalog to locate the material and then the use of the index or table of contents of one or more books to secure the desired information.

In analyzing the questions submitted, it became evident that only 70 of the 989 questions were such that

acquaintance with the book collection alone would have been sufficient aid. In order to answer the other 919 questions, referral to other sources to find the information would have been necessary (2:15-9).

In a typical situation such as the one used in this study, the report continued, it has been indicated that children come to the elementary school library in search of widely diversified information. As for the problem of library instruction needed for children, one important vehicle if they are to become independent searchers for knowledge is the ability to use books and to exercise judgment in their selection of books and library tools.

#### SUMMARY

With investigation being made by some educators into the different aspects of the needs for research in relation to man's complex and expanding knowledge, the importance of learning how to use the library became apparent. In the classroom this dependence on outside resources was especially apparent in areas where the textbook quickly became obsolete and restrictive. It was found the student of today must be an independent researcher to become an efficient utilizer of the many sources of information available.

Skill in the use of the tools necessary to secure the information does not come without definite instruction and

much practice, based on practical problems arising in the classroom. Research has shown that not all classroom teachers are adequately prepared to stimulate good library practices in their pupils. Many teachers are aware of their responsibilities in this connection and have learned to utilize school library facilities, but others are unsure of the opportunities the library affords and the services to which they are rightfully entitled.

In the new definition of school-library service, the teacher-librarian has not always been used to full advantage for skills instruction. "Teacher, librarian, and administrator cooperation is one of the great strengths which help to promote the educational program as pictured for today's child and tomorrow's adult through the library" (4:36). While educators are becoming aware of the inter-relationship of library aptitudes and library skills, further research seemed necessary to plan an integrated curriculum in the grades where the skills are presented.

## CHAPTER III

### GROUPS STUDIED AND MATERIALS USED

#### I. GROUPS STUDIED

For the purpose of investigating the significance of library instruction as an effective experience when taught by a librarian in the presence of the classroom teacher, sixty pupils from the three fifth grade rooms in the Central Avenue School at Tacoma, Washington, were selected. The experimental group included 10 boys and 10 girls from one room; the control groups were composed of twenty pupils from each of the other rooms, a total of 22 boys and 18 girls.

Each group of twenty pupils from the three rooms, both experimental and control groups, had a mean score of 38 per cent on the Peabody Library Information Test and a mean grade equivalent of 5.12 on the Iowa Basic Test score composite.

The chronological ages of all groups varied from 10 years, 1 month to 12 years, 1 month; a range of 2 years. The median chronological age was 10 years, 9½ months.

Intelligence quotients ranged from 88 to 122 in the control groups, 82 to 122 in the experimental group, with a median of 105 in all groups.



## II. MATERIALS USED

The Iowa Basic Skills Test was given in March of the 1966-67 school year as one means of measuring a child's scholastic ability in the fourth grade at Tacoma, Washington, as compared to the national average. These composite scores were used as one basis for selecting members for the investigation.

The Peabody Library Information Test was used as the other measurement of ability to determine the equivalent groups from the three fifth grade rooms.

To improve library usage and library aptitude in the experimental group, the librarian used librarian-prepared materials for skills instruction to be presented to the group in the presence of the classroom teacher.

To improve library usage and library aptitude in one control group, the librarian used the same librarian-prepared materials for skills instruction to be presented to the group without the presence of the classroom teacher.

To build library and reading interest in all three groups, bulletin boards and book exhibits were displayed.

The final test for evaluating library usage was constructed by the librarian after diligent searching failed to provide a standardized test for application of library skills on the elementary level. The final test was based

on the results of much examination of courses of study and texts in this field, criticisms and suggestions from school librarians and teachers. The final test was submitted and approved by Dr. Louis Shores, Dean of the Library School, Florida State University, and co-author of the Peabody Library Information Test.

The t-Test of Significance developed by R. A. Fisher was used in the analysis of the descriptive data because the t-Test can be used with any sample size and should be thought of as the general technique for testing the significance of difference between means either independent or correlated (5:191).

## CHAPTER IV

### TECHNIQUE AND RESULT OF THE STUDY

#### I. TECHNIQUE

For the purpose of this study, the evaluation period was divided into two parts. Part One, consisting of three weeks, was the period in which all fifth grade rooms participated in a library orientation program on reviewing procedures for use. On September 25, 26, 27, the Peabody Library Information Test was administered to all fifth grade pupils by their classroom teachers. At that time the experimenter evaluated all the Peabody Tests, recording the score for each child.

In determining the experimental group and the control groups, scores of 20 to 59 out of a possible 97 for each 20 pupils selected from each of the three rooms were used as a scale, averaging 38 per cent. This sample was also based upon room groups whose combined scores were rated as 5.12 grade equivalent on the Iowa Basic Skills Test composite. All three groups were as nearly equal in ability as could be predicted from the combined test scores.

All three groups had access to the library 30 minutes each week and observed the library's limitation of 2 books per week per pupil. The year old library had a book

collection of 3,500 titles and a periodical subscription of 22 magazines, serving a suburban population of approximately 500 students.

Part Two was six weeks in length. The experimental group received direct training in library usage designed to increase their ability to use the facility with skill, understanding, and appreciation. These classes were held once a week during the regular 30-minute library period. The classroom teacher remained in the library with her class and observed the lessons.

First week: develop awareness of library facilities.

The instruction sessions were introduced with the group completing a worksheet layout of the school library. This informal activity was carried out with help from the librarian. The completed diagrams were evaluated by the librarian and returned to the students on their next visit.

Second week: review and reinforce general knowledge.

A second worksheet was presented and completed with fiction books, specific reference works, and the vertical file being examined and discussed.

Third week: develop understanding of classification.

This lesson dealt with an introduction to the Dewey system of classification. A class discussion was correlated with

worksheet three.

Fourth week: build acquaintance with biographies.

Biography as a specific type of writing was introduced on the fourth visit to the library. With the aid of the overhead projector to add variety, the class and the librarian completed the fourth worksheet.

Fifth and sixth weeks: develop familiarity with indexes to books and periodicals. These last two weeks were devoted to using the card catalog and the "Subject Index to Children's Magazines", plus a short review in the use of general encyclopedias. The pupils worked as teams for this project and evaluated their own results.

During this time one control group received the same instruction and material for the same length of time but without the presence of the classroom teacher in the library.

The second control group received no class-wide library instruction during this six-weeks period but had their regular 30-minute visit to the library with the librarian present. Incidental instruction was given upon request to individual pupil or teacher.

To build and maintain library interest, bulletin boards displayed art and written work of the members

of all three groups. New books and displays were exhibited stressing different areas of the book collection.

Weekly circulation checks were maintained for all three groups during this six-weeks period.

Final testing of all groups was completed the first week in December, 1967. The Library Usage Test was administered in the classroom by the classroom teacher in order that the pupil's ability to use the skills acquired would be tested in a situation approximating the actual situation in which he may have occasion to use these skills (21:9).

All test papers were scored and results compiled. The Library Usage Test included the purpose to measure ability to apply library skills to a problem presented.

In this experiment, a sampling was taken of the three fifth grade rooms where measurements were made of library information possessed by the subjects being studied.

## II. RESULTS

From the results of the scores made on the Library Usage Test, tables were constructed in a manner to indicate the mean score and the t score of the experimental group and individual control groups.

Table I illustrated the relative gain in library usage as measured by the Library Usage Test, between the

experimental group that had received direct training in library skills with the classroom teacher present and one control group, Group A, that had received direct training in library skills without the presence of the classroom teacher. Both groups had been matched in Peabody Library Information Test scores and Iowa Basic Skills composite abilities at the beginning of the study.

TABLE I

## COMPARISON OF MEAN SCORES ON LIBRARY USAGE TEST

## EXPERIMENTAL GROUP AND CONTROL GROUP A

Group	N	Obtained Mean	S.D.	Obtained t	Required t
Experimental	20	38.90	7.33	3.16	2.72*
Control	20	31.55			

\* Significant at the .01 level of confidence

It may be seen in Table I that the mean of the experimental group excelled the mean of the control group. The obtained t of 3.16 when compared with the required t of 2.72 was found to be .44 statistically higher than the score necessary to show significance at the .01 "level of confidence".

Comparison of mean scores on the Library Usage Test for the experimental group and one control group, Group B, that had received no formal library skills instruction was

shown in Table II.

TABLE II

COMPARISON OF MEAN SCORES ON LIBRARY USAGE TEST

EXPERIMENTAL GROUP AND CONTROL GROUP B

Group	N	Obtained Mean	S.D.	Obtained t	Required t
Experimental	20	38.90	6.68	6.61	2.72*
Control	20	24.95			

\*Significant at the .01 level of confidence

It may be seen in Table II that the mean of the experimental group excelled the mean of the control group. The obtained t of 6.61 when compared with the required t of 2.72 was found to be 3.89 statistically higher than the score necessary to show significance at the .01 "level of confidence".

The Library Usage Test attempted to cover four areas of library skills, and in all four areas Group C, the experimental group, excelled Groups A and B in raw scores.

Part I, testing the first approach to a solution of a problem, out of a possible cumulative score of 340, Group C showed a cumulative score of 170; Group A, 121; Group B, 96.

Part II, evaluating knowledge of reference works and magazine index, out of a possible cumulative score of



260, Group C scored 179; Group A, 152; Group B, 139.

Part III, checking skillful use of parts of a book, out of a possible cumulative score of 320, Group C scored 285; Group A, 261; Group B, 213.

Part IV, testing application of knowledge in the use of the card catalog, out of a possible cumulative score of 200, Group C scored 147; Group A, 93; Group B, 48.

From the information gathered on the circulation check of materials borrowed from the library by the student, graphs were constructed. Figure 1 illustrates circulation for the six-weeks period by classified areas. Group C, the experimental group, and Group B, one control group, selected from every area. Group A, one control group, did not select materials from classification area 800.

Group C showed a circulation total of 109 items as compared with Group A, 102 items, and Group B, 74 items.

Figure 2 presents a comparison of student selections in library materials when classified by areas. From the results of the selections by individual group members, tables were constructed in a manner to indicate the mean score and the t scores of the experimental group and the control groups.

Table III illustrated the relative difference in numbers of classified areas sampled between the experimental

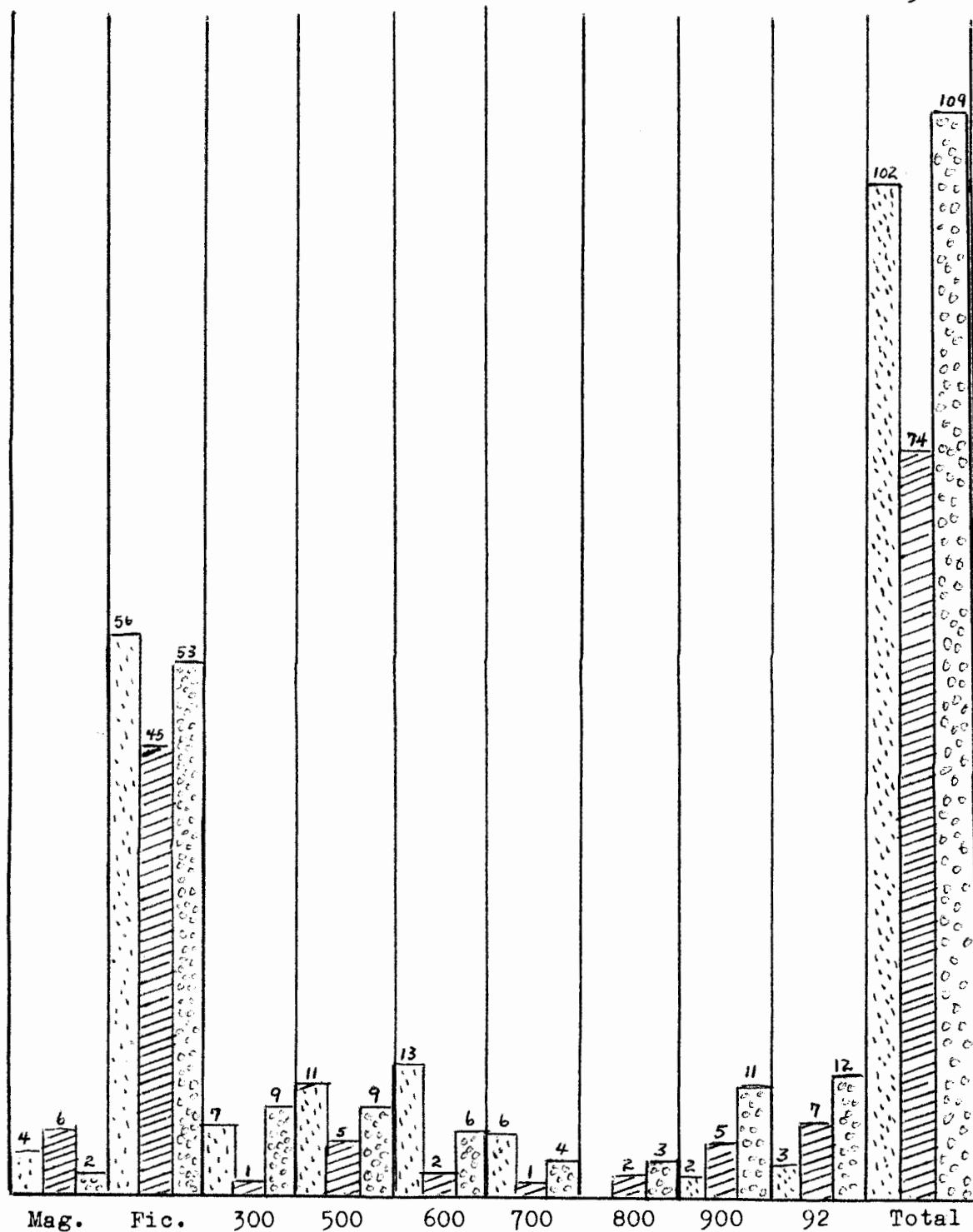
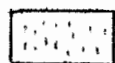


FIGURE I

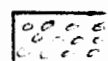
TOTAL GROUP CIRCULATION BY AREAS



Group A



Group B



Group C

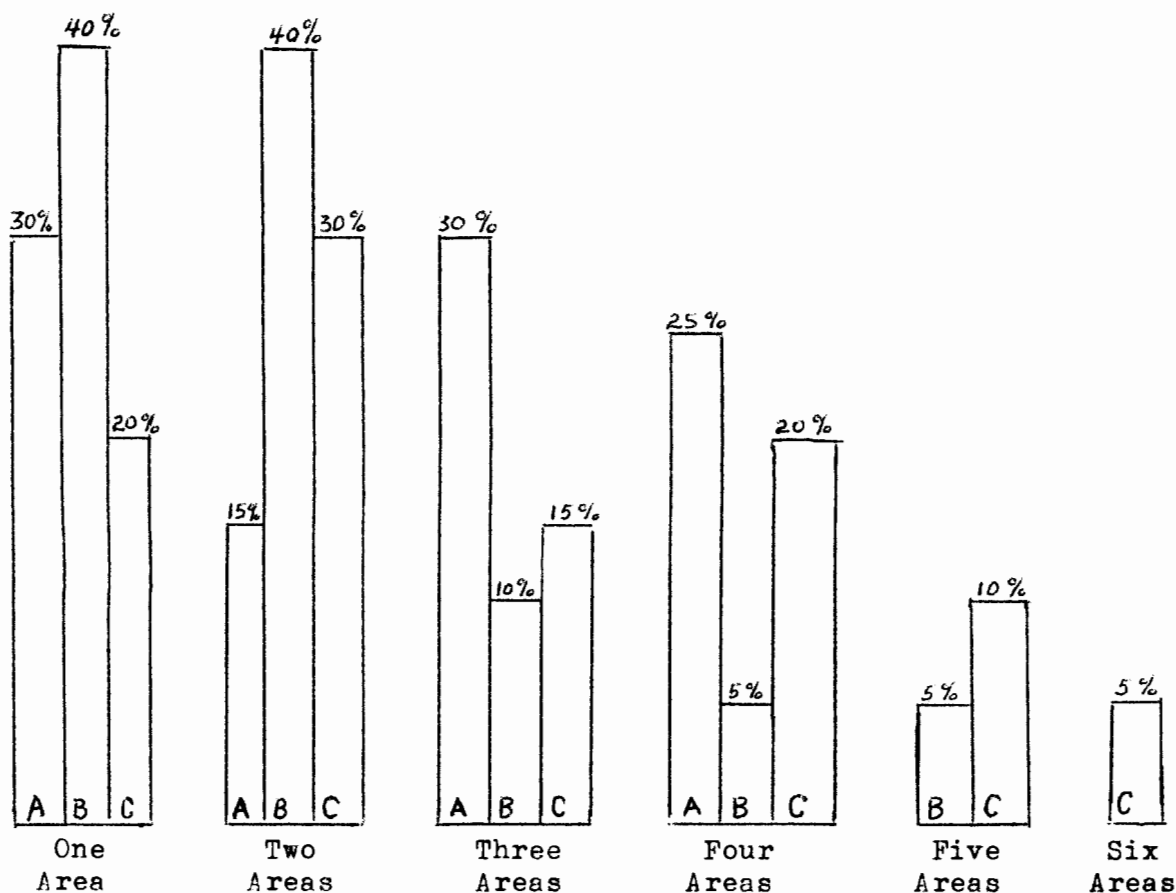


FIGURE 2

COMPARISON OF THE NUMBER OF CLASSIFIED AREAS SAMPLED  
 SHOWING PERCENTAGE OF GROUPS SELECTING  
 FROM ONE TO SIX AREAS IN A  
 SIX-WEEKS PERIOD

NOTE: This Figure should be read as follows: Fifteen per cent of Group A pupils selected books from 2 areas in the six-weeks period; forty per cent of Group B, and thirty per cent of Group C selected books from 2 areas during this same period.

group that received direct training in library skills with the classroom teacher present and the control group that had received the same instruction without the presence of the classroom teacher.

TABLE III

COMPARISON OF MEAN SCORES ON CLASSIFICATION AREAS, 1-6,  
EXPERIMENTAL GROUP AND CONTROL GROUP A

Group	N	Obtained Mean	S.D.	Obtained t	Required t
Experimental	20	3.15	1.31	.85	2.03*
Control	20	3.50			

\*Significant at the .05 level of confidence

It may be seen in Table III that the mean of the experimental group did not excel the mean of the control group.

The comparison of mean scores on the number of selection areas for the experimental group and one control group, Group C, that had not received formal library skills instruction was shown in Table IV. It may be seen in Table IV that the experimental group excelled the control group in mean comparison. The obtained t of 2.75 when compared with the required t of 2.72 was found to be .03 statistically higher than the score necessary to show significance at the .01 "level of confidence".

TABLE IV

COMPARISON OF MEAN SCORES ON CLASSIFICATION AREAS, 1-6,  
EXPERIMENTAL GROUP AND CONTROL GROUP B

Group	N	Obtained Mean	S.D.	Obtained t	Required t
Experimental	20	3.15	1.27	2.75	2.72*
Control	20	2.05			

\*Significant at the .01 level of confidence

In comparing the areas of interest as displayed by group selection from classified areas, Control Group B excelled by group percentage of total in the Fiction and Magazine areas. They chose 60% of their materials from the Fiction area and 8% from the Magazines as compared with 49% Fiction and 2% Magazines for Group C, the experimental group.

Group C excelled Group B in all non-fiction areas. The greatest difference was found in the 300 area.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

A brief review of the study may enable the reader to gain an over-all picture of the effect of library instruction on the student in the school library.

#### I. SUMMARY

Elementary and secondary school students spend more and more time in researching their individual problems as they progress through school. Research has shown that in almost every area of the school program library experiences are a contributing factor of success. Factors that influence the kind of library aptitude a child has include maturity, interest, materials accessibility, and satisfaction.

In the teaching of elementary grade library skills, the child's library aptitude which he brings from his home environment must be adapted to his enlarging social contacts and developed adequately to meet personal and social requirements in and out of school. Through his activities and personal observations the pupil develops a feeling for the importance of library resources as it meets his needs for fulfillment in everyday problems.

## II. CONCLUSIONS

Several conclusions seem to be indicated from this investigation to determine the influence of systematic instruction on the library aptitudes of elementary school children. While library skills instruction did appear to present a positive behavior change in library aptitude, the presence of the classroom teacher in the library during skills instruction seemed to have an added learning effect on the student. Incidental instruction on demand by the student did not result in as great a change in library aptitude, as demonstrated by student performance on the Library Usage Test.

Library skills instruction appeared to effect interest in recreational reading in both scope and depth, as indicated by the results of the circulation check.

## III. RECOMMENDATIONS

This study would seem to recommend that further investigation would be desirable to determine the extent of influence of the classroom teacher on her student in the library. Further investigation would be desired to study the influence of the librarian on the reading habits of the student who uses the library. Greater cooperative planning between the classroom teacher and the school librarian in

the area of student needs and library resources seem recommended as a result of the study.



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## APPENDIX

TABLE V

## COMPARISON OF CONTROL GROUP A WITH EXPERIMENTAL GROUP

<u>Pupil</u>	P <sup>1</sup>	IBC <sup>2</sup>	IQ	Age	LUT <sup>3</sup>
AF1	59	59	110	11	35
AF2	56	58	113	10-8	47
AF3	55	63	121	10-7	46
AM4	52	59	114	10-6	39
AF5	49	52	90	10-7	37
AF6	40	62	104	10-11	37
AF7	39	50	103	10-10	31
AF8	37	50	106	10-2	36
AF9	37	52	105	10-5	37
AM10	37	43	106	10-10	27
AM11	36	48	111	10-10	30
AF12	33	43	102	11-2	18
AM13	33	53	100	10-2	22
AM14	32	48	90	12-1	34
AM15	29	42	94	11-4	32
AM16	28	54	118	10-2	37
AM17	28	52	100	10-6	22
AM18	25	50	102	10-11	22
AM19	22	46	105	11-4	21
AM20	20	41	104	10-10	17
	<u>747</u>	<u>1025</u>			<u>627</u>
M - 11					
F - 9					
Mean	38%	G.E. 5.12			Mean 56.34%
Group C					
M - 10					
F - 10					
Mean	38%	G.E. 5.12			Mean 69.64%

<sup>1</sup>Peabody Library Information Test Score out of 97 items<sup>2</sup>Iowa Basic Skills Test Composite<sup>3</sup>Library Usage Test Score out of 56 items

TABLE VI

## COMPARISON OF CONTROL GROUP B WITH EXPERIMENTAL GROUP

<u>Pupil</u>	P <sup>1</sup>	IBC <sup>2</sup>	IQ	Age	LUT <sup>3</sup>
BF1	59	59	107	10-1	33
BM2	55	59	122	10-11	34
BF3	55	61	104	10-6	34
BF4	48	57	102	11-9	23
BF5	43	60	110	10-6	37
BF6	43	54	109	11-1	30
BM7	40	56	104	11-3	13
BF8	40	60	115	11-2	31
BM9	39	43	88	10-4	30
BM10	38	53	100	10-10	16
BF11	37	49	105	10-3	28
BF12	34	59	104	10-3	29
BF13	33	50	112	10-4	27
BM14	33	52	111	11-1	26
BM15	30	47	90	10-7	22
BM16	27	51	99	10-7	23
BM17	26	42	105	10-5	12
BM18	25	26	93	10-9	17
BM19	23	40	112	10-3	14
BM20	20	46	103	10-11	17
	<u>748</u>	<u>1024</u>			<u>496</u>
M - 11					
F - 9	Mean 38%	G.E. 5.12		Mean 44.55%	
Group C					
M - 10					
F - 10	Mean 38%	G.E. 5.12		Mean 69.64%	

<sup>1</sup>Peabody Library Information Test Score out of 97 items<sup>2</sup>Iowa Basic Skills Test Composite<sup>3</sup>Library Usage Test Score out of 56 items

TABLE VII

## DATA FOR EXPERIMENTAL GROUP C

<u>Pupil</u>	P <sup>1</sup>	IBC <sup>2</sup>	IQ	Age	LUT <sup>3</sup>
CF1	57	53	113	10-3	38
CF2	54	50	86	10-4	38
CF3	53	67	122	11-2	45
CF4	45	64	114	10-9	47
CF5	45	53	104	10-6	37
CF6	43	58	107	10-5	42
CF7	43	51	108	10-8	47
CM8	42	62	111	10-2	44
CM9	40	49	109	11-2	39
CM10	38	57	109	11-11	30
CF11	36	51	105	10-3	42
CF12	34	42	87	10-11	25
CM13	32	46	82	10-8	36
CM14	31	45	106	10-10	47
CM15	31	48	101	11-1	39
CM16	27	53	104	10-10	36
CM17	26	41	102	10-10	43
CF18	25	52	103	11-1	38
CM19	23	41	105	11-6	34
CM20	20	41	113	11-3	34
	<u>745</u>	<u>1024</u>			<u>781</u>
M - 10					
F - 10					
Mean	38%	G.E. 5.12		Mean	69.64%

---

<sup>1</sup>Peabody Library Information Test Score out of 97 items

<sup>2</sup>Iowa Basic Skills Test Composite

<sup>3</sup>Library Usage Test Score out of 56 items



**Please note:**

**Pages have been redacted due to copyright concerns.**

**This book excerpt (6 page test) has been redacted due to copyright restrictions:**

Shores, Louis and Moore, Joseph E. *Peabody Library Information Test: Elementary Level*.  
Educational Test Bureau, American Guidance Service, Inc., 1940, Circle Pines, MN.

May be available from Worldcat:

Link: <http://www.worldcat.org/oclc/556557507>

Lesson I Exercise

Name \_\_\_\_\_

1. Today is \_\_\_\_\_.
2. A book checked out today will be due on \_\_\_\_\_.
3. At the bottom of this paper draw a simple floor plan of your school library.
4. Locate these items on your plan:
  - a. librarian's office
  - b. charging desk
  - c. entrance door
  - d. card catalog
  - e. magazine rack
  - f. "E" books cabinet
  - g. dictionary stand
  - h. fiction books
  - i. non-fiction books
  - j. biography books
  - k. World Book
  - l. Science reference books

Lesson II Exercise

Name \_\_\_\_\_

1. Find one of your favorite fiction books in your library.
2. Write the author's name (last name first):
3. Write the title:
4. What is the dictionary definition of the word "fiction"?
5. What kind of a book is a fiction book?
6. How are fiction books arranged on the shelves?
7. Where could you quickly find all the titles of the books that your library has?
8. If you wanted to find out about your favorite author and he's not listed in the encyclopedia, where would you look --in what reference book that we have in our library?
9. Locate the vertical file. Find out what kinds of material are kept there. List three.

# Lesson III Exercise

Name \_\_\_\_\_

1. What is the Dewey Decimal Classification system?
2. For what do these ten main classifications stand?

000	500
100	600
200	700
300	800
400	900

3. How are classified books lettered on the spine?

Listed are three books. Letter the spines correctly.



Title



Author



D.D. No.

Legends of the United States	Frances Frost	398
Fun with Science	Mae Freeman	530
Our Country's Story	Frances Cavanah	973

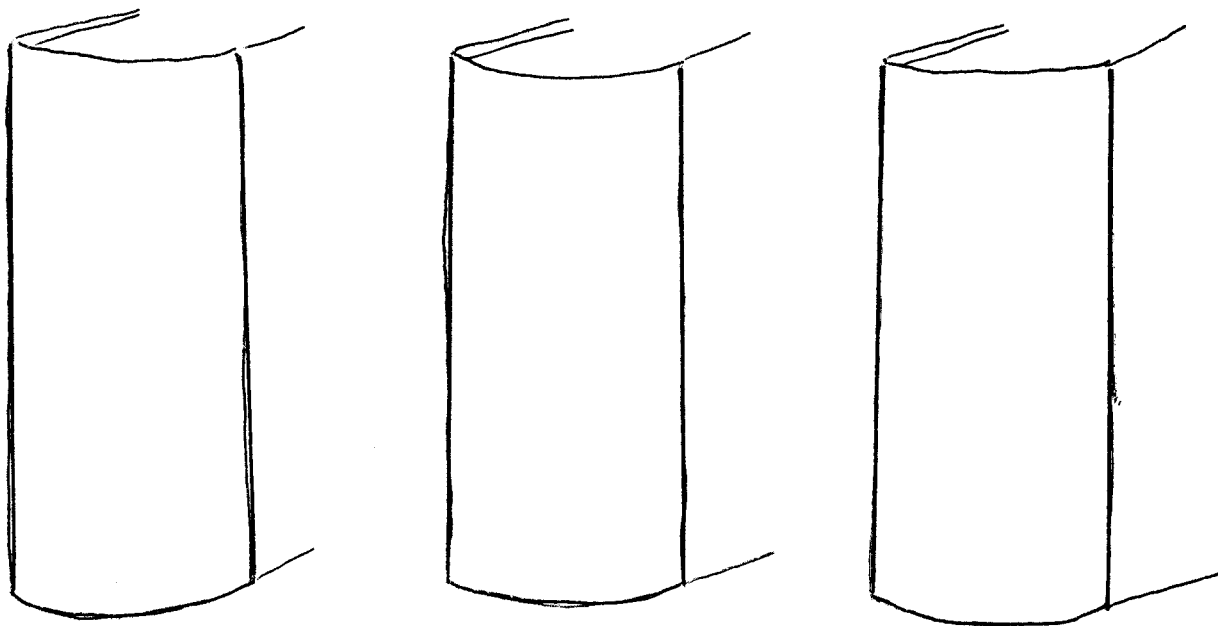
4. What classification number would bears have on a non-fiction book?
5. What classification number would baseball have?

Lesson IV Exercise

Name \_\_\_\_\_

1. What kind of a book is a biography?
2. With what number are biographies lettered on the spine?
3. How are biography books arranged on the shelves?
4. Letter the following biographies in the correct order.  
Be sure they are alphabetized by the biographee's last name.

<u>Author</u>	<u>Title</u>
Graham	Lou Gehrig, a Quiet Hero
Reynolds	Custer's Last Stand
Coy	Andrew Jackson



- A. Using the card catalog, write the Guide Letters from the drawer in which you would find these items:

- \_\_\_\_\_ 1. Book written by Irving Adler  
\_\_\_\_\_ 2. Book titled A Boy and a Battery  
\_\_\_\_\_ 3. A book about the equator

- B. Below is a copy of entries taken from Subject Index to Children's Magazines. Using this information answer the following questions.

BEARS

King of the north. (Polar bear)  
J. Berrill. Child Digest 16:  
68-72 O '66

SPIDERS

Spiders. M. Warner. Golden Mag  
4:50-55 Je '67

1. What is the title of the article about bears?
  2. In what magazine would you locate it?
  3. What issue and page number?
  4. In which magazine is the story "Spiders" printed?
  5. What is the last page of the article?
- C. Using the World Book Encyclopedia, give the definition of "aragonite".
- D. World Book Encyclopedia reads "SPIDERS. See also ANIMALS". What does this mean?

THE FLORIDA STATE UNIVERSITY

TALLAHASSEE 32306

LIBRARY SCHOOL

April 4, 1967

Mrs. Dorothy L. Sturdivant  
Librarian  
Central Avenue Elementary School  
4505 East 104th Street  
Tacoma, Washington 98446

Dear Mrs. Sturdivant:

Thank you for your March 20 letter and for the opportunity to look at your proposed test. I like it in general very much.

My comments are questions rather than answers for your consideration, and certainly for your rejection.

In our Florida schools and libraries we are committed, beginning as low as the fourth grade, to the whole range of instructional materials or educational media so that<sup>my</sup> concept as indicated in my book Instructional Materials all formats are part of the concept of the book, including films, filmstrips, tapes, discs, transparency overlays, etc.

Part 2, question 3. I was brought up on the terminology "whole letter" rather than "unit letter" arrangement. If you have been using the latter, of course, stick with it. Should a distinction be made here between see and see also, which all young peoples encyclopedias now employ. Part 3, question 5. Could you simply ask who is the publisher so as not to encourage direct purchase from the publishers. Question 12. Would it not be easier to start with 13 since there is entry under baby rabbits (directly).

It is quite good.

Sincerely,

Louis Shores  
Dean

LS/js

Please note:

Signature has been redacted due to security concerns.

LIBRARY USAGE TEST - INTERMEDIATE

Name \_\_\_\_\_ Age \_\_\_\_\_ Sex \_\_\_\_\_

City \_\_\_\_\_ School \_\_\_\_\_

Date \_\_\_\_\_ Grade \_\_\_\_\_ Teacher \_\_\_\_\_

This is a test to show how you would use the library in solving a make-believe problem. Pretend you have been assigned a report on rabbits.

You may not be able to answer all the questions on this test but you should try to complete as many as you can. Read the directions and then do what they tell you to do.

Part I

Directions: Read the question carefully, think and then write your answers on the lines following the question.

1. You have been assigned a report on rabbits. Write three different sources where you might find information on rabbits in our school library.

A. \_\_\_\_\_  
B. \_\_\_\_\_  
C. \_\_\_\_\_

2. Which of the above sources would you try first for information, and why?

\_\_\_\_\_  
\_\_\_\_\_

3. If you wanted to read a fiction book about rabbits, where could you quickly find all the titles of the books that your library has?

\_\_\_\_\_

How would these books be arranged on the shelves?

\_\_\_\_\_



4. In your library every biography is marked with \_\_\_\_\_  
(a number). Would you look in this classification for a  
book about the life of a rabbit? \_\_\_\_\_
5. Our encyclopedias were published in 1965. Where might  
you find the numbers of rabbits raised in the United  
States in the year 1966? \_\_\_\_\_
- \_\_\_\_\_
6. The quickest way to locate information in a book is to use  
the book's \_\_\_\_\_, which lists the subjects  
in the book.
7. You could trace the history of rabbits in the world if you  
had a series of maps to use. Where could you find a complete  
set of maps in one volume? \_\_\_\_\_
8. What kinds of materials might you find in the verticle file  
about rabbits? (Name three, if you can.)
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
9. What Dewey classification number would your subject rabbits  
be given in our non-fiction books? \_\_\_\_\_
10. Mr. Henry Jones wrote a book about a rabbit. You enjoyed  
this book and would like to find out more about the author.  
He is not listed in any of our encyclopedias. Where would  
you look to find out about his life and any other books he  
might have written?
- \_\_\_\_\_
- \_\_\_\_\_

## Part II

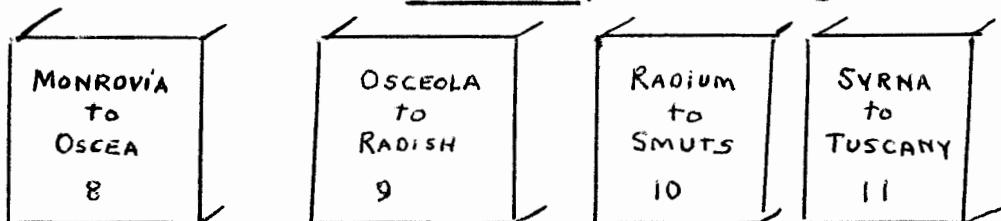
Directions: Fill in the blanks.

Key Words. Write the key word of the following sentence:

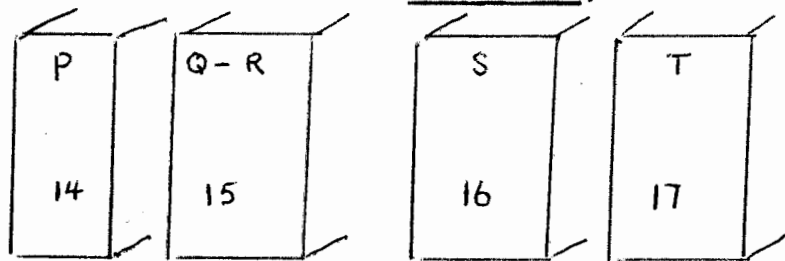
1. How does the rabbit get his food? \_\_\_\_\_

Encyclopedias. Use the above key word as the subject and answer:

2. In a split-letter arranged encyclopedia, the subject would be found in Volume \_\_\_\_\_, of the diagram below.



3. In a whole-letter arranged encyclopedia, the subject would be found in Volume \_\_\_\_\_, of the diagram below.



Cross references.

4. Cross references in the encyclopedia are references to \_\_\_\_.

- a. other topics in the same set of books.
- b. the card catalog.
- c. other books.

5. Example: "See also Hare; Cony, Pike, Tularemia"

How could the above cross reference help you in preparing your report?

6. If you looked up "Jack rabbits" in the J volume of the encyclopedia and it read "Jack rabbits See Rabbit" you would then look in the \_\_\_\_\_ Volume to find your subject.

Subject Index to Magazines. Below is an example from our magazine index:

RABBITS

How Rabbits Hunt. Nature & Science  
4:9-11 Mar 30 '67

Little Georgie of Rabbit Hill. Jack & Jill  
29:26-30 Mar '67

6. Which magazine article do you believe would give information that you might want to include in your report on rabbits?

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_  
Magazine Date Pages

7. If you had read an interesting article on rabbits and could remember the title but not the magazine date, could you use the Subject Index and find the date? \_\_\_\_\_

Guide Words. The following guide words appear at the top of successive pages:

Raa	6727	Rabboni
-----	------	---------

Rabelais	6728	Rabies
----------	------	--------

8. On which page will "rabbit" be found? \_\_\_\_\_
9. On which page will "rabies" be found? \_\_\_\_\_
10. Will "rapid" come before or after these two pages?  
\_\_\_\_\_

Part III

Parts of a book.

MR. FLOPPY EARS

A Diary of a Rabbit as  
Written and illustrated  
by  
Henry J. Jones

Smith Brown Company  
New York City  
1963

1. This page is called \_\_\_\_\_.
2. The title of this book is \_\_\_\_\_.
3. This book is about \_\_\_\_\_.
4. The author is \_\_\_\_\_.
5. The publisher is \_\_\_\_\_.
6. How old is this book? \_\_\_\_\_
7. Are there pictures in the book? \_\_\_\_\_

Directions: Below is the table of contents from Mr. Floppy Ears. Study the contents and then answer the questions at the right.

### CONTENTS

I. Choose the Right Rabbit.....	3
II. John Comes when Called.....	14
III. All Ears are Pointed.....	27
IV. Who is Knocking?.....	41
V. The Mystery is Solved.....	54
Index.....	68

8. On what page does the chapter "All Ears are Pointed" begin? \_\_\_\_\_

9. What is the title of Chapter IV?  
\_\_\_\_\_  
\_\_\_\_\_

10. How many chapters are in this book? \_\_\_\_\_

11. On what page does the Index begin? \_\_\_\_\_

Below is part of the index from Mr. Jones' book. Study the index and then answer the questions at the right.

### INDEX

Bottle baby, 3-13

Feeding, 3-12

Carrots, 7

Greens, 7-8, 10

Milk, 3

Pellets, 10, 12

Hutch, 13

Lifting, 3-5

Sickness, 40-43

Snuffles, 41

Training, 14-26

On what pages will you find information about:

12. Feeding? \_\_\_\_\_

13. Greens? \_\_\_\_\_

14. Housing? \_\_\_\_\_

15. Pellets as a food form? \_\_\_\_\_

16. Diseases of rabbits? \_\_\_\_\_

636.9

Jon

Jones, Henry J.

Mr. Floppy Ears. New York City,  
Smith Brown Company, 1963

68p. illus. 21cm.

1. Rabbits I. Title



Catalog Card

1. This is the Author card. This book has two more entries in our card catalog. Under what headings should you look to find them?

2. Is this a non-fiction book? \_\_\_\_\_ How can you tell without reading it? \_\_\_\_\_
3. Are there pictures in this book? \_\_\_\_\_
4. How many pages are there in the book? \_\_\_\_\_
5. Where on the shelves would you find this book in your school library? \_\_\_\_\_

Here is a partial  
diagram of the trays  
in the library card  
catalog.

In which tray would you look for:

6. The author of this book? \_\_\_\_\_
7. The title of this book? \_\_\_\_\_
8. The subject of this book? \_\_\_\_\_

1	3	5
I-K	O	Q
2	4	6
L-N	P	R