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## An Investigation of the Library Education of Teachers in the Lutheran Elementary Schools in the Saint Louis Area

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Approved by the Faculty of the Department of Education,  
The Lindenwood Colleges, in partial fulfillment of the  
requirements for the Master of Arts in Education degree.

**AN INVESTIGATION OF THE LIBRARY EDUCATION  
OF TEACHERS IN THE LUTHERAN ELEMENTARY SCHOOLS  
IN THE SAINT LOUIS AREA**

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BY  
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Submitted in partial fulfillment of the requirements  
for the Master of Arts in Education degree  
The Lindenwood Colleges  
July, 1981

Accepted by the faculty of the Department of Education,  
The Lindenwood Colleges, in partial fulfillment of the  
requirements for the Master of Arts in Education degree.

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#### ABSTRACT

This study was designed to investigate the library education of teachers in the Lutheran elementary schools in the Saint Louis area. It was hypothesized that teachers were not prepared to use the library as it should be used, partly because they had not been taught to do so, and that their feelings of how adequately trained they were would depend on when and where they had received their education. Elementary teachers, a total of 244 teachers, in twenty-nine schools were surveyed. Results indicated that generally the teachers are not well trained in formal courses in library education, but obtained most of their knowledge through on-the-job experience. It did not seem to make a difference when or where they received their education. The data supported the need for more and better college courses and in-service training in the area of library education.

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## CHAPTER I

### THE PROBLEM

Elementary school libraries in many districts were an innovation of the 1960's. Changing concepts in education, the influence of the ALA, and the allocation of federal funds greatly encouraged their development. The primary purpose of these new libraries was to serve the instructional needs of the school. To achieve this goal required library service that was geared to meet the needs of every student and a greater understanding and use of library resources by teachers. This goal has become even more important in the decade of the 80's due to the explosion of information and the various media through which it can be obtained.

#### Background of the Problem

This study of the library education of the teachers in the Lutheran elementary schools stems from personal involvement. I considered myself a library-oriented teacher for the fifteen years I taught, those years being in the early 60's and again in the 70's. The schools, both parochial and public, in which I taught had centralized libraries which included audio-visual materials. However, when I returned to college several years ago to obtain a master's degree in education



with a concentration of courses in library science, I discovered for the first time the great amount of resources, both print and nonprint, which my educational training had not taught me to use. Was I poorly educated, or had others also taught without the benefits of such media? Were today's teachers equipped to use and to be aware of all the materials which could be found in the school library? If not, how could they begin to guide their students to use the many resources in the library?

#### Statement of the Problem

The purpose of this study was to investigate the library education of elementary teachers in the Lutheran schools in the Saint Louis area. In the Lutheran elementary schools, where a professional librarian is the exception rather than the rule, the teaching staff must take on the duties of the librarian in teaching the skills and in making students aware of the riches that can be found in the library, in selecting materials and guiding students' use of them, and in preparing and using A-V materials. Talking informally with other teachers I began to feel that I was a member of the majority, not the minority, in library education. They, too, could not remember any formalized instruction about many of the resources which could be found in a library, how they were selected, and how they could be used most effectively.

### Hypothesis

It was hypothesized that teachers were not prepared to use the library as it should be used, partly because they had not been taught to do so themselves. Further, it was hypothesized that the teachers' feelings of how adequately trained they were would depend on when and where they had received their education, with the possibility that newer teachers would feel better prepared.

Many writers and educators have been aware of this problem, and studies have been conducted with various conclusions that would tend to support the hypothesis. The Knapp School Libraries Project was undertaken in selected schools throughout the country partly because of the finding that teachers and administrators were poorly trained to know and use the full resources of the library.<sup>1</sup> Shapiro cited several studies that pointed out the lack of library awareness and instruction by teachers in a number of large city school districts.<sup>2</sup> On the basis of her research, Biggs concluded that many teachers know of nothing beyond elementary library skills themselves.<sup>3</sup> Polette noted a number of

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<sup>1</sup>Peggy Sullivan, ed., Realization: The Final Report of the Knapp School Libraries Project (Chicago: American Library Association, 1968), p. 57.

<sup>2</sup>Lillian L. Shapiro, "Celebrations and Condolences: A Time of Reckoning for the School Library," School Library Journal 26(December 1979):14.

<sup>3</sup>Mary Biggs, "Forward to Basics in Library Instruction," School Library Journal 25(May 1979):144.

research studies, including some done nationally and several conducted in Saint Louis and Saint Charles counties, that show the need and benefit of in-service training of teachers in the effective use of library resources.<sup>4</sup> Wood's study determined factors most adversely affecting the improvement of teacher use of the library media center--among those were ineffective use of learning resources, in-service training, and other basic skills.<sup>5</sup> Although the 1960 Standards for School Library Programs stated that all teachers hired have instruction in print and audio-visual materials for use with the age student they will teach,<sup>6</sup> that goal has not been successfully met.

#### Definition of Terms

For the purpose of this study, library education of teachers refers to special training or courses taken by teachers in the areas of library skills and/or administration. Lutheran elementary schools are schools supported by the Lutheran Church-Missouri Synod containing grades kindergarten through eight, not including the pre-school enrollment of those schools that provide such service. The Saint Louis area

<sup>4</sup>Nancy Polette, In-Service: School Library/Media Workshops and Conferences (Metuchen, J.J.:Scarecrow Press, 1973), pp. 4-7

<sup>5</sup>Shirley L. Aaron, review of "Teacher Use of Library Media Centers in the Future--The NATUL Project," by R. Kent Wood, in School Media Quarterly 6 (Fall 1977):60

<sup>6</sup>American Association of School Librarians, Standards for School Library Programs (Chicago:American Library Association, 1960), p. 32.

encompasses the schools in Saint Louis and Saint Charles counties. Library is a unit in an individual school where printed and A-V materials are organized, usually housed, and distributed to teachers and pupils. It may be alternately referred to as the library resource center, the media center, the IMC, or the instructional materials center (IMC).

#### Limitations of the Study

This study is limited by the local nature of the sample used in the survey. It also is concerned only with teachers in the Lutheran elementary schools, most of which do not have trained librarians on their staff. The results may have been considerably different if more of the schools surveyed had librarians to initiate in-service workshops and to encourage greater library use, awareness, and program participation on the part of the teachers.

The method used in the questionnaire depended on what teachers remembered of their library education and on their opinion of their library training. The investigator in this study realized that this made the questionnaire subjective to some degree. This, however, was unavoidable in gaining the information needed to complete the study.

#### Significance of the Study

The result of this survey will offer no certain or sure solution, but it may provide food for thought in planning and implementing in-service workshops, district level conferences

and workshops. It may also call to the attention of administrators the need for such training for their faculty.

## CHAPTER II

### REVIEW OF THE LITERATURE

A review of the literature dealing with the needs of teacher education in the field of library science revealed others who also expressed concern about the lack of such teacher education in this field as long as 75 years ago. A National Education Association report in 1958 revealed that only 13.1 per cent of prospective teachers had formal training in library science.<sup>1</sup> Joseph Robert wrote, "School library service has been almost in development language large numbers of teachers don't know what the library can contribute to the total school program."<sup>2</sup> John Goodlad agreed by saying, "The concept of the library as part of the instructional system is perceived by relatively few librarians and only dimly by most teachers and administrators."<sup>3</sup> In 1967 Goodhout says

<sup>1</sup> National Education Association Research Division, Research Summary, 1958-59: Secondary School Teachers and Library Service (Washington: National Education Association, 1959), p. 13.

<sup>2</sup> Joseph Robert, "Developing Interest in the School Library," in Better Libraries Make Better Schools, ed. Charles Trimmer (London, New: Heinemann Press, 1967), p. 101.

<sup>3</sup> John Goodlad, Planning and Organizing for Teaching (Washington: National Education Association, 1963), p. 115.

## CHAPTER II

### REVIEW OF THE LITERATURE

A review of the literature dealing with this topic of teacher education in the field of library science revealed others who also expressed concern about the lack of such teacher education in this field as long as 25 years ago. A National Education Association report in 1958 revealed that only 13.1 per cent of prospective teachers had formal training in library science.<sup>1</sup> Joseph Shubert wrote, "School library service has been slowed in development because large numbers of teachers don't know what the library can contribute to the total school program."<sup>2</sup> John Goodlad agreed by noting, "The concept of the library as part of the instructional system is perceived by relatively few librarians and only dimly by most teachers and administrators."<sup>3</sup> In 1967 Swarthout came

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<sup>1</sup> National Education Association Research Division, Research Monograph, 1958-M1:Secondary School Teachers and Library Service (Washington:National Education Association, 1958), p. 10.

<sup>2</sup> Joseph Shubert, "Developing Interest in the School Library," in Better Libraries Make Better Schools, ed. Charles Trinkeer (Hamden, Conn.:Shoestring Press, 1962), p. 161.

<sup>3</sup> John Goodlad, Planning and Organizing for Teaching (Washington:National Education Association, 1963), p. 155.

to the conclusion that, "Library training is inadequate to meet instructional needs."<sup>4</sup> Eleanor E. Ahlers stated, "The library skills program must be structured on a framework of concepts and understandings determined by teachers in the subject disciplines . . ."<sup>5</sup> She listed as one of the problems in this program the lack of information about and preparation in the use of multimedia and the role of the library resources center in the educational program of the school on the part of the teacher.<sup>6</sup>

Realization: The Final Report of the Knapp School Libraries Project noted that the second objective of the project was:

To promote improved understanding and use of library resources on the part of teachers and administrators, by relating the demonstration situations to teachers education programs in nearby colleges.<sup>7</sup>

This objective was considered necessary because it was observed that teachers and administrators were so rarely trained to know and use the full resources of the library.<sup>8</sup> Nancy Polette

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<sup>4</sup>Charlene R. Swarthout, The School Library as Part of the Instructional System (Metuchen, N.J.:Scarecrow Press, 1967), p.9.

<sup>5</sup>Eleanor E. Ahlers, "Instruction in Library Skills," School Libraries 21(Spring 1972):23

<sup>6</sup>Ibid., p. 24.

<sup>7</sup>Sullivan, Realization: The Final Report of the Knapp School Libraries Project, p. 15.

<sup>8</sup>Ibid., p. 57.

echoed the same concept when she noted:

Teacher attitudes are generally the result of lack of experience with the library/media center. Changing these attitudes is a slow process but can be accomplished through hard work coupled with tactful suggestions.<sup>9</sup>

She further stated the following reality:

In this age of the information explosion, the greatest service we can provide to our students is teaching them how to learn. Teachers as a whole are not proficient in the use of a wide variety of carriers of knowledge.<sup>10</sup>

Shirley L. Aaron cited research on this subject done by Janet Gossard Stroud for her dissertation that listed two reasons why some library services go unused--rejection of those services by some teachers and a lack of awareness of those services by others.<sup>11</sup>

In a later article, Aaron reviewed research done by Ronald Blazek that made the point that the greater the teacher utilization of the media center resources in his teaching, the greater use of the center by pupils.<sup>12</sup>

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<sup>9</sup> Polette, The Vodka in the Punch and Other Notes from a Library Supervisor (Hamden, Conn.: Linnet Books, 1975), p. 15.

<sup>10</sup> Ibid., p. 44.

<sup>11</sup> Aaron, review of "Evaluation of Media Center Services by Media Staff, Teachers, and Students in Indiana Middle and Junior High Schools," by Janet Gossard Stroud, in School Media Quarterly 5(Winter 1977):128.

<sup>12</sup> Aaron, review of "Influencing Students Toward Media Center Use: An Experimental Investigation in Mathematics," by Ronald Blazek, in School Media Quarterly 6(Winter 1978):133.



An article by Lillian L. Shapiro summarized the research studies and opinions of several other writers on the role of the teacher in the library program. She stated:

An important study related to the library instruction problem was undertaken by Patricia Knapp. It indicated a finding that has been repeated over and over in other surveys--the involvement of the classroom teacher in planning and implementation of library instruction is sine qua non. And, in her article, Linda Phillips states, 'If the faculty knows the collection, understands a bit about the services, and feels friendly toward the Library Resources Center, they will provide the major impetus in getting students to learn about and use the center's resources.' L. B. Woods of the University of Rhode Island corroborates this view, 'The power of the classroom teacher is a major key to adequate library instruction.' Otherwise, as Woods points out, students are apathetic about the whole idea.<sup>13</sup>

In School Media Quarterly, Aaron reviewed a research study done by R. Kent Wood that determined those factors that were judged as most adversely affecting the improvement of teacher use of the library media center. The list focused on ineffective use of existing learning resources, in-service training, specifications of learning objectives, use of reference books, goals and policies about roles and purposes, evaluation, and selection of learning resources. This provided a basis for "recommending future instructional development and design in the area of effective use of library media centers."<sup>14</sup>

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<sup>13</sup>Shapiro, "Celebrations and Condolences: A Time of Reckoning for the School Library," p.14.

<sup>14</sup>Aaron, review of "Teacher Use of Library Media Centers in the Future--The NATUL Project," by R. Kent Wood, p.60.

Lowrie stated that in order to make the library a tool of curriculum enrichment and to facilitate the services of the library to all children of the school, the teacher may be expected to cooperate in several areas of the library program, such as book selection, planning for special classroom needs, library skills development, and participation during classroom visits, to name a few.<sup>15</sup> Saunders named identical areas of teacher responsibility in library/media center usage.<sup>16</sup> Learning Resources listed these and other responsibilities of the teacher as "areas for which the teacher should assume the major portion of responsibility to assure that both students and the teacher receive maximum benefits from the learning resources center."<sup>17</sup> These responsibilities relating to the library resources center make it imperative that every teacher understands how to use the center and is aware of its contents.

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<sup>15</sup> Jean Lowrie, Elementary School Libraries (New York: Scarecrow Press, 1961), p.118-24.

<sup>16</sup> Helen E. Saunders, The Modern School Library, rev. by Nancy Polette (Metuchen, N.J.:Scarecrow Press, 1975), p.34.

<sup>17</sup> Learning Resources: A Guide for Learning Resources Programs and Services (Jefferson City, Mo.:Missouri State Department of Elementary and Secondary Education, 1975), pp. 32-3.

In School Media Quarterly, Carl T. Cox cited a research study done by Eberhard in the elementary schools of the state of Kansas that recommended improved communication channels among the library media center, building principals, and classroom teachers to bring about better service and use of the library media center.<sup>18</sup> He also cited a study by Nancy Krinn Volkman which demonstrated that in a middle school it is necessary to have a supportive teaching staff to effectively administer and evaluate the library skills of library users.<sup>19</sup>

Most writers agree that library instruction should be integrated with the entire learning process. Davies stated:

It is not the availability of materials, however, that gives validity to the claim that an instructional materials program is essential for the implementation of a quality educational program. Filmstrips, slides, recordings, study prints, and transparencies are not educationally significant until their use is integrated and synchronized with classroom teaching and learning.<sup>20</sup>

On the basis of a study focused on library usage, Mancall and Drott noted the importance of programs to develop

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<sup>18</sup>Carl T. Cox, review of "A Study of Kansas Elementary School Library Media Centers with District School Media Directors Compared to Elementary School Library Media Centers without District School Media Directors from 1966-1972," by Neysa Ceclia Eberhard, in School Media Quarterly 3(Summer 1975):338.

<sup>19</sup>Carl T. Cox, review of "Information Searching and Evaluation by Middle School Students," by Nancy Krinn Volkman, in School Media Quarterly 3(Summer 1975):339.

<sup>20</sup>Ruth A. Davies, "The Elementary Teacher and the Instructional Materials Coordinator Plan Together for Media Integration With Classroom Teaching and Learning," The School Library Materials Center: Its Resources and their Utilization, ed. Alice Lohner, (Champaign, Ill.:University of Illinois Graduate School of Library Science, 1964), p. 70-1.

students' library skills that go beyond the school library.<sup>21</sup> After a related study they concluded that teachers must be prepared in skills to train students to go outside the school library collection and to use a variety of materials.<sup>22</sup> Mary Biggs advocated course-related library instruction that "generated more use by faculty and students."<sup>23</sup> Davies noted that the library is no longer a study hall-book dispersal center, but a learning laboratory embracing all types of media.<sup>24</sup>

In another article Mary Biggs observed a lack of all but rudimentary library skills on the part of students entering college. She summarized research studies that have shown two main reasons as to why there has been so little emphasis on teaching library competency:

In the first place, public school teachers are struggling to impart basic skills, and they are usually

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<sup>21</sup>Jacqueline C. Mancall and M. Carl Drott, "Tomorrow's Scholars: Patterns of Facilities Use," School Library Journal 26(March 1980):99.

<sup>22</sup>Idem, "Magazines as Information Sources: Patterns of Student Use," School Media Quarterly 8(Summer 1980):250.

<sup>23</sup>Mary Biggs, "A Proposal for Course-Related Library Instruction," School Library Journal 26(January 1980):37.

<sup>24</sup>Davies, The School Library Media Program: Instructional Force for Excellence (New York: R. R. Bowker, 1975), p. 32.

doing this in an environment where respect for, and confidence in, educators has declined, serious reading as an adult avocation has almost disappeared, concentration-shattering television programs dominate the home, and learning for its own sake is deemed "irrelevant." Against this background, teachers may consider library instruction a luxury that they and their students can ill afford.

In the second place, it is likely that many teachers know of nothing beyond the most elementary reference tools. Most academic libraries still do not offer effective instruction, and it is probable that the majority of library-naive freshmen remain naive until they graduate.<sup>25</sup>

She went on to recognize the need to integrate library-use instruction into the curriculum on all grade levels and with all students.<sup>26</sup> Walker and Montgomery noted, "Some school systems have established brief units, often neglected by teachers, relating to study or research skills."<sup>27</sup>

Prostano and Prostano observed that teacher need for an LMC program is probably greater than student need. Although many teachers are not aware of this fact, they should rely on the LMC to provide a guarantee that student needs in relation to the curriculum will be clarified and adequately provided for and to provide for their own needs.<sup>28</sup>

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<sup>25</sup>Biggs, "Forward to Basics in Library Instruction," p. 144.

<sup>26</sup>Ibid., p. 145.

<sup>27</sup>H. Thomas Walker and Paula Kay Montgomery, Teaching Media Skills: An Instructional Program for Elementary and Middle School Students (Littleton, Colo.: Libraries Unlimited, 1977), p. 11.

<sup>28</sup>Emanuel T. Prostano and Joyce S. Prostano, The School Library Media Center (Littleton, Colo.: Libraries Unlimited, 1971), p. 36.

What solutions can be offered to alleviate the problem of teacher library education?

Many years ago some writers recognized teacher library education as a problem and made suggestions based on research available at that time. Fargo cited the recommendations of the American Library Association Board of Education for Librarianship which in 1934 established the following as goals for teacher library education: (1) they should have orientation to their college library like any beginning student, (2) as teachers they should learn about books to enrich their curriculum at their various levels, and (3) as prospective teachers they should learn to obtain and organize this collection.<sup>29</sup> In 1945 the American Association of School Librarians' standards stated:

Since all teachers need preparation in evaluation, selection, and utilization of library materials for pupil use it is recommended that provision be made for the orientation of teachers-in-training in these areas.<sup>30</sup>

To help close this gap more emphasis could be put on the college of education's program by such people as the college librarian and the school administrators who are doing the hiring. The 1960 Standards for School Library Programs additionally noted that one of the duties of the chief state

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<sup>29</sup>Lucille Fargo, "Library Training in Teacher Training Agencies," ALA Bulletin, XXIX (March 1935):139.

<sup>30</sup>American Library Association, Committee on Postwar Planning, School Libraries for Today and Tomorrow (Chicago: American Library Association, 1945), p. 18.

school officer should be that of determining that teachers hired do have instruction in print and audio-visual materials for use with the age student they will teach.<sup>31</sup>

In her article in the ALA Bulletin, Mary Gaver pointed out the need for in-service education of teachers in the use of materials and understanding of the school library.<sup>32</sup>

Nancy Polette cited a number of research studies that "show clearly the need for and the benefit of in-service training of educators in more effective use of both print and non-print media."<sup>33</sup> Among these were studies by Shirley Louise Aaron, Elton Tielke, Kenneth King, Hilda Jay, and Williams and McMahan.

In the School Media Quarterly, Aaron cited an investigation carried out by Linda McCoy that noted in-service training activities as one way teachers are informed of the library program. However, the study showed that either there are no in-service activities or they are failing to meet their objectives for teachers do not seem to be aware of them.<sup>34</sup>

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<sup>31</sup>American Association of School Librarians, Standards for School Library Programs, p. 32.

<sup>32</sup>Mary Gaver, "Teacher Education and School Libraries," ALA Bulletin 60 (January 1966):70.

<sup>33</sup>Polette, In-Service: School Library/Media Workshops and Conferences, pp. 4-7.

<sup>34</sup>Aaron, review of "An Investigation of Teacher Use of Secondary School Libraries," by Lynda McCoy, in School Media Quarterly 8 (Summer 1980):259.

Pennypacker and Driscoll offered a number of solutions to the problem:

The implications of these concerns direct teachers to locate and use resources beyond the text, relying heavily on the materials and services of the library or instructional materials center (IMC)--whatever it may be called. This raises the issue of teacher preparation for effective library/IMC use. Several solutions to the problem appear feasible: (1) in-service departmental programs, (2) summer workshops, (3) supervisory resource bulletins, (4) acquisitions lists, (5) informal counseling by librarians, (6) team teaching of library/study skills, (7) intra-visitations by teachers and librarians, and (8) a student teacher in-service program.<sup>35</sup>

With the personal reactions of other teachers, the numerous statements from the literature, and previous research as a beginning, I decided to further research the problem of the library education of teachers.

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<sup>35</sup> Arabelle K. Pennypacker and Richard M. Driscoll, "The Crucial Factor in Individualizing Instruction," School Libraries 21 (Spring 1972):21.



### CHAPTER III

#### DEVELOPMENT OF THE QUESTIONNAIRE

The questionnaire surveyed the opinions and recollections of the teachers to ascertain how they had received their library education. It attempted to determine how well the teachers felt they had been educated in this field.

Topics on the questionnaire were evolved primarily from the literature. If comment was made in the literature, it would seem of value to find out what the teachers felt about those topics. The first page of the questionnaire listed fourteen items that the teacher should be aware of as important areas of knowledge about the library.<sup>1</sup> They were presented in random order. Of concern also was where such library education had taken place. I had hoped to plan for all contingencies by listing pre-college learning through postgraduate learning, including a choice that the knowledge had not been learned. I did, however, overlook the equally obvious category of student teaching. I regret this oversight for it was of enough importance to be written in several

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<sup>1</sup>It should be noted that the questionnaire did not attempt to cover the whole range of skills that could be included in library education. It concentrated mainly on those dealing with location, acquisition, and preparation of materials.

times and I'm sure would have solicited more comment had it been originally included.

The last page of the questionnaire was included to obtain background information about the grade level taught and the number of years of teaching experience, what degree(s) they had attained, when and where they had been educated, and information concerning the library in their school. It also requested personal comments about their library education and a ranking of pre-service versus in-service education in library skills. In summary, I asked if the teacher did indeed feel adequately trained and which courses might have been effective in teaching the use of and skills for using library materials and resources.

With the cooperation of the office of the Missouri District for Parish Education of the Lutheran Church-Missouri Synod, a list of the elementary schools and their faculty in the Saint Louis area was supplied. Twenty-nine schools employing a total of 244 teachers were canvassed.

The questionnaires were personally delivered to the principals of a number of the schools. This provided a chance to answer any questions they might have. The writer received every consideration from the schools. Some principals personally passed them out to the teachers, explained them, and/or endorsed them. A three week interval was allowed

between delivery and return by mail or before they were personally picked up.

Of the twenty-nine schools which were surveyed, twenty schools responded. This was a 69 percent return. Of the 244 questionnaires which were distributed to the teachers, 169 were returned. This represented a 69 percent return, also. The good return was due in part to the splendid cooperation of the participating principals, in part to the cover letter on school stationery, in part to the return postage supplied or having them personally picked up, but hopefully also in part to the importance the teachers placed on the issue of teacher library education.

All respondents did not always answer all portions of the questionnaire, whether through an oversight or disinterest I could not tell. I will evaluate what answers I did receive.

## CHAPTER IV

### RESULTS OF THE QUESTIONNAIRE

The responses of the fourteen items on the first page of the questionnaire have been tabulated in Tables 1 through 14 which will appear as they are discussed. The titles of these tables are taken directly from the questionnaire and refer to the facets of library education which a teacher should have learned. The items on the lefthand side refer to places where teacher knowledge might have taken place. I have recorded the responses in actual number and in percentage. The percentages for the responses were based on the total number of responses, not on the number of questionnaires returned. I have rounded to the nearest hundredth of a percent.

Illustrations and tables are used to tabulate the background information and the personal comments requested on the second page of the questionnaire. These will be noted and explained when they are discussed. Some show the actual number of responses, while others show the percentage of responses based on the total number of responses.

In evaluating the returns I examined each question in light of the number who responded to each item and noted where most of the respondents felt they had learned that skill best. I drew any comparisons and conclusions that seemed relevant after studying the questionnaires.

Table 1  
Knowledge of Children's Literature

Teachers indicated that their knowledge of children's literature came from a required college course, for 36.56 percent of the respondents checked that column most often. This was as I expected as I found this a requirement when I received my bachelor's degree many years ago. Children's literature was noted under the personal comments section of the questionnaire as one of the courses which might be effective in teaching the use of and skills for using library materials and resources. This course might be a good place to incorporate a broader media base using some of the audio-visual forms of children's literature. Such materials could serve to provide teachers with a form of literature more readily understandable to a child with lower ability and to motivate these and other students to seek out and read better literature.

A large number of respondents (26.34 percent) checked on-the-job experience. However, several noted that "being a mother" added to their reason for marking the column.

Elective college courses accounted for 16.67 percent of responses.

TABLE 1  
KNOWLEDGE OF CHILDREN'S LITERATURE

TABLE 1  
KNOWLEDGE OF CHILDREN'S LITERATURE

Where Learned	Number	Responses	
		Number	Percent
Pre-college	10		5.38
Required college courses	68		36.56
Elective college courses	31		16.67
In-service training	9		4.84
On-the-job experience	49		26.34
Postgraduate courses	11		5.91
Knowledge not learned	8		4.30
<b>Total responses</b>	<b>186</b>		

Required and elective college courses were 36.56 percent and 16.67 percent, respectively. This probably meant use of the text catalog for class assignments and not knowledge of the text catalog taught for his own benefit.

TABLE 2  
METHODS OF MATERIALS SELECTION

The respondents stressed that their knowledge in methods of materials selection most often came from on-the-job

Elective college courses accounted for 16.67 percent of responses.

Table 2  
Ability to Use Card Catalog

Teachers surveyed overwhelmingly stated that they received their ability to use the card catalog in their pre-college days. This column was checked by 66.29 of the respondents. While it is easy to believe that the teachers responding to the questionnaire did learn about the card catalog in pre-college days, one might question that sufficient knowledge carried over from earlier times to teach their students about the many facets of using the card catalog to its best advantage. Areas such as arrangement of the card catalog, subject headings, information on the cards, and how to determine key words or terms to search for may well not have carried over from pre-college days.

Second and third choice responses were on-the-job experience (16.57 percent) and required college courses (5.71 percent) respectively. This probably meant use of the card catalog for class assignments and not knowledge of the card catalog taught for its own benefits.

Table 3  
Methods of Materials Selection

The respondents stressed that their knowledge in methods of materials selection most often came from on-the-job

TABLE 2  
ABILITY TO USE CARD CATALOG

Where Learned	Responses	
	Number	Percent
Pre-college	116	66.29
Required college courses	10	5.71
Elective college courses	8	4.57
In-service training	8	4.57
On-the-job-experience	29	16.57
Postgraduate courses	1	0.57
Knowledge not learned	3	1.71
Total responses	175	



TABLE 3  
METHODS OF MATERIALS SELECTION

Where Learned	Responses	
	Number	Percent
Pre-college	17	9.94
Required college courses	35	20.47
Elective college courses	21	12.28
In-service training	9	5.26
On-the-job experience	48	28.07
Postgraduate courses	17	9.94
Knowledge not learned	24	14.04
<b>Total responses</b>	<b>171</b>	

experience, with 28.07 percent of the responses there. While this would not replace college course work, it might be of some help and more meaningful if one did not take a course in college.

Required college courses accounted for 20.47 percent of the responses. Several questionnaires noted in the personal comments section that this was or could be incorporated into the children's literature course or into a media and methods course.

The knowledge not learned column was checked by 14.04 percent of the respondents. The comparatively high percentage in this column would indicate that some form of training in this area is needed, whether it be in college or as in-service.

TABLE 4  
Knowledge of Basic Reference Books

Knowledge of basic reference books comes in pre-college days according to 49.73 percent of the respondents. However, even for the most recently graduated that is still a minimum of four years ago. As reference materials are updated, so the teacher's knowledge of these books needs to be updated.

On-the-job experience was once more a popular choice, with 19.25 percent of the returns. For this item, such experience is certainly very effective for each teacher must know the reference collection in his/her own school library to be able to guide the students' in using it. However,

practical training in basic reference books is also  
 appropriate. It might serve as an aid in collecting new  
 reference material for the school library, and it would  
 help the individual teacher in guiding students' use of  
 other library collections as suggested in studies by Russell  
 and Grant.<sup>1</sup>

TABLE 4  
 KNOWLEDGE OF BASIC REFERENCE BOOKS

Where Learned	Responses	
	Number	Percent
Pre-college	93	49.73
Required college courses	29	15.51
Elective college courses	13	6.95
In-service training	5	2.67
On-the-job experience	36	19.25
Postgraduate courses	7	3.74
Knowledge not learned	4	2.14
<b>Total responses</b>	<b>187</b>	

Teachers (17.87 percent) did indicate some knowledge  
 from required courses. It would seem that some attention  
 should be paid to courses for elementary teachers as well as  
 secondary.

Russell and Grant, "Secondary School Library Patterns of  
 Facilities Use," *Library Journal* 20 (1950):  
 "Secondary School Library Patterns of Facilities Use,"  
*Library Journal* 20 (1950):

formalized training in basic reference books is also advantageous. It might serve as an aid in selecting new reference material for the school library, and it would help the individual teacher in guiding students' use of other library collections as advocated in studies by Mancall and Drott.<sup>1</sup>

Required college courses was checked on 15.51 percent of the questionnaires. This would seem to indicate some value to having a course requirement in this area of basic reference books.

TABLE 5  
Knowledge of Classification System,  
Such as Dewey

Again, in knowledge of classification systems, pre-college was the overwhelming choice, with 55.17 percent of the respondents choosing this category. This high total might well have been triggered by the mention of Dewey as the classification system example. Since many college libraries use the Library of Congress system, knowledge of Dewey might well have been restricted to pre-college days.

Teachers (17.82 percent) did indicate some knowledge from required courses. It would seem that some mention should be made in courses for elementary teachers as most of

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<sup>1</sup>Mancall and Drott, "Tomorrow's Scholars: Patterns of Facilities Use," School Library Journal 26(March 1980)99; "Magazines as Information Sources: Patterns of Student Use," School Media Quarterly 8(Summer 1980):250.

The school libraries will be established in this way.

On-the-job experience was the choice of 14.37 percent of the respondents. This is probably true because of individual teachers having acquainted with the collection and whether the subject area or grade level, but also because some familiar with the Dewey classification used.

TABLE 5

KNOWLEDGE OF CLASSIFICATION SYSTEM,  
SUCH AS DEWEY

Where Learned	Number	Responses	
		Number	Percent
Pre-college	96		55.17
Required college courses	31		17.82
Elective college courses	6		3.45
In-service training	6		3.45
On-the-job experience	25		14.37
Postgraduate courses	4		2.30
Knowledge not learned	6		3.45
<b>Total responses</b>	<b>174</b>		

the school libraries will be cataloged in this way.

On-the-job experience was the choice of 14.37 percent of the respondents. This is probably true because as individual teachers become acquainted with the collection and his/her own subject area or grade level, he/she also becomes more familiar with the system of classification used.

Table 6  
Knowledge of Professional Journals

The teachers surveyed stressed that they received their knowledge of professional journals from on-the-job experience. A total of 39.68 percent of the responses were in this category. This would indicate that experience has taught the teacher where to look if he/she is in need of help or guidance.

Required college courses, elective college courses, and post graduate courses tallied similarly with 19.58 percent, 13.23 percent, and 12.70 percent of the responses respectively. From this it would appear that the prospective teacher does have opportunity to gain an acquaintance with journals of interest to his/her teaching.

Table 7  
Value of Guiding Students' Reading  
Habits and Interests

Again, on-the-job experience accounted for the largest percentage of responses, with 42.21 percent of the teachers naming this method of learning the value of guiding students'

TABLE 6  
 KNOWLEDGE OF PROFESSIONAL JOURNALS

Where Learned	Responses	
	Number	Percent
Pre-college	7	3.70
Required college courses	37	19.58
Elective college courses	25	13.23
In-service training	12	6.35
On-the-job experience	75	39.68
Postgraduate courses	24	12.70
Knowledge not learned	9	4.76
Total responses	189	

reading habits and interests. However, 21.61 percent of the respondents checked required college courses. In the personal interests section, such courses as children's literature and methods courses in reading and language arts were mentioned as effective in realizing the value of such guidance.

TABLE 7

## VALUE OF GUIDING STUDENTS' READING HABITS AND INTERESTS

Where Learned	Responses	
	Number	Percent
Pre-college	3	1.51
Required college courses	43	21.61
Elective college courses	20	10.05
In-service training	15	7.54
On-the-job experience	84	42.21
Postgraduate courses	21	10.55
Knowledge not learned	13	6.53
<b>Total responses</b>	<b>199</b>	

I am interested in whether students and faculty had access

of my time during the school day. As noted by Devine, the library is not a book dispensary center only, but a learning laboratory.

Table 7  
Need to Coordinate Library Selection  
and Curriculum Planning

The need to coordinate library selection and curriculum planning is so great that it is unfortunate that 42.21 percent

Devine, The School Library Staff Program: Instructional Focus for Excellence, p. 27.



reading habits and interests. However, 21.61 percent of the respondents checked required college courses. In the personal comments section, such courses as children's literature and methods courses in reading and language arts were mentioned as effective in realizing the value of such guidance.

Table 8  
Need for Open Access to Library

As it turned out, on-the-job experience seemed to supply teachers with their basic knowledge of the need for open access to the library, so noted 43.93 percent. Second choice in this category was pre-college, with 15.03 percent. Required college courses and knowledge not learned both tallied 10.98 percent of the responses.

I do feel that this question might have been interpreted in two ways. One interpretation of open access might be related to basic civil liberties, which was not what I intended. I was interested in whether students and faculty had access to use the library at any time during the school day. As noted by Davies, the library is not a book dispersal center only, but a learning laboratory.<sup>2</sup>

Table 9  
Need to Coordinate Library Selection  
and Curriculum Planning

The need to coordinate library selection and curriculum planning is so great that it is unfortunate that 49.42 percent

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<sup>2</sup>Davies, The School Library Media Program: Instructional Force for Excellence, p. 32.

TABLE 8  
NEED FOR OPEN ACCESS TO LIBRARY

Where Learned	Responses	
	Number	Percent
Pre-college	26	15.03
Required college courses	19	10.98
Elective college courses	13	7.51
In-service training	8	4.62
On-the-job experience	76	43.93
Postgraduate courses	12	6.94
Knowledge not learned	19	10.98
<b>Total responses</b>	<b>173</b>	

TABLE 9  
 NEED TO COORDINATE LIBRARY SELECTION  
 AND CURRICULUM PLANNING

Where Learned	Number	Responses	
		Number	Percent
Pre-college	2		1.16
Required college courses	20		11.63
Elective college courses	15		8.72
In-service training	6		3.49
On-the-job experience	85		49.92
Postgraduate courses	12		6.98
Knowledge not learned	32		18.60
<b>Total responses</b>	<b>172</b>		

of the teachers had to gain knowledge through on-the-job experience. To make matters worse, knowledge not learned was selected by 18.60 percent of those surveyed. If the library is to be a "tool of curriculum enrichment" as Lowrie advocated,<sup>3</sup> college courses and in-service workshops must be designed to instruct teachers in why this is important and how it can be done effectively. The fact that required college courses was checked by 11.63 percent of teachers surveyed and was the third choice brings comfort that there are some colleges that stress this value.

Table 10  
Value of Library for Unit and Project Resources

The largest number of teachers (45.21 percent) responded that the value of the library for unit and project resources was gained through on-the-job experience. Required and elective college courses tallied 17.02 percent and 10.64 percent respectively. This item emphasizes the need for library selection and library curriculum planning. It also reiterates the value of formal instruction in both areas. This ties in with the need for open access to the library as well.

The personal comments of teachers in this area advocated methods courses in science and social studies especially as helpful in teaching the need for course-related instruction using the library for unit and project resources.

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<sup>3</sup>Lowrie, Elementary School Libraries, p. 118-24.

Table 11  
Value of Library in Individual Study

Teachers indicated that their knowledge of the value of the library in individual study came from on-the-job experience, with 25.85 percent of the responses in that column.

TABLE 10

## VALUE OF LIBRARY FOR UNIT AND PROJECT RESOURCES

Where Learned	Responses	
	Number	Percent
Pre-college	15	7.98
Required college courses	32	17.02
Elective college courses	20	10.64
In-service training	7	3.72
On-the-job experience	85	45.21
Postgraduate courses	18	9.57
Knowledge not learned	11	5.85
<b>Total responses</b>	<b>188</b>	

Table 11  
Value of Library in Independent Study

Teachers indicated that their knowledge of the value of the library in independent study came from on-the-job experience, with 36.65 percent of the responses in that column. However, required college courses accounted for 17.80 percent and 14.66 percent of the responses respectively. I feel that the second and third choices also actually reflect personal experiences in most cases.

Table 12  
Value of Teacher Input in Selecting Materials

Disappointingly, the highest percentage of responses (58.43 percent) for this item was also on-the-job experience. Required college courses tallied 10.11 percent of the returns, while the remainder of the categories, with the exception of pre-college, were grouped closely together in number of responses. It was hoped that colleges of education would have pointed out that materials selection is the job of the whole faculty. This item is closely related to categories three, nine, and ten. The responses also were closely related.

Table 13  
Utilization of A-V Materials  
and  
Table 14  
Preparation of A-V Materials

Since these two items were responded to in a similar way and are closely related in content, they will be considered together.

TABLE 11

## VALUE OF LIBRARY IN INDEPENDENT STUDY

Where Learned	Responses	
	Number	Percent
Pre-college	28	14.66
Required college courses	34	17.80
Elective college courses	24	12.57
In-service training	9	4.71
On-the-job experience	70	36.65
Postgraduate courses	15	7.85
Knowledge not learned	11	5.76
Total responses	191	

TABLE 12  
 VALUE OF TEACHER INPUT IN SELECTING MATERIALS

Where Learned	Responses	
	Number	Percent
Pre-college	2	1.12
Required college courses	18	10.11
Elective college courses	12	6.74
In-service training	13	7.30
On-the-job experience	104	58.43
Postgraduate courses	15	8.43
Knowledge not learned	14	7.87
Total responses	178	



TABLE 13  
UTILIZATION OF A-V MATERIALS

Where Learned	Responses	
	Number	Percent
Pre-college	2	1.02
Required college courses	35	17.77
Elective college courses	26	13.20
In-service training	21	10.66
On-the-job experience	80	40.61
Postgraduate courses	18	9.14
Knowledge not learned	15	7.61
Total responses	197	

TABLE 14  
PREPARATION OF A-V MATERIALS

Where Learned	Responses	
	Number	Percent
Pre-college	2	1.14
Required college courses	23	13.14
Elective college courses	21	12.00
In-service training	15	8.57
On-the-job experience	66	37.71
Postgraduate courses	12	6.86
Knowledge not learned	36	20.57
<b>Total responses</b>	<b>175</b>	

Both categories had the highest percentages of responses in on-the-job experience. Utilization of A-V materials tallied 40.61 percent of the responses, while preparation of A-V materials received 37.71 percent of the responses.

The second choice for utilization of A-V materials was required college courses, with 17.77 percent of the responses. Elective college courses received 13.20 percent of the returns, with in-service training accounting for 10.66 percent of the responses. This is encouraging in that it would seem that colleges of education and individual schools as well are realizing the need for formal training in this newer field of library media.

Knowledge not learned was the second choice in the preparation of A-V materials, with 20.57 percent of the responses. Again, however, required and elective college courses were the second and third choices, with 13.14 percent and 12.00 percent of the responses respectively. This area reflects the greatest need for education for teachers, and the hope that courses designed to fill this need are forthcoming.

In the personal comments section of the questionnaire, several respondents mentioned courses such as methods of media and communications as an effective way to offer training in these areas.

#### Summary of Tables 1 through 14

To summarize I will use the category indicated as to

where the various skills might have been learned. By noting the teachers' responses to each category, a pattern of the library education of teachers might be indicated.

According to the teachers, they come to college well trained in the use of the card catalog, classification systems, and knowledge of basic reference materials. I do feel, however, that teachers don't know all there is to know about these three areas, especially when it comes to teaching these skills to their students. They may fall into the category of a little knowledge being a dangerous thing. They then become bored with any attempt to introduce these subjects into a college course or an orientation program. As a result, such programs often lose their effectiveness.

The only required college course that definitely pertains to the library seemed to be one in children's literature. Although other required courses may touch on some of the areas surveyed by the questionnaire, they apparently are not doing an effective job or are not extensive enough. Several respondents noted that the knowledge was "not learned well enough" in the required course, and therefore checked also the last column on the page.

Elective college courses in the area of library science are not often chosen by prospective teachers judging from a comparison of the percentages in some categories, with the exception of the audio-visual courses. I see this as a good

trend. Possibly these courses in audio-visual materials should be required.

The in-service training category was sadly lacking in responses. Courses of this type would ideally retrain those who had not become library devotees. In-service instruction could get down to the particular needs of each teacher in his/her own school library and with the curriculum being used.

On-the-job experience was the overwhelming choice in all too many of the categories. However, I believe that there are several reasons for this. Nearly every person learns best from experience. This experience is fresher in the minds of those who graduated from college many years ago than is their formal education. As a result, this column was checked most often. If I had added the category of student teaching, I felt that many of the experience responses would have been placed there. Then, too, several teachers noted that they had worked as library aides during college. The last possibility is probably the most important. Since there are few certified librarians on the staffs of the schools surveyed and in many of the schools the library is staffed by the classroom teacher, it is reasonable to assume that on-the-job experience would elicit a great number of responses.

Postgraduate courses did not figure highly in response to any item of library education. This is due in part to the

fact that many of the teachers surveyed have not taken any postgraduate courses.

In the knowledge not learned category, most items did not show a significant percentage of response. Exceptions to this were the preparation of A-V materials, a field that is new and gaining in formal means of instruction; the need to coordinate library instruction and curriculum planning, an area which should be emphasized both in methods courses and in-service workshops; and methods of materials instruction, which also is important enough to be incorporated into college courses.

#### Summary of Background Information

There was some overlapping in the grade or grades taught as indicated on the questionnaire. This could be due in part to the fact that I did not include the word "currently" or "presently" in the question. However, in some cases the respondent noted the grade he/she is currently teaching with an added note. In such cases I counted only the grade so noted. Overlapping also occurred because many teachers in the Lutheran schools teach in "split" or multiple grade classrooms and some teachers work in departmental situations. In these cases multiple responses were counted.

For purposes of the graph (Figure 1), the grades taught were grouped into grade levels--K to 3, 4 to 6, and 7 to 8.

In the hands of 186 respondents, the grade shows 39 percent of teachers reported teach in the primary grade (K to 3) level, 34 percent in the Intermediate grade (4 to 6) level, and 27 percent in the upper grade (7 to 8) level. This shows a fairly even response in the returns and is much as I expected. It would be thought normally the Lutheran schools have smaller classes and larger enrollments in the primary grades, therefore, the number of possible responses in this level would be greater.

Figure 1 shows that only 22 percent of the teachers surveyed have five years or less teaching experience. 39 percent of those surveyed have five to nine years of experience, and 39 percent have ten years or more years of experience. Either the Lutheran schools are fortunate to have many experienced teachers or a great deal of money is spent on these teachers with little experience did not raise their salaries. The results of the question regarding the level of experience are shown in Figure 2. That shows 43 percent of the respondents had less than five years of experience, 39 percent of the total number of responses have not gone beyond their B.S. degree, 14 percent have not gone beyond their M.A., and 12 percent have gone beyond their M.A. Several of the respondents stated that they were currently attending a graduate school.

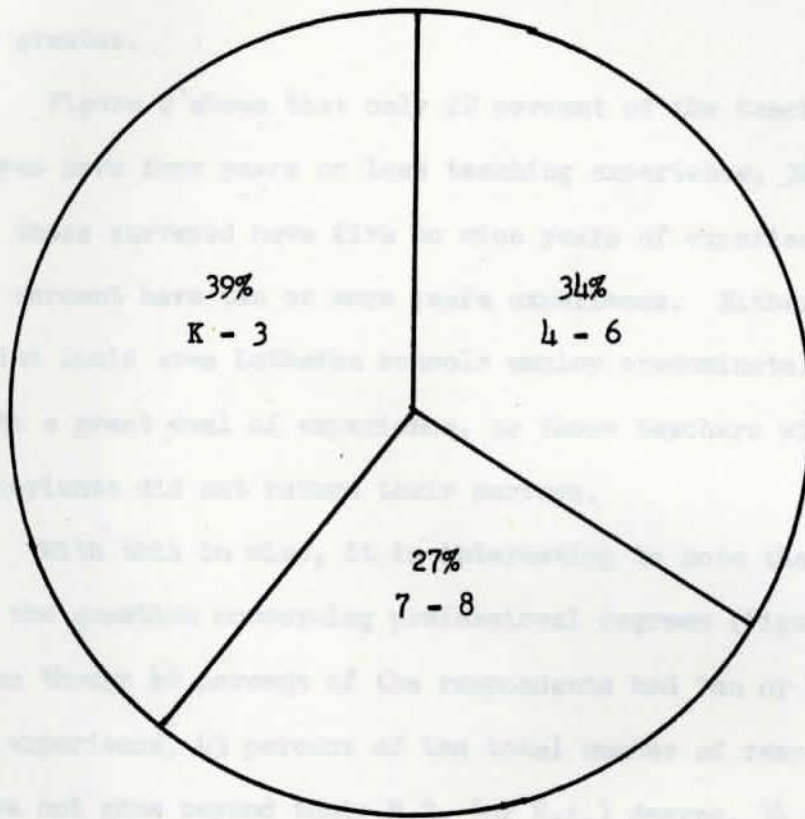


Figure 1 -- Grade (or Grades) Taught

Total responses -- 186

On the basis of 186 responses, the graph shows 39 percent of teachers surveyed teach on the primary grade (K to 3) level, 34 percent on the intermediate grade (4 to 6) level, and 27 percent on the upper grade (7 to 8) level. This shows a fairly even response in the returns and is much as I expected it would be because normally the Lutheran schools have smaller classes and larger enrollments in the primary grades, therefore, the number of possible responses in this level would be greater.

Figure 2 shows that only 22 percent of the teachers surveyed have four years or less teaching experience, 32 percent of those surveyed have five to nine years of experience, and 46 percent have ten or more years experience. Either the Saint Louis area Lutheran schools employ predominately teachers with a great deal of experience, or those teachers with little experience did not return their surveys.

With this in mind, it is interesting to note the results of the question concerning professional degrees (Figure 3). Even though 46 percent of the respondents had ten or more years of experience, 43 percent of the total number of responses have not gone beyond their B.S. (or B.A.) degree, 34 percent have a B.S.+, 13 percent have attained their M.A., and 10 percent have gone beyond their M.A. Several of the respondents stated that they have only a 3 year diploma. These were Kindergarten teachers according to their information for



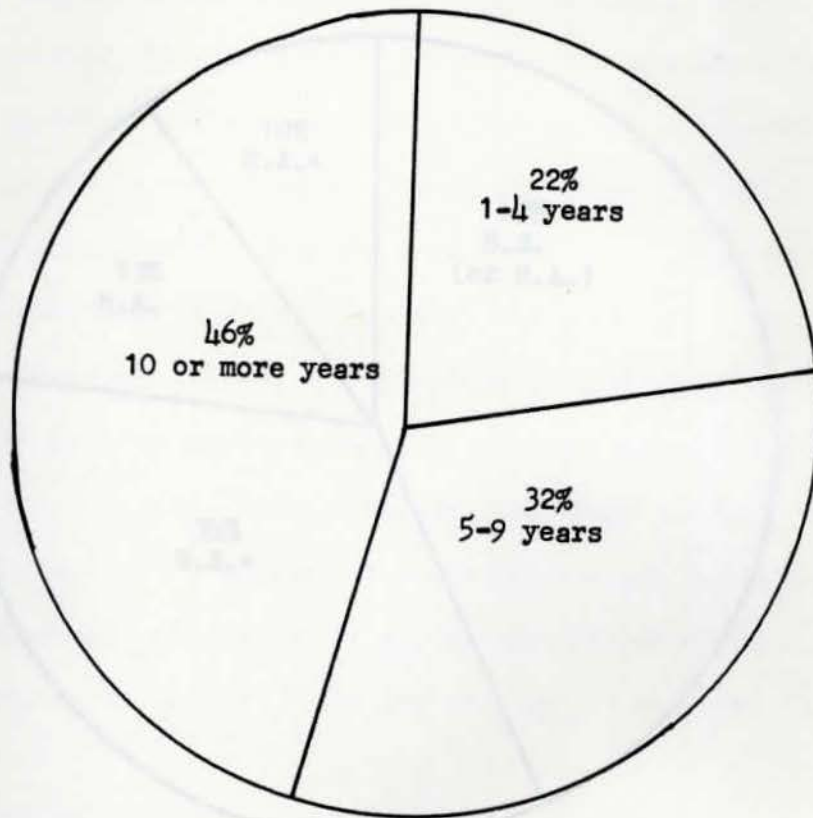


Figure 2 -- Years Taught

Total responses -- 165

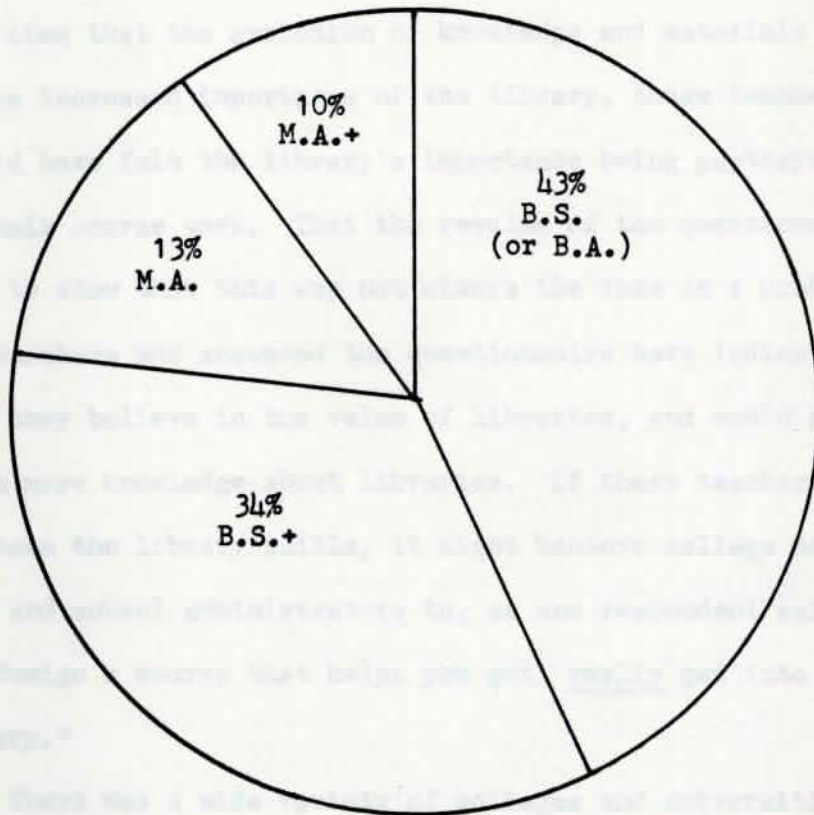


Figure 3 -- Professional Degrees

Total responses -- 163

question 1. I was quite surprised at the number of experienced teachers who have not sought further education.

As to when the degrees were earned, the accompanying graph (Figure 4) notes the years when B.S. (or B.A.) degrees were earned and also when M.A. degrees were earned. As some people had both degrees, their responses are included in both columns. By far the greatest amount of response indicated degrees earned in the years after 1960. As it was around this time that the explosion of knowledge and materials led to the increased importance of the library, those teachers should have felt the library's importance being portrayed in their course work. That the results of the questionnaire seem to show that this was not always the case is a problem. The teachers who answered the questionnaire have indicated that they believe in the value of libraries, and would appreciate more knowledge about libraries. If these teachers do not have the library skills, it might behoove college educators and school administrators to, as one respondent said, "...design a course that helps you get, really get into the library."

There was a wide variety of colleges and universities named as the place where the respondents were educated. Of the 186 responses, 125 returns checked synodical schools, or colleges operated by The Lutheran Church-Missouri Synod. Concordia College, River Forest, Illinois, and Concordia

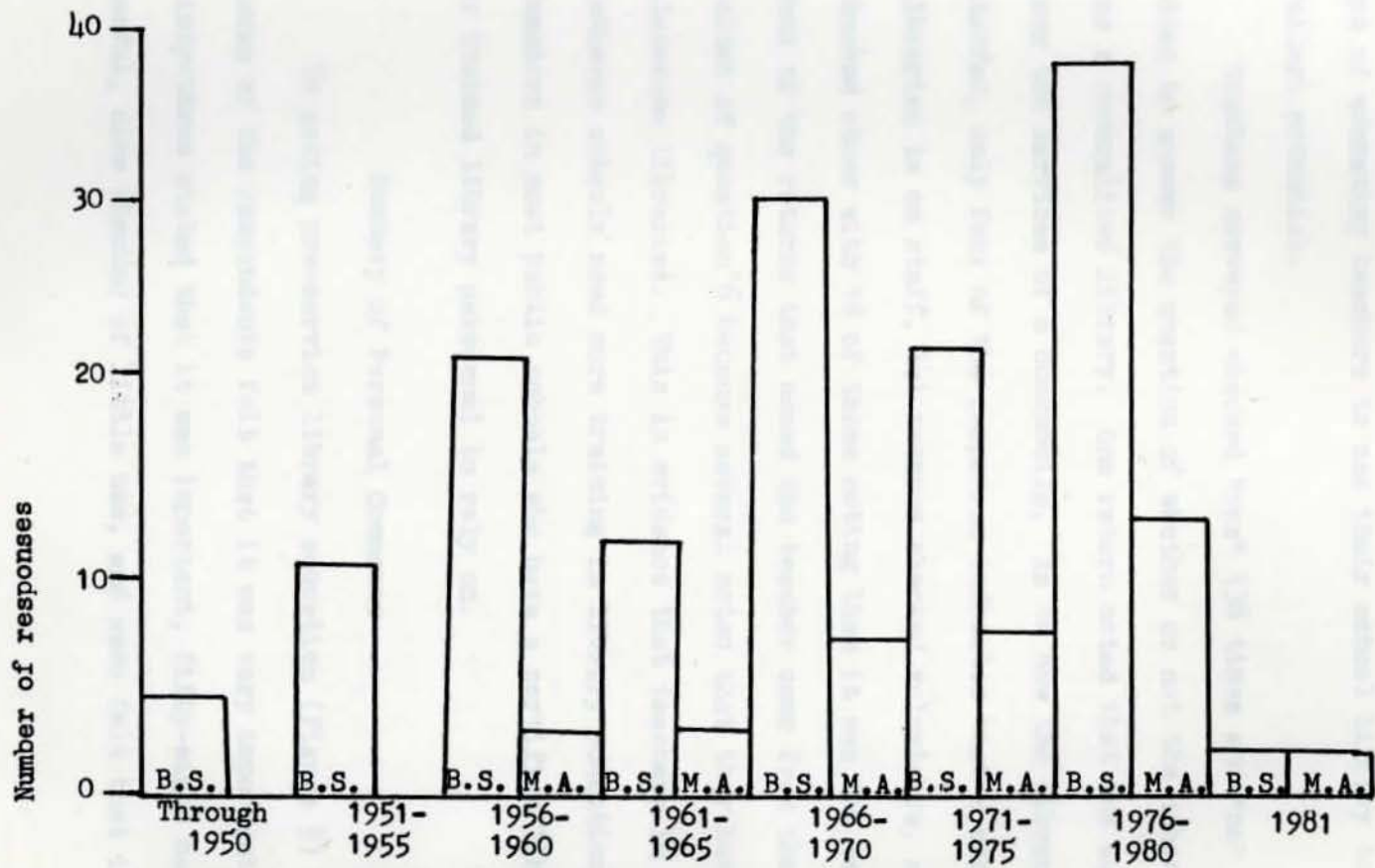


Figure 4 -- Year Degree(s) Received

Total responses -- 183

College, Seward, Nebraska, were named most often. Sixty-one respondents checked "other." The schools named represented institutions of higher learning across the country. This does seem to indicate that few schools do a totally adequate job of educating teachers to use their school library to its fullest potential.

Teachers surveyed checked "yes" 138 times and "no" 28 times to answer the question of whether or not the school has a centralized library. One return noted that the school uses the services of a bookmobile. As to how the library is staffed, only four of the responses indicated that a certified librarian is on staff, 141 returns checked volunteers, and 19 checked other with 18 of these noting that it was the teacher. Some of the returns that named the teacher came from the "no" column of question 6 because several noted that they have classroom libraries. This is evidence that teachers in the Lutheran schools need more training in library education than teachers in most public schools who have a certified librarian or trained library personnel to rely on.

#### Summary of Personal Comments

In rating pre-service library education (Figure 5) thirty-seven of the respondents felt that it was very important, sixty-three stated that it was important, fifty-eight marked useful, nine checked of little use, and zero felt that it was

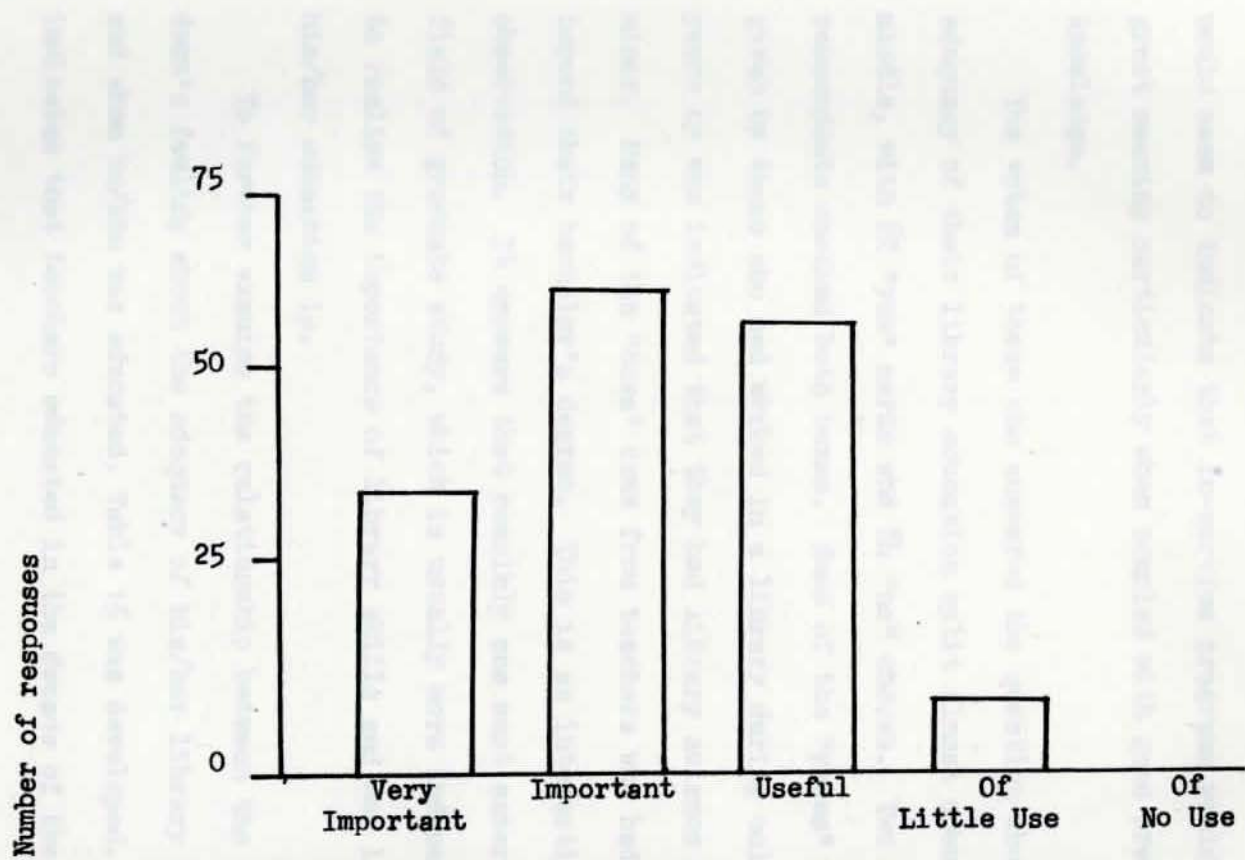


Figure 5 -- Rating of Pre-service Library Education

Total responses -- 167

of no use. In comparison thirty-eight of the respondents were of the opinion that in-service library education is more important than pre-service education, 112 stressed that it is as important, fourteen stated that it is less important, and one felt that it is of no importance (Figure 6). This would seem to indicate that in-service programs would have great meaning particularly when coupled with good pre-service knowledge.

The votes of those who answered the question about the adequacy of their library education split almost down the middle, with 82 "yes" marks and 84 "no" checks. Two other respondents checked both boxes. Some of the "yeses" were given by those who had worked in a library during college years or who indicated that they had library science as a minor. Many of the "noes" came from teachers who had gone beyond their bachelor's degree. This is an interesting observation. It appears that possibly one must enter the field of graduate study, which is usually more independent, to realize the importance of library skills and how lacking his/her education is.

To further examine the relationship between the respondent's feeling about the adequacy of his/her library training and when he/she was educated, Table 15 was developed. It indicates that teachers educated in the decade of the 70's

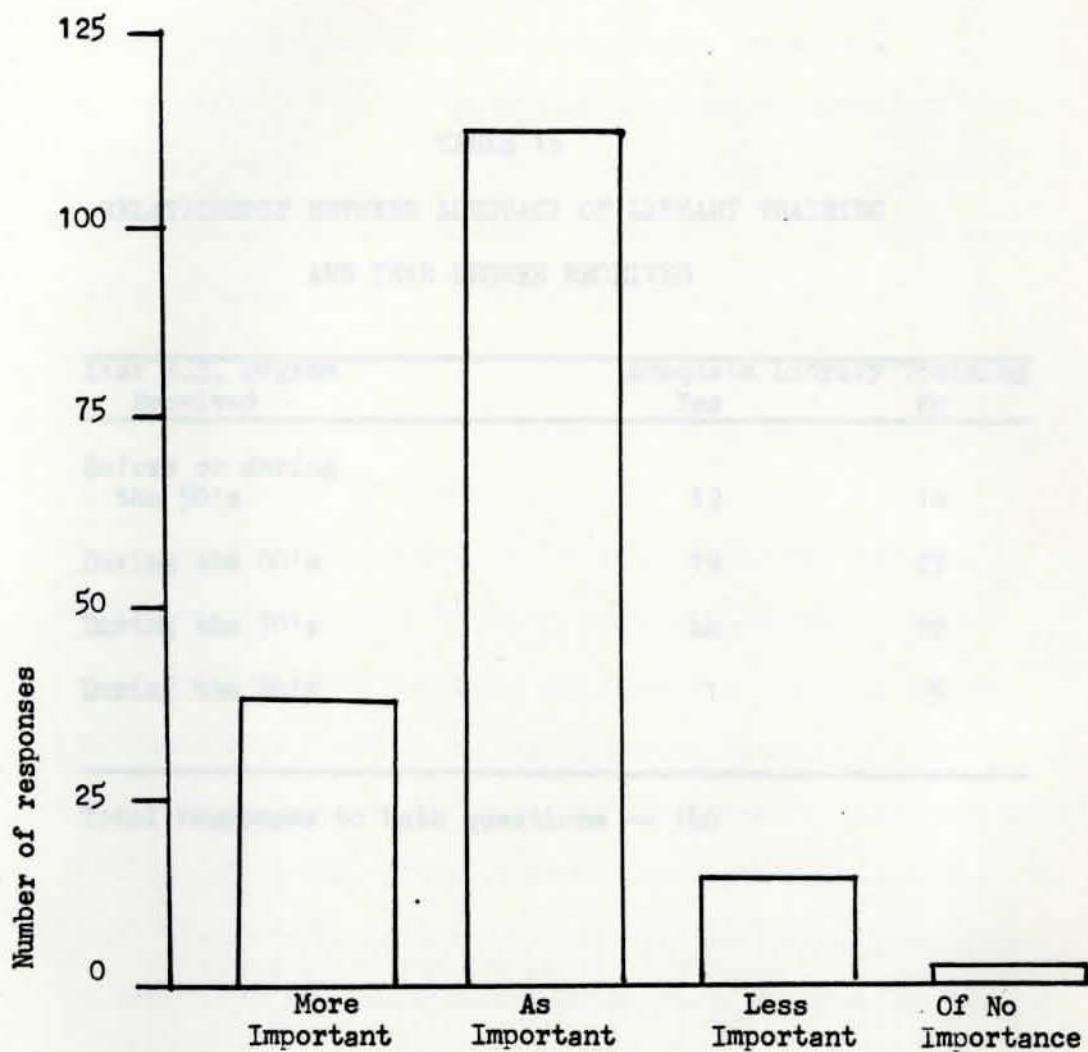


Figure 6 -- Rating of In-service Library Education

Total responses -- 165



and better trained in library skills and resources than those who graduated before or after that time, including recent graduates. This is probably due to the increased emphasis on the development of and greater funding for libraries that began in the 60's and accelerated during the 70's.

TABLE 15  
RELATIONSHIP BETWEEN ADEQUACY OF LIBRARY TRAINING  
AND YEAR DEGREE RECEIVED

Year B.S. Degree Received	Adequate Library Training	
	Yes	No
Before or during the 50's	12	16
During the 60's	19	27
During the 70's	44	22
During the 80's	1	5

Total responses to both questions -- 146

feel better trained in library skills and resources than those who graduated before or after that time, including recent graduates. This is probably due to the increased emphasis on the development of and greater funding for libraries that began in the 60's and culminated during the 70's.

Table 16 illustrates the relationship between the respondent's feeling about the adequacy of his/her library training and where he/she was educated. Graduates of synodical colleges feel better trained in library skills than respondents who graduated from public colleges. However, since the number of responses in comparative columns is so close, it is difficult to state a relationship.

Nearly every course and methods course was named in question four of this section. Many respondents indicated that colleges should require more training in research and more research projects so that students learn by doing. Many others bemoaned the fact that they had few audio-visual skills and special ("mini-courses" and "interim" were the terms used) would be helpful. The comments would seemingly substantiate the importance that teachers place on learning about the library and educators of teachers should pursue methods to implement teacher library education.

## CHAPTER V

## CONCLUSIONS AND RECOMMENDATIONS

TABLE 16

RELATIONSHIP BETWEEN ADEQUACY OF LIBRARY TRAINING  
WHERE EDUCATED

Where Educated	Adequate Library Training	
	Yes	No
Synodical Schools	61	58
Public Colleges	16	21

Total responses to both questions -- 155

## CHAPTER V

### CONCLUSION AND RECOMMENDATIONS

Though my sample is small and not definitely conclusive by any means, I feel some conclusions and recommendations would be in order.

From the results of the survey, it can be concluded that teachers in Lutheran elementary schools in the Saint Louis area are lacking in formal library education and training. Although the teachers themselves feel the need of more and/or better training, there is little being done to improve this situation either in teacher-training institutions or through in-service training and workshops. Teachers are not fully aware of the benefits of the library in curriculum planning and as a resource center for unit study and projects, of the value of the teacher's help in library materials selection, and of the need to learn to use and prepare audio-visual materials.

I would like to see more organized courses required of teachers in the library science areas. A course of this type could encompass literature and audio-visual materials. Such a course would necessarily be taken before student teaching so that the student would have previously learned

the value of the library.

I would like to see in colleges of education a model media center which would provide service and example to a prospective teacher through his educational career. This could be in the college itself or in a laboratory school situation, if one is present. What is of importance is that this model present for the students of education and the faculty of the college a good example of the best that a media center can offer in both staff and services.

I would like to see an increasing number of in-service workshops and programs so that teachers become more aware of what the library in his/her own school has to offer and what materials are needed for his/her grade level or subject area and request such resources. I would hope that administrators would realize the need for such programs to improve the total educational program of the school.

Perhaps what is needed in each school is a library resource teacher, or a liason between all aspects of the library and the rest of the faculty. This person would be library-trained and more important, library-aware. This person would initiate in-service programs, make faculty members aware of resources in the library, elicit suggestions from them for needed materials, and encourage the use of the library by students and teachers. This would be an incredibly large undertaking, but one which would be of great benefit to the school and its

staff. Such an arrangement would give importance to the library and help to put the library right up front, which is where it should be.

If the library education of elementary teachers is improved, it is reasonable to assume that the students will be better library-trained. This brings us back to pre-service, for the students of today are the teachers of tomorrow. What it boils down to is better college courses and more in-service today will result in better pre-service knowledge in years to come. As Ella Aldrich optimistically stated in 1935, "We may look forward to the time when all teachers are library-trained."<sup>1</sup> Although many years have passed, and all teachers are still not library-trained, let us not give up hope.

If teachers are library educated, it is primarily the student who is the beneficiary. As Dwight W. Allen stated,

. . .the curriculum of the future must avoid the strong commitment to factual knowledge and rote learning that characterizes the liberal arts curriculum. The time for individuals to have to carry masses of knowledge around in their heads should have passed away with the Gutenberg Bible. The student of the future will need great skill in knowing what he needs to know, finding it, and using it.<sup>2</sup>

This, then, is the challenge that today's teachers must be prepared to meet.

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<sup>1</sup>Ella Aldrich, "The Library's Function in Teaching the Use of the Library to Beginning Students," Library Journal, LX (February 15, 1935):46.

<sup>2</sup>Dwight W. Allen, "Curriculum for the 80's," Scholastic Teacher, 10 (January 10, 1969):13, quoted by Arabelle K. Pennypacker and Richard M. Driscoll, "The Crucial Factor in Individualizing Instruction," School Libraries 21(Spring 1972):21.

# IMMANUEL LUTHERAN SCHOOL

125 AND 125TH

ST. CHARLES, MISSOURI 63105

DAVID S. ADAMS  
Principal



Phone  
Missouri 840-0001

May 1, 1958

Dear Principal,

In a number of the historical colleges, I am doing a research study on the subject of **APPENDIX** and have been directed to use a school library. To gather additional information I have prepared a questionnaire.

Your assistance in making the Institute in Microfilm in high school level or lower school libraries, the enclosed questionnaire will help establish information not only for my school's benefit, but may provide some for thought for further improvement of the Institute in various respects, not individual school, but for the entire country. No personal identification will be made from answering this questionnaire, so please feel free to give your best and most candid answers at the end of it.

Please return the completed questionnaire to the address enclosed by May 15, 1958.

Your cooperation will be greatly appreciated.

Sincerely,  
*James L. ...*  
James L. ...  
Director

**IMMANUEL LUTHERAN SCHOOL**

7TH AND MADISON

ST. CHARLES, MISSOURI 63301

**DAVID H. BERNHARDT****PRINCIPAL****PHONE****724-2730 946-0081**

May 5, 1981

Dear Principal,

As a graduate student at The Lindenwood Colleges, I am doing a research study on how well teachers have been trained to use a school library. To gather additional information I have prepared a questionnaire.

Your assistance in asking the teachers in kindergarten through grade eight at your school complete the enclosed questionnaires will make available information not only for my master's project, but may provide food for thought for college departments of education, conference workshops, and individual school in-service training. No personal identification will result from answering this questionnaire, so please tell them to feel free to add any pertinent comments at the end of it.

Please return the completed questionnaires in the enclosed envelope by May 30, 1981.

Your cooperation will be greatly appreciated.

Sincerely yours,

*Joanne Bader*

Joanne Bader  
Teacher - Grade 4



**SURVEY OF TEACHER-LIBRARY EDUCATION**

With the emphasis on information-finding and inquiry skills, many feel that educators should prepare teachers to use the materials and resources in the library. Please check the appropriate box (or boxes) to indicate where you feel you have received your library education in the following areas:

	pre-college	required college courses	elective college courses	in-service training	on-the-job experience	post-graduate courses	knowledge not learned
Knowledge of children's literature							
Ability to use card catalog							
Methods of materials selection							
Knowledge of basic reference books							
Knowledge of classification system, such as Dewey							
Knowledge of professional journals							
Value of guiding students' reading habits and interests							
Need for open access to library							
Need to coordinate library selection & curriculum planning							
Value of library for unit and project resources							
Value of library in independent study							
Value of teacher input in selecting materials							
Utilization of A-V materials							
Preparation of A-V materials							

## SURVEY OF TEACHER-LIBRARY EDUCATION

-2-

Please circle, check, or fill in the appropriate answer.

## Background Information

1. Grade (or grades) taught: K 1 2 3 4 5 6 7 8
2. Years taught: 1-4 5-9 10 or more
3. Professional degrees: B.S. B.S.+ M.A. M.A.+
4. Year degree(s) received: B.S. \_\_\_\_\_ M.A. \_\_\_\_\_
5. Where educated: Synodical School  Please name \_\_\_\_\_  
Other
6. Does your school have a centralized library? Yes  No
7. How is it staffed? Certified librarian   
Volunteers   
Other \_\_\_\_\_

## Personal Comments

1. How would you rate pre-service library education?  
very important  important  useful   
of little use  of no use
2. How would you rate the importance of in-service library education?  
more important than pre-service education   
as important  less important  of no importance
3. Do you feel adequately trained to use library materials to their fullest and to guide your students in using them?  
Yes  No
4. In which courses might the use of and skills for using library materials and resources have been taught?

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Thank you for your cooperation. Please complete and return to your principal before May 29, 1981.

STUDY

STUDY

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