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### Organization of an elementary school library

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ORGANIZATION OF AN ELEMENTARY  
SCHOOL LIBRARY

A Problem Submitted to the Department of Education in  
Partial Fulfillment of the Requirements for the  
Course in Research Problems 390b

By  
Helen McCabe

KANSAS STATE TEACHERS COLLEGE

Pittsburg, Kansas

July, 1956

FOUNDER LIBRARY



### ACKNOWLEDGMENT

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## FOREWORD

This problem in general takes into account the library program of the rural schools in Crawford County, Kansas, grades one through eight inclusive. This does not include textbooks, supplementary readers, encyclopedias, dictionaries, or rental books purchased by the school district.

The purpose of this investigation is to obtain information as to whether or not the children of the rural schools of Crawford County, Kansas, receive proper library supervision during their formative years.

The writer has read extensively and examined carefully the books, magazines, bulletins, and periodicals on libraries written especially for the elementary school, as to the history of children's literature and the objectives of elementary libraries. The material has been arranged in documentary form in Part I of this problem.

In Part II of this problem, a questionnaire was submitted to the administrations of the rural schools of Crawford County, Kansas, to obtain information as to grades involved in that particular school, books, time, interest among children and adults, and money.

The writer has used the case-study technique for Part III of this problem. The writer through direct observation, has attempted to analyze the general condition of the reading

program at the Chicopee School. The writer has attempted to understand the present status of the Chicopee library by noting the probable causes of the present condition of the said library. Recommendations were suggested to the Chicopee Board of Education, and the necessary adjustments to be made in providing a better reading program for the children of the Chicopee School.

**PART I**

**DOCUMENTARY**



## INTRODUCTION

### Statement of the Problem

This problem takes into account the library program from the early beginnings until the present time. The writer, having read books, magazines, periodicals, and bulletins, is making an effort to show the importance of the library program to the school and to the child during the child's formative years.

### Purpose of the Study

The purpose of this problem is to illustrate the educational outcomes of the library program by analyzing a number of areas in which evaluation is likely to occur. The library is a part of the educational system and to the mass of the people it is their only educational opportunity. This being the case, the writer feels that our educators could provide more and better facilities for this self administered education. In the writing of this problem, the writer believes that there is a need for educators to know some of the benefits to be derived from a good library program and some of the problems that are involved in such a program. The writer also believes there is a need for educators to utilize library facilities after the procurement of them.

### Research Procedure

The writer has read extensively and examined carefully the various books, magazines, bulletins, and periodicals written especially for the elementary schools and their libraries. The material has been gathered, sorted, and arranged in documentary form which may include the study of relationships among aspects of the educational program such as materials, processes, conditions, and outcomes.<sup>1</sup>

The research worker's initial activity is in defining the educational outcomes and to create numerous behavior situations representing each category of objectives chosen for study.<sup>2</sup>

### Scope and Limitations

During the past several years, the library program has received increased attention in the elementary schools. As a result, various books have been written for the elementary teacher. Schools have endeavored to have better libraries by following what has been done in the past or what has been set up for them by other educators. This not being satisfactory, teachers began to look around

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<sup>1</sup>A. S. Barr, R. A. Davis, and P. O. Johnson, Educational Research and Appraisal (New York: J. B. Lippincott Company, 1953), p. 311.

<sup>2</sup>Ibid., p. 50.

for better methods of arranging books so that the books would be more attractive to the children. Teachers began thinking of a definite time for the selecting and reading of books. This being established, teachers had to plan for and purchase suitable library furniture. Teachers taking a great number of children into the library to work brought about other problems. One of these is the rules that need to be established and enforced for users of the library; another would be the purchasing of new books and then classifying and shelving of these books so that the minimum amount of time would be used in finding a book that a reader wants to use.

The writer has tried to establish the role of the school and the teacher in working with this vast amount of information to be found in libraries.

Certainly, the role of the school and teacher is providing suitable books for young readers to read, and, also, providing a place to read books. Directing attention to certain books or discovering new avenues for a child to explore in reading, using all available tools, experience after experience occurs. All are new arts, and the teacher has the important role of being alert to all of them.

Books are still the backbone of our accumulated knowledge and culture and we, as teachers, must keep them so by the utilizing of them.

The writer feels that she might be a little biased because the writer has worked in school systems where the library has been completely forgotten by teachers, children, and other adults.

#### RELATED RESEARCH

##### The Teacher, the Use, and Aims of a Library

The Teacher and the Librarian. Throughout the long course of American educational history, since the founding of the first colleges in the seventeenth and eighteenth centuries, it has been recognized that libraries are an essential support for the process of learning.

The teacher, who is also a librarian, helps to preserve and strengthen certain freedoms that are basic to the professions they practice, freedom to learn, freedom to read, and freedom to express opinions.

Certainly, it is true today, as it has been through many centuries of educational practice, that the influence of the teacher, in shaping character and in developing the individual, is as vitally important as his ability to instill book learning.

The Use of the Library. The child is still in the midst of the world and in a sense is its greatest wonder and greatest teacher.

Taking it for granted that a teacher of children wants to render the best possible service, the first

question that arises in her mind is, "Where can I get help in this important task?" It is becoming better understood that educating the child is a cooperative enterprise; that the home is the fundamental institution, and the school with its library a helping institution. This being the case, every school library should have vigor, force, and educational foresight.

Children differ as individuals, and while no two are exactly alike, characteristics common to all children are found. The schools today must use all existing opportunities and provide needed experiences so that the child lives through situations that give him the ability of worthy membership in our democratic society. Dana<sup>3</sup> has this to say concerning the development of a library program:

1. It supplies the public with recreative reading. To the masses of the people, hard-worked and living humdrum lives, the novel comes as an open door to an ideal life.

2. A proper and worthy aim of the public library is the supplying of books on every profession, art, or handicraft, that workers in every department who care to study may perfect themselves in their work.

3. The library helps in social and political education, in the training of citizens. It is, of course, well supplied with books and periodicals which give the thought of the best writers on the economic and social questions now under earnest discussion.

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<sup>3</sup> John Cotton Dana, Library Primer (Chicago, Illinois: Library Bureau, 1900), p. 12.

4. The highest and best influence of the library may be summed up in a single word, culture.

5. The free reading room connected with most of our public libraries, and the library proper as well, if it be rightly conducted, is a powerful agent for counter-acting the attractions of saloons and low resorts. Especially useful is it to those boys and young men who have a dormant fondness for reading and culture, but lack home and school opportunities.

6. The library is the ever-ready helper of the school-teacher. It aids the work of reading circles and other home-culture organizations, by furnishing books required and giving hints as to their value and use.

The library, then, is a means for evaluating and refining the taste, for giving greater efficiency to every worker, for diffusing sound principals of social and political action, and for furnishing intellectual culture to all.

The library is a part of the educational system and should never be lost sight of in the work of establishing it, or its management. To the great mass of the people, it comes as their first and only educational opportunity. The largest part of every man's education is that which he gives himself. It is for this individual, self-administered education that the library furnishes the opportunity and the means. The schools start education in childhood; libraries carry it on.

Young People and the School. Teachers can be asked to help in persuading children to make acquaintance of the library, and then to make good use of it. To get this help from teachers is not easy. They are generally fully occupied with keeping their pupils up to the required scholarship mark.

Lists of books adapted to schoolroom use, both for the teacher and for pupils are good, but are very little used when offered, unless followed up by personal work. Teachers can sometimes be interested in the library through the interest in it of the children themselves. The work of getting young people to come to the library and enjoy its books should go hand in hand with the work of persuading teachers to interest children in the library. It is not enough to send to teachers a printed statement that they are invited and urged to use the library, nor is it enough to visit them and say that the books in the library are at their service. These facts must be demonstrated by actual practice on every possible opportunity. Appropriate books should be put directly into the children's hands, the educational work of this, that, and the other teacher's attention called to the new books which touch their particular fields.

Children can be shown the use of indexes, and all sorts of reference books. The children soon become familiar with them and handle them like lifelong students.

How the Library Can Assist the School. It is within the scope of the library to improve the taste in reading among children of the schools by compiling the best books upon the shelves of the library. Books may be classified as suitable to different grades or ages, or by subject.

The good that is achieved in this way is immeasurable. A taste for good reading is not innate but acquired, and is not acquired under unfavorable conditions. To insure good taste in reading, the teacher must put good reading, interesting reading, and elevating reading in the child's way. The taste for good reading once acquired is permanent and becomes a joy forever.

Teachers should realize the low tone of the reading taste of the community. When teachers fully understand this, together with the fact that the acquirement of a reading habit and a love for good literature are largely dependent upon the public school training, then, and only then, will there be a demand made for good books by the school.

There is still too much superstition and reverence mingled with the thought of books and literature, and study and studentship in the popular mind. Books are tools, of which here and there one is useful for a certain purpose to a certain person. They are proper for man's service, not man for theirs. Approach books, then, as you would a sewing machine, a school, or a factory.

Literature, after all, is simply all that is printed. In print are found the sum of the experience and observation of the whole race. Out of this print it is the teacher's business to help his students to draw such facts and suggestions as may aid them in their work.



Schoolroom Libraries. Schoolroom library is a term commonly applied to a small collection, usually about fifty books, placed on an open shelf in a schoolroom.<sup>4</sup>

In a good many communities these books are purchased by the board of education. They commonly remain in the schoolroom in which they are placed. As the children in that room are changed each year, and as the collections selected for the different grades are usually different, the child as he passes through the rooms comes into close contact with a new selection each year.

There are many ways of using the schoolroom library. The books forming it should stand on open shelves accessible to the pupils whenever the teacher gives permission. They may be lent to the children to take home. Thus used, they often lead both children and parents to read more and better books than before. They may be used for collateral reading in the classroom itself. Some of them may be read aloud by the teacher. They may serve as a reference library in connection with topics in history, science, geography, and other subjects.

Wherever used, these libraries have been very successful.

Everyone engaged in educational work, and especially those thus engaged who are most thoroughly equipped for the work in a literary way, and are most in touch with the

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<sup>4</sup>Ibid., p. 164.

literary and scholarly spirit, should have ~~this~~ attention called again and again to the needs of the crowd, the mass, the common people, the general run, who either have never been within a schoolroom, or left it forever by the time they were thirteen years of age. Millions of children never go to high school. The rest must have sufficient education to know how to walk by it if democracy is to endure. The school is to be the free public library; but it cannot be a school for the many unless the many walk into it, and go among its books, handle them, and so doing come to know them and to love them and to use them, and to get wisdom from them.

#### FACTORS TO BE CONSIDERED IN A LIBRARY PROGRAM

The Physical Plant. A library building, to serve its purpose, must be true to its function and adaptable to possible changes. Libraries have changed from store-houses for books to forceful social agencies, so a new library should be in tune with new services and new devices.

Now is the time for libraries to come to the front and demonstrate that they are in step with modern living.

The choice of the architect is very important. It should not be based on his past successes with designing imposing public buildings nor necessarily upon his former experience in planning libraries, but rather upon his ability to grasp present needs and future needs.

"It is important that a plant blend in with community and home life. Undoubtedly, informality, flexibility, and simple beauty will be important. It is a challenge to the architectural profession."<sup>5</sup>

Here are a few do's and don'ts in planning a library according to Moshier and Lefevre:<sup>6</sup>

#### A Few "Do's" in Planning

1. Do have the exterior architecturally pleasing and of material adapted to its purpose.
2. Do strive to express welcome and hospitality.
3. Do have an easy approach.
4. Do have setting attractive but not over-planted or too expensive for upkeep.
5. Do consult modern sound engineers, light experts and air conditioning agents.
6. Do investigate new building materials; glass bricks, sound-deadening materials, and the like.
7. Do plan for the future as well as for the present.
8. Do plan for usable fireplaces and for outdoor reading rooms if feasible.

#### A Few "Don'ts" in Planning

1. Don't accept a poor site as a gift.
2. Don't invest too heavily in the building because, after all, books and personnel are important.
3. Don't have too many fixed partitions. They hamper supervision, expansion and change.
4. Don't copy blindly.
5. Don't plan the exterior without regard to the interior nor design the interior merely from the standpoint of utility and expect the result to be beautiful.

<sup>5</sup>N. L. Engelhardt and N. L. Englehardt, Jr., Planning the Community School (Chicago: American Book Company, 1940), p. 137.

<sup>6</sup>L. Marion Moshier and Helena S. Lefevre, The Small Public Library (Chicago: American Library Association, 1942), p. 31.

6. Don't assume that every library building must be fireproof.
7. Don't feel that the building must last a lifetime.
8. Don't use marble except with discretion.

Rooms, Fixtures, and Furniture. Rooms of peculiar architecture are not required for the original occupation and organization of a library. The essential requirements are a central location, easy access, ample space, and sufficient light. Make the exterior attractive and the entrance inviting. The rooms for use should be so arranged as to allow supervision with the fewest possible attendants.

For interior finish use few horizontal mouldings; they are dust catchers. The less ornamentation in the furniture the better. A simple pine or white wood table is more dignified and easier kept clean than a cheaply carved one of oak. Arm chairs are not desirable. They take up too much room, and are not easy to get in and out of at a table. There has been a great demand for steel stacks shelving. All parts can be used interchangeable. The steel stack shelves can also be moved around the room, into a new room, or into a new building. Steel stacks can be utilized to an advantage, whereas the common wooden book cases very generally cannot.

Rules for Users of the Library. Printed rules, telling the children how they may use the library, are best put in the form of information and suggestions. This published, they do not give the impression of red tape and restrictions so much as of helping in making access to the library's resources easier and pleasanter.

General

1. The library is open to everyone.
2. Do not hesitate to ask questions.

Circulating Department

1. A card holder is responsible for all books taken on his card.
2. Immediate notice should be given of change of residence.
3. The library card should be presented when a book is drawn, renewed, or returned.
4. Four weeks is the limit of time that a book can be retained in any one household.
5. Books must be returned on the same card on which they are drawn.
6. A fine at the rate of five cents per day is assessed on each book retained more than a week beyond the time limited, payable on its return.
7. No pen or pencil marks should be made in the books.
8. Any person who refuses to pay the fines or expenses mentioned, or willfully violates any of the foregoing rules, forfeits thereby all right to the use of the library.

Reading Room

1. Conversation and conduct inconsistent with quiet and order are prohibited.<sup>7</sup>

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<sup>7</sup>Ibid., pp. 137-139.

Classifying Books. The smallest public library should be classified and cataloged. This will make its resources more easily available, and will prevent the confusion and waste of labor which are sure to come if systematic treatment of the books is deferred.

Books may be classified into groups in a catalog or list, yet they stand without order on the shelves. For convenience in getting for anyone all the books on a given subject, and especially for the help of those who are permitted to visit the shelves, all books should stand in their appropriate classes. Each book, therefore, should bear a mark which will tell in what class it belongs; distinguish it from all other books in that class, show where it stands on the shelves among its fellows of the same class, and indicate which one it is of several possible copies of the same book. This mark can be used to designate the book in all records of it, instead of the larger entry of its author and title.

There are two classification systems worthy of consideration, the Dewey, or decimal, and the Cutter, or expansive. Do not try to devise a system of your own.

Having decided on a system of classification, begin to classify. Classify as well as you can, and do not worry if you find errors. There are always errors. Do not get into the habit of changing. Be consistent in classifying, and stick by what you have done.

Buying Books. A good book for a library, speaking of the book as to its wearing qualities and as to the comfort of its users, is printed on paper which is thin and pliable, but tough and opaque. Its type is not necessarily large, but clear cut and uniform, and set forth with ink that is black, not muddy. It is well bound, the book opening easily at any point.

In giving orders, try local dealers first. If he cannot give good discounts, submit a copy of the list to several large book dealers, choosing those nearest your town, and ask for their discounts. It is economical, generally, to purchase all your books through one dealer, thus saving letter writing, misunderstandings, freight express, and general discomfort. Keep a record of all books ordered. Do not be tempted by a large discount to give orders to irresponsible persons. Do not trust too much to the second hand dealer. Avoid subscription books. Do not buy from a book peddler. Make purchases with the needs of the children in mind, securing books as will be in constant use, and thereby get returns for your expenditures.

### CONCLUSIONS

Teacher influences on children are felt in developing individual character. Character is the process of learning which can partially be developed through the use of libraries.

The schools should use all existing opportunities and provide experiences so that the child lives through situations that give him the ability of worthy membership in our democratic society. A worthy opportunity is the supplying of a good library to meet the needs of today's children.

The library is a part of the educational system. It is a means of self-administered education to all those people that want to take advantage of it.

Books alone are not the only thing to be considered in a library. Some of the other necessities are: rooms, fixtures, and furniture. Children should be taught the proper use and care of these facilities. They should be taught the use and care of the books, and to follow the rules of the library set up for users of the library.

All libraries should be classified. This can easily be done. First, decide on a system of classification, begin to classify, classify as well as possible, be consistent, and stick by what you have done.

Librarians are constantly thinking of the purchasing of new books. Some of the simple rules to remember when ordering are: order from local dealers if possible, purchase as many books as possible from one dealer, do not trust to second hand dealers, and avoid subscription books and peddlers.

Children, teachers, parents, and schools work together in this great process of meeting the needs of the children so that they might fit themselves to live in a democratic world.



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PART II

RURAL ELEMENTARY SCHOOL LIBRARIES  
IN CRAWFORD COUNTY, KANSAS

## INTRODUCTION

### Statement of the Problem

This problem takes into account the status of the rural elementary school libraries of Crawford County, Kansas. A comparison of the rural elementary schools will be made upon the bases of schools having a planned library program, grades involved, books, grade level of books, time, interest among children, money, and interest among adults.

### Purpose of the Study

The writer believes that in the present setup of libraries in the rural elementary schools of Crawford County, Kansas, that there is not a definite organized library program. The library program as it now exists is largely a hit and miss proposition, which is poorly supervised. This being the case, many of the pupils fail to receive proper training in the use of the library. The purpose of this study is to analyze the status of rural elementary school libraries in Crawford County, Kansas, as to their having a planned library program, grades involved, books, time, interest among children, grade level of books, money, and interest among adults.

### Research Procedure

According to Good, Barr, and Scates,<sup>1</sup> the questionnaire procedure normally comes into use where one cannot readily see, personally, all of the people from whom he desires responses or where there is no particular reason to see them personally.

By the very nature, the questionnaire is likely to be the less expensive procedure. It is possible to cover a wider area and to obtain information from more people. The impersonal nature of a questionnaire insures some uniformity from one measurement situation to another.<sup>2</sup> More dependable results are insured from the questionnaire method of research when the questionnaire is constructed with short-answer items which will give the desired information in readily usable form.<sup>3</sup>

The information presented in this study has been drawn from questionnaires sent to thirty-four rural elementary teachers of Crawford County, Kansas. There were thirty-two

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<sup>1</sup>C. V. Good, A. S. Barr, and D. E. Scates, The Methodology of Educational Research (New York: Appleton-Century-Crofts, Inc., 1941), p. 325.

<sup>2</sup>Marie Jahoda, Morton Deutsch, and Stewart W. Cook, Methods in Social Relations, Vol. I (New York: The Dryden Press, 1952), p. 156.

<sup>3</sup>Arvil S. Barr, Robert A. Davis, and P. O. Johnson, Educational Research and Appraisal (New York: J. B. Lippincott Co., 1953), p. 20.

replies, or 94.1 per cent of the elementary teachers who returned the questionnaire as requested. The rural schools are schools having one teacher, two teachers, or three teachers. Of the questionnaires sent to the one-teacher schools, 90.9 per cent were returned; of those sent to two-teacher schools, 100 per cent were returned; and of those sent to three-teacher schools, 100 per cent were returned. A copy of the letter and the questionnaire sent to the rural elementary teachers appears in the Appendix. Follow-up letters were sent to those schools not sending in a reply after two weeks.

The schools from which data were received are shown in Table I.

#### Limitations of the Study

It is, of course, recognized that the questionnaire method for scientific investigation has come into ill repute, but certain types of information can be obtained in no other way. The probability of error was reduced by making the questions simple, direct, and easily answered.

It is understood that the questionnaire method of research is likely to have considerable variation from home to home in the conditions under which this type of questionnaire is filled out. The questionnaire may be filled out by the head of the family, or by some other member; in one, the questionnaire may be given time and attention, in another, it may be competing with a television broadcast or a crying baby.

TABLE I

DISTRIBUTION OF RETURNS FROM QUESTIONNAIRE ACCORDING  
TO THE NUMBER OF TEACHERS IN THE SYSTEM

One-Teacher Schools	District Name	
	Two-Teacher Schools	Three-Teacher Schools
Baseline	Beulah	Chicopee
Brazilton	Englevale	Franklin
Cornith	Farlington	South Radley
Greenbush	Foxtown	
Idell	Gross	
Kavanaugh	Langdon	
Kirkwood	Lone Star	
Liberty	Opolis	
Midway	Smelter	
Monmouth		
Neutral		
Ozark		
Pleasant Prairie		
Pleasant Valley		
Polk		
Radley		
Rowe		
Sheffield		
Stilwell		
Union		
Number	20	9
Per Cent	90.9	100
		3
		100

The writer feels that she did not give the necessary amount of study and attention to this due to the limitations of time and other duties. Therefore, this study is not put forth as an exhaustive or complete study of the problem.

## ANALYSIS OF THE DATA

### Library Program

Number of Teachers in System. Upon completing the tabulation of the data, the writer presented, in table form, the findings of the questionnaire. The first question was concerned with the number of teachers in the system. The findings showed that, of thirty-two teachers answering the questionnaire, twenty were from one-teacher schools, nine from two-teacher schools, and three from three-teacher schools.

The question was asked, "Does your school offer a planned library program?" (~~By~~ A planned library program, it is referred to as a regular and consistent period for individuals to read and select books.) The findings in Table II show that 45 per cent of the one-teacher schools, 33.3 per cent of the two-teacher schools, and 0 per cent of the three-teacher schools have a planned library program. The over-all picture shows that 37.5 per cent of the rural schools of Crawford County, Kansas, have an <sup>planned</sup>adequate library program. The returns indicate that more of the one-teacher schools have a planned library program.

TABLE II

RURAL ELEMENTARY SCHOOLS THAT HAVE  
PLANNED LIBRARY PROGRAMS

School Classification	Yes		No	
	No.	Pct.	No.	Pct.
One-Teacher	9	45.0	11	55.0
Two-Teacher	3	33.3	6	66.7
Three-Teacher	0	0.0	3	100.0
Totals	12	37.5	20	62.5

Grades Involved in Library Program. Within recent years, the library program has extended from the Kindergarten to grades one through eight inclusive in our elementary schools.

From Table III, it may be seen that there are marked differences in the library program among the one-teacher, two-teacher, and three-teacher schools. Out of the twenty, one-teacher schools answering the questionnaires, 35 per cent had an overall program including grades one through eight inclusive, and 10 per cent of the one-teacher schools having library programs that include grades five to eight inclusive with 55 per cent of the one-teacher schools having no library program. Out of the nine two-teacher schools answering the questionnaire, 33.3 per cent of the two-teacher



schools have library programs including grades five through eight inclusive, with 66.7 per cent of the two-teacher schools having no library program at all.

The three, three-teacher schools answering the questionnaire do not have a planned library program.

TABLE III

GRADES INVOLVED IN PLANNED LIBRARY PROGRAM  
ACCORDING TO SCHOOLS

Grades	One-Teacher		Two-Teacher		Three-Teacher		Total	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
	(N = 20)		(N = 9)		(N = 3)		(N = 32)	
1	7	35.0	1	11.1	0	0.0	8	25.0
2	7	35.0	1	11.1	0	0.0	8	25.0
3	7	35.0	1	11.1	0	0.0	8	25.0
4	7	35.0	1	11.1	0	0.0	8	25.0
5	9	45.0	3	33.3	0	0.0	12	37.5
6	9	45.0	3	33.3	0	0.0	12	37.5
7	9	45.0	3	33.3	0	0.0	12	37.5

Fields of Concentration

Number of Books. An important element to the rural elementary teacher is the number of library books that are in the library to work with. Of the schools canvassed, Table Iv shows that 50 per cent of the one-teacher schools, 77.8 per cent of the two-teacher schools, and 0 per cent

TABLE IV

## FIELDS AFFECTING SCHOOL LIBRARY PROGRAMS

	One-Teacher Schools		Two-Teacher Schools		Three-Teacher Schools		Total	
	No. (N=20)	Pct.	No. (N=9)	Pct.	No. (N=3)	Pct.	No. (N=32)	Pct.
Enough Books	10	50.0	7	77.8	0	0.0	21	53.0
Enough Time	8	40.0	6	66.7	1	33.3	15	46.8
Interest Among Children	20	100.0	6	66.7	2	66.7	28	87.5
Books on Desired Grade Level	5	25.0	0	0.0	1	33.3	6	18.8
Place Provided for Children to Read	4	20.0	2	22.2	1	33.3	7	21.9
Enough Money	7	35.0	0	0.0	1	33.3	8	25.0
Interest of Adults and Others	9	45.0	3	33.3	3	100.0	15	46.8

of the three-teacher schools, with a total of 53 per cent for all the schools canvassed, have sufficient library books to carry on a planned library program. The results show that the two-teacher schools have libraries that are better supplied with books than one-teacher schools and three-teacher schools.

Time Element. Another element which enters into the planning of a library program is the amount of time a teacher has for a library period. According to the responses to the question in Table IV, of schools having enough time for a library program, it is found that 40 per cent of the one-teacher schools, 66.7 per cent of the two-teacher schools, and 33.3 per cent of the three-teacher schools, with a total of 46.7 per cent for all the schools responding to the questionnaire have sufficient time for a planned library program. There seems to be more time in the day for planned library programs in the smaller schools.

Interest Among Children. An important consideration for the teachers of Crawford County, Kansas, is the interest of the children to read. The findings shown in Table IV are: 100 per cent of the children in one-teacher schools, 66.7 per cent of the children in two-teacher schools, and 66.7 per cent of the children in three-teacher schools, with a total of 87.5 per cent for all schools answering the questionnaire show interest in reading library books. It is found that there is more interest among children in one-teacher

schools, with no difference among the children of two-teacher and three-teacher schools.

Grade Level of Library Books. According to the findings in Table IV, 25 per cent of the one-teacher schools, 0 per cent of the two-teacher schools, and 33.3 per cent of the three-teacher schools, with 18.8 per cent of all schools concerned, find the books in their libraries on the desired grade level. Library books not on the desired grade level are most prevalent in two-teacher schools.

Provision for Library Reading. The questionnaire revealed that there is practically no place provided for children to read in the rural elementary schools of Crawford County, Kansas. 20 per cent of the two-teacher schools, and 33.3 per cent of the three-teacher schools, with a total of 21.9 per cent of all the schools answering the questionnaire have a place for the children to read. The greatest neglect of library facilities is in the one-teacher schools.

Money Provided for Library Books. This query deals with the amount of money spent annually for library purposes. In the "Case Study" of this problem it is stated, "the law required a sum of not less than five dollars to be used to purchase books for the library by the school-district board, or board of education."<sup>4</sup> The questionnaire in Table IV shows that 35 per cent of the one-teacher schools, 0 per cent

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<sup>4</sup>Adel F. Throckmorton, A Handbook for Teachers (Topeka, Kansas: State Printing Office, 1951), p. 88.

of the two teacher schools, and 33.3 per cent of the three-teacher schools, with 25 per cent of all the schools concerned have the needed amount of money spent annually on their libraries necessary for a good working library. In this respect, the three-teacher schools and the one teacher schools have about the same amount of money spent annually for library purposes with the two-teacher schools falling behind the others in this respect.

Interest of Adults. Table IV shows that 45 per cent of the one-teacher schools, 33.3 per cent of the two-teacher schools, and 100 per cent of the three-teacher schools, with 46.8 per cent of all schools answering the questionnaire have persons other than the teacher and children that attend the school interested in the school library program.

## SUMMARY AND RECOMMENDATIONS

### Summary

The purpose of this study is to analyze the status of the rural elementary school libraries of Crawford County, Kansas, as to their providing good libraries for the children of the above mentioned county. Thirty-four questionnaires were mailed to the rural elementary teachers of Crawford County, Kansas. Of this number thirty-two or 94.1 per cent were returned. A summary of the findings follows:

1. Forty-five per cent of the one-teacher schools, 33.3 per cent of the two-teacher schools, and 0 per cent of the three-teacher schools have a planned library program.

2. There are marked differences in the library program among the one-teacher, two-teacher, and three-teacher schools. Out of the twenty, one-teacher schools answering the questionnaires, 35 per cent had an overall program including grades one through eight inclusive, and 10 per cent of the one-teacher schools have library programs that include grades five to eight inclusive, with 55 per cent of the one-teacher schools having no library program. Out of the nine two-teacher schools answering the questionnaire, 33.3 per cent of the two-teacher schools have library programs including grades five through eight inclusive. The three, three-teacher schools answering the questionnaire do not have a planned library program.

3. The two-teacher schools have libraries that are better supplied with books than one-teacher and three-teacher schools.

4. There seems to be more time in the day for planned library programs in the smaller schools.

5. The study shows that 100 per cent of the children in one-teacher schools, 66.7 per cent of the children in two-teacher schools, and 66.7 per cent of the children in three-teacher schools show interest in reading library books.

6. According to the findings, 25 per cent of the one-teacher schools, 0 per cent of the two-teacher schools, and 33.3 per cent of the three-teacher schools find the books in their libraries on the desired grade levels.

7. In regard to the library facilities found in our schools, the greatest neglect is in the one-teacher schools. Only 20 per cent of the one-teacher schools, 22.2 per cent of the two-teacher schools, and 33.3 per cent of the three-teacher schools have places provided for the children to read.

8. The three-teacher schools and the one-teacher schools have about the same amount of money spent annually for library purposes with two-teacher schools falling behind the others.

9. In regard to the interest of adults other than the teachers and children attending the schools, 46.8 per cent of the thirty-two schools answering the questionnaire show that there is some interest among the adults of the community.

### Recommendations

Upon considering the data furnished for the study by thirty-two teachers in the rural elementary schools of Crawford County, Kansas, and with the experience of the writer in teaching in the rural elementary schools, the following recommendations are made.

1. In the writer's opinion, it would be ideal if the rural elementary teachers could teach only one grade in

his or her field. This is impractical, since some teachers teach three grades, some two grades, and others teach all grades. Apparently broad, rather than specialized, training~~x~~ should be recommended in preparing for the job.

2. Since most rural elementary teachers must teach in more than one field, prospective teachers should be qualified to teach in more than one field and have some library work.

3. In the library education of the rural teacher, some provision should be made for teachers to rearrange, classify, and purchase books according to interests and reading abilities of the children.

4. In the writer's opinion, it would be ideal if the rural elementary teachers would set aside at least thirty minutes of the day for the children to browse and read in the library.

5. It is recommended by the writer that the teachers of the rural elementary schools encourage their board of education to take full advantage of the library laws affecting their school. This can be done by making provisions for money to purchase library books and facilities in the school budget.

6. Effort should be made to have better advertising (by the teachers) of our libraries through bulletin board displays, book clubs, parent visitation days, Parent Teachers Association, and public relations.



7. It is recommended to schools that cannot get books for the children to read to use the many traveling libraries, join book clubs, or borrow books from the nearest city library.

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## PART III

CASE STUDY OF THE CHICOPEE, KANSAS,  
ELEMENTARY SCHOOL LIBRARY

## INTRODUCTION

### Statement of the Problem

This problem takes into account the library program of the Chicopee Elementary School. In undertaking the significance, importance, and benefits to be derived from a library program for the elementary school children, the writer through direct observation has noted the probable causes of the present condition of the Chicopee library and has attempted to analyze and understand the present status of it.

### Purpose of the Study

The Chicopee School has good and somewhat up to date reference books, dictionaries, supplementary readers, books on all levels of science, fine arts, literature, travel, history, biography, fiction, and then many easy reading books.

The school also has tables, one which is kept in the primary room and two other tables both of which are of different heights and which are kept in a store room in the basement of the school. The school, having been a four teacher school at one time, has a spare room that might be used for a school library. All the above mentioned facilities are seldom used.

It is the purpose of this problem to make suggestions and recommendations to the Chicopee Board of Education, so that the necessary adjustments can be made, thus providing a better reading program for the children of the Chicopee School.

### Research Procedure

The case-study method of research was used for this problem. The subject is one of concern to all educators.

"The case-study method is very valuable for study and help for individuals. It is time consuming and slow since results apply only to one group at a time."<sup>1</sup>

The case study according to Jahoda, Deutsch, and Cook<sup>2</sup> can lead to changes of a situation based on the following assumption.

Individuals who participate in an undertaking tend to become ego-involved in it. In a fact-finding project, such ego-involvement is likely to take the form of a sense of personal responsibility to do something about the situations which one has helped to discover if those situations do not conform to general standards of equitable social arrangement.

We are here concerned with a special kind of comparative wherein comparisons are made of a group without much investigational machinery. The comparisons may be qualitative or quantitative, but the

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<sup>1</sup>R. W. Strowig, statement in course, Research Problems 390b, April 30, 1956.

<sup>2</sup>Arvil S. Barr, Robert A. Davis, and P. O. Johnson, Educational Research and Appraisal (New York: J. P. Lippincott Co., 1953), p. 20.

techniques employed are nonexperimental and non-mathematical except for statistics of the simpler type.<sup>3</sup>

### Scope and Limitations

Chicopee is a small community with a three-teacher school. The school has an enrollment of approximately fifty students. The students come from low income families; therefore, their tone of reading <sup>tends to be</sup> is on a low plane.

The schools through established laws are to provide books for the children to read. This has not been done in recent years, consequently the material in the classroom libraries at the present time is not on the desired grade level. In this problem, the ~~w~~riter has aroused interest among the teachers, children, and board of education of the Chicopee School so that a better library plan can be carried out, using the materials and facilities already available and with the least amount of expense possible to the school.

### THE LIBRARY AT CHICOPEE, KANSAS

#### Observations

Chicopee is a small community of approximately three hundred people. At one time it was a coal mining town.

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<sup>3</sup>Marie Jahoda, Morton Deutsch, and Stewart W. Cook, Research Methods in Social Relations, Vol. II (New York: The Dryden Press, 1952), p. 612.

The mine resources having been depleted has left only those people who could retire or people who could find employment in nearby cities. Chicopee is a low rent district and attracts many families that are in the low income bracket.

The school has an enrollment of about fifty students. The school is expected to provide a curriculum that does not include any homework. Most of the children are expected to help with the evening duties that exist in a rural area. Then, too, an idea has developed in the minds of some of the parents that it is the teacher's place to teach their children all they should know, since she is getting paid for it. Those children that are not included in the above mentioned are too busy in the evening for reading or homework because they must watch all the evening television programs. The writer realizes, of course, that a curriculum should include a regular library period or at least the library should be used as a teaching aid to the teacher, with the children using it as much as possible for individual education.

#### Data Relative to the Case

The laws pertaining to the District School Libraries in Kansas are:

The school-district board or the board of education of each school district is the State of Kansas shall expend annually from the general funds in its possession, a sum of not less than five dollars, to be used to purchase books for

the library. Provided, that in all schools employing more than one teacher the minimum sum so expended shall not be less than five dollars for each teacher employed.<sup>4</sup>

Notice the words not less than which means that any sum above five dollars may be used.

Library books are usually ordered during the month of August so that they will be available for use during the school term from September to June. The writer, teaching for the first time at the Chicopee School, was not yet acquainted with the school philosophy. It was observed that there might not be any library books purchased during the 1955-1956 school term. The writer began to make inquiries as to when library books would be purchased. The writer was informed, by the principal of the school, that no such books had been purchased for several years because the children were not interested in reading; the teachers seldom used the library, therefore, new materials to keep the library up to date were never requested. The writer was also informed that the members of the Board of Education most probably would be very cooperative if such library materials were requested.

The writer secured the permission of the principal of the Chicopee School to make an inventory of the present condition of the school library.

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<sup>4</sup> Adel F. Throckmorton, A Handbook for Teachers (Topeka, Kansas: State Printing Office, 1951), p. 88.

### Available Facilities

During the first semester of the school year 1955-1956, the writer observed only two children who used the school library. Those two children used the library for on purpose only, and that was because they finished their subject material assignments a little before the other children. It was observed that the library was not used as a teaching aid by the teachers.

A list of the materials owned by the school showed that there were five sets of encyclopedias, two large dictionaries, numerous small dictionaries, atlases, books on all levels of history, science, fine arts, literature, travel, biography, and fiction, all of which were kept in the classrooms. Then, too, a number of good readers (texts) were found stored away in an unused room. The readers had been purchased for classroom use by the Board of Education, as at the Chicopee School all the books are furnished to all the children attending the school. Three tables were listed. One of these tables was found in a corner of the primary room and the other two were found in the basement of the school. During the mining period of the Chicopee area, the school had more teachers and more students attending the school so a usable teachers desk and twenty usable chairs were found and listed. The writer decided that since there was an empty room in the school that it would be an ideal place for a school



library where all the books could be put on shelves, then all the children of the school could find books on their reading level and to their own particular interest. The library then could also be used by study groups that were brought into the library by their teacher at different intervals during the day.

The writer gained the interest of the principal and other the other teacher in the system so they were asked to help in making recommendations and suggestions to the Chicopee Board of Education.

#### Library Adjustments to be Made

First of all, the following aims were set up for the Chicopee library: (1) to keep in touch with the children and their wide needs in reading, both for recreation and study purposes, and to make every effort to meet these needs adequately; (2) to encourage reading for recreation; (3) to teacher children how to use the library and provide opportunities to them for experience in its use.<sup>5</sup> Secondly, it was decided to recommend that a library be made using the empty room, unused chairs, tables, and the teachers desk, with shelves and a filing cabinet being the only new facilities needed. The third recommendation is that one set of encyclopedias, enough dictionaries for classroom use, and any other books the teacher felt necessary would be kept in the classroom libraries. The rest of the

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<sup>5</sup>Hulda M. Berg, Library Handbook for Student Teachers (Pittsburg, Kansas: Kansas State Teachers College, 1954), pp. 1-11.

materials would be made available for the school library. The fourth recommendation includes the floor plan shown in Figure 1. The fifth recommendation is that the books be shelved, classified to the ten main classes and variations from the table of the Dewey classification, and a card catalog made.

The card catalog, which will be kept on the desk by the door, shows what books are in the Chicopee library. It is arranged in alphabetical order and is a guide to the books on the shelves. In the drawers of the card file are cards that have this information: author's name, title of book, subject, and classification number.

### Instructions for Teachers

Each teacher will be given a copy of the following:

#### I. General Instructions

1. Entrance to the library is through the south door, which opens into the hall.

2. Come in to read, search for material, or to browse at any time during the day. The library is open from 8:30 A.M. to 4:00 P.M.

#### II. Kinds of Books in the Library

1. Reference books: these are the encyclopedias and other books that give you facts about people, places, and things. If you need one of these for classroom use, write its name and volume number, and your name and grade number on a card at the desk.

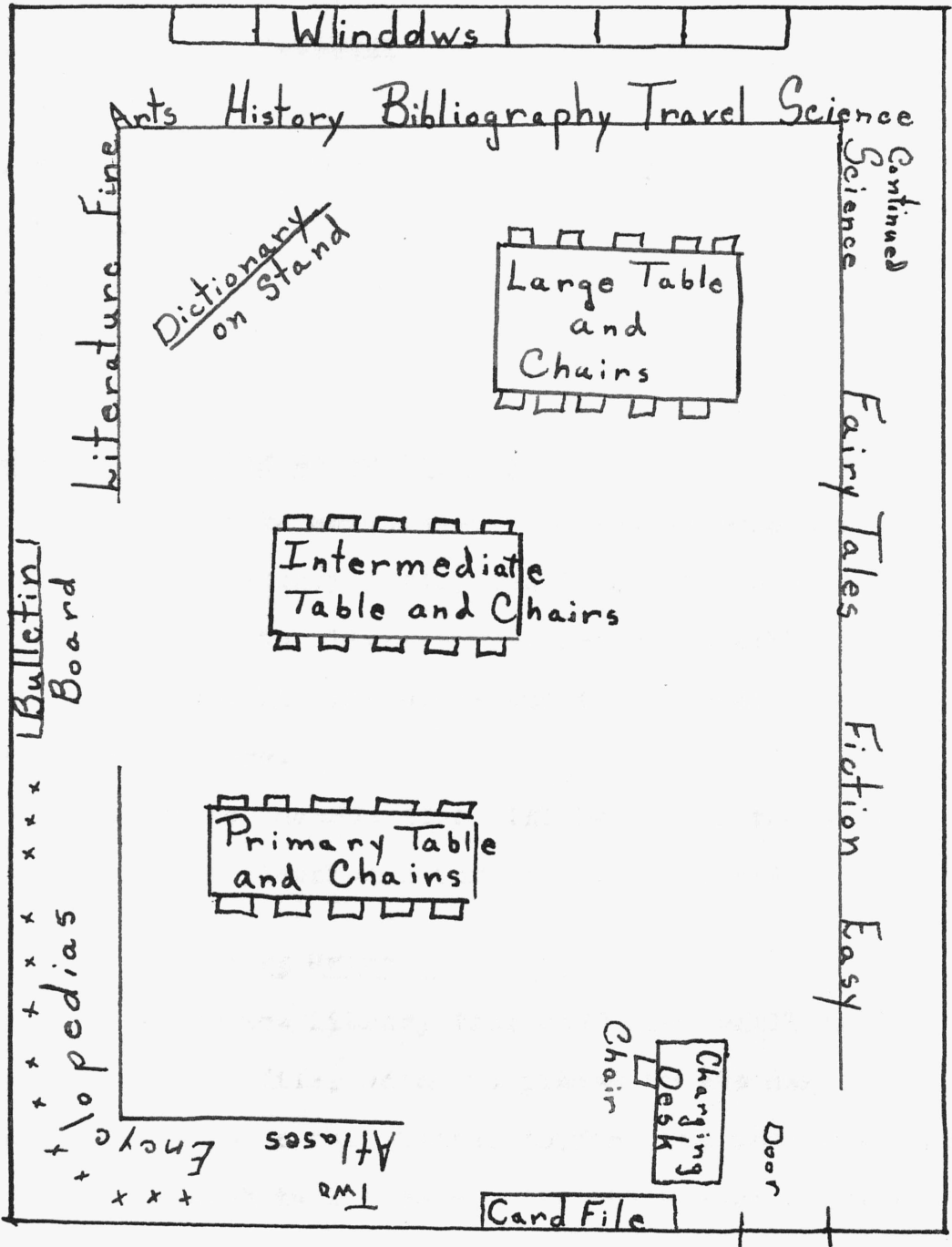


Figure 1. Proposed Library Floor Plan

2. Bibliography
3. Dictionaries
4. Easy Reading Material
5. History
6. Science
7. Fine Arts
8. Literature
9. Travel
10. Fiction

### III. Behavior of Children in Library

Children are to be encouraged to spend as much time as possible in the library during the day. If you bring a group of pupils to the library, you are responsible for their being good library users and for maintaining a quiet study atmosphere.

A copy of these instructions will be put on the bulletin boards in the classrooms for the students use.

#### Library Users Instructions

1. You may use the library from 8:30 A.M. until 4:00 P.M.
2. Use the card file, which is placed by the desk and near the door, or go to the shelves to find the book you want.
3. Take the book to the desk. The white card which is placed in the book pocket in the back of the book will be taken out. The student will sign the white card. Books may be kept for two weeks.

4. The white card is the school's record that you have the book; it is kept at the desk until you return the book.

5. To return books, lay them on the desk near the door as you enter. Fines will not be charged, but slips will be sent to the rooms when books are kept longer than two weeks.

6. A good library user tries to find the information he wants, but he also asks questions when he needs help. We hope you find the library a pleasant place and will visit it often.

#### Plan Submitted to Board of Education

The library program was submitted to the Chicopee Board of Education in the early part of the month of February, 1956. The plan was accepted and established during the latter part of February, 1956.

A check was made during the month of March, 1956, of the students from different grades to see what results the new library plan was bringing about. It was found that all students had checked out at least one book and some had read as many as four books in that month.

The number of books by grades and the type of book checked out by the children are shown in Table I.

#### Relationship of Books Checked Out to Reading Habits

It appears from Table I that fairy tales and easy reading books are the most popular with the first four grades

TABLE I

## BOOKS CHECKED OUT BY CHILDREN DURING MARCH, 1956

Grade	Fairy Tales	Easy	Fine Arts	Literature	History	Bibliography	Travel	Science
1	6	4						
2	10	6						2
3	8	9					4	5
4	3	3			2	2	2	6
5						1	2	8
6	1		1	2	1	4	3	2
7		2		3	1	2	5	9
8						6	9	8
Combined Totals	28	24	1	5	4	15	25	40

and that science books are being read by some in this group. Science and travel books seem to be very popular in grades four through eight inclusive. Bibliography, history, fine arts, and literature are read by this group, but not too extensively.

All teachers are using the library as an aid in their teaching. They are also encouraging the children to use the library in preparation of their classwork and for pleasure. As a whole, Chicopee has a very good, well

organized library. There is a much better attitude toward the use of the library from the Board of Education, teachers, pupils, janitor, and all other people concerned.

### CONCLUSIONS

Chicopee, Kansas, is a small community with a small school much in need of a better library.

Observations show that a better library can be had by rearranging materials and facilities, and requesting the needed facilities from the Board of Education.

A library plan was organized and carried out. Instructions for teacher and pupil use were made. The library is available to all who wish to use it. Materials are available on practically all subjects and on all grade levels.

A check of those using the library was made. From the results of the check, the author feels that all efforts for a better library were worthwhile.

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## APPENDIX

## APPENDIX

(Cover Letter)

April 6, 1956

Dear \_\_\_\_\_,

I am conducting a survey on the library program of the rural schools of Crawford County, Kansas, to determine how well the rural schools have provided for a library program in their school.

The information will be confidential, the name of the teacher will not be used.

This survey is being carried on as a partial fulfillment for a Masters Degree in Education from the Kansas State Teachers College.

I would appreciate your cooperation in completing the enclosed questionnaire and the returning of it as soon as possible.

Sincerely yours,

Helen McCabe  
Chicopee School  
Pittsburg, Kansas

## QUESTIONNAIRE

- I. Number of teachers in your school \_\_\_\_\_
- II. Does your school offer a planned library program?  
(By a planned library program, I refer to a regular and consistent period for individuals to select and read books, thus utilizing curriculum and method similar to any other subject.)
- III. If "yes" what grades are involved? \_\_\_\_\_
- IV. If "no" check those reasons listed below that apply for your school.
- ☐ A. Not enough books
  - ☐ B. Not enough time
  - ☐ C. Not enough interest among children
  - ☐ D. Books not on desired grade level
  - ☐ E. No place provided for children to read
  - ☐ F. Not enough money
  - ☐ G. Not enough interest among adults  
(teachers and others)
  - ☐ H. Others (please describe): \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

If a copy of the results of this survey is desired, please indicate below.

Name \_\_\_\_\_

Address \_\_\_\_\_